



## School Course Calendar

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# School Information

## Commitment to Students

Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD). York High School is a traditional high school and we believe we offer a high-quality education that embraces the changing face of education and provides students with opportunities to meet their goals while learning the skills they need to be successful in the changing face of post-secondary education and the workforce.

York High School's Administrative staff promise to create and maintain meaningful and productive interactions between students to ensure that technology and learning online does not in any way deter the learning process. The Principal and teachers promise to provide meaningful and quality course content to meet the Ministry Curriculum expectations and to properly prepare students for postsecondary opportunities and the workforce. The Principal and teachers also promise to allow parents to be involved in their child's education by allowing access to course materials and assessments. Online grades, report cards, feedback and conferencing allow parents to stay up to date on their child's progress.

## Student Requirements

Students are required to remain in secondary school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). York High School is a Ministry of Education accredited private high school. You can accumulate credits towards an Ontario Secondary School Diploma (OSSD), just like students at any Ontario high school.

The credits needed for graduation with an OSSD are different depending on when a student first enrolled in high school. But all diplomas require that students have a minimum amount of study in English, Mathematics, Science and other subject areas. Adult students (18 and over) may be able to receive credits for courses and training programs they took outside of secondary school.

Get the credit you deserve. Students over 18 may be able to get a maximum of 12 credits for learning outside of Ontario high schools. You may be eligible for either mature equivalent credits, or for Prior Learning Assessment (PLAR).

## Overall Goals and Philosophy

The mission of York High School is to develop critical thinkers, to foster resilience in students that is essential for great accomplishments, and to motivate students to be discerning believers in the importance of lifelong learning.

York High School's Philosophy:

- Every Child Is Valued: Our teachers and support staff are dedicated to making our students feel safe, important and valued. We teach our students to be curious, confident, resilient and independent learners by providing a stimulating atmosphere that supports risk-taking and encourages students to express their ideas.
- Setting Our Students Up For Success: Our school follows the curriculum set out by the

Ontario Ministry of Education and adheres to the principles and policies outlined in "*Growing Success: Assessment and Evaluation, and Reporting in Ontario Schools*" in order to improve student learning. Due to the nature of our online courses, we are also able to enhance the curriculum to engage students, promote interaction and differentiate activities to meet the needs of all learners.

- Leadership Opportunities: One way in which we encourage leadership is through participation in Cooperative Opportunities in the community, Community Volunteer work and being encouraged to model and share knowledge and ideas through class discussion.
- Anti-Bullying: We do not tolerate bullying in our school. Students are expected to follow an online code of conduct. Teachers encourage their students to seek to understand the actions and feelings of others without passing judgment. We provide a structured, safe and respectful environment wherein students are expected to show compassion, empathy and acceptance.
- Communication With Students and Parents: York High School fosters communication between the student and teacher upon enrollment in order to begin the dialogue concerning teacher expectations on the course. Parents are kept up-to-date through regular communication in the form of newsletters, online blogs, Twitter posts, Facebook page and access to teachers' contact information. Teachers make themselves available to answer any questions from students or parents. Parents and students are very appreciative of the emphasis our teachers place on ensuring good communication between home and school. All school administrative staff will have their contact information viewable from our main website. York High School will enable all staff to receive student feedback in order to create the best course to meet the needs of their students. York High School will encourage an environment where student and parent voicing of concerns is encouraged and welcomed and that any concerns are addressed promptly and effectively.
- International Students: It is York High School's intent to welcome International students to take Ontario high school credits. York High School will be aware of the unique educational needs of international students and provide support to ensure the best possible educational experience.
- Flexible to the *Educational Needs* of Our Students: York High School provides a student-centered education in an online environment. York High School offers students a continuous intake course option, a work at their own pace model for completing online students and a monitored and structured model for completing blended learning day students. The teacher contacts the student upon registration in order to provide the necessary information to the student so he or she can begin the online course right away.
- To provide professional school services for our students: York High School will establish and maintain OUAC or OCAS accounts for our OSR students planning to enter post-secondary institutions upon graduation from high school. York High School will produce and forward copies of the Ontario Student transcripts to post-secondary institutions in a timely manner. York High School will make arrangements for students to write the Ontario Secondary School Literacy Test (OSSLT) and offer services to help all students prepare for the test and receive accommodations if applicable. To establish a York High School Individual Education Plan (IEP) for exceptional students in order to identify the student's specific learning expectations and how these expectations are to be accommodated within their online course. It is York High School's responsibility to establish and maintain Ontario Student Records (OSR) for those students who are the sole responsibility of York High School, following the Ontario Ministry of Education's

guidelines. Finally, it is the responsibility of York High School to determine the equivalent credits earned by students entering the Ontario school system in their previous educational setting and to advise the student on the remaining requirements to be completed in order to earn the Ontario Secondary School Diploma (OSSD).

## Our Organization

York High School is an inspected private secondary school authorized by the Ontario Ministry of Education. York High School offers Ontario Secondary School Diploma (OSSD) credits to students in Ontario and internationally. Our Ontario Ministry of Education issued Board School Identification Number (BSID #) is #888280.

York High School offers a blended-education delivery system that combines the traditional “brick and mortar” classroom setting with online education implementation. We offer in-class sessions Monday to Friday between 9am and 5pm, while giving our students access to online materials 24/7 days a week.

## Online Course Requirements

### Hardware

- Computer with WIFI capabilities and Internet Access
- Sound and video cards on your computer (with speakers or earphones) allow the ability to watch videos online.
- *Recommended for online math and science courses:* scanner or some way to submit any hand-written work. However, if a scanner is not available, there are other options available such as typing one's assignment (though more challenging for some math assignments). Taking a digital picture of one's assignment might work if taken in a way that makes the writing clear enough to be printed.
- *Recommended:* Access to a printer

### Software

- Adobe Reader (or ability to read pdf files)
- An up-to-date web browser (while different web browsers work with the system, Google Chrome is one of the web browsers that students find work best)
- *For English and some Science courses,* a word processor such as MS Word is needed.
- Email (an email address must be provided)
- Skype or Google Hangouts/Talk or possibly another agreed upon method to communicate with your instructor (on a computer, tablet, or smart phone)  
*Recommended:* Audio or Video capability to be able to use Skype or Google Hangout, but if not possible or preferred, your instructor can use its IM screen.
- *For Mathematics and some Science courses,* a scientific calculator may be needed, which could be a computer or online version.

## **Student Expectations**

In-class students are expected to:

- Come to class prepared, on time, and ready to learn;
- Follow all school and classroom rules and take responsibility for his or her own actions and learning;
- Come to school free from the influence of alcohol or drugs;
- Complete and submit all assignments on the due dates.

Online students are expected to:

- Follow all school and classroom rules and take responsibility for his or her own actions and learning;
- To login to their course webpage and complete assigned work as outlined and submit it online;
- Communicate with your teacher as needed via available online methods (such as email, Skype, Google Hangout, etc.). This also means checking your email to ensure that you do not miss any messages sent to you by your teacher.

## **Late or Missing Assignments**

Students are expected to hand in assignments by the stated deadlines. If a student is unable to meet the deadline for a specific unavoidable reason, he or she should contact the teacher ahead of time to arrange either a later deadline, or an alternative assignment. It is important that all summative assessment tasks are completed so that there is sufficient evidence of achievement of the overall expectations for a credit to be granted.

York High School does not deduct marks or give zeros for late assignments. We believe that such measures do not make students change their behaviour or help them succeed in the long run. We believe that success is the best way to breed more success, that punitive measures such as deducting marks only serve to discourage students and promote failure, and that it is more appropriate and more productive to focus on preventive measures. Every assignment – whether submitted on time or late – provides evidence of learning; deducting marks for late assignments could misrepresent the student's true level of achievement. Since the length of time to complete an online course is more flexible than an in-class course, any missed assignments not handed in upon online course completion will be given a mark of zero. Online students can view all their marks on an on-going basis. Therefore, we should always be aware of any incomplete work. However, teachers will do their best to encourage online students to complete and submit outstanding course work.

York High School believes that lateness and failure to submit assignments are most appropriately reported – and addressed – as issues relating to the development of learning skills and work habits. Our teachers support non-performing students by helping them develop these skills and habits, rather than using punitive measures, meeting individual students' needs.

The professional judgment of the teacher, acting within these policies and guidelines

established by York High School, shall determine the strategy that will most benefit student learning.

## **Reporting Periods**

York High School has a continuous intake, which means reporting periods differ and are based on the student's time of enrollment on a course. However, there are day students that follow a semester timetable and come to the bricks and mortar school traditionally. These students work on the same online courses, but with a subject area teacher in the classroom for support. Final Exams are in January and June and students will receive final report cards following the completion of the exams. Midterm reports are issued in November and all students are given a full disclosure date for when they must withdraw from a course for it to not show up on their Ontario Student Transcript.

## **Academic Integrity**

York High School is committed to enabling all students to reach their potential and succeed. It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their own achievement. Academic dishonesty, therefore, is a serious offence, and as a result, it is imperative that students understand what academic dishonesty entails and are clear as to the consequences. It is the responsibility of school staff to communicate to students that academic honesty is required in all aspects of their school work.

Practicing academic honesty also demonstrates that students are:

- Self-directed, responsible, lifelong learners;
- Collaborative contributors, and
- Responsible citizens.

York High School is committed to ensuring the integrity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding integrity and will be held accountable for the quality of their work and actions. York High School takes preventative measures to reduce the incidence of academic dishonesty among its students. Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data information, records, or any other material that is relevant to the student's participation in any course.

York High School will implement strategies to support academic honesty and utilize preventive and responsive practices for cheating and plagiarism. Successful implementation of these practices depends on the professional judgment of educators. When responding to incidents of cheating and/or plagiarism, educators will:

- Implement practices aligned with the Fundamental Principles in the Ministry of Education's Growing Success policy;
- Ensure reported grades accurately reflect student achievement of the curriculum and overall expectations of the subject, course or as identified in a student's Individual Education Plan;

- Ensure students with special education needs are provided with accommodated, modified and/or alternate programs as outlined and monitored in their Individual Education Plans;
- Ensure responsive differentiation in instruction, assessment and evaluation to meet the needs of every student;
- Promote and encourage a culture of student ownership and voice in their learning;
- Promote academic honesty;
- Ensure students are responsible for providing evidence of their learning within established timelines;
- Ensure there are appropriate consequences for cheating, plagiarizing, not completing work, and submitting work late;
- Ensuring the determination of interventions and consequences will take into consideration the following factors: grade level; maturity; pathway; the number, frequency, and severity of policy violations; and the individual circumstances of every student;
- Ensure mark deductions will not result in a report card percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement of the curriculum's overall expectations;
- Assess the on-going effectiveness of interventions and consequences to determine if further interventions are required to support student success.

## **Procedures for Cheating and Plagiarism**

Prevention of Cheating and plagiarism

York High School will:

- Explain the Policy on Cheating and Plagiarism to every student;
- Provide a definition of cheating and plagiarism on all course outlines;
- Communicate school practices to all stakeholders through a variety of means (e.g. student course calendars, school webpages, and parent information meetings).

Teachers will:

- Define and explain plagiarism and cheating to ensure students are aware of what academic dishonesty entails using subject specific examples; Discuss the ethics of plagiarism with all students;
- Instruct students in appropriate research and citation practices;
- Monitor students' work and provide ongoing feedback throughout the assignment process;
- Ensure all assignments are clearly defined, and at the student's developmental level, and accompanied by success criteria;
- Structure assignments, when possible, in a way that discourages plagiarism;



- Ensure student work completed within a group project is evaluated individually;
- Ensure assignments for evaluation, tests, and exams are completed, whenever possible, under the supervision of a teacher.

#### Detection of cheating and plagiarism:

When plagiarism or cheating is suspected, teachers will:

- Gather evidence of plagiarism or cheating.

#### Response to Cheating and Plagiarism

When a student has not met York High School's expectation of academic honesty, a consequence will be applied which will ensure the student understands the vital importance of academic honesty and the gravity of dishonest behaviour. The consequence will reflect a continuum of behavioural and academic responses that take into account the grade level of the student; the maturity of the student; the number and frequency of incidents; and the individual circumstances of the student.

York High School will:

- Record incidents of academic dishonesty.

Teachers will:

- Discuss the matter with the student(s) involved;
- Define and explain the evidence of cheating and plagiarism in the student's work to ensure the student understands why his/her academic honesty is being questioned;
- Inform a student's parent(s) / guardian(s);
- Inform the Administration in the event of a serious incident that may have an impact on a student's success.

Teachers may:

- Require the student to redo the work;
- Require the student to do supplementary or alternative work;
- In consultation with Administration, assign a grade penalty up to the full value of the assignment.

Administration may:

- Meet with the student, parent(s)/guardian(s) and teacher;
- Suspend the student;
- Assign other consequences for the behaviour as appropriate.

All school members must:

- Respect and treat others fairly and with dignity;
- Demonstrate honesty and integrity;
- Respect school property and the property of others;
- Respect others' work environments;

- Respect persons who are in a position of authority.

Failure to follow school rules will result in appropriate consequences ranging from counselling to suspension, including legal actions if required. Students who are expelled due to misconduct will not be reimbursed for their tuition fees.

## **Attendance for In-Class Courses**

For maximum success, all classes must be attended. Students are expected to arrive to class prepared, on time, and ready to learn. If students are absent for any reason, they must contact the school to inform them of their absence. Calls regarding absences can be made at 416-733-8888. After an absence of more than 5 days, students will be required to meet with the Principal to discuss the matter and determine if the credit is in jeopardy and determine the outcome.

Missed work must be completed within 1 week. A student who is absent on the day of an assigned test/exam will be given the opportunity to complete it at another time, which is mutually agreed upon by the student and the teacher/school.

Special arrangements may be made for severe health reasons, if absences do not compromise the integrity of the course content or the course delivery.

### Leaving Early and Late Arrivals for In-Class Courses

If a situation arises and a student must leave class early, he/she must inform the teacher and the main office. If a student leaves early or arrives late, they are required to make arrangements to learn any missed material.

### Attendance and Absence Procedures for Online Courses

The Ministry of Education requires that attendance be taken in all courses. Due to the nature of online courses, the student is not present in a normal classroom setting where attendance is readily visible.

For the purpose of online courses, attendance for record keeping purposes will be based on the number of completed evaluation tasks. Therefore, the total number of "Total Classes" on a student's report card will be based on how many activities are listed in the *Grades* section of the online course. "Classes Missed" will represent the number of incomplete tasks. Note: Students are expected to attempt all online tasks on the course; some tasks such as tests and projects may be mandatory course requirements.

## **Code of Conduct**

At York High School, our staff team is here to teach and motivate and our students are here to learn and achieve their academic goals.

All students, parents, teachers and staff have the right to be safe and feel safe in our schools. With this right is the responsibility to be law abiding and to be accountable for actions that put at risk the safety of others or oneself.

All members of our learning community are to be treated with dignity and respect.

Members of our community are expected to use non-violent means to resolve conflicts. Physically, verbally or emotionally aggressive behaviour is not a responsible way to interact with others and will not be tolerated within our centres. Alcohol and illegal drugs are addictive and present a health hazard, and may not be used on our premises. Insults, disrespect, harassment and other hurtful acts disrupt learning and teaching in a learning centre community and are not acceptable. Any incidents of such behaviour will be immediately addressed through our warning procedure below.

Members of our community have a responsibility to maintain an environment where conflict, difference and everyday interactions are conducted in a manner characterized by respect and civility.

## **Our Roles and Responsibilities**

### **Principal**

- Help students and staff work to their full potential;
- Demonstrate care and commitment to learning excellence and a safe teaching and learning environment;
- Hold everyone, under their authority, accountable for their behaviour and actions;
- Communicate regularly and meaningfully with all members of the learning community.

### **Teachers and Staff**

- Help students work to their full potential;
- Communicate regularly with students and parents;
- Maintain consistent standards of behaviour for all students;
- Demonstrate respect for all students, parents and staff.

### **Students**

- Come to school prepared, on time and ready to learn;
- Show respect for themselves, for others and those in authority;
- Follow the established rules and take responsibility for his or her own actions.

## **Standards and Behaviors**

All students and staff must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;

- Treat one another with dignity and respect at all times, and particularly when there is a disagreement;
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability.
- Respect the rights of others;
- Show proper care and regard for York High School property and the property of others;
- Take appropriate measures to help others;
- Respect the need of others to work in an environment of learning and teaching.

## **Safety**

All students and staff must:

- Not be in possession of any weapon, nor use any object to threaten, intimidate or injure another person;
- Not be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;
- Not inflict, threaten to inflict or encourage others to inflict physical, mental, verbal or emotional harm on another person, including verbal or written direct threats, conditional threats or veiled threats;
- Not engage in harassment behaviour (including sexual, religious and racial) or coercive or fear-inducing behaviour or verbal abuse including swearing, insults or condescending language;
- Not cause deliberate and undue disruption within the classroom and/or school;
- Resolve issues of conflict directly, or seek staff to assist in peaceful resolution;
- Seek staff assistance, if necessary, to resolve the conflict peacefully.

## **Consequences**

### **Step 1: Verbal Warning**

There will be a verbal warning issued from the teacher or principal to stop inappropriate conduct. However, for students enrolled in online courses, the teacher or principal may choose to provide warning via email.

### **Step 2: Written Warning**

A written warning may be issued if the policies continue not to be adhered to after the initial verbal warning.

### **Step 3: Expulsion**

If the policies continue to be ignored, expulsion may occur after the written warning.

Common sense will prevail in all circumstances. Our learning community will obey the spirit and letter of the law. A community member may be immediately suspended, expelled, disciplined or terminated for a serious offence.

Ministry of Education Policies and Procedures Links:

- [Promote a positive school environment](#)
- [The Ontario safe schools act: school discipline and discrimination](#)
- [Shaping a culture of respect in our schools](#)
- [Ontario's code of conduct for the education sector](#)
- [Progressive discipline](#)
- [Caring and safe schools in Ontario](#)

## **Information Technology Acceptable Use Policy**

York High School is pleased to offer staff and students the use of the Kartra online learning platform. Misuse of the site could have serious legal implications for users and for York High School.

All employees, students and clients are expected to abide by the Information Technology (IT) Acceptable Use Policy and accompanying Protocols. All employees and students are also expected to comply with the directions given to them by staff when they are performing their regular or delegated duties regarding this policy.

### Preamble

York High School has developed standards of behaviour when using information technology services, facilities and equipment. All members of the York High School Community are responsible for obeying the law and York High School 's policy with regards to the use of information technology services, facilities and equipment. Legislation and York High School policy which affects the use of information technology services, facilities and equipment include, but are not limited to:

- The Ontario Human Rights Code
- The Criminal Code of Canada
- Internet Service Provider Acceptable Use Policy
- York High School 's Information Technology Acceptable Use Policy

It is the policy of York High School that any materials which may violate a person's right to work and study in an environment free from discrimination/harassment are not to be stored, displayed, transmitted or otherwise linked to York High School information technology services, facilities and/or equipment. However, York High School recognizes the individual right of access to information. As such, it is not considered an offense to seek out information that may be considered offensive or sexually explicit, providing it is done for specific academic purposes.

This policy is intended to foster a balance between academic freedom and freedom from discrimination and/or harassment. York High School strives for a learning, teaching and work environment which promotes inclusion, understanding and respect for all students and employees. It is York High School 's objective to ensure that the curriculum, teaching

and promotional materials reflect our community.

Where teaching and/or promotional materials are being developed and/or utilized, every effort shall be made to portray and acknowledge the diversity of Canadian society. Materials that may contain discriminatory bias and stereotypes must be used exclusively for the purpose of ensuring that members of the community become open-minded, discerning, critical and analytical thinkers, aware of historical and current values, attitudes and behaviours.

### Process

York High School has a process in place for filing individual complaints of discrimination and/or harassment. In addition, where York High School does not receive an individual complaint but is aware of activity which violates the law or York High School policy and impairs the objectives of York High School, York High School will lodge a complaint and an investigation will be initiated. In these instances, York High School is obliged to take action.

Violations of York High School 's Information Technology Acceptable Use Policy will be processed using the following procedures.

#### Reporting of Alleged Violations

- Employees, students and clients are responsible for reporting all believed to be or perceived infractions of the Information Technology Acceptable Use Policy to the Principal and the Site Administrator. The Principal and the Site Administrator can be reached electronically [info@yorkhighschool.ca](mailto:info@yorkhighschool.ca)

Where incidents are found to be in violation of York High School policy, York High School will exercise its right to take appropriate disciplinary action, including, but not limited to, verbal/written warnings, rescinding of e-mail or Internet accounts, removal of materials from York High School computer equipment facilities and networks, disciplinary directives, behavioural contracts, suspension and/or expulsion/dismissal from York High School. In addition to internal York High School sanctions that can impact on a student's academic performance or employee's employment, York High School will cooperate with all local, provincial, national and international law agencies whenever necessary. York High School will not be responsible for sanctions taken by these agencies for violations of York High School 's ITAUP that are against local, provincial, national and international laws and/or criminal codes.

*Note:* All online students must read and agree to the terms of this policy before being granted access to York High School 's online learning platform.

## **Diplomas and Certificates**

### **OSSD Requirements**

In order to earn an Ontario Secondary School Diploma, a student must earn 30 credits (18 compulsory credits and 12 optional credits), complete 40 hours of community involvement activities and successfully meet the Secondary School Literacy Graduation Requirements. 2 Online credits are required unless students have chosen to opt-out or are exempted. Please see the details in Appendix H: Online Learning Graduation Requirement.

#### Compulsory Credits

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

- 4 credits in English (1 credit per grade – must be ENG course)
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in 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

Plus one credit from each of the following groups:

- 1 additional credit in English, or French as a second language\*\*, or a Native Language, or a classical or an international language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or cooperative education\*\*\*
- 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language\*\*, or cooperative education\*\*\*
- 1 additional credit in Science (Grade 11 or 12), or Technological Education, or French as a second language\*\*, or Computer Studies, or cooperative education\*\*\*

*\*A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.*

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

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

### Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits\*\*\*\*. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in this course calendar.

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

In addition to the 30 credits, students must complete:

- 40 hours of community involvement activities
- The provincial literacy requirement

### Community Involvement

As part of the diploma requirements, you must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time while you earn your secondary school credits. This requirement is additional to the 30 credits needed for a high school diploma. Students who are the sole responsibility of York High School will be able to choose their own community involvement activities, within guidelines that will be provided by York High School. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking booklet supplied by the school. The student is required to submit the tracking document yearly, the data from which is placed on the OST to be kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the Principal of the school where the student's OSR is held.

In order to promote community values by involving students in their community in a positive and contributive manner, students must complete the 40 hours of community activities outside of scheduled class time. Students are to select community activities appropriate to their age, maturity and ability. The student is not to partake in any activity in which the student's safety will be compromised. Any activity NOT on the approved list must receive written approval of the Principal of York High School before beginning the activity.

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing in sports teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involved in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory, if the student is under 15 years of age;



- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

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

## **Substitution Policy**

Policy on Substitution for Compulsory Credits (see Appendix A)

The Principal of York High School may replace up to three (3) compulsory credits for each student. Students must make a request to the school Principal if they would like a substitution made. Additionally, students must inform the Principal as to why they would like the substitution made. The

The principal will then consult with appropriate school staff and the student's parents(s) if they are under the age of 18. Course substitutions are made to promote or enhance student learning or to meet special needs or interests. The principal's final decision will be based on the student's best interest. If the student or student's parent(s) disagree with the Principal's decision, they may request that the school director reviews the matter and make a final decision.

All substitutions will be noted on the student's transcript.

*Note: Students attending a full-time day school must consult with their guidance counsellor at their full-time school in order to determine an appropriate stream for their future goals. Students may also arrange to meet with the Principal at York High School to discuss their options. All decisions made by students under 18 must be made in consultation with their parents/ guardians.*

## **Ontario Secondary School Literacy(OSSLT) Requirement**

If you enter Grade 9 in September 2022 or later and are working on an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School Literacy Test (OSSLT). Students enrolled in York High School seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Ontario School Transcript.

The Ontario Ministry of Education has mandated that the OSSLT be given to grade 10 students province-wide to determine if they can successfully demonstrate the reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of grade 9.

The OSSLT is administered annually in the spring and is 2.5 hours in length. The OSSLT is designed, and its implementation is supervised by the Ontario Education and Accountability Office (EQAO).

Receiving an Ontario Secondary School Diploma depends on passing the OSSLT. Students who are not successful on the test are able to attempt it again, in a future in administration, or enrol in the Ontario Secondary School Literacy Course OLC40.

Students with special needs may be permitted accommodation provided they have an Individual Education Plan (IEP). Students enrolled in ESL/ELD programs may be permitted special provisions or they may be deferred so that they write the OSSLT once they have a reasonable chance of success. Policies and guidelines regarding accommodation, deferrals, and exemptions are established and provided by EQAO [Click here to go to the EQAO website](#) for more information.

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered by the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

## **Ontario Secondary School Certificate Requirements**

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

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics

- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses

#### 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 will be accompanied by the student's Ontario Student Transcript.

Students who return to school to complete additional credit and non-credit courses 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.

## **Curriculum**

The Ministry of Education defines a full credit course as comprising a minimum of 110 hours of instruction.

### **Course Types of Secondary Courses**

The following four types of courses are offered in Grades 9 and 10:

- **De-Streamed Courses:** De-streaming is an educational approach that supports the achievement of equitable outcomes for every learner. This means that students will not select from Academic or Applied streams when choosing their courses in Grade 9. Most students entering Grade 9 will be taking courses designed for all learners. More students will be empowered to pursue the futures they want, with doors open to all post-secondary options, including apprenticeship, college, university and the workplace.
- **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.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

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

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific 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 the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- Open courses, 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. In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways.

## **Course Coding System**

Courses are identified by three letters followed by a number and a letter. The first character indicates the subject area:

- A - Arts
- B - Business
- C – Canadian and World Studies
- E – English
- F – French
- G – Guidance and Career Education
- H – Social Sciences and the Humanities
- I – Computer Studies
- L – Classical and International Languages
- M – Mathematics
- N – Native Studies

P – Health and Physical Education  
S – Science  
T – Technological Studies

The next two characteristics differentiate between subjects within the subject area:

The first number indicates the grade level of the course:

1. – Grade 9
2. – Grade 10
3. – Grade 11
4. – Grade 12

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

D – Academic  
L – Locally Developed Compulsory Credit  
O – Open  
P – Applied  
C – College  
E – Workplace  
M – University/College  
U – University

## **Grade 9 Credit Courses**

- Grade 9 English - De-streamed (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. Prerequisite: None. Curriculum Policy Document: [English, The Ontario Curriculum, Grades 9 Issued 2023](#)
- Grade 9 Mathematics - De-streamed (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. Prerequisite: None). Curriculum Policy Document: [Mathematics, The Ontario Curriculum, Grades 9, 2021](#)
- Grade 9 Science - De-streamed (SNC1W): This course enables students to develop their understanding of concepts related to biology, chemistry, earth and space science, and

physics, 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.. Prerequisite: None), Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 9, 2022](#)

- **Grade 9 / 10 Computer Science - Open (ICS2O):** This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Prerequisite: None). Curriculum Policy Document: [Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008](#)
- **Grade 9/10 Information and Communication Technology in Business - Open (BTT10/2O):** This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology. Prerequisite: None). Curriculum Policy Document: [Business Studies, The Ontario Curriculum, Grades 9 and 10, 2006](#)
- **Grade 9 Healthy Active Living Education - Open (PPL1O):** This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None). Curriculum Policy Document: [Health and Physical Education, The Ontario Curriculum,](#)
- **Grade 9 Issues in Canadian Geography – De-streamed (CGC1D):** This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Prerequisite: None). Curriculum Policy Document: [Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2013](#)

## **Grade 10 Credit Courses**

- **Grade 10 English – Academic (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. Prerequisite: ENG1D. Curriculum Policy Document: [English, The Ontario Curriculum, Grades 9 and 10, 2007](#)

- Grade 10 Principles of Mathematics – Academic (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. (Prerequisite: MPM1W. Curriculum Policy Document: [Mathematics, The Ontario Curriculum, Grades 9 and 10, 2005](#))
- Grade 10 Science – Academic (SNC2D): This course enables students to enhance their understanding of 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. Prerequisite: SNC1M, Science, Grade 9, De-Streamed. Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 9 and 10, 2008](#)
- Grade 10 Career Studies – Open (GLC20): This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. Prerequisite: None. Curriculum Policy Document: [Guidance and Career Education, The Ontario Curriculum, 0, 2006 \(Revised\)](#).
- Grade 10 Canadian History Since World War I – Academic (CHC2D): This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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. Prerequisite: None. Curriculum Policy Document: [Canadian and World Studies, The Ontario Curriculum](#).

## **Grade 11 Credit Courses**

- Grade 11 English – University Preparation (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. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. (*Prerequisite: English, Grade 10, Academic*) [Curriculum Policy Document: [English, The Ontario Curriculum, Grades 11 and 12, 2007](#)]

- Grade 11 Functions – University (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 equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. (*Prerequisite: Principles of Mathematics, Grade 10, Academic*) [Curriculum Policy Document: [Mathematics, The Ontario Curriculum, Grades 11 and 12,](#)]
- Grade 11 Biology – University Preparation (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. (*Prerequisite: Science, Grade 10, Academic*) Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)
- Grade 11 Chemistry – University Preparation (SCH3U): This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. (*Prerequisite: Science, Grade 10, Academic*) [Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)]
- Grade 11 Physics – University Preparation (SPH3U): This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. 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. (*Prerequisite: Science, Grade 10, Academic*) Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)
- Grade 11 Computer Science – University Preparation (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. Prerequisite: ICS2O. Curriculum Policy Document: [Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008,](#)



- Grade 11 Designing Your Future – Open (GWL3O): This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success. Prerequisite: None. Curriculum Policy Document: [Guidance and Career Education, The Ontario Curriculum](#).

## Grade 12 Credit Courses

- Grade 12 English – University Preparation (ENG4U): This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphical 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. (*Prerequisite: Grade 11 English, University Preparation*) [Curriculum Policy Document: [English, The Ontario Curriculum, Grades 11 and 12, 2007](#)]
- Grade 12 Advanced Functions – University Preparation (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 facilities at applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. (*Prerequisite: Grade 11 Functions, University Preparation*) [Curriculum Policy Document: [Mathematics, The Ontario Curriculum, Grades 11 and 12,](#)]
- Grade 12 Calculus and Vectors – University Preparation (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 polynomials, 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. (*Prerequisite: Grade 12 Advanced Functions – University Preparation \* must be taken prior to or concurrently with Calculus and Vectors*) [Curriculum Policy Document: [Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007](#)]
- Grade 12 Mathematics of Data Management – University Preparation (MDM4U): This course broadens students' understanding of mathematics as it relates to managing data.

Students will apply methods for organizing and analyzing 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, social sciences, and the humanities will find this course of particular interest. (*Prerequisite: Grade 11 Functions, University Preparation or Grade 11 Functions and Applications, University/College Preparation*) [Curriculum Policy Document: [Mathematics, The Ontario Curriculum, Grades 11 and 12,](#)]

- Grade 12 Chemistry, University Preparation (SCH4U): This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. 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. (*Prerequisite: Chemistry, Grade 11, University Preparation*) Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)]
- Grade 12 Biology, University Preparation (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 the life sciences and related fields. (*Prerequisite: Biology, Grade 11, University Preparation*) [Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)]
- Grade 12 Physics, University Preparation (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. (*Prerequisite: Physics, Grade 11, University Preparation*) [Curriculum Policy Document: [Science, The Ontario Curriculum, Grades 11 and 12, 2008](#)]
- Grade 12 International Business Fundamentals – University/College Preparation (BBB4M): This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. (*Prerequisite: None.* [Curriculum Policy Document: [Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006](#)]
- Grade 12 Computer Science – University Preparation (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.

*Prerequisite:* ICS3U. [Curriculum Policy Document: [Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008](#)]

- Grade 12 Ontario Secondary School Literacy Course- Open (OLC4O): This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing. *Prerequisite:* Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.). Curriculum Policy Document: [English – The Ontario Secondary School Literacy Course \(OSSLC\), The Ontario Curriculum, Grade 12, 2003](#)

## How to Access Course Outlines

Course outlines of all courses offered by York High School are available upon request from the Principal's Office. These outlines are available to all students and parents. Furthermore, in our online courses, the course outline is available as a .pdf file near the top of each course page. All curriculum policy documents can be accessed on the York High School Website ([www.yorkhighschool.ca](http://www.yorkhighschool.ca)) by clicking on the course code. Alternatively, they can be found on the Ontario Ministry of Education website. Students and parents can access the Ontario curriculum documents online at <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

## Course Prerequisites (See Appendix B)

Some courses require prior knowledge of concepts developed in other courses. The course that provides the required background knowledge and training is a prerequisite of the course that follows. If a course has a prerequisite, the prerequisite course will be indicated in the course descriptions. Students must ensure that they have successfully completed any prerequisites prior to registering for the next course. In special cases, prerequisites may be waived by the Principal. If a student would like to waive a prerequisite course, they must make a request to the Principal. The Principal will make their decision through consultation with appropriate teachers and through formal assessments.

## Programs for Exceptional Students

Recognizing the needs of exceptional students and designing courses to meet those needs are important and challenging aspects of program planning. Students who have an existing Individual Education Plan will have that IEP honored at York High School through the implementation of appropriate accommodations.

## Reaching Ahead

Elementary school students may reach ahead and take high school credits. This may occur only after the Principal of York High School consults with the student, the parents or guardian, and the Principal of the elementary school of the student. The York High School Principal must ensure that the learning expectations of the Grade 8 course have been met. The York High School Principal is also responsible for evaluating the student's achievement of the expectations of the York High School High School course. York High School will issue the OSSD credit.

## **Student Withdrawal**

Policy on Course Withdrawal (See Appendix C)

All students may withdraw from a course prior to, or within 5 days following, the issuance of the midterm report card. 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.

Senior courses (grade 11 and 12) will appear on the transcript with the student's grade at the time of withdrawal if they withdraw *after* the 5 days following the first report card.

In order to withdraw from a course, students must first inform the instructor of the course and the Principal and have both parties sign a withdrawal form. If the student is under the age of 18, a parent must also sign this form.

Upon completion of the form, it will be placed in the student's OSR.

## **Course Changes**

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. York High School will make provisions to allow students to make such changes of direction.

Students may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course.

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

Course Change Request forms are available in the principal's office upon request.

## **Waiving Prerequisites**

Courses in Grades 10, 11 and 12 may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and

students with clear and accurate information on prerequisites.

If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parents or adult students and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite. The “Waiving Prerequisite Form” is available in Appendix B of this document.

The most common reasons for students requesting that the prerequisite course be waived are:

- **Advanced Education:** A student in their third year of university may be switching programs at their university and their new program requires that they have completed Grade 12 Biology (SBI4U). If they had completed SBI3U while they were in high school, then there would be no problem – they could simply register for SBI4U. However, if the student did not do SBI3U in high school, then they would request that York High School waive this prerequisite and allow them to enter SBI4U, based on their advanced education (enrolled in third year university). The Principal will examine the document evidence to determine if the prerequisite can be waived.
- **Students from outside of Ontario/International Students:** A student from outside of Ontario may have taken the equivalent of a Grade 11 Biology course. But because they did not take SBI3U (which is only offered by Ontario schools), they would request that the prerequisite be waived. The Principal will examine the Biology course taken in the other country to determine if the prerequisite can be waived.
- **Home Schooled Students:** A student homeschooled through Grade 9 or longer may now wish to enter York High School in order to earn their OSSD. They obviously did not take OSSD courses but may have covered the appropriate content in their homeschool environment for successful understanding of the course. The student would request that the prerequisite be waived. The Principal will examine the homeschool course to determine if the prerequisite can be waived.
- **Mature Students:** A student may have left their high school 5 or more years ago. They may or may not have graduated from their high school. They may now wish to work either towards completing their requirements for their high school diploma or may wish to enter college or university. Upon examining the supplied evidence of their maturity and life experiences, the prerequisite for a particular course may be waived by the Principal for these mature students.

### **Prior Learning Assessment Recognition (PLAR) (See Appendix D)**

The PLAR process involves two components: “equivalencies” and “challenge.”

**EQUIVALENCY:** This component allows students to prove that they have previously taken a course which meets the requirements of a course developed from the Ontario curriculum policy document. Students must provide appropriate documentation to be assessed. In order to determine placement, the Principal will review the transcript.

**CHALLENGE:** For students who are under the age of 18, or who are 18 or over but never left high school for a year or more, a maximum of four (4) credits may be granted through the challenge process for grades 10, 11, and 12 courses, with no more than two (2) in one subject area. When a course has been challenged by a student, they must demonstrate that they have the required skills and knowledge through formal tests and other assessment strategies.

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 you have acquired, in both formal and informal ways, outside of secondary school. You may have your knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

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

The PLAR process developed by an inspected private 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.

#### PLAR for Regular Day School Students:

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline. For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students. [PPM No. 129](#) outlines in detail the PLAR policy and requirements that apply to regular day school students.

#### PLAR for Mature Students:

A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature



students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD. Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

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

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

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in 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.

[PPM No. 132](#) outlines in detail the PLAR policy and requirements that apply to mature students. Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column. The Ontario Student Transcript (OST): Manual, 2010, p.13-1

Request for a PLAR Assessment

- You may ask for an assessment of your diploma requirements after you have successfully completed one course with York High School and submitted an original student transcript.

- If you have completed the eligibility requirements outlined on the PLAR Fact Sheet, you will be asked to complete the PLAR Application Package.

## Evaluation and Examination Policies

Assessments and evaluations are ongoing aspects of the teaching and learning process. Teachers will provide all students with an outline of the course content, course requirements, evaluation methods, and mark breakdown at the beginning of the semester. Students will be evaluated regularly. Assessments and evaluations will be based on the provincial curriculum expectations for each discipline.

Achievement of Overall Course Expectations:

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of the assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *of* learning”. As part of the assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Students will be granted a credit if they receive 50% or greater on a specific course. A student's final grade will be determined as follows:

- Seventy percent (70%) of the final grade will be based on assignments, tests, and participation throughout the course. A specific breakdown of this 70% will be provided in the course outline for each course.
- Thirty percent (30%) of the final grade will be determined by the final examination and/or assignment.

## Reporting Procedures

Students will receive two reports (2) during each semester. The first report will reflect the student's mid-term grade and will be distributed to students at the midpoint mark. The second report will reflect the student's final grade and will be mailed to students within two weeks of their final examination. The report card will reflect the student's achievement of curriculum expectations. Additionally, attendance and lateness are also documented.

A student may withdraw from a course prior to 5 days following the issuance of the report card.



Report cards will be sent to parents when the student is under the age of 18. If York High School is not the student's full time school, grades will be provided to the student's full time school to be recorded on their Ontario Student Transcript (OST). York High School will inform the student's full-time school, in writing, of the credit obtained. In turn, York High School will ask the school to send a copy of the student's updated transcript to ensure the credit was recorded.

## **Ontario Student Record (OSR)**

The OSR is the official school record for a student. The OSR includes achievement results, credits earned and diploma requirements completed and other information important to the education of the student.

For students attending York High School who do not have an OSR at another Ontario school, such as students who were previously homeschooled or who attended school outside of Ontario, an OSR will be created for them. For students who come from other schools but now we are their main school (which likely means these students are not attending school elsewhere), then York High School should request their OSR from their previous school. However, York High School will not request an OSR from a student who has already received their high school diploma (OSSD) from another school. In all circumstances, York High School will establish, maintain, use, retain, transfer, and dispose of an OSR in accordance with the *Ontario Student Record Guideline, 2000*.

Every student has the right to have access to his or her OSR. Additionally, parents of a student have the right to have access to the student's OSR, until the student turns 18. In order to ensure students are achieving their goals, the Principal and teachers also have access to the OSR.

## **Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in secondary school. This record will include all the credits earned by the student including: day school credits, continuing education credits, or those earned through alternative means. The OST will include:

- All Grade 9 and 10 courses are completed by the student, whether successfully or unsuccessfully, with percentage grades obtained and credits earned. If no credit is earned, it will reflect this
- All Grade 11 and 12 courses are completed by the student, whether successfully or unsuccessfully, with percentage grades obtained and credits earned.
- In the case where a student withdraws from the course after 5 or more days from the issuance of the first report, the name of the course and the student's mark at the time of the withdrawal will appear on the transcript.
- All equivalent credits are 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 is 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 forty hours of community involvement
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.

For students enrolled in a full-time day school, York High School will *not* keep a copy of the students' OST or OSR. The student's outcomes will be sent to the student's full-time school to be recorded appropriately.

## Support and Resources

### Guidance, Career and Education Planning

York High School will provide individual student counseling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "[Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools](#), will not only help students succeed in school, but will also contribute to their success in the workplace.

York High School does the following to support students:

- supports English Language Learners, when necessary, by providing instructional and assessment accommodation within courses;
- provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
- provides individual assistance and short-term counseling to students, when requested;
- provides current information on post-secondary programs and admission requirements for all of its college/university-bound students;
- provides the opportunity for Grade 8 students to "Reach Ahead" on Grade 9 courses with the approval of their elementary school Principal. This program allows students to explore course options and academic interests early in their high school career;
- provides access to Career Cruising or My Blueprint for all students whose Ontario Student Record is held at York High School. This program allows students to plan their education, review their options for post-secondary programs and assist in the course selection process;
- communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;

- communicates directly with post-secondary institutions regarding student achievement.

## **Education Planning and Course Selection**

York High School provides strategies and resources for students and parents that support education planning and the course selection process. Students must contact the Principal to make arrangements to support the course selection process.

## **Intervention**

York High School teachers and staff employ intervention strategies, support, and programs, such as credit recovery opportunities, and Student Success teacher support.

## **English Language Learners**

York High School offers English Language Learners (ELLs) specialized support in terms of education planning. Each York High School location is staffed with a qualified ESL teacher who is able to recommend specific support needed for each ELL.

## **Exceptional Student**

All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefit from their school experience. Some students have special needs that require support beyond those ordinarily received in the school setting. In Ontario, students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodation, and/or an educational program that is modified above or below the age-appropriate grade level expectations for a particular subject or course. Such students may be formally identified as exceptional pupils.

### What is York High School's role?

York High School must develop an [\*Individual Education Plan \(IEP\)\*](#) for every full-time identified student. York High School also has the discretion to develop an IEP for students who have not been formally identified as exceptional, but who are receiving special education programs and/ or special education services.

An IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

A student's IEP must typically have a direct progress reporting link to the Report Card. If the student has an existing IEP, please send a copy of this IEP to York High School upon registration.

### What does an IEP enable?

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations within their online and blended learning courses. Using the IEP, York High School will implement those capabilities of the system which will be particularly appropriate in meeting the student's needs.

### How does an IEP work?

Assignments and activities within the online and blended learning courses must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP. Accommodations may include reducing the workload, simplifying tasks and materials, differentiating lessons and assignments and providing more time for learning and the completion of activities. The assistance of other people and the use of specialized equipment may also be required to accommodate the student's needs.

### What if the student does not have an IEP, but requires accommodation?

In special circumstances, a student may require accommodation to be made accommodation on their course. If a student requires accommodation due to reasons not outlined in the IEP, the student will need to submit a note from a consulting physician and/or professional. This document should indicate the accommodations required and the reasons for the accommodations to be made. However, at York High School we strive to individualize and differentiate our teaching strategies for all students to meet their learning styles and needs.



**Appendix A**  
**York High School**  
**Course Substitutions Form**

The following course \_\_\_\_\_ was substituted with \_\_\_\_\_.

Student #: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Provide Explanation:



**Appendix B  
York High School  
Waiving Prerequisite Form**

The following course was waived:\_\_\_\_\_.

Student #:\_\_\_\_\_

Student Name (Print):\_\_\_\_\_

Student Signature:\_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Signature:\_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature:\_\_\_\_\_ Date: \_\_\_\_\_

Provide Explanation:



**Appendix C**  
**York High School**  
**Course Withdrawal Form**

I \_\_\_\_\_ have withdrawn from the following course \_\_\_\_\_.

Student #: \_\_\_\_\_

Student Name (Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Teacher Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Upon completion of this form, it will be placed in the student's OSR.



**Appendix D**  
**York High School**  
**Credit Equivalencies Form**

The following credit/s were granted as part of the PLAR Equivalency process:

# of equivalency credits granted: \_\_\_\_\_/30

# of compulsory credits granted: \_\_\_\_\_/18

# of credits to be earned: \_\_\_\_\_

# of compulsory credits to be earned: \_\_\_\_\_

Names of credits to be earned: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Literacy Requirement to be                      YE ☐                      NO ☐

Community Involvement to be earned: ☐                      NO ☐

If yes, Number of Community Involvement hours to be earned: \_\_\_\_\_

Student #: \_\_\_\_\_ Student Name (Print): \_\_\_\_\_

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_





## **Appendix H: Online Learning Graduation Requirement**

### **Introducing the Online Learning Graduation Requirement!**

Starting with the Grade 9 students of the 202-2021 school year, all individuals must complete a minimum of 22 to obtain their Ontario Secondary School Diploma, unless they have chosen to opt-out or are exempted.

#### **So, What exactly are online courses or credits?**

Also known as "eLearning" courses or credits, these are credit courses for Grades 9-12 that are entirely delivered online. They eliminate the need for physical presence among students and educators, except for instances like examinations, final evaluations, or accessing internet connectivity, learning devices, or other school-based supports.

#### **Let's delve further into online courses or credits.**

- These courses primarily rely on online communication between students and educators.
- Physical attendance is generally not required, except for assessments or occasional meetings.
- Online learning allows students to understand how this mode of learning can support their pathway goals and enhance their digital literacy.
- It can also prepare them for future online post-secondary courses.
- Furthermore, online courses offer flexibility as they don't demand students to be present in class at specific times every day.
- However, they do require strong time-management skills and the ability to work independently, as they involve more self-directed learning compared to traditional face-to-face classes.

#### **Now, how can you determine if online learning is suitable for your child?**

Take into account the following factors:

- How can online courses contribute to your child's pathway goals and equip them with skills for their future in apprenticeship, college, university, or the workplace?
- How does your child's chosen pathway destination (apprenticeship, college, or university) value online courses for admissions?
- How can online learning align with your child's preferred learning style, such as asynchronous and/or synchronous learning?
- Moreover, gauge your child's ability to independently manage time, schedule assignments, and work autonomously.

By considering these questions, you can make an informed decision about whether online learning is a good fit for your child. If you require additional information or have any uncertainties, please reach out to York High School for further guidance.



## **Online Learning Graduation Requirement Opt-Out Form**

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

Please submit this form ONLY if you are choosing to opt out of the online learning requirement.

To be exempt from the online learning graduation requirement this form must be printed, signed, and returned to York High School. Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Students 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. Students and parents/guardians can opt back into the online learning graduation requirement should their decision change. **Please note:** Upon receipt, this form will be included in the student's Ontario Student Record (OSR).

### **I agree with the following statement:**

Having reviewed the online learning graduation requirement and the availability of support for online learning through my child's York High School, I would like to opt my child/myself out of this requirement.

\_\_\_\_\_  
Student's First Name

\_\_\_\_\_  
Student's Last Name

\_\_\_\_\_  
Student Number

\_\_\_\_\_  
Parent/Guardian First Name

\_\_\_\_\_  
Parent/Guardian Last Name

\_\_\_\_\_  
Parent/Guardian or Student's Signature,

\_\_\_\_\_  
Date