



Wish  
HIGH SCHOOL  
BSID666506

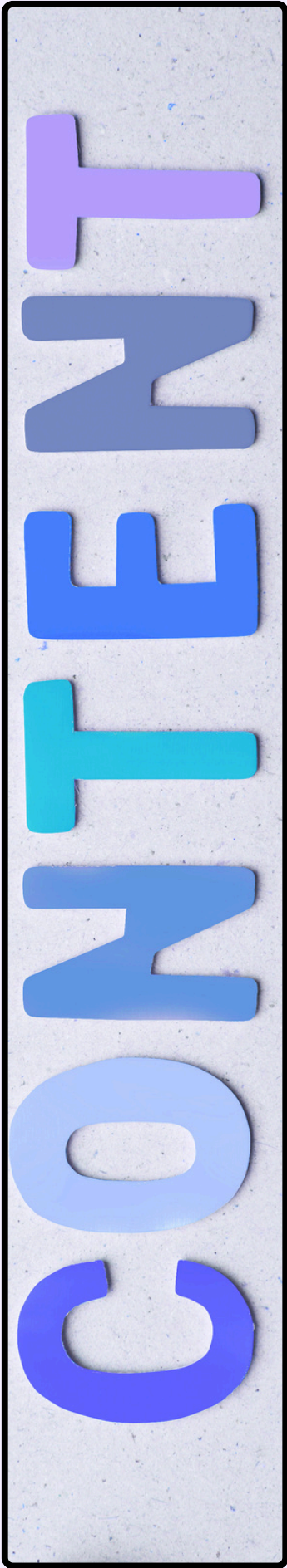
# SCHOOL COURSE CALENDAR





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## Introduction

This course calendar is designed to inform parents, guardians and students of important information about Wish High School regarding the importance of secondary education, school's overall goals and philosophy, school's terms, reporting periods, school's expectations, attendance policy, assessment and evaluation, and evidence for students' achievements. This document also contains information about the requirements for diplomas and certificates, the Ontario curriculum, and support and resources for students.

## School Policies, Practices and Procedures

### **1. The Importance and Value of Secondary Education and the Requirement to remain in Secondary School:**

In Ontario, it is a requirement for everyone to stay at school until they are 18 or have received their OSSD1.

It is highly important that all students finish secondary education in order to be well prepared for their future professional and/or academic lives. According to the Ontario government, secondary education is important for all students so that they can reach high levels of achievement and reduce gaps in their achievements. Either they decide to further their education in post-secondary schools or start a career, they should gain secondary school education in order to further their opportunities. Wish High School is committed to providing every student with required opportunities to finish high school successfully and embark on their journey to university/college or the job market.

### **2. The School's Overall Goals and Philosophy:**

Wish High School is founded on a strong belief in accessible education for everyone. Our journey to create this school started with one ultimate goal and that is to give every student the opportunity to study in a Canadian high school where they can grow to become better citizens. Regardless of where they are located, our students are given equal opportunities to succeed according to their abilities, interests and goals. Hence, we have designed an engaging online learning environment on Moodle for students to attend high school where they can benefit from quality Canadian education with the help of enthusiastic and experienced teachers.

Wish High School is also proud to have created an inclusive and diverse learning and work environment.

### 3. School's Organization: School's terms and reporting periods

Wish High School offers **continuous intake** and students can start their course/s at any time and have up to **6 months** to complete their course/s once they officially start.

Each lesson includes teacher talk time, student time and work period. Course contents including lessons, assignments and instructions for assignments are all offered online on Moodle. Each course consists of 110 hours of instruction and students have 24/7 access to course materials. Teachers are available from 9:00 AM to 4:30 PM Monday to Friday and they will schedule online meetings/conferences with students at least 2 times throughout the course. Report cards<sup>3</sup> will be distributed two times during the course, one after midterm (once 55 hours of course is completed) and the other after final exams (once the student has completed 110 hours of instruction). The report card documents the student's achievement in every course, at particular points in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and a credit is granted for every course in which the student's grade is 50 per cent or higher. Parents/Guardians are also notified of students' grades and academic progress through emails and/or phone calls and they can monitor students' work on Moodle.

#### **2025-2026 school calendar is as follows:**

Since Wish High School offers continuous intake, there is no start date and end date for courses. Students will receive their report cards twice during the course: once after 55 hours of instruction is completed (mid-term report card) and a final report card upon course completion, which is 110 hours of instruction. However, in order for students and parents/guardians to be able to create a structured timeline to complete courses, Wish High School recommends the following school year calendar.

# 2025-2026

September

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October

Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November

Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December

Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

July

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

## Academic Information

- Fall Semester : Sep. 3- Dec. 22.
- Winter Semester: Jan. 5- March 31.
- Spring Semester: April 1- June. 30.
- Summer Semester: July 2- August 29.
- Christmas Holidays: Dec. 25- Dec. 31

## Statuary Holidays

- Labour Day: Sep. 1
- Truth and Reconciliation Day: Sep. 30
- Thanksgiving: October 13
- Remembrance Day: November 11
- Christmas Day: Dec. 25
- Boxing Day: Dec. 26
- Family Day: Feb. 16
- Good Friday: Apr. 3
- Easter: Apr. 6
- Victoria Day: May 18
- Canada Day: July 1
- Civic Holiday: Aug. 1



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#### **4. School's Expectations: Attendance Policy, Students' Responsibilities, Academic Honesty, Late and Missed Assignments and Evidence for Achievement**

##### **Attendance Policy**

Students are required to attend school until they reach the age of eighteen or graduate. Reaching the age of majority does not imply any specific rights. If a student is eighteen (18) or older and chooses not to follow the rules, regulations, and/or policies of the school, that student can be asked to cease attendance in school. Regular attendance at school is critical for the student's learning. To encourage regular attendance by students, our school will ensure that students and their parents are informed about the school's policy on attendance. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her success, school staff should meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.

For each course, students are required to complete **110 hours** of instruction. Upon enrollment on Moodle, students will have access to a custom calendar based on their course outlines and the number of hours for each unit and the expected date to finish each unit. According to this calendar, it is recommended that students complete the number of hours of instruction for each unit in respect to the recommended timeline. If students' activities deviate vastly from this calendar, the teacher will first contact the student ( through email or an online meeting) to discuss this issue with them. If the issue is not solved, the student and their parents/guardians will be notified through emails and/or phone calls by administration and receive an attendance summary based on the student's activity and completion tracker status on Moodle. Where, in the teacher's judgment, if the student's inconsistent activity log on Moodle is jeopardizing their successful completion of a course, the teacher or the principal will set an online meeting with the student and/or their parent/guardian and explain the potential consequences including failure to gain credits, and discuss steps that could be taken to improve attendance. Please note the following guidelines:

- It is recommended that students log in to their course/s every day for at least 1 hour so that they can complete them within 6 months. More details can be found in their calendar on Moodle,
- Parents/Guardians will be notified through emails and/or phone calls if a student's attendance is at risk.

- Students' activity log will be tracked on Moodle by the administration team or the principal weekly and if a student's attendance puts them at the risk of not completing the course, they will be contacted via email and/or phone call to take further action.

### **Attendance Tracking**

Tracking attendance during non-synchronous classes is a challenge that must be met with flexibility, consideration, and understanding from all parties involved.

While the function and appeal of online education is the autonomy and the flexibility that it provides the students, online classes still require a consistent and reliable rate of work. Though students are given 6 months to finish an asynchronous online course, it is not technically correct to state that the student can begin after 5 months without issue. Indeed, the course should begin soon after enrollment and the student should be involved in a flexible but steady and consistent rate of work. The reasons for this are as follows:

- Students might require a grade soon after completion, but there is no guarantee that the grade can be delivered on time if the student does not provide the teacher with sufficient time to assess their work properly.
- There is a low chance of successful completion if the student begins too late into the 6 months.
- Students that do not begin their course early on without supervision or notices of attendance might not finish their course.
- Student learning is impacted if learning and progress are sporadic instead of measured and consistent.
- Parents might want security and updates with regards to their student's progress.
- Most importantly, we want all students at our to have an enriching experience and to be accomplished students.

Keeping these considerations in mind, Wish High School's attendance policy with respect to the Online School Operation is as follows:

- Attendance will be tracked by each teacher through the student log and course activity. Student logs are available on each course site. The student is expected to make a copy of the student log, share it with their teacher, and update the log every week.



- Though in this case, the student log will also be used as a tool for attendance, a student log is a tool used to keep track of the 110 hours needed to complete an OSSD credit and must be completed regardless of attendance tracking.
- Parents should communicate any expected extended absences from the course activity to the teacher. In the absence of such communication, attendance notifications will be sent out to students and parents if there has been no update on the student log for two consecutive weeks.
- Attendance warnings, explaining the consequences of late engagement with the course will be sent to parents and students if there has been no course activity for a consecutive 2 months.
- In addition to Moodle, students' attendance will be recorded weekly on Quickschools based on their Moodle activity log and can be monitored by students themselves and their parents/guardians.

### **Academic Honesty:**

It should be noted that Wish High School takes academic responsibility and honesty seriously. Students are expected to be responsible for the submission of their own assignments. In case of plagiarism and/or cheating, students will receive warnings and if repeated, there will be consequences such as withdrawal from the course, suspension from the school, and/or expulsion. For more information, please refer to the following explanation on Plagiarism and Cheating.

### **Cheating and Plagiarism:**

According to "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools", plagiarism is "the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work". ( 2010, p 151) Students who present the work of others as their own are guilty of plagiarism and will receive consequences and will have the details of the plagiarism noted in their student file.

### **Growing Success Policy**

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



The school will provide strategies for helping students understand the gravity of such behavior and the importance of acknowledging the work of others. The school has also developed policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing,
- detection of incidents of cheating and plagiarizing,
- consequences for students who cheat or plagiarize.

Policies will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

### **Policy**

Academic honesty is critical in any learning environment and educational institution; however, it is rightly perceived to be a fundamental issue especially for an online environment, where communication between student and teacher is less intimate and more reliant on the written word of the student. Unlike a classroom setting, where the teacher can observe students write their submissions, an online environment does not share this characteristic. For a teacher to evaluate a student's work properly and objectively, the teacher must be sure that it is the student's own. Therefore, Wish High School has set up well-defined, articulated policies and a culture of prevention to avoid such scenarios ( examples provided below)

Cheating is the act of using unauthorized materials and/or resources during tests, exams or other Assessment of Learning tasks. Examples of cheating include but are not limited to:

- giving your own work to others,
- using the work of others,
- using unauthorized study aids,
- copying the work of others on tests or exams,
- particularly important for online: paying for services, using tutor's work as your own work, or having tutors extensively edit work rendering it a collaborative effort,
- particularly important for online: using unauthorized materials during Unit Tests.

- Using any form of AI including but not limited to ChatGPT to do assignments, tests, projects, etc.

Note: Cheating on unit tests is not only identifiable, but it also impedes successful completion of a course as the Final Exam will be monitored.

Plagiarism can be defined as using someone else's words, ideas, or thoughts as if they were your own. Plagiarized material may be an entire paper, a paragraph, or even a single sentence. Teachers expect, without exception, that all students will use their own words and do their own work when submitting online assignments. Where you have used ideas or information from another source, you should name the source of that information in a bibliography. Especially for the online context, students should not copy & paste someone else's words, ideas, or thoughts as if they were their own from sites such as SparkNotes, Enotes, and other reliable/unreliable sources. Examples of plagiarism include but are not limited to :

- submitting another student's work,
- copying and pasting from the Internet or other sources without citing the source. (in-text citations and/or bibliography)
- paraphrasing from other sources without citing the source. (in-text citations and/or bibliography)
- submitting a work written by any other person than student her/him/themself,
- using any form of AI such as ChatGPT to do assignments or tests.

The use of reliable and informative sources are encouraged; but students should be aware that these sources do not constitute an exhaustion of knowledge or activity, these sources serve merely as starting points for your own research or development of ideas. Teachers and the assignments provided will specify the expectations with respect to the number of sources used and the proportion of their incorporation into assignments.

Students should be especially aware that teachers are experienced and can often easily identify when writing is not the student's own. The student should be aware that their work will be reviewed with reliable plagiarism detectors if any suspicions arise, and regularly if there has been antecedent plagiarism and cheating.

**Consequences:**

Depending on the severity of the incident, the consequences for plagiarism or cheating will reflect a continuum of behavioral and academic responses, based on at least the following four factors:

- grade level of the student
- maturity of the student
- number and frequency of incidents
- individual circumstances of the student

**Procedure**

Plagiarized assignments will be given a mark of zero and parents will be notified. 12

- 1st offense: Informing the principal, possibly zero as a placeholder (at teacher's discretion after consulting with the principal), home contact, if necessary.
- For grades 9-10, they may have the opportunity to redo the piece to a maximum grade of 75.
- 2nd offense or more: Informing the principal, zero as a placeholder, meeting with the principal and the details of the plagiarism will be recorded. For grades 9-10, they may have the opportunity to redo the assignment to a maximum grade of 50.
- For grades 11 and 12, if it is their first offense, they may be able to redo the assignment to a maximum grade of 50. If they repeat plagiarism, they may not be given a chance to redo the assignment.

Please refer to your course outlines for more details.

Students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination. In order to prevent Cheating and Plagiarism, students are highly encouraged to read the "Academic Honesty" section on their Moodle. It should be noted that students will have access to a video titled "Writing Handbook" on their Moodle which focuses on the importance of academic honesty, how to do secondary research and use MLA citations in order to avoid plagiarism.

It is also important to understand that cases of plagiarism and/or cheating are cumulative. If a student is officially caught cheating in one course and then is caught plagiarizing in another course, the plagiarizing offense will be considered as the second offense overall.



### **Responsibilities of the Student**

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- Using work done by another student,
- Copying someone else's work or homework,
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

### **Responsibilities of the Teacher**

Help students avoid plagiarizing by:

- Defining the term and reminding them of it when setting out an assignment,
- Giving them examples of what constitutes plagiarism,
- Emphasizing the importance of using process skills to arrive at a product,
- Teaching them research skills so they can avoid plagiarizing: note-taking, paraphrasing, summarizing,
- Teaching them organizational skills: finding and organizing information to build an understanding of a topic,
- Teaching them how to make an outline for a report or research essay,
- Having them keep a learning log to reflect on what they learned through the process: how to do research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved,
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

For the above-mentioned notes, please watch the following videos on your Moodle account:

Study Skills:

<https://wishhighschool.edunao.com/mod/forum/discuss.php?d=9#p13>

Writing Handbook

<https://wishhighschool.edunao.com/mod/forum/discuss.php?d=14#p20>

### **Appeal**

A student may appeal to the teacher's decision to the principal after a discussion with the teacher.

It should be noted that since Wish High School operates asynchronously, great attention is given to students' attendance and academic honesty. Hence, based on agreed dates and times, students may be scheduled to take final exams proctored by invigilators via Zoom or Google Meet.

### **Evidence for Students' Achievements: Assessment and Evaluation:**

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Students' assessments and evaluation are based on the following works:

- Assessment *of* learning recorded through observations, conversations and student products such as conversation tests, presentations, essays, creative writing projects, unit tests, and final exams,
- Assessment *for* learning such as information gathered through daily assignments such as questions, group discussions or debates, exercises based on daily lessons, etc,
- Assessment *as* learning such as peer assessment and self-assessment.

Evidence of student achievement for evaluation is collected over time from three different sources: observations, conversations, and student products. Also:

- 70 percent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30 percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.
- Every assignment needs to be submitted on Moodle for teachers' feedback and revision, and upon course completion all the assignments will be archived.

### **Missed and Late Assignments**

Since Wish High School operates non-synchronously and courses are self-paced, there are no set deadlines for assignments. However, students should be aware that they are responsible not only for their behavior in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the school which is 6 months. They are also highly encouraged to follow their course calendar on Moodle to check important expected dates. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.<sup>9</sup> Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- discussing the Moodle calendar with the student in an online meeting,
- planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- maintaining ongoing communication with students and/or parents about dates and late assignments, and scheduling conferences with parents if the problem persists;
- using counseling or peer tutoring to try to deal positively with problems;

- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment; 9  
Lateness of assignments means deviating vastly from the provided calendar on Moodle.
- providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

It should be noted that Wish High School's aim is to help each and every student to be able to finish their assignments and courses successfully. In case of repeated missed assignments, parents/guardians will be notified to resolve the issue collaboratively.

## **5. School's Code of Conduct and Safe School Policy**

Wish High School follows Ontario's Code of Conduct for the education sector and the following principles apply to everyone in our school including students, teachers, and staff. We are committed to creating a safe and welcoming learning environment free of any form of bullying, harassment and violence.

### **School's Community Code of Conduct:**

#### **Students are expected to:**

- show respect for themselves, for others and for those in authority,
- Follow the rules and take responsibility for their own actions.

#### **Teachers and School Staff:**

Teachers and school staff, under the leadership of their principal, help maintain a positive learning environment and hold everyone to the highest standard of respectful and responsible behavior. Teachers and school staff uphold these high standards as role models when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school and community,
- maintain consistent and fair standards of behavior for all students;



- ensure that school's online learning environment is free of cyberbullying, harassment and violent behavior;
- design learning activities to help students develop respect for human rights and dignity, and to develop a sense of personal, social, and civic responsibility;
- show respect for all students, staff, parents, volunteers and members of the school community.

**Principal provides leadership by:**

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

**All school community members must:**

- respect and follow all applicable laws;
- show honesty and integrity;
- respect differences in people;
- treat others with dignity and respect at all times, especially when there is disagreement,
- respect and treat others fairly, regardless of their race, ancestry, place of origin, color; ethnic origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability;
- respect the rights of others;
- take the proper steps to help those in need;
- respect all members of the school community, especially those in a position of authority;
- respect the need of others to work in an environment that is good for learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for: educational purposes (as directed by an educator) , health and medical purposes and special education needs support.

- seek help from school staff to resolve conflict peacefully, if necessary;
- not swear at a teacher or at another person in a position of authority.

### Safe School Policy:

All classes are monitored by teachers and the principal to ensure that the school's online environment is free from any form of cyberbullying, verbal or written harassment, racism, sexism, offensive language and/or misbehavior because of one's religion, beliefs, gender, and sexual orientation. It should be noted that Wish High School has zero tolerance towards such behavior and if noticed or reported, there will be consequences as follows:

- **Warning Letter:** If it is the student's first offense, a warning letter will be emailed to the student and their parents/guardian.
- **Withdrawal from Course:** If repeated, the student will be withdrawn from the course with no refunds.
- **Suspension:** In severe cases, the student may be suspended from school for 2 to 6 months with no refunds.
- **Expulsion:** In the most severe cases, the student will be expelled from the school and will not be registered again.

## Diplomas and Certificates

### 1. The Requirements for the Ontario Secondary School Diploma<sup>10</sup>

To earn a high school diploma in Ontario, students must:

- earn 17 compulsory credits,
- earn 13 optional credits,
- pass the literacy requirement,
- complete a minimum of 40 hours of community involvement activities.
- 

### 2. Compulsory Credit Requirements ( total of 17)

According to the "Growing Success : Assessment, Evaluation and Reporting in Ontario Schools", a compulsory credit is "A credit earned for successful completion of a course that is a requirement for graduation. Students must earn a total of eighteen compulsory credits in order to obtain the Ontario Secondary School Diploma. Fifteen of the credits are similar for all students, while the additional three credits are chosen by the student, one credit for each of three distinct

groupings of courses”. ( 2010, p 144). Students must earn the following 18 compulsory credits to get their Ontario Secondary School Diploma.

### **3. Optional Credit Requirements**

According to the “Growing Success : Assessment, Evaluation and Reporting in Ontario Schools”, an optional credit is “A credit earned for successful completion of an optional course. Students must earn twelve optional credits in addition to the required eighteen compulsory credits to earn their Ontario Secondary School Diploma (OSSD). Students earn these credits by successfully completing courses selected from those listed as available in their school calendar”. ( 2010, p 151)

**For students who started Grade 9 in 2023 and earlier the requirements are as follows:**

- Earn 30 credits (18 compulsory, 12 electives)
- Complete 40 hours of Community Service
- Complete two asynchronous, online, courses
- Successfully pass the Ontario Secondary School Literacy Test (OSSLT)

**For students who started Grade 9 in 2024 and beyond the requirements have CHANGED and are as follows:**

- Earn 30 credits (17 compulsory, 13 electives) – this includes a new compulsory Grade 9/10 Tech course
- Complete 40 hours of Community Service
- Complete two asynchronous, online, courses
- Successfully pass the Ontario Secondary School Literacy Test (OSSLT)
- Successfully pass the Financial Literacy Test with a minimum score of 70%

### **4. The Secondary School Literacy Graduation Requirement**

All students must meet the secondary school literacy graduation requirement to earn their high school diploma. This means that students must choose one of the following:

OSSLT: Ontario Secondary School Literacy Test

The OSSLT is “the standard method for assessing the literacy skills of students for the purpose of determining whether they meet the Ontario secondary school literacy graduation requirement. The OSSLT is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9 . ( ibid, p 150)



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Students can check tests' schedules on <https://www.eqao.com/> Students usually take this course in grade 10, unless a deferral is granted by the principal. Students who do not successfully pass the OSSLT will have to sit the test again.

### **OSSLC: Ontario Secondary School Literacy Course (OLC40)**

OSSLC is “a course available, at the principal’s discretion, to students who fail the Ontario Secondary School Literacy Test or who meet other specified eligibility criteria. Mature students who have not yet attempted the test may enroll directly in the course. Students who pass this course are considered to have met the literacy graduation requirement.” (ibid) The assessment and instructional core of this course includes the writing and reading competencies required by the Ontario Secondary School Literacy Test. The credit earned for successfully completing the OSSLC may also be used to meet the grade 11 or grade 12 compulsory credit requirement in English or to meet Group 1 credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition Policy. Please contact the school to inquire about the appropriate eligibility for this course.

### **Accommodations, Special Supervisions, Deferrals and Exemptions**

Students who are English language learners may be permitted to receive special provisions such as adjustments to the environment in which the test is written or they may be permitted to have additional time, to a maximum of double the allotted time. They may also be permitted to defer the test if the student is working toward an OSSD but will not participate in the current administration of the test for one of the following reasons:

- The student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate in the test,
- The student has not yet acquired the reading and writing skills appropriate for Grade 9.

Students with Special Education Needs may be entitled to have permitted accommodations to their OSSLT test such as adjustment to the setting, time and/or presentation format.





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## 5. The Community Involvement Requirements and Procedures

In order to earn OSSD, students are required to complete 40 hours of community involvement activities. The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. Students can actively participate in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities.

### Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents/guardians.

Before beginning any community involvement activity, each student must complete and submit a “**Notification of Planned Community Involvement Activities**” form and email it to [admin@wishhighschool.ca](mailto:admin@wishhighschool.ca). The student will select an activity (or activities) from the list of approved activities, or an activity that is not on the list, provided that it is not an activity that is on the ministry's list of ineligible activities. If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her or their parents/guardians, and must also have one parent sign the form. The student will sign the form and submit it to the principal. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the “**Completion of Community Involvement Activities**” form and email it to [admin@wishhighschool.ca](mailto:admin@wishhighschool.ca). The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.



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Students will provide their parents with a copy of the document “Information on the Community Involvement Diploma Requirement.pdf”, which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity. The following section provides a list of eligible community involvement activities that students can choose to complete this requirement. There is also a list of activities which have been stated ineligible by the Ministry of Education.

### **List of Eligible Activities**

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and information settings.

### **HELP YOUR NEIGHBORS**

- provide service to seniors or to others who have difficulty leaving their homes – raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation,
- assist a neighbor with child care – take child to park, watch child while parent prepares dinner, tutor younger students online – read, take to library, help with homework,
- teaching kids online.

### **HELP YOUR COMMUNITY**

- volunteer at a seniors’ home/center – visit, read, play cards or board games, take seniors for walks, crafts,
- help organize local community events – food drives/banks
- take part in environmental initiatives – cleaning and recycling operations, park clean-up, planting trees and flower beds (students should not use power tools – lawn mowers, hedge trimmers, wood chippers etc.)
- get involved in charitable activities – daffodil sales, canvassing for organizations assist with sports teams – community leagues, parks & recreation programs,
- volunteer in *leadership* role with community groups – youth groups
- volunteer in hospitals, libraries,
- volunteer with social service or animal welfare agencies – Red Cross, United Way, Humane Society,



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- get involved in the democratic political process – canvassing, campaigning service through religious communities/places of worship
- assist with literacy initiatives – at local libraries, day care centers, community centers

### **HELP YOUR SCHOOL OR OTHER SCHOOLS**

- arrange online clubs such as book clubs or drama clubs, design and manage online libraries,
- tutor other students online – help with homework, review difficult concepts- assist students with special needs –act as peer buddy,
- offer technical support
- facilitate school events such as online fun fairs, university/college fairs,
- assist with environmental activities –encourage recycling, plant trees/flowers, work on ground crews (students should not use power tools)
- participate in charitable initiatives – food and clothing drives, holiday drives for toys or food,
- sit on school online councils, committees – be a peer mentor/mediator, help with online orientation of grade 9 students.

### **The Ministry's List of Ineligible Activities:**

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or “spare” periods is permissible,
- takes place in a logging or mining environment, if the student is under sixteen years of age,
- takes place in a factory, if the student is under fifteen years of age,
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult,
- would normally be performed for wages by a person in the workplace
- involves the operation of a vehicle, power tools, or scaffolding,
- involves the administration of any type or form of medication or medical procedure to other persons,



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- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act,
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

## **6. Substitution Policy for Compulsory Course Credits**

In order to provide the flexibility to tailor an individual student’s program to the student’s needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3)

- The principal may substitute up to three compulsory courses with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2, 3)
- The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution (OS K-12 6.2). Substitutions are made to meet individual students’ needs.
- Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Students who have taken Native Languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as second language.
- Credits earned for co-operative education courses may not be used through substitution to meet compulsory credit requirements. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution for a compulsory credit, the principal will determine whether the substitution should be made.





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- A principal may initiate consideration of whether a substitution should be made. The decision is made in consultation with the parent or adult student and appropriate school staff. English as a second language and English literacy development courses may not be used to substitute for a compulsory credit (they may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategy course, from the guidance and career education curriculum policy document may be used through substitution to meet a compulsory credit requirement. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A Locally Developed Compulsory Credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

## **7. The Requirements for the Ontario Secondary School Certificate (OSSC)**

The certificate of achievement is awarded to students who leave school before earning the Ontario Secondary School Diploma, and who have earned a minimum of 14 credits (7 compulsory and 7 optional). These credits include the following:

### **7 Required Compulsory Credits:**

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

### **7 Optional Credits:**

Students can choose any 7 credits from available courses.

## **8. The Certificate of Accomplishment**

Students who wish to leave school before the age of 18 and without having met the requirements to earn OSSD or OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment can be used to recognize students' achievement if they plan to take vocational programs or other kinds of training courses or if they wish to find a job after leaving school.



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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 secondary school program is designed to provide all students with the fundamental knowledge and skills they will need in any area of endeavor as well as the opportunity to specialize in and/or explore areas related to their postsecondary goals and personal interests. This program keeps options open for students in the earlier grades and prepares them in senior grades for their postsecondary destinations, including apprenticeship training, college, community living, university, or the workplace.

Course selection for students under the age of eighteen must be made with parental approval, except in the case of sixteen- or seventeen-year-old students who have withdrawn from parental control

### **1. The Definition of a Credit**

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours. In granting credits, the following principles shall be followed:

- A credit is granted in recognition of the successful completion (that is, completion with a percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours,
- Credits are granted by the principal on behalf of the Minister of Education,
- Every course is developed or approved by the Ministry of Education,
- A half-credit is granted for each 55-hour part of a 110-hour Ministry- developed course, Half-credit courses must comply with requirements outlined in Ministry curriculum policy documents,
- Credit may be granted for successful completion of an approved locally developed course.

Also, since Wish High School is fully online and asynchronous, the following principles are followed to account for the 110 hours for full-credit courses and/or for the 55 hours for half-credit courses.



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A half-credit may be granted for each 55-hour part of a 110-hour Ministry-developed course in accordance with the policy outlined in the curriculum policy documents:

Students should log in their Moodle account with respect to their cMoodle Calendar and to interact with teachers and/or other students – logins are tracked by the course software or via student's learning log,

- Students maintain a learning log documenting online and offline activities;
- Course content is designed to be 110 hours and/or 55 hours of planned learning activities (approximate time allocations and expectations being covered accompany course units and/or activities);
- Teacher support is available during the 110 hours and/or the 55 hours;
- A timeline and schedule for student participation and assignment submission is established upon registration (continuous intake) based on a 110 hour and/or 55 hour course;
- Teacher tracks student activity through the learning platform,
- The principal and/or the admin team track student's activity log on Moodle weekly.

## **2. Types of Courses in the Ontario Curriculum**

Once you become a high school student, you will have important choices to start a successful journey to your future as professional and academic individuals. One of these choices is the selection of your courses throughout high school which you can find below.

### **De-streamed (Grades 9 and 10)**

- Cover the core content and have an emphasis on theoretical and conceptual learning. Example : ENG1D

### **Open (Grades 9-12)**

- Learning expectations are the same for all students,
- Designed to prepare students for further study and to enrich general education in a subject,
- Can be counted as compulsory or elective credits
- Example: Health and Physical Education - PPL1O

### **College Preparation Courses (Grades 11 and 12) C in the 5th position**

- Provide students with the knowledge and skills needed to meet entrance requirements for most college programs,
- Emphasis is on concrete applications of the theoretical material covered in the course and development of critical thinking and problem-solving skills,



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- Focus on the development of independent research skills and independent learning skills
- Example: Foundations for College Math - MBF3C.

### **Workplace Preparation Courses (Grades 11 and 12), E in the 5th position**

- Prepare students to move directly into the workplace or to be admitted to apprenticeship or other training programs in the community
- Emphasis on practical workplace skills
- Example: Environmental Science - SVN3E

N.B: Ontario's Ministry of Education is committed to addressing systemic discrimination and helping to break down barriers for Indigenous, Black, and racialized students, students from low-income households, students with disabilities, and students with special education needs. As part of this commitment, the Ministry of Education is removing Academic and Applied courses (de-streaming) in Grade 9 and implementing de-streamed courses. De-streaming will help ensure that students have as many opportunities as possible to make good choices about their future.

### **3. Ontario Course Coding System**

The Ministry of Education has developed common course titles, descriptions and codes for use in Ontario secondary schools offering OSSD credits. The codes, of either 5 or 6 characters in length, are used to identify the subject, grade level and stream of courses taken and credits earned by students. The 6 characters are interpreted as follows:

The three first alphabetic letters may describe the subject of the course. The fourth character which is a number identifies the grade of the course. And the last alphabet letter determines the course type. Please check the following explanations for further information:

Subjects are identified by the following letters:

- A = Arts
- B = Business
- C = Canadian and World Studies
- E = English
- F = French
- G = Guidance and Career Education

- H = Humanities and Social Sciences
- L = International Languages
- M = Mathematics
- P = Physical Education
- S = Sciences
- T = Technology.
- Grades are identified by numbers:
  - 1 = grade 9
  - 2 = grade 10
  - 3 = grade 11
  - 4 = grade 12

Course Types are identified by the last alphabet character:

- D = Academic
- C = College preparation courses
- E = Workplace preparation courses
- M = University/College preparation courses
- O = Open courses
- U = University preparation courses

#### **4. Course Descriptions and Prerequisites**

Prerequisites:

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

#### **Course Descriptions:**

Students, parent/guardians can find the Ontario Curriculum Course Descriptions and Prerequisites using the following link:

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

### **5. Access to Outlines of the Courses of Study**

Outlines of Courses of Study represent in summary the material from the set of units making up the teacher's course of study and overall considerations relating to a course such as course evaluation. All Outlines of Courses of Study can be found on students' Moodle account.

### **6. Access to Ontario Curriculum Policy Documents**

- Ontario Curriculum Policy Documents can be found on the following website:

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

### **7. Experiential Learning Programs**

Please note that Wish High School does not offer Experiential Learning Programs such as cooperative learning, job shadowing, or job twinning.

### **8. Policy Regarding Withdrawal from courses in Grades 11 and 12**

If a student withdraws from a course after the midterm report card is issued (once 55 hours of the course is completed), a "W" will be recorded in the "Credit Earned" column of the report card(s) issued subsequent to the withdrawal 5 days after issuing the mid-term report card

### **9. Procedures Related to Changing Course Types**

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, they can take one of the specified prerequisites at Wish High School. 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. In most cases, a student may enroll 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.

### **10. Prior Learning Assessment and Recognition (PLAR)**

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and equivalency". The "challenge" process is the process whereby students' prior learning is assessed





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for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document. The "equivalency" process is the process of assessing credentials from other jurisdictions. All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

Assessment instruments for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance.

Determining equivalency involves the assessment of credentials from other jurisdictions. 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 students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non inspected private schools or schools outside Ontario.

### **PLAR for Mature Students**

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

Prior Learning Assessment and Recognition (PLAR) for mature students is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum in order to earn credits towards the OSSD. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the



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the courses. After a review of the students' existing documentation and evidence of prior learning, principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma requirements, and determine how the PLAR process can best be applied. The PLAR process for mature students involves two components: "equivalency" and "challenge".

### **Grade 9 and 10 credits**

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

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

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

### **Grade 11 and 12 credits**

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

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

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



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

### **Diploma Requirements for Mature Students**

If a mature student who is working towards the OSSD under Ontario Schools has not already successfully completed each of the **four Grade 11 and 12 compulsory** credit requirements, a mature student must obtain a credit that meets the compulsory credit requirement(s) under Ontario Schools in each of the following:

- English, Grade 11 – only the following substitution is permitted:
  - students may count a maximum of three credits in ESL or ELD towards the four compulsory credits in English
  - the fourth credit must be for a Grade 12 compulsory English course
- English, Grade 12 - no substitution is permitted
- Mathematics, Grade 11 or 12 - no substitution is permitted
- Computer Studies, Science, Technological Education, or Math, Grade 11 or 12.

### **The Secondary School Literacy Graduation Requirement**

As per Ontario Schools, all students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD.

Mature students should be encouraged to meet the literacy graduation requirement by successfully completing the Ontario Secondary School Literacy Test (OSSLT). Mature students also have the option to enroll directly in the Ontario Secondary School Literacy Course (OSSLC) without attempting the OSSLT.

### **11. Additional and Alternative Ways of Earning Credits**

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. However, a number will wish to consider alternative ways of earning the required credits. The options available to such students include: correspondence courses offered by the Independent Learning Centre; independent study; private study; continuing education (including summer school), and private schools. Students should notify the school in writing if they decide to take courses using one of the above-mentioned ways.

## **12.Evaluation and Examination Policies**

Effective assessment, evaluation, and reporting not only provide information about student achievement, but also afford a basis for improving both instructional programs and student achievement. A well-designed system of assessment, evaluation, and reporting based on clearly stated curriculum expectations and achievement criteria allows teachers to focus on high standards of achievement for all students and promotes consistency in these practices across Ontario.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guide their efforts towards improvement. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based on both the categories of knowledge and skills and the achievement level descriptions in the achievement chart for each discipline, as given in the secondary curriculum policy documents;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;



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- accommodate the needs of exceptional students, consistent with the strategies outlined
- in their Individual Education Plans
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;

**Students' assessments and evaluation are based on the following works:**

- Assessment *of* learning recorded through observations, conversations and student products such as conversation tests, presentations, essays, creative writing projects, unit tests, and final exams,
- Assessment *for* learning such as information gathered through daily assignments such as questions, group discussions or debates, exercises based on daily lessons, etc,
- Assessment *as* learning such as peer assessment and self-assessment.

And it should be noted that:

- 70 percent of their final grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30 percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.
- Every assignment needs to be submitted on Moodle for teachers' feedback and revision, and upon course completion all the assignments will be archived.

**13. Reporting Procedures, including the school's report card and the Ontario Student Transcript**



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- The information on student achievement gathered through assessment and evaluation should be communicated to students and parents in a variety of informal and formal ways such as messaging, online meeting, emails and/or phone calls. The Provincial Report Card, Grades 9–12 is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the secondary school diploma requirements.

### **The Provincial Report Cards**

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card documents the student's achievement in every course, at particular points ( the midterm report is given after the completion of 55 hours of the course, and the final report card is given once the course is completed) in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved.

The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher. The final grade for each course will be based in part on assessments and evaluations conducted throughout the course (70 %), and in part on a final evaluation (30 %). The relative weights assigned to these two components are specified in the curriculum policy document on program planning and assessment.

### **The Ontario Student Transcript**

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. The credits that a secondary school student has earned will be recorded on the OST. The OST must be established for any student enrolled in a credit or non-credit course by the school which maintains the OSR. The Ontario Student Transcript (OST) is a cumulative and continuous record of:

- a student's successful completion of Grade 9 and 10 courses;
- all the student's attempts, successful and unsuccessful, at completing Grade 11 and 12 courses;



- the student's completion of other diploma requirements.

An official OST containing a summary of all course work and diploma requirements completed will be issued to any student who requires a transcript and will be stored in the OSR.

### **The Ontario Student Record**

The OSR is the record of a student's educational progress through schools in Ontario which will be established for each student at the time of enrollment. Upon the student's graduation or retirement, a current and accurate copy of the student's OST will be stored in the OSR folder. On the OSR folder itself, the following information is entered: biographical data, school attended, name(s) of student's parent(s) or guardian(s), information on any special health conditions and other information that is considered relevant for improving the instruction of the student. Photographs may also be attached. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

### **Establishment of the OSR**

An OSR will be established for each student who enrolls in a school operated by a school board or the Ministry of Education. Each student and the parent(s) of a student who is not an adult must be informed of the purpose and content of the OSR at the time of enrolment. Any part or parts of the OSR may be micro recorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Provision should be made to retain original documents when it is important to keep an original signature or initial on a document. Any micro recording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

If an OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information can be obtained from the current office index card and, if applicable, from the card(s) at the previous school(s). A notation will be made in the margin on the front of the new OSR folder that gives the date on which the new folder was created and the reason.

### **Access to the OSR**

Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. Every student and the parents/guardians of a student (under the age of



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18) have the right to examine the student's OSR. In order to examine the student's OSR, the student or the parents/guardian of the student (under the age of 18) should book an appointment with the school principal.

### **Retention, Storage and Destruction of information in the OSR**

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

- report cards,
- the documentation file, where applicable, containing information such as verification of a custody or a change-of-name order; assessment reports; placement decisions; suspension letters,
- additional information that is identified by the school as appropriate for retention,
- The record of the student's accumulated instruction in French as a second language, if applicable,
- additional information considered relevant for improving the instruction of the student.

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

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

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be effected under conditions that ensure the complete and confidential disposal of the record.

### **Use and Maintenance of the OSR**

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student.

### **Transfer of the OSR**

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. When a student transfers to another school in Ontario, the



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

## **Support and Resources**

### **1. Career/Life Planning and Individual Pathways Plan**

It is important that students leaving secondary school should have a clear plan for their initial postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace, and with confidence in their ability to implement, and revise or adapt, their plan throughout their lives as they and the world around them change.

Wish High School provides all students with counseling once they are registered in order to create an Individual Pathways Plan and helps them to set goals for after their graduation. In addition, Wish High School arranges the following programs/events:

- University/College Application Package
- University Fairs
- Career Fairs
- Virtual University/College Virtual Tours
- University Information Sessions
- Career Mentors' Speech
- Extracurricular activities such as book/drama clubs, mentorship and leadership programs, etc.
- 

### **2. Resources for Students and Parents**

Students and parents/guardians will receive a list of course offerings and their outlines once students are registered and they can book an appointment with the school's advisor to create a plan for selecting courses based on their postsecondary goals.

### **3. Intervention Strategies, Supports and Programs for Student Success**

For students who are at the risk of not graduating, Wish High School provides a consultation session with the school's principal so that the principal can advise the student or their parents on how to meet the requirements for graduation. We also have a team to help students with their university/college applications.

### **4. English Language Learners**

Ontario schools have some of the most multilingual student populations in the world. The first language of approximately 20 percent of the students in Ontario's English-language schools is a language other than English. Ontario's linguistic heritage includes many First Nation and Inuit languages; the Métis language; many African, Asian, and European languages; and some varieties of English that differ significantly from the English required for academic success in Ontario schools. Many English language learners were born in Canada and have been raised in families and communities in which languages other than English are spoken, or in which the variety of English spoken differs significantly from the English used in Ontario classrooms. Other English language learners have arrived in Ontario as newcomers from other countries. These students may have experience of highly sophisticated educational systems, or they may come from regions where access to formal schooling was limited. Research has shown that it takes five to seven years for most English language learners to catch up to their English-speaking peers in their ability to use English for academic purposes. It is essential for all educators to understand the distinction between modifications and accommodations as well as the importance of providing either or both, as needed, to English language learners. These measures contribute to fairness and social justice for many students in an increasingly multicultural environment.

All students who do not have a language test score are required to take an ESL placement test before starting their courses at Wish High School. This placement test includes 2 parts: a written test and a speaking test. The written test has 3 sections: reading comprehension, grammar and vocabulary. The speaking test is in the form of an interview with the principal about the student's previous access to schooling; experiences in school, including type of schooling; migration history and family circumstances; health; the student's strengths, hobbies, and interests; special needs and other related/potentially relevant information. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents.



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If the student requires English language training, there are various options available to them:

- English as a Second Language Courses based on the Ontario Curriculum;
- Individual assistance on a tutorial/resource basis;
- Increased opportunities to use technology in developing proficiency in English;

Also, all English language learners at different stages of learning English and/or developing literacy in English will have program adaptations in order to be successful and teachers will make sure to

- use a variety of accommodations related to instructional strategies (e.g., extensive use of visual cues, graphic organizers, peer tutoring; strategic use of students' first languages);
- use a variety of learning resources(e.g.,use of visual materials,simplified texts, and bilingual dictionaries)
- use pre-teaching of key words;
- use simplification/repetition of instructions as needed;
- include simultaneous use of oral and written instructions

## **5. Resource Centers and Library**

All students have online access to Wish High School's virtual library on their Moodle account.

## **Accommodations for Special Education**

Although Wish High School does not modify curriculum expectations, we truly believe that students with special education needs should be given every opportunity to meet expectations set out in the Ontario curriculum policy documents. This is why, at Wish High School, we make sure to create the following accommodations :

- Providing additional support and time for assignments, exams and projects,
- Allowing students to use a dictionary to help with their understanding.

## Additional Information

### Online School Requirements

The following are the minimum hardware and software requirements for accessing the course content on Moodle:

### Recommended Operating Systems

- Windows: 7 or newer Chromebook
- MacOS from 2018 and later.

### Functioning computer:

- Processor: Minimum 1.0 GHz; Recommended 2.0 GHz or more
- Hard Drive: Minimum 50 GB; Recommended 100 GB or more
- Memory (RAM): Minimum 4 GB; Recommended 8 GB or above
- Sound card with speakers
- Webcam
- Microphone

### Reliable Internet connection:

- Ethernet connection (LAN) OR a wireless adapter (Wi-Fi)
- Internet speed: Minimum 10 Mbps; Recommended 20 Mbps or above

### Recommended Software

- Chrome Web Browser
- Adobe Reader
- 

### Acceptable Use Policy : Cyber security, privacy, and online safety

Wish High School uses a professional LMS, Moodle, which follows the following security and privacy policy:

*“At Moodle we do not collect, use or monetise any student data or anyone’s personal information from any of the thousands of Moodle LMS sites that exist worldwide”.*

As for educational purposes and required by the Ministry of Education, students’ assignments will be archived upon their graduation. It should be noted that the





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students' personal information as well as their educational profiles are confidential and will not be shared with anyone except the student (adult) or their parents/guardians. Every student and their parents must electronically acknowledge the existence of Acceptable Use Policy as a condition to receive access to Wish High School's Moodle. The Acknowledgement will remain in effect until such time as the student no longer is enrolled at school.

### **Importance of Passwords:**

Upon registration, each student will receive a unique username and password for their Moodle account and are required to change their password. It is highly recommended that students/parents/guardians note the following suggestions:

- Never share passwords with anyone such as friends, or even your best friends.
- Do NOT just use one password for all your accounts. . It is possible that someone might get ahold of your password and then use it to access other accounts or pass it on to someone else that will abuse it.
- Create passwords that are easy to remember but hard for others to guess.
- Longer passwords make it difficult for hackers and thieves to guess. Make the password at least 8 characters long,
- Be very weary when it comes to clicking on any link, whether from an email or the web.

### **Virtual Classroom Expectations:**

- Students are expected to:
- Treat others with kindness, dignity and respect;
- Join the online classroom and be prepared, and ready to learn;
- Treat the virtual classroom the same as an in-person classroom at school;
- Follow the online classroom expectations;
- Engage in and add to the learning community (e.g. participate, ask questions, etc.);
- Report activities motivated by bias, prejudice or hate to an adult or school staff member;
- Do not share images/videos from a virtual classroom on social media without permission;
- Do not share the link to online meetings, activities or resources with anyone;



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- Do not participate in unauthorized online collaboration during tests and exams;
- Do not anonymize yourself when participating in online classroom activities;
- Do not engage in any activities, digital or otherwise, that could be deemed malicious or harmful.

## **Online Learning Graduation Requirement**

The Ontario Ministry of Education has introduced a new graduation requirement for secondary students to complete two online credits as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD). It applies only to students who entered Grade 9 on or after September 1, 2020 which means that they are now in Grade 9, 10 or 11.

Students may opt out of this new requirement and graduate with an OSSD (details below).

Students working towards an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (CoA) are not required to complete this new graduation requirement. Students who are completing an OSSC or CoA may choose to enrol in online courses.

Online learning supports the development of digital literacy and other transferable skills that will help prepare students for success after graduation. Secondary schools will communicate directly with students and parents/caregivers (including incoming Grade 9 students) to provide information about which courses will be available through e-Learning in their school and how to enrol.

### **How Online Courses Work**

e-Learning credit courses are delivered using an asynchronous model, which includes digital content such as readings, videos, blogs, commentaries, and online discussion boards. Students complete the assigned work independently and teachers provide ongoing support for student learning through exemplars, rubrics, tutorials and individual conferences. Evaluation is continuous throughout the course with the teacher providing descriptive feedback.

### **Opting-Out of the Online Graduation Requirement**

- Students may withdraw from the online e-Learning requirement. A parent/caregiver/guardian or student (18 years of age or older or 16 or 17 years of age and withdrawn from parental control) may withdraw by submitting the Opt Out/Withdrawal Form to the school. No explanation or reason is needed to opt out/withdraw.
- If you are not ready to make a decision with regard to participating in e-Learning, there will be future opportunities to participate in e-Learning courses or withdraw from the graduation requirement. A final decision is not required at this time.
- If you have decided now to withdraw from the graduation requirement, please contact the school to fill out the Opt-Out Form and return it to school.

## References

- Growing Success : Assessment, Evaluation and Reporting in Ontario Schools. 2010.
- Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements. 2016.
- Ontario Student Record (OSR) Guideline, 2000.
- Ontario Student Transcript (OST) Manual, 2013.
- Education in Ontario: Policy and Program Direction. 2022.
- Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools. 2013.
- Private School Policy and Procedures Manual. Ministry of Education, 2013.



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## Appendix