



School Course Calendar

2026-2027

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QW High School

School Course Calendar: 2024-25

1. Goals and Philosophy

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. QW School has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students.

QW School is organized to provide students with opportunities to pursue combinations of Academic, Business, and Technological Studies, as well as courses in the Arts, Physical and Health Education and Career Education. QW School is committed to helping students acquire the knowledge, skills, values and attitudes, which are useful both now and in later life.

2. The Importance and Value of Completing a Secondary Education

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information is essential to succeed in this ever-changing global economy. One has to constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides students with the analytical skills necessary to pursue a wide-range of career objectives.

3. The Requirement to Remain in Secondary School until 18 or Obtained OSSD

At QW School, we adhere to the provisions outlined in the Education Act, which governs public education in Ontario. The Act mandates that children aged 6 to 18 must attend school and emphasizes the importance of completing secondary education.

Students under the age of 18 are required to be enrolled in a secondary school until they obtain their Ontario Secondary School Diploma (OSSD) or reach the age of 18. The purpose of this requirement is to promote higher graduation rates and ensure students are adequately prepared for post-secondary education or the workforce.

Once a student reaches 18 years of age, they are permitted to leave school if they have not yet obtained their OSSD. In such cases, they may be eligible to receive a Certificate of Accomplishment, which recognizes their participation and efforts during their time in secondary school.

Obtaining an OSSD is a critical milestone for students, as it significantly impacts their future opportunities and success.

4. School Organization

There are no defined semesters at our school. The school provides flexible scheduling for its students. Courses, however, must be completed within 10 months of registration.

5. Ontario Secondary School Diploma (OSSD)

In order to earn the Ontario Secondary School Diploma depends on the year you started Grade 9.

If you started Grade 9 in 2023 or in prior years, you must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:

- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits

Everyone needs 40 hours of community involvement activities (volunteering) to get their high school diploma.

If you started Grade 9 in 2023 or in prior years, you must earn:

Compulsory Credits

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

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies

0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

- Student can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- Student can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- **English language learners:** Student may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

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

Group 1:

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

Group 2:

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

Group 3:

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

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

In addition to the 18 compulsory credits (7 for the OSSC), students must earn 12 optional credits (7 for the OSSC). Of these 12 optional credits, up to 4 may include credits earned through approved dual credit courses. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available at QW School.

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

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

- **Compulsory credits**

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

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

The following apply to compulsory credit selections.

- Students can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- Students can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- Students can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

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

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

Optional credits

- Students must earn 13 optional credits by successfully completing courses from school's program and course calendar.
- Optional credits may include up to 4 credits earned through approved dual credit programs.

6. Alternative Ways to Earning Credits Toward the OSSD:

Most students' complete credits through regular high school courses. However, there are additional ways to earn credits toward your Ontario Secondary School Diploma (OSSD). These may include independent study, private study, correspondence through the Independent Learning Centre, continuing education, and summer school. Students should speak with a counsellor or administrator to explore course availability and access.

6.1. Dual Credit Programs

- Take college courses or apprenticeship training that count toward both:
 - your OSSD,
 - and a postsecondary credential.
- Benefits: earn high school credits, explore college/apprenticeship pathways, plan your next steps.
- Eligibility: at risk of not graduating from High School, enrolled in SHSM (Skilled High Skills Major, OYAP (Ontario Youth Apprenticeship Program), returning to high school to get your diploma, interested in exploring career pathways, including apprenticeships, looking for help with the transition to college or apprenticeship program options.

6.2. Ontario Youth Apprenticeship Program (OYAP)

- For students 15+ years old interested in skilled trades.
- Combine co-op placements with apprenticeship training.
- Earn high school credits and apprenticeship hours at the same time.
- Can begin as early as the summer after Grade 10.

6.3. Specialist High Skills Major (SHSM)

- Graduate with an OSSD plus specialized training in one of 19 sectors (e.g., business, health, ICT, construction, arts, trades).
- Complete 8–10 courses, gain certifications (e.g., First Aid, CPR), and co-op experience.
- Recognition: SHSM seal on diploma, record of courses, certifications, and experiences.

6.4. Co-operative Education (Co-op)

- Earn credits through work placements in the community.
- Connect classroom learning with real-world experience.
- Minimum 110 hours per co-op credit.
- Benefits: hands-on learning, explore career options, build workplace and transferable skills.

6.5. Learn More Online

Co-op Programs: [Ontario.ca/Cooperative-Education](https://ontario.ca/Cooperative-Education)

Dual Credit Programs: [Ontario.ca/Dual-Credit](https://ontario.ca/Dual-Credit)

Specialist High Skills Major: [Ontario.ca/SHSM](https://ontario.ca/SHSM)

OYAP: oyap.com

7. Online Learning Graduation Requirement

Beginning with students who entered Grade 9 in 2020–21, all secondary school students must complete **two online learning credits** as part of their graduation requirements. This prepares students for post-secondary study and work by building digital literacy, independence, and transferable skills in an online environment.

Policy Program Memorandum No. 167 outlines in detail the Online Learning Graduation Requirement Policy.

Reference: [Education in Ontario: policy and program direction | ontario.ca](https://education.ontario.ca/education-in-ontario-policy-and-program-direction)

Definition of “Online Learning” for this graduation requirement

- Online credits are earned through courses delivered primarily over the internet or digital platforms, with teacher-led instruction from a certified Ontario educator.
- Students may complete coursework at different times and from different schools or boards.
- In-person attendance may be required only for final evaluations, occasional meetings, or access to supports such as guidance, special education, or technology.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario teacher who communicates with them directly and provides instruction, feedback, assessment, evaluation, and reporting, including any accommodations or modifications identified in the student’s Individual Education Plan (IEP).

What Does Not Count

- In-person classes that use digital tools in the classroom.
- Remote learning courses that only meet the minimum for synchronous instruction.

Opt-Out Option

Parents/guardians may request that their child be exempt from the online learning credit requirement by submitting an official opt-out form to the school. Students who are 18 years or older, or those aged 16–17 who have formally withdrawn from parental control, may also complete and submit the form themselves to opt out of the requirement.

Course Selection & Supports

- Course choices should reflect the student’s interests, abilities, and future pathways.
- Schools will ensure access to guidance, well-being resources, English-language learner support, and other necessary services so the requirement does not become a barrier to graduation.
- Where a student has an IEP, the plan should be shared—when appropriate and with consent—with an educator delivering an online course through another publicly funded school board, so that supports are consistently applied.

8. The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

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

7 required optional credits

- 7 credits selected by the student from available courses

The substitution policy for OSSC compulsory credits is the same as that for the OSSD.

9. Reach Ahead policy for Elementary Students

Under the OSS Policy, elementary school students are allowed to enroll in “reach ahead” courses through a secondary school organization to earn credits. Once the elementary student transitions to secondary school, the successful completion of these courses will be recorded on the Ontario Student Transcript.

10. The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

11. List of Available Courses and offered at QW School:

ENL1W	English, Grade 9, De- Streamed
ENG2D	English, Grade 10, Academic
ENG3U	English, Grade 11, University Preparation
ENG4U	English, Grade 12, University Preparation
MTH1W	Mathematics, Grade 9, De-streamed
MPM2D	Principles of Mathematics, Grade 10, Academic
MCR3U	Functions, Grade 11, University Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation
MDM4U	Data Management, Grade 12, University/College Preparation
MHF4U	Advanced Functions, Grade 12, University Preparation
SNC1W	Science Grade 9, De-streamed
SNC2D	Science Grade 10, Academic
SCH3U	Chemistry Grade 11, University Preparation
SBI3U	Biology, Grade 11, University Preparation

SPH3U	Physics, Grade 11, University Preparation
SBI4U	Biology, Grade 12, University Preparation
SCH4U	Chemistry, Grade 12, University Preparation
SPH4U	Physics, Grade 12, University Preparation
CGC1W	Issues in Canadian Geography, Grade 9, De-streamed
CHC2D	Canadian History Since World War I , Grade 10, Academic
CHV2O	Canadian Civics and Citizenship, Grade 10, Open
CGW4U	World Issues: A Geographic Analysis, Grade 12, University Preparation
CLU3M	Understanding Canadian Law, Grade 11, University/ College Preparation
CLN4U	Canadian and International Law, Grade 12, University Preparation
ICS3U	Introduction to Computer Science, Grade 11, University Preparation
BAF3M	Financial Accounting Fundamentals, Grade 11, University/ College Preparation
BAT4M	Financial Accounting Principles, Grade 12, University/ College Preparation
BDI3C	Entrepreneurship: The Venture, Grade 11, College Preparation
BMI3C	Marketing: Goods, Services, Events. Grade 11, College preparation
BBB4M	International Business Fundamentals, Grade 12 University/College preparation

Curriculum documents for all secondary courses can be accessed online at the following URL:
<https://www.dcp.edu.gov.on.ca/en/>

12. School Timetable :

Our school provides students with flexible scheduling. All courses must be completed within 10 months of registration.

13. Course Description:

ENL1W	This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.
ENG2D	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
ENG3U	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively.
ENG4U	The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
MTH1W	This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.
MPM2D	This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

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.
MCV4U	This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
MDM4U	This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
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.
SNC1W	This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SNC2D	This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.
SCH3U	This course enables students to deepen their understanding of chemistry through the study of organic chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well the impact of some common chemical reactions on society and the environment.
SBI3U	This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study and helps students refine skills related to scientific investigation.
SPH3U	This course enables students to deepen their understanding of physics concepts and theories. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.
SBI4U	This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of life sciences and related fields.
SCH4U	organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

SPH4U	This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
CGC1W	This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.
CHC2D	This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
CHV2O	This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

CGW4U	In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world
CLU3M	This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
CLN4U	This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.
ICS3U	This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
ICS4U	This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

14. Co-operative Program Offered at QW School:

The school has implemented a Business Co-op course for Grade 11 and 12 students in the current academic year.

QW School may provide students with the opportunity to extend their knowledge through cooperative education programs. Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience.

A cooperative education course is based on a related course (or courses) from an Ontario curriculum policy document in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component.

Cooperative education will not be provided during the 2018 - 2019 academic year.

Course outlines for all courses offered at QW School are given to students registered in the course and can also be obtained upon request to the principal.

15. Community Involvement

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 contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school principal. Students must choose an activity that is approved by the school such as helping classmates with school work, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community.

Student activities are not to displace workers or to be during scheduled classroom time. Grade 8 students are allowed to start their volunteer hours when they complete their Grade 8 academic studies.

Approved Activities:

Students can seek opportunities in the community by offering assistance to service clubs, community groups, charities, conservation groups, health agencies and others. For example:

- Fundraising (not-for-profit organizations)
- Community sports coaching
- Helping to organize community events
- Participating in environmental projects
- Assisting Seniors
- Participating on committees

- Participating on community project
- any activity where you are paid
- Co-operative education experiences
- any required activities of a course or program
- playing on a school or recreational sports team
- activities which are regular family responsibilities
- court-ordered community service programs
- alternative measures program
- any diversionary program that uses community service
- any activity unsafe, unsupervised environment

Ineligible Activities:

- any activity where you are paid
- Co-operative education experiences
- any required activities of a course or program
- playing on a school or recreational sports team
- activities which are regular family responsibilities
- court-ordered community service programs
- alternative measures program
- any diversionary program that uses community service
- any activity in an unsafe, unsupervised environment

16. The Secondary School Literacy Graduation Requirement

Students must pass the Ontario Secondary School Literacy Test, which is administered annually in March. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). The school 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 interests of the student. Students who pass the course are considered to have met the literacy graduation requirement. The literacy requirements are in the best interest of the students. The result is recorded on the student transcript.

In the case of accommodation, special provisions, deferrals and exemptions, the principal will contact the EQAO directly to apply for them if the need arises.

Accommodations

The accommodations provided for students writing the OSSLT are in the categories of:

- Setting
- Time
- Presentation Format (formats for administration of test)
- Response Format (permitted formats for student responses)
- Audio Recording of Responses
- Verbatim Scribing of responses
- Video Recording of Responses (reading only)

A complete description of the above categories is found in the school's policy and procedure manual.

Deferrals

The student who is working toward an OSSD but will not participate in the test, because:

- The student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- The student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
- The student has not yet acquired the reading and writing skills appropriate for Grade 9 or
- The student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.

To make a deferral decision it must be done:

- prior to the test;
- for each student individually and
- in consultation with the student and parents or guardians or the adult student, and with the appropriate teaching staff.

Exemption

The student is not working toward an OSSD (and this is indicated in the IEP). To make an exemption decision must be done:

- prior to the test;
- for each student individually and
- in consultation with the student and parents or guardians or adult student, with the appropriate teaching staff and with the consent of the parents or guardians or adult student.

17. Substitutions for Compulsory Credits

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of QW School that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

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

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a 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. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

The following are limitations on substitutions for compulsory credits:

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

No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet compulsory credit requirement.

Credits earned for cooperative education courses may not be used through substitutions to meet compulsory credit requirements.

A locally developed compulsory credit (LDCC) course may not be used as a substitute for 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.

18. Prerequisite Courses

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. In unique situations, mature students that do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal of QW School. The requested students will have an opportunity to explain their circumstances. At QW School, students must complete the prerequisite identified for the course they wish to register for. Proof of prerequisite completion is mandatory prior to course registration.

19. Waiving Prerequisites

If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make their decision in consultation with the parents and appropriate school staff.

The principal will make the following considerations in the decision to waive a prerequisite:

- The principal must be satisfied that waving the prerequisite will not hinder the chances of success in the course for which the prerequisite is a requirement.
- The student understands that the prerequisite course in question prepares the student for the course which requires the prerequisite course.
- The student/parent must request the waiver in writing using the appropriate form provided by the school. The form is then filed in the student's file (OSR).

The principal's decision is final and there is no further avenue of appeal. As part of the consideration of whether the prerequisite may be waived, the student may be asked to take a special test or examination.

20. Credit System and Courses

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of classroom instruction with the student achieving a mark of 50% or higher. Credits are granted to students by the school principal, on behalf of the Minister of Education.

Types of Courses

Ontario credit courses have a common course code system: e.g., ENG4U, BBB4M

1. The first 3 characters represent the course name: e.g., ENG = English, BBB=Introduction to International Business.
2. The 4th Character indicates the grade or language level: e.g., 1=Grade 9; 2=Grade 10; A=Level
3. The last character indicates the course type: e.g., C= College; D= Academic; M= College or University; U= University; W= De-streamed

Grade 9 Courses:

The following two types of courses are offered in Grade 9:

De-streamed 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.

- Open courses,

which comprise a set of expectations that are appropriate for all students, are?

designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Grade10 Courses

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,

which comprise a set of expectations that are appropriate for all students, are?

designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

The 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 apprenticeship 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 knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

21. Changing Course Types

When students decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. A student may enroll in a different type of course in a given subject in Grade 11 than the type he or she completed in Grade 10, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 11 University Mathematics -Functions (MCR3U) course is the Grade 10 academic mathematics course, so a student who is planning to move from the Grade 10 applied mathematics course to the Grade 11 University Mathematics- Functions (MCR3U) course must take either the designated transfer course or the Grade 10 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in each subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, he may waive the prerequisite.

22. Course Completion, Remediation and Credit Recovery policy:

When a student completes a course but does not attain a passing level of achievement in the curriculum expectations, the school will collaborate with the student and their parents to identify appropriate remediation options. The goal is to support the student in meeting curriculum expectations and earning credit for the course.

Arrangements should be made to provide one or more of the following options:

1. Remediation Options:

- Students will be offered opportunities to repeat only the specific material related to the curricular expectations not achieved.
- These options may include summer school, independent study, individualized remediation programs, or distance education.
- Student work will be evaluated to determine if the curriculum expectations have been successfully met.

2. Remedial Programs:

- When available, students may enroll in remedial programs designed for groups with similar learning needs.

3. Repeating the Entire Course:

- Students may choose to repeat the entire course if deemed appropriate.

4. Credit Recovery:

- Through Credit Recovery programs, students will develop learning skills that support success in the regular classroom.
- These courses focus on overall curriculum expectations and are often integrated within Learning Strategies courses.
- The objective is to ensure students meet curriculum expectations and are prepared to advance along their program pathway.

5. Additional Support Services:

- The school may provide tutoring services, available online or on-site, as needed.

6. Instructional Hours:

- When necessary, the principal may decide to extend instructional hours beyond the mandated 110 hours to facilitate remediation.

7. Summer School:

QW School operates a summer school program during July and August. Students wishing to repeat courses or upgrade marks may attend during this period. All summer courses must commence no earlier than July 1st and be completed by August 31st of the same year.

23. Achievement Curriculum Expectations

The expectations, or content standards identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on assessments, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific expectations. The *overall expectations* describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The

specific expectations describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum.

24. Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (student products such as assignments and tests, observations of student performance, and conversations with students) that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, or performance standards and assigning a level of achievement to represent that quality.

Assessment and evaluation will be based on the content standards and the performance standards outlined in this document and in the curriculum policy document for each discipline.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- *are fair, transparent, and equitable for all students;*
- *support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;*
- *are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;*
- *are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;*
- *are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;*
- *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;*
- *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment *for* Learning - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment *as* Learning - we help students monitor progress, set goals, reflect on their learning
Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

Assessment *of* Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

1. Performance Standards

Levels or degrees of achievement are organized into broad learning categories. These include communication, knowledge/understanding, application and thinking. While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information and act as a framework used to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents.

A final grade is recorded for every course and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade in the form of a percentage grade for each course will be determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, culminating activity and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that

are based on clear performance standards and on a body of evidence collected over time. The purpose of the achievement chart is to:

- Provide a common framework that encompasses all curriculum expectations for
- All courses outlined in this document;
- Guide the development of quality assessment tasks and tools (including rubrics);
- Help teachers to plan instruction for learning;
- Assist teachers in providing meaningful feedback to students;
- Provide various categories and criteria with which to assess and evaluate students' learning.

2. Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are: Knowledge and Understanding, Thinking, Communication, and Application.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

The categories of knowledge and skills are described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, as follows:

Knowledge and Understanding	Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding).
Thinking	The use of critical and creative thinking skills and/or processes
Communication	The conveying of meaning through various text forms.
Application	The use of knowledge and skills to make connections within and between various contexts.

Report cards will include evaluation of students' Learning Skills and Work habits as follows:

Learning Skills and Work Habits

<u>Responsibility</u> • Fulfils responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.	<u>Organization</u> • Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
<u>Independent Work</u> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.	<u>Collaboration</u> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.

<u>Initiative</u> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks • Demonstrates curiosity and interest in learning • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others.	<u>Self-Regulation</u> • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.
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E – Excellent G – Good S – Satisfactory N – Needs Improvement

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and Grade 10 courses only)
W	The student has withdrawn from the course.

25. Prior Learning Assessment and Recognition, for regular day school students:

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario Secondary School. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR Challenge and Equivalency may be granted by the principal according to Ministry guidelines for PLAR, and the school procedure manual.

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

25.1 Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students (Policy Program Memorandum 129)

Since secondary school offers many learning opportunities, PLAR has a specific, limited role in Ontario's high school program. For regular day school students, up to four credits can be earned through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages; Levels 2, 3, and 4 in international languages; and Levels 3, 4, and 5 in Native languages. No more than two credits can be awarded in the same subject area. For students transferring from homeschooling, private schools that are not inspected, or schools outside Ontario, principals will evaluate previous learning and grant credits based on that assessment. PLAR procedures should also be available for students with special needs. Adjustments, such as extra time or a quiet space, may be made to help them complete assessments. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. Policy Program Memorandum No. 129 outlines in detail the PLAR policy and requirements that apply to regular day school students.

Reference: [Education in Ontario: policy and program direction | ontario.ca](https://www.ontario.ca/page/education-policy-program-direction)

25.2 Prior Learning Assessment and Recognition (PLAR) for Mature Students (Policy Program Memorandum 132)

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in program to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment. There is no challenge process for Grade 9 and 10 credits.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals

will determine the number of hours of community involvement activities that a mature student will have to complete.

Policy Program Memorandum No. 132 outlines in detail the PLAR policy and requirements that apply to Mature Students. Reference: [Education in Ontario: policy and program direction | ontario.ca](https://www.ontario.ca/education/policy-program-memorandum-no-132)

26. Recording and Reporting:

26.1 Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

If a student is enrolled in one or more courses at QW School and is also attending another Ontario secondary school as their Main School, the school where the student is taking the most courses will maintain the Ontario Student Record (OSR). Please note that QW School is not responsible for maintaining the OSR for students who have already graduated from another school; in such cases, the graduating school is required to keep those records.

For students who have not yet graduated and are solely working towards their Ontario Secondary School Diploma (OSSD) through courses at QW School, the school will request, establish, and manage the OSR in accordance with the Education Act. The OSR includes records such as Mid-term & Final report cards, community involvement documentation, and results of the Ontario Secondary School Literacy Test.

26.2 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all public and private schools in Ontario. It lists all courses completed by a student from grades 9 through 12, including both successful and unsuccessful attempts. The OST is stored within the Ontario Student Record (OSR) and is kept for many years after the student graduates. The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;

- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the 40 hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.

According to the policies outlined in the Ontario Student Transcript Manual (2010), the school that maintains the OSR is also responsible for updating and maintaining the OST.

Therefore, if a student is enrolled part-time with QW School, their main school will hold the OST. QW School assists in this process by notifying the school that holds the OSR of the courses taken and the final achievements of students enrolled at QW School.

When students complete a course at QW School, they will receive a final report card by mail. Additionally, a copy of this report will be forwarded to the school that maintains their main school so it can be added to the students' overall transcript.

Students needing a certified copy of their Ontario Student Transcript should contact the guidance department of the school that holds their OSR.

For students who require their final marks to be faxed or emailed to the Ontario University Application Centre (OUAC), they should send an email with explicit authorization. The email must include their full name, the course and final mark to be submitted, their Ontario Education Number (OEN), and their OUAC reference number.

26.3 Course Withdrawal Policy:

If a student withdraws from a course, enter a "W" in the "Credit Earned" column of the report card(s) issued subsequent to the withdrawal. For students (including students with an Individual Education Plan) who withdraw from a Grade 11 or 12 course more than five instructional days after the first report card is issued in a semestered school, or more than five instructional days after the second report card is issued in a non-semestered school, also enter the student's percentage mark at the time of withdrawal in the "Percentage Mark" column.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student's learning plan.

Note: Students will not receive a refund for their withdrawn courses or be permitted to select a replacement course.

26.4 Reporting Student Achievement to Parents

There are two formats of the provincial report card: one for **semestered schools** and one for **non-semestered schools**.

- **Semestered schools** issue:
 - a mid-term report for each semester
 - a final report at the end of each semester
- **Non-semestered schools** issue:
 - a mid-term report for both the first and second terms
 - a final report at the end of the school year

The **first report** (mid-term) in both formats reflects student achievement of overall curriculum expectations during the initial reporting period, as well as progress in learning skills and work habits.

In non-semestered schools, the **second report** provides an update on achievement and learning skills/work habits up to the end of the second term.

The **final report** in both formats summarizes overall achievement for the course and development of learning skills and work habits. To give parents a clear overview, the report cards for the second and/or final reporting periods also show achievement from previous reports. Regular progress reports will be provided to the parents of students who are under 18 years of age. Students who are 18 years of age and older will have to give permission to the teachers to communicate with their parents about their academic progress.

Student success is based also on their ability to maintain a high standard when it comes to learning skills and work habits in their regular studies. These are based on 6 established criteria. These are:

- **Responsibility:** The student is willing to act independently and make decisions without authorization.
- **Organization:** The student is able to plan, arrange, coordinate, administrate and management the workload.
- **Independent Work:** The student shows self-governance, self-determination and autonomy when independently completing all tasks.
- **Collaboration:** The student can effectively work with others to produce or create something.
- **Initiative:** The student can act to take charge and shows ingenuity, originality and enterprise.
- **Self-Regulation:** The student has control of oneself and can act independently

27. School Services

1. Computers

All QW School students must have access to reliable computers and internet.

2. *Guidance*

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate courses and in making application to post-secondary institutions. The QW School principal is also the guidance teacher.

3. *Education and Career Planning Supports*

When students begin at their studies at QW School, they review with the principal their educational goals and become familiarized with the learning pathway form to best plan their educational direction. Upon completion of their studies, they will again sit with the principal to prepare a personalized transition plan either for their home-school, or post-secondary directions (university, college or the workplace).

4. *Education Support for Parents*

Parents and students may request a learning pathway form at any time to complete and review with the principal. They may also request to review curriculum documents, course descriptions and prerequisites and discuss their implications with the principal.

5. *Student Accommodations and Modifications*

At QW School, no modifications are made to any of the courses. Instructional, test and environmental accommodations may be given to students upon recommendation by the educational psychologist associated with our school.

6. *Program Considerations for English Language Learners Policy:*

At QW School, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all subject areas. Teachers provide instructional programs, which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Teachers must incorporate appropriate strategies for instruction and assessment to facilitate the success of English language learners in their classrooms. These strategies include:

- Modification of some or all of the subject expectations, depending on the level of English proficiency.
- Use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing textbooks; pre-teaching key vocabulary; peer tutoring; strategic use of students' first languages).
- Use of a variety of learning resources (e.g., visual materials, simplified texts, bilingual dictionaries, and materials that reflect cultural diversity).
- Use of assessment accommodations (e.g., granting extra time; using oral interviews, demonstrations, visual representations, or tasks requiring the completion of graphic organizers).

and cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

7. *Library and Community Resources*

Students are encouraged to use their local public libraries and their home-school library for their research projects.

28. Student Responsibilities:

All members of the school community are to be treated with respect and dignity, especially persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others.

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. QW School will respond strongly to school members who are in possession of, or under the influence of alcohol or illegal drugs. 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.

Student's achievements will be periodically reviewed with the student, teacher, and the principal. An action plan will be developed, if necessary, with the student's participation to help enhance the student's success. If the student is under the age of 18, the action plan will also be review with, and signed by the parent.

28.1 Attendance Policy: Aligned with Ontario's "Growing Success" and Provincial Attendance Requirements

Regular attendance is essential for student success. Students are expected to attend all scheduled learning sessions—whether in-person or online—and participate consistently. Ongoing attendance supports achievement of curriculum expectations, engagement in learning, and overall well-being. The school will monitor attendance closely. Any concerns will be handled using **fair, consistent, and progressive** steps that consider the student's age, maturity, individual circumstances, and the frequency of absences. Teachers, parents/guardians, and school administration share responsibility for supporting strong attendance habits.

28.1.1 Guiding Principles

- All students must attend school regularly and punctually.

- Attendance supports student achievement, well-being, and continuous learning.
- Persistent absenteeism affects a student's ability to demonstrate curriculum expectations.
- Teachers, parents/guardians, and school administration share responsibility for supporting regular attendance.
- Intervention will be progressive, supportive, and tailored to student needs.

28.1.2 Attendance Expectations -In Person Learning:

Reporting Absences

- Parents/guardians must call or email the school before 9:00 a.m. to report the student's absence.
- If a student is absent without communication, the school will contact the home to verify the reason.

28.1.3 Monitoring and Thresholds:

To ensure early intervention, attendance will be reviewed regularly. Formal action will be taken when:

- **Elementary Students (Grades 1–8):**
After 5 consecutive days or more of absence, the school will notify parents/guardians and arrange a meeting to develop an attendance improvement plan.
- **Secondary Students (Grades 9–12):**
After 3 consecutive days or more of absence, the school will notify parents/guardians and arrange a meeting to develop an attendance improvement plan.

28.1.4 Possible Interventions for In-Person Learning:

Depending on the severity and frequency of absences, the school may:

- Conduct teacher check-ins with the student
- Contact parents/guardians for discussion
- Develop an attendance improvement plan or attendance contract
- Refer the matter to school administration
- Review academic progress and provide supports
- Withdraw the student from a course if attendance prevents them from meeting curriculum expectations.

28.1.5 Online Learning Attendance Requirements

Regular login, participation, and assignment completion are required for success in online learning. Attendance is recorded through login activity, engagement with course materials, and submission of assigned work.

28.1.6 Expectations for Online Students:

Students must:

- Log into their courses regularly

- Complete coursework and activities consistently
- Attend teacher check-ins, virtual meetings, or oral assessments as required
- Inform their teacher in advance if extended delays or absences are expected

28.1.7 Attendance Monitoring in Online Courses:

Teachers will:

- Review login activity and submission patterns
- Contact students if there is long inactivity or missed work
- Communicate with parents/guardians if concerns persist

28.1.8 Possible Interventions for Online Learning

If attendance or participation concerns continue, steps may include:

- Student/teacher communication
- Parent/guardian contact
- Implementation of an attendance support plan
- Administrative intervention
- Removal from the course if the student is unable to demonstrate ongoing learning

28.1.9 Course Duration Expectations

- Most students complete a course within **6 months**, depending on pace.
- The maximum course duration is **12 months**.
- Students who do not complete their course within 12 months will be removed from the course unless verified extenuating circumstances exist.
- Re-enrollment requires administrative approval and may involve additional fees.

28.1.10 Progressive Responses to Attendance Concerns

Across both learning models, the following steps may be taken based on the severity and frequency of absences:

1. **Early Communication**
 - Teacher contacts the student and/or parent/guardian
2. **Attendance Review Meeting**
 - Meeting held to identify issues and create an improvement plan
3. **Attendance Improvement Plan or Contract**
 - Documented plan outlining expectations and support
4. **Administrative Review**
 - Administration intervenes if attendance does not improve
5. **Possible Course Withdrawal**
 - Student may be withdrawn from a course if chronic absenteeism prevents them from meeting curriculum expectations

28.2 Academic Honesty- Plagiarism Policy

Academic honesty is essential to real learning. All students are expected to complete and submit work that is original and created by them. Submitting work that belongs to someone else, or using unauthorized help, is considered cheating or plagiarism, and is a serious academic concern.

Academic honesty applies to all learning models, including:

- **In-person classes**
- **Online/asynchronous learning**
- **Hybrid courses**
- **Tests, exams, assignments, projects, and presentations**

28.2.1 What Counts as Plagiarism or Cheating

Plagiarism means taking someone else's words, ideas, or work and presenting them as your own. Cheating includes any attempt to gain an unfair advantage.

Examples include:

- Using work done by another student
- Copying homework or classwork
- Changing a few words in someone else's work and submitting it
- Cutting and pasting from the internet without citation
- Copying from books, websites, videos, or AI tools without credit
- Not using quotation marks when directly quoting
- Getting unauthorized help on tests or assignments
- Using outside resources during an online test without permission

28.2.2 Expectations for Online Learning

- To maintain integrity in an online environment, students must:
- Submit original work and keep drafts/notes if requested
- Complete assessments independently unless collaboration is allowed
- Attend check-ins, virtual meetings, or oral assessments if required
- Follow rules for online tests, which may include:
- Timed assessments
- Randomized questions
- Camera or screen monitoring
- No additional devices or tabs

Any attempt to receive outside help, use unapproved tools, or impersonate another person during online assessments counts as cheating.

28.2.3 Expectations for In-person Learning:

In in-person classes, students must:

- Complete tests under teacher supervision
- Use only approved materials
- Hand in work that reflects their own thinking
- Follow all classroom rules for independent and group work

28.2.4 Prevention of Cheating and Plagiarism:

To support students in developing academic integrity, teachers will:

- Clearly explain plagiarism, citation, paraphrasing, and expectations
- Provide examples of acceptable and unacceptable practices
- Teach research, organizational, and note-taking skills
- Ask for process work such as outlines, drafts, notes, and bibliographies
- Encourage reflection through learning logs or process discussions
- Remind students of expectations before major tasks

28.2.5 Detection of Plagiarism and Cheating:

Teachers may use several methods to confirm the authenticity of student work, such as:

- Comparing with past work or writing samples
- Reviewing document history, timestamps, or drafts
- Using plagiarism-detection tools
- Conducting interviews or oral checks
- Monitoring behaviour during in-person or online tests

28.2.6 Evaluation of Incidents:

Disciplinary and academic responses to cheating and plagiarism will be fair, consistent, and progressive. The evaluation of each case will consider the following factors:

1. The student's grade level
2. The student's maturity
3. The number and frequency of previous incidents
4. The specific circumstances of the case
5. Each incident will be reviewed by the teacher and principal.

Students may be given opportunities to learn about academic integrity and demonstrate their understanding through re-submission or alternative tasks, when appropriate.

28.2.7 To the Student

When the teacher asks you to use your own words and ideas, it means that you should express your thoughts in your own words. You must demonstrate to the teacher that the work you submit is your

own. When a teacher requests that you put your ideas into your own words, it does not mean there is a single correct answer for the assignment. Instead, it means you need to develop and share your own ideas.

28.2.8 Consequences:

Consequences follow a continuum and may include:

- A learning conversation and reteaching of academic integrity
- A requirement to redo all or part of the assignment
- A mark deduction if process work is incomplete
- A mark of zero only if the student does not demonstrate learning even after opportunities to resubmit
- Documentation in the student's file for repeated or serious incidents

For significant cases (e.g., cheating on exams, repeated plagiarism), a zero may be assigned immediately, along with formal documentation.

28.2.9 Appeal

A student may appeal the teacher's decision to the principal after discussing the matter with the teacher.

Based on "Fresh Air: Assessment, Evaluation, and Reporting in Secondary Schools," Toronto District School Board, 2006.

28.3 Late and Missed Assignments:

Assessment Expectations for Course Outlines

Attendance Regular attendance is vital to the process of learning and achieving the curriculum expectations. Parental permission for missing assessments will not be accepted.

Late and Missed Assignments

1. All work is expected to be handed in on time.
2. In exceptional circumstances, the student should consult with the teacher before the due date.
3. For late and missed assignments, the mark deduction will be 1% per day up to the full value of the assignment after 7 days delay. The teacher will conference with the student and contact the parents/guardians, where appropriate, before assigning the full value deduction.
4. If a student is absent at the time of an evaluation activity (test, oral or group presentation), it is the student's responsibility to discuss the completion of the activity and the subsequent consequences with the teacher on the day of the student's return to school. In addition, the activity will be considered as incomplete and will be treated as a missed evaluation activity, until the student submits the outstanding assignment or completes an alternate evaluation within the time frame agreed upon.

Group Work

Assignments for evaluation may involve group projects. Each student is accountable for his/her work and will be assessed and evaluated individually.

Academic Integrity

1. Should academic integrity be compromised through: cheating, plagiarism, copying or lending work, parents/guardians will be contacted.
2. The teacher will submit an Academic Integrity Misconduct Report to Administration.
3. For a first offense in grades 9 and 12, the student will be informed that the assignment is not accepted. The student must re-submit the assignment. If it is not re-submitted, a mark of zero will be assigned.
4. For a second offense, in grades 9 and 10, the student will be informed and the assignment will receive a mark of zero.
5. For grades 11 and 12, the student will be informed and the assignment will receive a mark of zero.

28.4 Code of Student Behavior

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions, which put the safety of others or oneself at risk. (The school adheres to the principles of the provincial code of behavior specified in Policy Program Memorandum No. 128.)

Reference: [Education in Ontario: policy and program direction | ontario.ca](https://www.ontario.ca/education)

28.5 Cyber-Bullying

QW School recognizes that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of the school community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group that is intended to harm others.”

The complete policy is found in the school's policy and procedure manual.

28.6 Student Expulsion

QW School believes that all students have the right to learn and achieve success and acknowledges the impact of school climates on students' success. Our school is committed to prevention and intervention strategies to address bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form, whether systemic or based on

individual actions of staff, students or community members that directly impact school climate through curriculum, educational programs and services. Our school has established a clear process for reporting and responding to any behavior that would have a negative impact on school climate. Our school's approach to making schools safer involves progressive discipline.

This involves the whole school and combines discipline with opportunities for students to continue their education. Students will also have more opportunities to learn from the choices they make. Progressive discipline promotes positive student behavior. It also enables the principal to choose the consequences that are appropriate to the student's needs and behavior. Expelled students are removed from school for an indefinite time period. Students are suspended first, while expulsion is being considered.

The complete policy is found in the school's policy and procedure manual.