

## **1. About Canada TEMS Academy**

### **1.1 School Philosophy and Goals**

Canada TEMS Academy stands for Total Education Management Service, and was established in the hope of making quality education comprehensible to all students. By taking a student-centred approach, maintaining smaller class sizes, and incorporating tutorial methods into curriculum based lessons, TEMS provides the constructivist learning environment that encourages passion for education and life-long knowledge.

The importance of a solid foundation in education applies to all students, and can influence future academic or life goals. Achieving a high school education is imperative to future success, as it opens doors to post-secondary education, training, or the workforce. With this in mind, TEMS encourages every student to strive for their best and to see school as an opportunity for personal growth while completing a secondary education. Every student is required to stay in school until the age of eighteen or until they obtain an OSSD; however, time in secondary school can be spent in discovery of learning and the excitement of possibility.

As a private school that follows the Ontario Curriculum, TEMS believes in an inclusive, cooperative atmosphere that promotes emotional education and personal growth as well as beyond standard academic achievement. It is our goal to teach to how students learn naturally, working with their learning skills and helping them to hone those skills. Students live in a diverse world, and the importance of providing differentiated instruction that is inclusive in nature and recognizes the diversity of learning is a key aspect to instruction at TEMS.

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### **1.2 School Organization**

Please note: For the 2020 – 2021 school year, TEMS will be offering online courses in response to the education needs created by the ongoing COVID-19 pandemic. Due to this, our school semesters have changed from previous years in order to better serve our students at this time.

TEMS is a semestered school that operates on four semesters during the regular school year with one summer semester, for the 2020 – 2021 year. As such, our terms are as follows:

Day Program Term 1: September - November Term 2: November - February Term 3: February - April Term 4: April - June	Summer Term 1: July - August
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Reporting periods will fall at the midterm mark and the end of the course. For current timetables and term dates, please refer to the Appendix: Timetable.

### **Access to Teachers, Online Help, and Student Supports**

Students enrolled in TEMS courses will have access to their teachers through school email and through discussion and community pages in the Learning Portal. Teachers post office hours in their courses and will reply to student questions within 24 hours.

Students are supported through learning management tools in the Learning Portal (i.e. videos, handouts, supplementary links, suggested learning websites etc.) and through supports with teacher communication. Students and parents may also be notified if additional support is necessary.

Parents can reference the Welcome Package sent out before the beginning of all courses to see how to monitor their child's online work, see graded assignments and feedback, and to see communication between teacher and student.

## **1.3 Code of Conduct**

### ***The Provincial Code of Conduct***

#### **Purposes of the Code**

Subsection 301(1) of Part XIII of the Education Act states that "the Minister may establish a code of conduct governing the behaviour of all persons in schools".

Subsection 301(2) sets out the purposes of this provincial code of conduct, as follows:

- ❖ To ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity.
- ❖ To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community.
- ❖ To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- ❖ To encourage the use of non-violent means to resolve conflict.
- ❖ To promote the safety of people in the schools.
- ❖ To discourage the use of alcohol and illegal drugs.
- ❖ To prevent bullying in schools.

## **Standards of Behaviour**

### ***Respect, Civility, and Responsible Citizenship***

All members of the school community must:

- ❖ respect and comply with all applicable federal, provincial, and municipal laws;
- ❖ demonstrate honesty and integrity;
- ❖ respect differences in people, their ideas, and their opinions;
- ❖ treat one another with dignity and respect at all times, and especially when there is disagreement;
- ❖ respect and treat others fairly, regardless of, for example, 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 school property and the property of others;
- ❖ take appropriate measures to help those in need;
- ❖ seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- ❖ respect all members of the school community, especially persons in positions of authority;
- ❖ respect the need of others to work in an environment that is conducive to learning and teaching;
- ❖ not swear at a teacher or at another person in a position of authority.

### ***Safety***

All members of the school community must not:

- ❖ engage in bullying behaviours;
- ❖ commit sexual assault;
- ❖ traffic in weapons or illegal drugs;
- ❖ give alcohol to a minor;
- ❖ commit robbery;
- ❖ be in possession of any weapon, including firearms;
- ❖ use any object to threaten or intimidate another person;
- ❖ cause injury to any person with an object;
- ❖ be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- ❖ inflict or encourage others to inflict bodily harm on another person;
- ❖ engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- ❖ commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

## **Roles and Responsibilities**

### ***School Boards***

School boards provide direction to their schools to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:

- ❖ develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;

- ❖ establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;
- ❖ review these policies regularly with those listed above;
- ❖ seek input from school councils, their Parent Involvement Committees, and their Special Education Advisory Committee;
- ❖ develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;
- ❖ provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.

Wherever possible, boards should collaborate to provide coordinated prevention and intervention programs and services, and should endeavour to share effective practices.

### ***Principals***

Under the direction of their school boards, principals take a leadership role in the daily operation of a school. They provide this leadership by:

- ❖ demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;
- ❖ holding everyone under their authority accountable for his or her behaviour and actions;
- ❖ empowering students to be positive leaders in their school and community;
- ❖ communicating regularly and meaningfully with all members of their school community.
- ❖ Monitor and enforce the Acceptable Use Policy. Ensuring to the best of their ability the safety of staff and students and student information virtually.

### ***Teachers and Other School Staff***

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

- ❖ help students work to their full potential and develop their sense of self-worth;
- ❖ empower students to be positive leaders in their classroom, school, and community;
- ❖ communicate regularly and meaningfully with parents;
- ❖ maintain consistent standards of behaviour for all students;
- ❖ demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;
- ❖ prepare students for the full responsibilities of citizenship.
- ❖ Monitor the safety of student data in TEMS online LMS as set out in the Acceptable Use Policy.

### ***Students***

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

- ❖ comes to school prepared, on time, and ready to learn;
- ❖ shows respect for himself or herself, for others, and for those in authority;
- ❖ follows the established rules and takes responsibility for his or her own actions.
- ❖ Follows the policies and procedures for online learning as laid out in the Acceptable Use Policy.

### ***Parents***

Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

- ❖ show an active interest in their child's school work and progress;
- ❖ communicate regularly with the school;
- ❖ help their child be neat, appropriately dressed, and prepared for school;
- ❖ ensure that their child attends school regularly and on time;
- ❖ promptly report to the school their child's absence or late arrival;
- ❖ show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- ❖ encourage and assist their child in following the rules of behaviour;
- ❖ assist school staff in dealing with disciplinary issues involving their child.
- ❖ Understand and acknowledge the roles and responsibilities of all parties in the Acceptable Use Policy.

### ***Community Partners and the Police***

Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

Taken from *Policy/Program Memorandum 128, "The Provincial Code of Conduct and School Board Codes of Conduct," December 5, 2012*

### *TEMS Policy*

Canada TEMS Academy is a school that believes in education based upon respect, responsibility, and cooperation. While the primary goal of the school is to provide academic excellence, an essential element to that education is to establish an inclusive atmosphere where students, teachers, and the greater school community feels safe and respected. As we are a part of the larger community, it is the right and responsibility of everyone connected with TEMS to abide by and be protected by Canadian laws, and Human Rights.

In this Code of Conduct, the consequences for individuals or groups showing disrespect to the above philosophy or causing anyone in the TEMS community to feel unsafe are set out. It will be noted that this Code of Conduct is for students and staff, as well as administration, parents/guardians, and school guests.

### **Guiding Principles**

The following are a summary of the key ideas that make up TEMS' Code of Conduct:

- ❖ The Code of Conduct encompasses all members of the school community, and should be adhered to at all times members of the community are on school property, or attending school related functions.
- ❖ The Code is applicable to any school related functions, classes, communications, etc. whether they occur online or onsite.
- ❖ Respect must be shown as well as received, and everyone within the school community as well as the larger community has the right to be respected within reservation.
- ❖ Inappropriate language or actions that in any way cause another person to feel disrespected, unsafe, or mistreated are detrimental to an cooperative community, and disrupt learning; therefore, they are to be avoided at all times.
- ❖ Responsibility for actions is an important part of establishing a respectful, cohesive community. All members of the school community will be expected to show responsibility for their actions and duties, especially when it effects the wellbeing of another person.
- ❖ Violence in any form is not acceptable. This includes physical, mental, verbal, and emotional, as well as the threat of violence. Conflicts will be resolved using non-violent means that take into account the dignity of each person, and objective fairness.
- ❖ Illegal or addictive substances will not be allowed, whether they are brought to the school property or appear in an online content through promotion. These substances interfere

with education and can be detrimental to respectful interaction. Beyond this, TEMS will also take appropriate action and involve authorities.

## **Roles and Responsibilities**

While everyone involved with Canada TEMS Academy makes up the school community, there are certain roles and responsibilities that member groups have. Specific duties are set out in the Policies and Procedures binder; however, the following provides a summary as they pertain to respect, responsibility and cooperation.

*Principals* will act as leaders of the school, and therefore promote, enforce, and exemplify the school's Code of Conduct. They will maintain regular communication with members of the school community, through both formal and informal means, and be a positive authoritative presence within the school. As the school leaders, they will also have the responsibility of upholding the Code of Conduct and providing corrective measures to members of the community who do not respect it. In daily activities, principals will consider the academic side of the school, as well as the emotional and physical wellbeing of staff and students.

*Teachers and administrative staff* are integral to the daily functioning of the school. Following the leadership of the principals, teachers and staff will promote, enforce and exemplify the school's Code of Conduct. They will practice regular communication with parents and students that supports the students' education and learning process, as well as maintain a professional decorum while in the physical or virtual presence of members of the school community. As teachers and staff will interact with students closely on a daily basis, it will also be integral for them to maintain objectivity and treat all students fairly, regardless of academic performance, background or history. In this way, teachers and staff will be mentors that students will model their own actions from.

*Students* will be expected to give and receive respect, as well as act in a conscientious way that demonstrates responsibility, cooperation, and citizenship. Students are the heart of the school, and their attitude and actions can positively affect their academic performance, or conversely be detrimental to it. By respecting teacher authority in the onsite or virtual classroom, and principal authority in the school, students will also respect the Code of Conduct. Moreover, students will positively affect their performance by being diligent in their school work, communicating with teachers when they are struggling, and respecting the right of everyone at the school to learn in a safe environment. Students will be expected to be accountable for their actions, and show that they are responsible citizens.

*Parents/Guardians* are just as integral to the school community as teachers and staff. Through their examples at home, parents have the opportunities to promote the

importance of education and respect for individuals. They can support their children by communicating regularly with the school; being aware of what their child is learning through discussion; providing proper necessities so the child is well and prepared to learn; as well as be involved in both the praise and discipline of their child, if the occasions arise. A student receives an education both in school and at home, and with this in mind TEMS understands that creating a cooperative school community hinges on the support of the parents and/or guardians.

*Guests* of the school will be subject to the same Code of Conduct in that they will be expected to promote respect and not disrupt the positive learning environment while they are visiting the school, whether that be onsite or through a virtual means.

### **Standards of Behaviour**

The following standards are applicable to everyone within the school community, and are divided into appropriate categories. All school community members must:

#### *Respect and Responsible Citizenship*

- ❖ act towards each other and themselves in a respectful manner, including respecting school and personal property, whether it be tangible or virtual
- ❖ be considerate to the needs of others, and practice compromise when able
- ❖ take an active role in upholding the Code of Conduct by not supporting actions or situations that break the code, or otherwise cause harm to a fellow community member or group
- ❖ communicate in a civil way and resolve arguments without forsaking the dignity of the other person
- ❖ try to exemplify the guiding principles of the Code of Conduct through actions and words
- ❖ respect and abide by all Canadian laws, both within the school and in the larger community
- ❖ practice inclusivity and refrain from ever making prejudiced, racist, sexist, or otherwise hurtful comments or actions

#### *Physical Safety*

- ❖ not be in possession of any weapon that can cause physical harm
- ❖ not threaten or otherwise insinuate harm using a weapon, whether in person or virtually
- ❖ not use objects as weapons with the intent to harm, whether in person or virtually
- ❖ solve conflicts without using physical, emotional, mental, or verbal violence
- ❖ not be in the possession of, under the influence of, or be in promotion of alcohol or illegal substances
- ❖ communicate a safety concern immediately and transparently



## **Consequences for Students**

*Police involvement, immediate suspension from school, and possible expulsion will be the consequence for:*

- ❖ any student found in possession of a deadly weapon
- ❖ any student found in possession of illegal substances, or providing alcohol to minors
- ❖ any student who causes bodily harm with a weapon, or threatens harm
- ❖ any student who commits physical assault, including but not limited to sexual assault

*Immediate suspension will be the minimum consequence for:*

- ❖ any student who threatens serious physical harm, either using a weapon or not
- ❖ any student who is found in possession of illegal substances
- ❖ vandalism to school property or personal property in an extensive amount, whether in person or virtually

*Immediate suspension will be the consequence for:*

- ❖ any student who is found in the possession of or under the influence of alcohol
- ❖ any student who swears at a teacher or staff member
- ❖ any student who harasses a fellow student, or a teacher or staff member, through inappropriate comments or actions, including but not limited to prejudiced remarks with intent to offend

For all other infractions, school authority figures will decide upon fair and just consequences through communication with all parties involved in the incident, which could lead to suspension

## **Students**

The complete Code of Conduct is available in the Policies and Procedures binder and will be made familiar to school community members. In summary below are TEMS expectations on student behaviour, including academic responsibilities and attendance:

### *Student Responsibilities:*

As a student at Canada TEMS Academy, you will be responsible for:

- behaviour that is appropriate as described in the school`s Code of Student Behaviour
- being aware of and communicating to administration any medical conditions that pertain to personal safety or wellbeing and possessing any required medical equipment
- attending class on a regular basis

- if a student cannot attend a class due to illness or other extenuating circumstances, then a note or message from the student's parent/guardian is required to excuse the student, otherwise the student will be considered truant
- if a student misses more than 10% of class time, then they will face academic penalties
- if a student must miss more than 10% of class time due to illness or extenuating circumstances, then alternative learning situations may be made available
- being prepared for every class
- ensuring to be on time for class on a regular basis
- maintaining an up-to-date class binder and/or virtual portfolio
- completing assignments as directed
- being an active participant in the course
  - submitting work on time
  - completing homework
  - participating in class discussions/projects
  - taking ownership of personal work
- communicating with classroom teachers regarding your school work

#### *Student Behaviour:*

As a student at Canada TEMS Academy, you will be expected to act in a respectful manner at all times. Students are expected to:

- use polite language while in the school (onsite and online) and when addressing each other or teachers/administration
- refrain from any and all physical altercations. If there is a situation, students should report it to a teacher or administrative staff immediately.
- be attentive in class
- under no circumstances engage in racist, sexist, or otherwise prejudicial language meant to tease or otherwise harm another student or a teacher, or that is directed against a certain society group. TEMS expects students to act in an inclusive manner, and will not tolerate the promotion of language and attitudes that counteract that philosophy.

#### *Attendance:*

TEMS students in online education are expected to log in to their courses at least once daily during the week. Attendance will be monitored and recorded in the following ways:

- Students logins will be monitored by the principal with the Administrative account in the learning platform.
- Students will complete attendance tasks in various forms for any course they are enrolled in. Details on the specifics of meeting attendance requirements in the course are located in every course of study in the *Introductory Information* section and clearly titled for students.

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- The student is responsible for maintaining their attendance and must not exceed 10% in missed classes.
  - All absences must be communicated to the principal by the parent or guardian unless the student is 18 years of age or older.
  - The principal will contact the parents/guardian or of-age student for any absences that have not been validated and document each occurrence.
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## **2. What Students Need to Graduate**

It is a requirement in Ontario for students to remain in secondary school until the age of 18, or until the OSSD has been obtained. Completing a secondary education is an important step in becoming an active member of the community, as well as a valuable asset for any future employment or goals. It is necessary for students to know what they need to graduate, and to take an active role in their education. The following what is required to graduate from TEMS:

### **2.1 Requirements for the OSSD**

The requirements for earning an Ontario Secondary School Diploma (OSSD) under OS/OSS are as follows:

- ◆ students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- ◆ students must meet the provincial secondary school literacy requirement; and
- ◆ students must complete 40 hours of community involvement activities. (TEMS Policies and Procedures Section IV; 3.1 and 3.2)

#### *Compulsory Credits:*

#### **4 credits in English (1 credit per grade)**

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

#### **3 credits in mathematics (at least 1 credit in Grade 11 or 12)**

#### **2 credits in science**

#### **1 credit in the arts**

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

#### **1 credit in Canadian geography (Grade 9)**

#### **1 credit in Canadian history (Grade 10)**

### **1 credit in French as a second language**

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

### **1 credit in health and physical education**

### **0.5 credit in career studies**

### **0.5 credit in civics**

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

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

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

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

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

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits selected from any of the Groups 1, 2, or 3.

While the school board and principal may recommend that students take certain courses in addition to the required subjects, they may not identify additional subjects or courses as compulsory requirements towards the earning of the secondary school diploma.

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 their school's program and course calendar.

*Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 6.1.1 & 6.1.2*

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## **2.2 Secondary School Literacy Graduation Requirement**

### *Ministry Policy and TEMS Considerations*

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD).

The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC. As an Inspected Private School, TEMS does not provide IEPs for students; therefore, this option is not available at TEMS.

Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (*Grades 7–12/OACs: Program and Diploma Requirements*, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

### *OSSLT*

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 through 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, unless a deferral is granted by the principal. TEMS will not be granting deferrals, save for students that have not reached the required level of English through their English as a Second Language program. Thus, if a student is Grade 10 age, but has not completed a level of ESL that reasonably connects to Grade 9 English expectations, they may have the test deferred once.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions. At TEMS, these provisions include space and time considerations.

A student will take the OSSLT in English at TEMS, as that is the language of instruction for the school. Any student wishing to transfer to a French-language school, or transfer to TEMS from a French-language school, will be made known of the policy to complete the test in the school's language of instruction if they have not yet completed the test.

Any student that does not complete the test successfully will be offered remedial assistance to support them. Currently, TEMS is able to offer preparations and tutorial support in non-credit courses, as well as make suggestions for credit courses that support learning strategies and/or literacy skills that other school boards provide online.

For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

### *OSSLC*

TEMS will offer the OSSLC to any student that has failed the OSSLT at least once, with two opportunities to take it, or Principal discretion before the second opportunity. Mature students may enrol directly in the course.

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

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

### *Accommodations*

As an Inspected Private School, TEMS is not providing IEPs for students and therefore may not provide accommodations to the OSSLT/OSSLC for special education purposes. However, there is a provision that students/parents may make a request for Accommodation considerations by contacting the EQAO.

#### *Accommodations that are listed in the EQAO Guide:*

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*, one of the following procedures applies, as appropriate:

- ❖ If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.
- ❖ If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*. If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

For students in ministry-inspected private schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

#### *Accommodations that are NOT Listed in the EQAO Guide*

When a parent, adult student, or principal identifies a need for an accommodation:

- ❖ that is not listed in the EQAO *Guide for Accommodations, Special Provisions, Deferrals and Exemptions* or that involves more than double the time allowed for the test, and
- ❖ that conforms to the definition of accommodations in the guide

then the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

#### *Procedures for Making Accommodations*

If Accommodations are requested and approved by the EQAO, TEMS will follow certain basic procedures in planning and carrying out these accommodations. Decisions about accommodations must:

- ❖ always be made on an individual student basis;
- ❖ be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff (including special education and professional support services staff, where appropriate);
- ❖ be made prior to the taking of the OSSLT or enrolling in the OSSLC;
- ❖ take into consideration all accommodations that are permitted in accordance with this appendix and with the Education Quality and Accountability Office (EQAO) document entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions* (see the subsection "Permitted Accommodations", below) and be consistent with regular classroom practice, including assessments;
- ❖ be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test or enrolment in the course;
- ❖ be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

#### *Human Resources required for the Implementation of Accommodations during Administration of the OSSLT*

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the guidelines below be followed:

- ❖ The role of individuals who assist with the implementation of accommodations for students with special education needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.
- ❖ These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to



understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.

- ❖ It is generally an advantage if the student knows the person who assists with the implementation of accommodations. However, as noted above, the person must not be a relative.
- ❖ All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the OSSLT as the teachers and principals involved in its administration.
- ❖ The role of the scribe is to print or type the student's dictated answers to questions. The scribe must not in any way help the student to formulate answers to the questions. In the course of the test, the scribe:
  - must not give advice related to the order of the questions or the time to be spent on them;
  - must print or type the student's answers *exactly as they are dictated by the student*;
  - may read back what has been recorded, at the student's request;
  - may enter student responses to multiple-choice questions on the Student Answer Sheet;
  - must adhere to the EQAO policy on the duty to report child abuse, as prescribed in the *EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.
- ❖ Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

For complete instructions, please refer to the *EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions*.

### *Special Provisions for English Language Learners Pertaining to the Ontario Secondary School Literacy Test*

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. They do not affect the validity or reliability of the test.

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions must:

- ❖ always be made on an individual student basis;
- ❖ be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff;
- ❖ be made prior to the taking of the OSSLT;
- ❖ conform to the permitted special provisions outlined in the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals and Exemptions*;

- ❖ be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;
- ❖ be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

#### *Deferrals of the Ontario Secondary School Literacy Test*

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

- ❖ students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- ❖ students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

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

- ❖ A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral.
- ❖ A principal may also initiate consideration of a deferral with the parent or adult student.
- ❖ The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- ❖ The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- ❖ If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.

- ❖ The decision to defer must be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- ❖ All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

### *Exemptions from the Literacy Graduation Requirement*

To be eligible for an exemption, a student must have an IEP. However, as TEMS does not create or manage IEPs, this will not apply to TEMS students.

*Adapted from Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 6.1.3, 6.1.3.1, 6.1.3.2, 6.1.3.3, & Appendix 3*

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## **2.3 Community Involvement Requirements**

### **Community Involvement**

#### *Ministry Policy:*

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. (The details to support implementation of this change will be in a forthcoming revision of PPM No. 124a.)

For mature students, principals will determine the number of hours of community involvement activities required.

PPM No. 124a includes the policy and procedures as well as sample documents relating to the 40-hour community involvement diploma requirement.

*Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 6.1.4*

*TEMS Policy:*

The OSSD will not be granted until the student shows documented proof of community involvement meeting or exceeding 40 hours (or hours designated by the Principal) at an approved site. The Principal may determine the amount of hours required for students first enrolling in the Ontario school system after grade 9. TEMS will provide students with a list of appropriate volunteer sites and opportunities and upon demonstration of the required hours, the principal will sign the appropriate documentation. A sample sheet is located in the TEMS Policies and Procedures Manual Section IV; 3.1 and 3.2)

*TEMS Procedure:*

In regard to determining the total number of required hours a student needs, the Principal will:

1. Review the student's already recorded hours from a previous primary school; or
2. Determine, based on the student's age and anticipated graduation date, the proper amount of hours the student will need to obtain before graduation, with the base-line determinate being 10 hours per school year attending
3. The Principal/assigned staff will record this information on the Student Intake Form, and then on the Credit Counselling Summaries as needed

In regard to approving and obtaining the required hours, the student will:

1. Choose an approved activity(ies) and complete the hours either at one time or throughout the course of their secondary school years
2. Document the hours and appropriate information on the Community hours form
3. If the activity is not on the approved list, the student must receive permission from the principal/assigned staff member before beginning the hours.
4. For students that are completing their hours outside of Canada, TEMS will accept these hours with the appropriate documentation recorded on the Community Hours form, provided that the activity(ies) are in compliance with what TEMS has deemed acceptable

The Principal/assigned staff member will:

1. Review the list of approved activities yearly
2. Consider alternate types of community involvement on a case by case basis, and either provide permission for the student to complete the hours at his/her chosen site or decline permission if the principal does not consider the involvement to meet Ministry expectations.
3. Document approved involvement activities.
4. Ensure that students have completed the required hours before issuing the OSSD through collecting and examining student Community Hours Forms
5. Finally, will note the completion of the requirement on the student's OST

## **2.4 Ontario Secondary School Certificate and Certificate of Accomplishment**

### *Ministry and TEMS Policy:*

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

To be granted an OSSC at TEMS, a student must have earned a minimum of 14 credits, distributed as follows.

### **7 required compulsory credits**

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

### **7 required optional credits**

- ◆ 7 credits selected by the student from available courses, either within TEMS or from other Ontario schools (inspected private or school boards)

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

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

*Adapted from Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 6.3 and 6.4*

## **2.5 Substitutions for Compulsory Courses**

### *Ministry and TEMS Policy:*

Although the Ministry of Education allows for the substitution of 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), TEMS is not able to provide such substitutions at this time. However, TEMS students will be allowed to seek substitutions through credit courses with other inspected private schools or school boards, should they wish. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

In detail, the Ministry of Education allows for: One credit course to substitute one credit course; Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution). TEMS will follow this policy.

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer, determined and assigned by the Ministry of Education, to review the matter. The parent or adult student is entitled to know the contact details of the officer upon request.

The following are limitations on substitutions for compulsory credits:

- ❖ English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- ❖ No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- ❖ Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements. Furthermore, TEMS will not be offering co-op courses this school year.

- ❖ 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. Furthermore, TEMS will not be offering LDCCs this school year.

Each substitution will be noted on the student's Ontario Student Transcript.

*Adapted from Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 6.2*

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### **3. Courses**

#### **3.1 Definition of a Credit**

*Ministry and TEMS Policy:*

A credit is granted in recognition of the successful completion (that is, completion with a final 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 a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. 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*. Most courses are offered as single-credit courses.

Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses. However, at TEMS for the current school year, we are offering only new or upgrade credit courses that will run the full 110 hours. Half-credits (aside from the Civics and Careers courses, as outlined in the Course Profiles), co-op and multiple credit courses will not be offered this school year.

To earn a credit, any scheduled learning time will be designed to "lead to the achievement of the curriculum expectations of a course." This will include in-class interactions between the teacher and student, group work and/or individual projects, aside from homework. In-class can take the form of an on-site classroom or a virtual one through e-learning. For the current school year, many of TEMS courses will be offered virtually.

*Adapted from Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 7.1*

### ***3.1.1 Earning a Credit***

In order to earn a credit at TEMS, students must complete 110 hours (or 55 if considering the Civics and Careers part credits) of class time as well as an end of term examination/final project, achieving a grade of 50% or above. Currently, TEMS offers full credit courses (110 hours) for students wishing to take those subjects at the Academic, College, University/College, University level, or Open in the case of the Ontario Secondary School Literacy Course and English as a Second Language courses. Courses are delivered on-site at the school, or in many cases on-line.

In addition, TEMS does not offer courses as correspondence or independent courses.

Students are also informed of courses outside of TEMS in order to complete their graduation requirements or reach their academic goals. These include e-learning courses through other school boards, online high schools that are Ministry Inspected, or continuing education courses for those students who are leaving secondary school. More information can be found with administration in the main office.

Students will receive complete course outlines at the beginning of each course. For any students or parents who are interested in previewing the course outline before registering for a course, the outlines are made available in the Course Calendar, which will be updated each school year. If there are any changes that need to be made to course outlines, due to availability of text books, change in theme focus, or other similar reasons, then students enrolled in the course will be notified through written means, and will receive a revised copy of the course outline.

TEMS maintains copies of Ontario curriculum policy documents for the school community to access through our main office. Furthermore, links to electronic copies of the documents are provided on our website. Should a parent or student wish to discuss the documents, TEMS will arrange a meeting with the student's teacher or administrative staff.

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### **3.2 Courses Available in the Ontario Curriculum**

The Ontario Curriculum offers a wide variety of courses for every student's personal path; however, for the current school year Canada TEMS Academy will only be offering a select number of Academic courses, University Preparation courses, Open courses, and College or College/University preparation courses.



### ***3.2.1 Types of Courses in Grades 9 and 10:***

The three types of courses in Grades 9 and 10 are defined and offered at TEMS as follows:

*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. For this current school year, TEMS will not be offering Applied courses, but intends to offer them in subsequent years. Students wishing to take applied courses may consult with TEMS staff about taking courses outside of TEMS, such as at an online school.

*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. At TEMS, these courses mainly consist of the English as a Second Language courses.

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. If there are courses outside of the TEMS curriculum offerings for this school year which the student wants to/needs to take, then TEMS will help that student register for the credit through an online or night school means at another/partner school.

### ***3.2.2 Types of Courses in Grades 11 and 12***

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

*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.

*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. At TEMS, these courses mainly consist of the English as a Second Language courses.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. If there are courses outside of the TEMS curriculum offerings for this school year which the student wants to/needs to take, then TEMS will help that student register for the credit through an online or night school means at another/partner school.

### ***3.2.3 Locally Developed Courses***

The policy for locally developed courses also applies to inspected private schools. However, currently TEMS does not offer locally developed courses. If, in the future, TEMS decides to offer such courses, the following policy from the Ministry of Education will apply:

Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate educational and/or career preparation needs that are not met through courses within the provincial curriculum policy documents. Such courses require the approval of the ministry, with the exception of religious education courses developed by Roman Catholic school boards. The document *Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures* outlines the development and approval requirements and procedures for these courses. Boards may develop courses locally that can be counted as optional credits in Grades 9 to 12 in any discipline.

Boards may develop locally and offer one Grade 9 course in English, in mathematics, in science, and in French as a second language, and one Grade 10 course in English, in mathematics, in science, and in Canadian history that can be counted as a compulsory

credit in that discipline. A student may count no more than seven such locally developed courses as compulsory credits. Students who successfully complete eight locally developed compulsory credit courses may count the eighth course as an optional credit.

Seven locally developed compulsory credit courses have been approved by the ministry for use by school boards across the province: Grades 9 and 10 English, Grades 9 and 10 mathematics, Grades 9 and 10 science, and Grade 10 Canadian history. These courses are identified in the prerequisite charts of the relevant curriculum policy documents, and the courses to which they might lead are also specified in those charts. Boards wishing to offer these courses must still go through the approval process outlined in the document *Guide to Locally Developed Courses*, but the process will be expedited for these specific courses.

Locally developed compulsory credit courses may be used only to meet the compulsory credit requirements that they have been designed to meet; they may not be used as substitutions for courses that meet any other compulsory credit requirements (see section 6.2).

If universities, colleges, and/or employers recognize a board's Grade 11 or 12 locally developed course for admission purposes, this information must be stated clearly in the board's program and course calendar. It must also be made clear to students that some postsecondary institutions or employers may not recognize a locally developed course.

### ***3.2.4 Religious Education Courses***

Credits earned for the religious education courses may be counted towards the 12 optional credits required for an Ontario Secondary School Diploma. Although TEMS does not currently offer such courses, we will recognize credits that students have earned through:

#### ***3.2.4.1 Roman Catholic Schools***

Roman Catholic school boards are responsible for developing credit courses in religious education. A Roman Catholic board that develops such courses does not have to seek approval for them from the ministry. Students may earn up to 4 credits in religious education.

#### ***3.2.4.2 Inspected Private Schools***

Credit courses may be developed in religious education by inspected private schools. Students may earn up to 4 credits in religious education. These locally developed religious education courses require the approval of the ministry.

### ***3.2.5 Programs in Music Taken outside the School***

To date, no student at TEMS has taken a program in music outside of the school that would count toward a credit. However, should this occur, the following Ministry of Education policy would be followed:

A student may be awarded a maximum of 2 credits for music programs taken outside the school through one or both of the following options:

- ❖ ***Option One:*** For music programs completed outside the school as identified in Appendix 4, the principal of a secondary school may award a maximum of 2 university/college preparation credits (1 Grade 11 credit and 1 Grade 12 credit) towards the Ontario Secondary School Diploma. These credits may be awarded in addition to any other music credits earned in school through successful completion of Ontario curriculum courses. The course titles and course codes for these credits are as follows: "Music – External (Conservatory), AMX3M" and "Music – External (Conservatory), AMX4M". The credits will be awarded upon presentation of the official forms or certificates documenting the required achievement. These credits are optional credits; they *may not* be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2.

*Note:*

- ❖ Students may not use these credits to satisfy the related course requirement for a cooperative education program. Furthermore, TEMS does not currently offer co-op programs.
- ❖ A student awarded 2 music credits in this manner may not earn additional Grade 10 to 12 music credits through the Prior Learning and Assessment (PLAR) challenge or equivalency processes.
- ❖ ***Option Two:*** Students may be awarded music credits (a maximum of 2 credits, in Grades 10 to 12) through the PLAR challenge process, however TEMS does not currently offer the challenge process. Music credits granted through the PLAR process may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2.

### ***3.2.6 Alternative (Non-Credit) Courses***

As TEMS does not offer or manage IEPs, we do not offer Alternative (non-credit) courses. Any parents/adult students seeking these courses will be offered direction to enrolment in another school board for the appropriate educational opportunities their student/they require.

### ***3.2.7 Experiential Learning Programs***

Currently, TEMS will not be offering any experiential learning programs. These programs include Cooperative Education and Work Experience. For future years, these programs will be implemented as needed for students.

To date, no TEMS students have been involved in Job Shadowing/Twinning, however if they were to require the program, the following applies:

#### *Job Shadowing/Job Twinning*

Job shadowing and job twinning may be offered to students from Grade 7 to Grade 12 as part of curriculum delivery or as part of the guidance and career education program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. TEMS currently allows for only up to one day.

Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day. The preparation of students for job shadowing and job twinning should include instruction related to workplace expectations and health and safety requirements. Students should be given the opportunity to reflect on their experience and the learning that has occurred.

Schools are responsible for ensuring the selection of appropriate placements in safe work environments. If the student is under fourteen years of age or if the job shadowing or job twinning experience lasts one day or less, these experiences should be treated as field trips.

*Adapted from Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 8.1, 8.2, 8.3*

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### **3.3 Course Codes**

The course codes used by Canada TEMS Academy match those used by the Ontario Ministry of Education. The first three characters (letters) indicate the subject of the course, followed by a fourth character showing the grade level (as a number) or, in the case of ESL or International Languages courses, the sequence of the course (as a letter).

Therefore, 1 = Grade 9, 2 = Grade 10, 3 = Grade 11, 4 = Grade 12, while A = Level 1, B = Level 2, C = Level 3, D = Level 4, and E = Level 5.

Following this indicator is a character that shows the type of course. Therefore, for the courses offered at TEMS currently, O = Open, P = Applied, D = Academic, C = College, M = College University, and U = University.

Finally, the last character indicates the instance of the course that term and is not relevant to the recording of the course on the OST.

Therefore, if ENG 3UI was broken down it would be:

ENG = English

3 = Grade 11 (third year)

U = University preparation

I = the first (and possibly only) instance that term

Furthermore, any student who is enrolling at TEMS from a non-inspected private school, homeschool, or a school outside of Ontario, courses that they have earned credits for through the PLAR equivalency process and previous learning will be noted on the OST using the letters PLE.

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### **3.4 Withdrawing from Courses**

In the case of student withdrawal from Grade 9 or 10 courses, the withdrawal will not be recorded on the OST. If a student wishes to withdraw from these courses they will have to submit in writing a Withdrawal form (signed by a guardian, if the student is a minor) indicating a reason for the withdrawal.

In the case of student withdrawal from Grade 11 or 12 courses, the withdrawal must occur before or within 5 instructional days following the issue of the first report card (the midterm report) for the withdrawal to not be recorded on the OST. If the student withdraws after this period, the withdrawal will be recorded on the OST including the percentage grade at the time of the withdrawal. If a student wishes to withdraw from a course, he or she must submit in writing a Withdrawal form (signed by a guardian, if the student is a minor) indicating a reason for the withdrawal. The Principal or designated administrative staff will meet with the student/parent if necessary and maintain documentation of the withdrawal for the school.

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### **3.5 Changing Course Types**

#### *Ministry Policy*

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. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student 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. As TEMS does not offer the transfer course, the student will have the opportunity to enrol in the Grade 9 academic course if it is offered, or take the course through another/partner school.

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, he or she may take one of the specified prerequisite courses through summer school, night school or E-learning at TEMS or another Inspected Private school or school board. Some schools may offer Independent Study as well, however TEMS does not offer this type of 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.

*Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 7.2.4*

#### *TEMS Policy:*

Students wishing to change course types may:

1. Enrol in the different type of course in Grade 10 than taken in Grade 9 after discussion with the Principal regarding any additional preparation that may be needed;  
or
1. Take the prerequisite before taking the higher level course, if it is possible to do so;  
or
3. Discuss with the Principal regarding possible waiver of the prerequisite if acceptable proof for the waiver is supplied

Upon successful completion of any of these options, the student will be allowed to change course types and enter the different level program with the successful change noted on the OST and in the OSR.

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### **3.6 List of Available Courses 2020 - 2021**

All Course Outlines are available for access in hardcopy through the school's main office for students and guardians. The following courses are available for the 2020 - 2021 year, however their offering is dependent on enrollment.

#### *English*

ESL COI: English as a Second Language 3<sup>rd</sup> Level  
ESL DOI: English as a Second Language 4<sup>th</sup> Level  
ESL EOI: English as a Second Language 5<sup>th</sup> Level  
ENG 2DI: English 10 Academic  
ENG 2PI: English 10 Applied  
ENG 3CI: English 11 College  
ENG 4CI: English 12 College  
OLC 4OI: Ontario Secondary School Literacy Course

#### *Mathematics*

MPM 2DI: Grade 10 Academic Math- Principles of Mathematics

#### *Guidance and Career Education*

GLC 2OI: Career Studies

#### *Canadian and World Studies*

CHV 2OI: Civics

#### *History*

CHC2DI: Canadian History Since World War I Academic Grade 10

#### *Hospitality and Tourism*

TFJ3CI: Hospitality and Tourism Grade 11 College

#### *First Nations, Métis, and Inuit Studies*

NAC2OI: First Nations, Métis, and Inuit Studies Grade 10 Open



*International Languages*

LKKDUI: Korean Language

*Science*

SNC2DI: Grade 10 Academic Science

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### **3.7 Course Descriptions**

All credit courses offered at TEMS follow the Ontario Ministry of Education curriculum, and are described as such:

#### **3.7.1 English**

*ESL COI: English as a Second Language 3<sup>rd</sup> Level*

Prerequisite: ESL BOI

This course is designed to prepare students in reading, writing, listening, speaking, grammar, and vocabulary in all subject areas. Students will work with structure on strategies and concepts related to these linguistic fields and determine which strategies work best for their learning styles. Students will, with adequate opportunities for feedback and revision, read fiction and non-fiction texts, make presentations, assertions, discussion and group contributions, and build on their writing skills in complexity as they advance through the course. This course builds on interdisciplinary content knowledge needed for success as well as further knowledge on Canada and the Ontario grading system.

*ESL DOI: English as a Second Language, 4<sup>th</sup> Level*

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

*ESL EOI: English as a Second Language, 5<sup>th</sup> Level*

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

and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

### *ENG 2PI*

Prerequisite: ENG1DI, ENG1PI

This course supports students in oral communication, reading, writing, and media skills in academic and community fields as students prepare and build skills for their secondary education, post-secondary and career aspirations, and daily life in the community. Students will study a variety of fiction, non-fiction, and poetic works. They will analyze materials, media, and ideologies in the classroom and how they can make connections within and between these works, their personal experiences, and the world. An important area of focus will be on the process of idea generation and extending that through the learning process to a completed and polished product. This course serves to prepare students for the grade 11 compulsory English course.

### *ENG 2DI*

Prerequisite: ENG1D, ENG1P

This course continues and expands on students' knowledge of oral communication, reading, writing, and media literacy. Students will analyze, interpret, and connect key ideas and concepts in various works of fiction, non-fiction, and media. Students will continue to build skills and strategies in their speaking, reading, writing, and media awareness. An important focus will be on the use and selection of personal learning strategies, reflecting on their knowledge and growth in their skills, and transferring learned concepts and skills to new and various topics. This course is intended to prepare students for the compulsory grade 11 university or college preparation course.

### *ENG 3CI: English 11 College*

Prerequisite: English, Grade 10, Applied

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

### *ENG 4CI: English 12 College*

Prerequisite: ENG 3CI (Grade 11 College Preparation English)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from

various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

*OLC 40I: Ontario Secondary School Literacy Course*

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.)

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.

### **3.7.2 Mathematics**

*MPM 2DI*

Prerequisite: MPM1D

This course supports students in oral communication, reading, writing, and media skills in academic and community fields as students prepare and build skills for their secondary education, post-secondary and career aspirations, and daily life in the community. Students will study a variety of fiction, non-fiction, and poetic works. They will analyze materials, media, and ideologies in the classroom and how they can make connections within and between these works, their personal experiences, and the world. An important area of focus will be on the process of idea generation and extending that through the learning process to a completed and polished product. This course serves to prepare students for the grade 11 compulsory English course.

### **3.7.3 Guidance and Career Education**

*GLC 20I: Career Education*

Prerequisite: None

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.

### **3.7.4 Canadian and World Studies**

*CHV 20I: Civics*

Prerequisite: None

This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

### **3.7.5 History**

*CHC 2DI: Canadian History Since World War I Academic Grade 10*

Prerequisite: None

This course focuses on Canadian history since 1914 as it pertains to developments in society, Canadian and foreign economy, and politics and how these events have impacted Canadians in macro and micro groups including First Nations, Métis and Inuit communities. Students will demonstrate their abilities to apply concepts of historical thinking and the historical inquiry process when exploring conflicts and unity in Canadian society, the Canadian force in the global community, and the various ideologies, citizenship, cultures, and customs in Canadian society.

Note: This course description encompasses the revisions made to the history courses according to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

### **3.7.6 Hospitality and Tourism**

*TFJ3CI: Hospitality and Tourism Grade 11 College*

Prerequisite: None

This course focuses on the preliminary and integral components of the hospitality and tourism industry. Students will further expand or begin to explore on their knowledge of culinary safety, tools, protocols, and design. Students will analyze and discuss the principals and influences of tourism trends, niche markets, and business keystones.

### **3.7.8 First Nations, Métis, and Inuit Studies**

*NAC20I: First Nations, Métis, and Inuit Studies Grade 10 Open*

Prerequisite: None

This course explores the histories of First Nations, Métis, and Inuit in Canada from precontact to the present day. Students will examine the continuing impact of past social, cultural, economic,

political, and legal trends and developments on First Nations, Métis and Inuit individuals and communities. Students will apply the concepts of historical thinking and the historical inquiry process to investigate a range of issues, events, and interactions that have affected First Nations, Métis, and Inuit individuals and communities, including those that continue to affect relations between Indigenous and non-Indigenous peoples in Canada. (Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites, 2018: Verbatim)

### ***3.7.9 International Languages***

*LKKDUI: Korean Language*

Prerequisite: International Languages, Level 2, University Preparation or Assessment Test

This course prepares students for university studies in the international language. Students will enhance their ability to use the language with clarity and precision, and will develop the language skills needed to engage in sustained conversations and discussions, understand and evaluate information, read diverse materials for both study and pleasure, and write clearly and effectively. Students will also have opportunities to add to their knowledge of the culture of countries where the language is spoken through the use of community resources and computer technology.

### ***3.7.10 Science***

*SNC2DI: Grade 10 Academic Science*

Prerequisite: SNC1D, SNC1P

This course supports students in their comprehension of concepts in earth science, space science, physics, chemistry, and biology. Students will strengthen their experimental, investigative, and lateral thinking skills by working within the scientific method to understand science theory and connections in each unit.

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## **3.8 Prior Learning Assessment and Recognition: Equivalency**

In some cases, students are able to use equivalent prior learning experience or knowledge in order to satisfy or waive a prerequisite requirement or satisfy a diploma requirement. Currently, TEMS provides equivalency assessment, but for this year of

operation will not be able to provide challenges to courses. The equivalency assessment is meant to allow students who have recently arrived in Ontario, or who are transferring from a non-inspected Ontario school or homeschool with a chance to meet those goals through Ontario Ministry of Education approved means.

For most students in these cases, the PLAR is done once previous transcripts have been received without the need of a formal request. If a student or student's parents/guardians wishes to have an equivalency assessment completed for experience not listed on the transcript, or if they do not have a formal transcript to provide, they may formally request one from the principal by completing a Request for PLAR: Equivalency form and submitting it to the principal. The principal will then meet with the student and parents/guardians in order to review the student's academic or other relevant experience and achievements as they can compare to what is required in the guidelines under Appendix 2 of the OS. If the principal determines that there is equivalency, then it will be noted in the OSR file using the PLE indicator and the student will be given credit for the equivalency.

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### **3.9 Evaluation and Examination Policies**

Student grades will consist of 70% term work and 30% final examination/project, or a combination of a final exam and culminating course project. Teachers use a variety of methods for evaluation, including tests, quizzes, presentations, media assignments, and written assignments. Teachers follow detailed rubrics and assessment descriptions in order to be fair evaluators of student work. If an evaluation is under dispute, it is the student's responsibility to ask for clarification from the teacher. If the mark is still questioned, the teacher may elect to mark the assignment again if it is in their professional opinion to do so. If the teacher does not choose to mark the assignment again, he or she may provide the student with an alternate assignment to make up the missed marks on the original assignment, again within professional discretion. If in the case a student or a student's guardians choose to question the original mark and ask for administration intervention, then a conference will be conducted to discuss and resolve the matter. In all cases, evaluation should be a fair, unbiased practice in which students should have an active role. Detailed explanations of how a course is graded are included in the individual course outlines, and will be indicated on the course outline teachers provide the first day of classes.

In regards to examinations, Canada TEMS Academy will hold exams on site during the last week of each academic term, unless otherwise arranged. For any courses offered online, examinations will still be offered during the last week of each academic term, however will follow certain procedures to ensure the integrity of the examination:

1. Students may elect to come to TEMS onsite and take the examination there under TEMS staff proctors; or
2. Students will submit a Remote Proctor form for Proctor approval

The student must submit the Remote Proctor form and gain approval at least two weeks before the scheduled exam, in case there is an issue with the approval. Details on who can be an appropriate Remote Proctor are listed on the Remote Proctor form.

Whether in person or online, exams will last from 1.5 to 3 hours, depending on the grade and level of course, during which time the students will be supervised by a teacher who is knowledgeable in the specific subject area (onsite) or by an approval Remote Proctor (online). Students will be allowed to review their exams after final grades have been submitted upon request. In the case that a final exam mark is questioned, then administration will conference with all parties to discuss and resolve the matter.

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### **3.10 Reporting Student Achievement**

Canada TEMS Academy maintains a policy of transparency in education, and encourages active communication with parents/guardians. There are numerous informal ways that a parent may be notified about student progress, including notes sent home by the teacher, parent-teacher phone calls or email correspondence, and informal progress reports. Formally, TEMS will issue a midterm report and a final report so that parents are aware of student achievement. These reports will be sent home with the student or mailed.

#### ***3.10.1 Ontario Student Record: Recording and Parental Access***

The OSR is an official record of a student's time at school, and includes personal information that is necessary to help the student achieve academic excellence in a safe, productive environment. While the student attends TEMS as his/her primary school, TEMS will keep the student's OSR folder and update it accordingly. In maintaining the folder, the principal or named administrative staff will record information relevant to the OSR, including any medical updates or recent report cards.

The OSR is not for public viewing, and TEMS retains a strict confidentiality policy that corresponds to the OSR guidelines established by the Ontario Ministry of Education. Only the student, his/her parents/guardians, educational personnel employed by the school, and Ministry of Education personnel have the right to view the student's OSR folder. For school personnel, it will be viewed strictly for improvement of student

progress; if Ministry of Education personnel request information from an OSR, the parents of minor students or the adult students will be notified.

In the case of parents/guardians, the right to view the folder lasts until the student turns 18 and is then considered an adult student. Non-custodial parents have the same viewing rights as custodial parents, with reservation to any and all legal considerations. To view the OSR, a parent can contact the principal either directly or through the administrative assistant to arrange a time to view the folder at the school. At this time, parents will sign a record indicating the date they viewed the file and any notes they discussed with the principal or administrative staff regarding the file. Nothing contained within the folder is allowed to leave school premises while the student is in attendance at TEMS, or while TEMS is storing the file. If a parent is unsure about the purpose of or information gathered in the OSR, he/she is welcome and encouraged to contact the administrative assistant to receive any further information.

Full procedures are available in the TEMS Policies and Procedures Manual.

### ***3.10.2 Ontario Student Transcript: Recording and Reporting***

An OST is used to track the courses students have taken throughout their secondary school career, whether those courses have been for a credit or not. It is an official document, and as such all information recorded on it will be accurate and remain up to date. A current copy of the OST is stored in the student's OSR folder, and can also be issued to the student. One of the most important functions of the OST is to show a summary of what the student has achieved, and what else needs to be achieved in order to earn a diploma.

As a tracking record and good summary of a student's education, it is available for students and parents/guardians to view and retain copies of. After the completion of a term, students will be issued their report cards as well as a copy of the OST for review, which will help students and their parents see student progress and which steps should be next in order for the student to achieve their academic goals. If a student or parent wishes to discuss the OST with the school, they will be provided the opportunity to conference with the student's designated mentor.

Since the 1999–2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST.

The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;



- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under *Ontario Schools (OS)* or through the equivalency process under *Ontario Schools: Intermediate and Secondary (OSIS)*;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.

Full procedures for recording and reporting in the OST are available in the TEMS Policies and Procedures Manual.

### ***3.10.3 OST in Summary***

Since September 1, 1999, the OST has also had to include a record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program.

For Grade 9 and 10 courses, TEMS will provide an entry only for courses that the student has successfully completed. For Grade 11 and 12 courses, TEMS will provide an entry for all courses that the student has completed or attempted – that is, courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn.

There are also provisions for Grade 10 courses for which a regular day school student has sought credit through the PLAR Challenge process, however TEMS does not currently provide the Challenge Process for students.

The following reflect what TEMS currently offers. For full details on all Ministry courses that can be listed on the OST, please refer to the Ontario Student Transcript Manual, provided by the Ministry of Education.

#### *Date*

For Grade 9 and 10 courses, TEMS will give the date (yyyy/mm) on which the student successfully completed the requirements for a course. For Grade 11 and 12 courses, TEMS will give the date on which the student completed the requirements for a course (successfully or unsuccessfully) or withdrew from a course.

#### *Course Grade/Level*

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TEMS will enter the grade of the course (9, 10, 11, or 12), not the grade in which the student is enrolled.

For courses in English as a second language/English literacy development (ESL/ELD), and international languages TEMS will enter the level of the course (1, 2, or 3 for International Languages, and 1 – 5 for ESL). For purposes of disclosure of successful and unsuccessful attempts at completing Grade 11 and 12 courses, note that Levels 2 and 3 in international languages are equivalent to Grades 11 and 12, respectively. The disclosure policy does not apply to courses in English as a second language/English literacy development (ESL/ELD).

#### *Course Title*

TEMS will use the common course title, as given in the list of common course codes. For equivalent credits that have to be entered as a total for regular day school students, TEMS will enter "Equivalent Credits". While currently TEMS does not offer Co-op courses, if in the future this changes, the following titles will be used: For a cooperative education course, "Co-op" after the course title with a separate entry the title of the related course – that is, the course in an Ontario curriculum policy document or the ministry-approved locally developed course on which the cooperative education course is based.

#### *Course Code*

TEMS will use the common course code (CCC) given in the ministry's list of common course codes. For equivalent credits that have to be entered as a total for regular day school students, TEMS will enter "PLE" .

#### *Percentage Grade*

For Grade 9 courses the school will:

- Enter the final percentage grade that the student received in the course. If a Grade 9 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST.

For Grade 10 courses the school will:

- Enter the final percentage grade that the student received in the course. If a Grade 10 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST. If the student withdrew from or received a failing grade in a Grade 10 course taken through a credit recovery program, no notation will be entered on the OST.

For Grade 11 and 12 courses the school will:

- Enter the final percentage grade that the student received in the course. Record percentage grades for courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. For students who have withdrawn from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non semestered school, enter the student's percentage grade at the time of withdrawal.
- Where applicable, record the percentage grade for a Grade 11 or 12 course taken through a credit recovery program only after the student submits or completes a culminating activity identified in the student's learning plan. Enter passing and failing percentage grades. No notation will be entered on the OST if the student withdrew from the course before submitting or completing the culminating activity. Use "EQV" in this column for equivalent credits that have

to be entered as a total for regular day school students. "ALT" may be used in this column for alternative courses, which do not lead to credits.

### *Credit*

The course credit is to be expressed as a number with two decimal places (e.g., 1.00, 0.75, 0.50, 0.25).

For Grade 9 and 10 courses the school will:

- Enter credits for courses that the student has successfully completed. Students who repeat a course are granted only one credit for the course.

For Grade 11 and 12 courses the school will:

- Enter credits for courses for which the student has successfully completed the requirements by taking the course, or by going through a credit recovery program.
- For students who failed a course, enter "0" (zero) in this column. (No credit is granted for students who fail a course.)
- For students who have repeated a course that they have previously completed successfully, enter an "R" in this column for the course with the lower percentage grade.
- For students who have withdrawn from a course that they are taking, enter a "W" for the course in this column. No entry will be made if the student withdrew from a Grade 11 or 12 course taken through a credit recovery program prior to submitting or completing the culminating activity identified in the student's learning plan.

### *Compulsory*

TEMS will enter an "X" in this column for courses in which a compulsory credit has been earned. For equivalent compulsory credits for regular day school students, TEMS will enter the total number of credits granted. For partial compulsory credits (e.g., Civics, Grade 10), TEMS will enter the appropriate fraction, expressed as a number with two decimal places (e.g., 0.50).

TEMS will use an "X" to indicate credits that are substitutions for compulsory credits identified by the ministry as diploma requirements. (Such substitutions can only be made with the approval of the principal.) For these credits, TEMS will also enter an "X" in the "Note" column.

A maximum of three credits in French as a second language can be recorded as compulsory credits, in accordance with Policy/Program Memorandum No. 146, "Revisions to Credit Requirements to Support Student Success and Learning to 18", March 8, 2010.

A maximum of three credits in ESL/ELD can be recorded as compulsory credits, in accordance with OSS, section 7.3.1.1. As stated in Policy/Program Memorandum No. 146, "Revisions to Credit Requirements to Support Student Success and Learning to 18", March 8, 2010, the fourth compulsory credit in English must be earned for a Grade 12 English course.

### *Note*

TEMS will enter the special indicator "S" or one of the following notations, as applicable: "F" (course taught in French in Core, Extended, or Immersion program); "X" (substitution for a compulsory credit course); "P" (credit earned at an inspected private school by a student registered in a publicly funded school).

### *Summary of Credits*

TEMS will enter the total number of credits and the total number of compulsory credits in the appropriate columns.

### **Regulations and procedures pertaining to special cases**

The following regulations and procedures should be reviewed and followed in completing the OST for students who fall into one of the following categories: students who have withdrawn from a course; students who have repeated a course; students who have been granted equivalent credits; and students whose performance in a course has been affected by extraordinary circumstances.

#### *Withdrawal from a course*

##### Grade 9

Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

##### Grade 10

Withdrawals from Grade 10 courses are not recorded on the OST. Only successfully completed courses, as well as credits granted through the PLAR equivalency processes, and a credit recovery program are recorded on the OST.

##### Grades 11 and 12

If a student withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student's learning plan. Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column.

Students who withdraw from credit courses offered through continuing education (night school or summer school) or through distance education, including the Independent Learning Centre, also are allowed an equivalent amount of time to withdraw from a course. The principal who oversees the continuing education or distance education program will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage

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grade at the time of withdrawal is recorded in the "Percentage Grade" column. The principal is also responsible for reporting this information to the school that maintains the student's OSR and OST.

Where there are extraordinary circumstances relating to a student's withdrawal from a Grade 11 or 12 course, a student's poor performance in a successfully completed course, or a student's failure to complete a course successfully, the special indicator "S" may be entered in the "Note" column on the OST (see "Special indicator", on page 14, and OSS, section 6.2.2.2).

#### *Repetition of a course*

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

#### *Equivalent credits*

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. (See OSS, sections 6.6 and 6.7.2 and appendix 8, and Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools", July 6, 2001.)

#### *Special indicator*

A student's parents or a student who is an adult (eighteen years of age or over) may request that the principal identify Grade 11 and 12 courses in which the student's performance was affected by extraordinary circumstances by using a special indicator. If the principal agrees with the student's or parents' claim, the special indicator "S" is entered in the "Note" column for these courses. However, the student's percentage grades are also recorded. The special indicator may also be used for courses from which the student has withdrawn because of extraordinary circumstances. If the principal does not agree with the parents' or student's claim that extraordinary circumstances have had a significant effect on the student's achievement, the parents or the student may request that the appropriate supervisory officer review the matter. (See OS, section 4.1.2)

Full procedures for the OST are also included in the TEMS Policies and Procedures Manual.

*For full information beyond what is tailored to current TEMS programs, please review The Ontario Student Transcript Manual, 2013.*

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### **3.11 Minimum hardware and Software Requirements for TEMS Academy Online**

- 80 GB hard drive or higher | 2 GB RAM or higher | 2.0 GHz Intel or AMD processor
- Windows 10 or later/ OS 10.6 or later
- Soundcard
- Gmail email account and Google Docs, Slides, and Sheets
- Firefox 3.6 or later | Google Chrome 7.0 or later (recommended browser) | Safari 5.0 or later
- Adobe Acrobat Reader 9.0 or later
- Anti-virus program (updated regularly- Recommended)
- Computer microphone and speakers | Web Camera
- High-speed Wi-Fi connection obtained at home

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## **4. Support Services and Resources**

### **4.1 On-site at TEMS**

Canada TEMS Academy offers students the following physical support services and resources:

- library collection, including levelled novels, ESL support materials, and textbooks
- wireless internet in every classroom
- access to printer, copier and scanner
- on-site and online tutoring
- quiet study hall
- mentoring
- university/college guides

TEMS also provides access to resources, both print and electronic, that can assist students and parents in their future education planning and course selection processes. These documents can be viewed on-site or guided to online, and if requested a staff member will conference with the student/parent regarding how to effectively use these resources.

For the 2020 – 2021 year, many courses will be offered online for the health of the school community. However, if students/parents request to use a resource that is specifically on-site, they may make an appointment to visit the physical school to do so.

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## 4.2 Guidance for Education and Life

For all students enrolled in TEMS full-time, we offer mentoring programs where students are paired with a teacher and/or administrative staff who follow the student throughout his/her attendance at TEMS. Mentoring provides students with personalized guidance about their grades, but also setting academic and life goals, and which courses they should focus on in order to achieve those goals. This works in conjunction with such development strategies as the Individual Pathways Plan. Students who have not already begun an IPP will do so with guidance from TEMS, updating and reviewing their IPP at least twice a year.

Students who are attending TEMS part-time and have another institution as their primary school may request mentoring at TEMS, however TEMS will not be handling the IPP.

As stated in *Ontario Schools*, all students must complete the Grade 10 Career Studies course with a passing grade in order to graduate secondary school with an OSSD. TEMS offers this course for full-time students who have not already completed this requirement. Students wishing to take this course who have another institution as their primary school are not recommended to complete the course with TEMS.

Students will also have the opportunity to experience orientation and exit programs when entering and leaving TEMS, respectively. The orientation programs are designed to help students transition from elementary school to secondary school, however TEMS also provides such programs for students who are attending secondary school in Canada for the first time, no matter their grade level. Working in conjunction with a mentor and administrative support team, students will have guidance for their course selection, creation of time frames and future education plans, and direction as to how Ontario schools and curriculum function. This should be completed before or within the first week of classes.

Exit programs are meant for students who will be leaving secondary school and transitioning to post-secondary education or the workplace. If the student is full-time, this will involve a final review of the IPP and gathering of information related to the student's goals. This will include:

- review their achievement to date;
- review information on postsecondary opportunities (apprenticeship training, college, community living, university, and the workplace), including information on securing ongoing planning support;
- investigate information and strategies to support effective financial planning;
- explore employment opportunities and develop job search skills and employment retention skills;

- participate in career exploration and experiential learning opportunities.\*

For part-time students who do not have TEMS as their primary school, the exit program is still available as individual counselling on a requested basis.

\*taken from *Creating Pathways to Success: Policy and Program Requirements, Kindergarten to Grade 12, 2013, 4.2*

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### **4.3 Intervention Strategies for Students At-Risk**

#### *Ministry and TEMS Policy:*

As boards must ensure that every secondary school has some form of a Student Success team, TEMS currently provides the following team for students that are deemed as at-risk of not graduating:

- ❖ Student Success Teacher
- ❖ Classroom Teacher (if different than the SST)
- ❖ Principal
- ❖ Well-Being Support Counsellor
- ❖ Small Group Teacher (if applicable – see Guardian Program)

The responsibilities of the Student Success team for students considered to be at risk in TEMS include:

- ❖ monitoring and tracking individual students' progress;
- ❖ providing direct support for differentiated instruction to meet the learning needs of students and to improve their achievement, promote their retention, and support significant transitions;
- ❖ ensuring that students have opportunities to engage meaningfully in their own learning;
- ❖ supporting students in their education and career/life planning;
- ❖ working with parents and the community to support student success
- ❖ maintaining open communication with all parties on formal and informal levels.

*Adapted from Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 3.2.1*

#### *TEMS Procedure:*

In the case that a student is determined to be at-risk:

- the Student Success team will consult with the student and parents/guardian regarding the student's academic performance and history



- teachers will create accommodations for the student to meet without sacrificing or modifying key elements of the course
  - teachers will create learning opportunities for the student that correspond to his/her learning skills and needs
  - on-going mentorship program will be made available to the student
  - additional tutoring support will be made available to the student
  - if applicable, on-going Well-Being Support counsellor will be made available to the student
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#### **4.4 Supports for English Language Learners**

TEMS specializes in education for English Language Learners, and as such provides a wide range of support for ELLs. When possible, students will be paired with a mentor or teacher who speaks their first language in order to create easy communication and ensure the student, often whom will be without parents in the area to help in their guidance, understands the directions he/she is choosing. Furthermore, many of our teachers have experience with ESL teaching or are TESOL certified, and therefore are able to make accommodations for ELLs through their instruction without modifying any of the curriculum expectations. Teachers without this prior experience are given the opportunity for professional development in the area. There is tutoring on-site and online for any students who choose or are recommended to seek additional assistance.

##### *4.4.1 Guardian Support Program*

Finally, as we are dedicated to Total Education Management, TEMS also provides students with guardian services if they so require. This program is meant for students under the age of 19 that come to Canada without a parent or legal guardian. Any student/parent wishing to have TEMS as a legal guardian should consult with TEMS administration prior to enrollment or prior to a semester change.

Support from the Guardian Program includes:

- Mentoring
  - Homestay accommodations
  - Community involvement
  - Well-Being support
  - Translation services
  - Passport and study permit assistance
  - Small Group academic support
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## **4.5 Special Education Accommodations**

### *Ministry Policy*

Students with special education needs should be given every opportunity to achieve the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations, and/or modifications to the curriculum expectations, and/or alternative expectations developed as part of an alternative program or course.

Accommodations (such as specific teaching strategies and assistive technology) allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

*Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016, 3.3.1*

### *TEMS Policy*

To date, no students have required special education accommodations, and TEMS does not provide or maintain IEPs. However, should there be a need for an accommodation in the future, TEMS will provide accommodations for students upon discussion with the subject teacher and parents for how best to support student learning. Please note that as a private school, TEMS will not provide modifications or alternative programs to the Ontario Curriculum.

Examples of accommodation include:

- ❖ extended time for test writing
- ❖ quiet environment removed from the classroom
- ❖ preferential seating
- ❖ large print
- ❖ adjustment to the format of assignments

### *TEMS Procedure*

1. The subject teacher and/or parent/adult student will contact the principal regarding request for special accommodation
  2. The principal, subject teacher, student, and parent will meet to discuss student needs and appropriateness of the accommodation, based on what accommodations TEMS can offer
  3. If an appropriate accommodation is decided upon, the subject teacher will implement the accommodation immediately
  4. If an appropriate accommodation is not decided upon, or there is not enough evidence of a student requiring the accommodation, then the subject teacher will be instructed to continue as usual, and the student/parent may make a follow-up request
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#### **4.6 Off-site at TEMS**

As TEMS is located in Waterloo, Ontario, we are fortunate to have access to a variety of resources for our students, including close proximity to two universities as well as colleges and other post-secondary training programs, museums, and the public library. TEMS is located on a bus route, and maps for the area are free for students and parents.

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#### **4.7 Helpful Links**

For any information regarding the Ontario curriculum or policies, please refer to the following documents:

*Ontario Schools:* <http://edu.gov.on.ca/eng/document/policy/os/index.html>

*Creating Pathways to Success:* <http://www.edu.gov.on.ca/eng/document/policy/cps/>

*Growing Success:* <http://www.edu.gov.on.ca/eng/policyfunding/success.html>

Curriculum Documents: <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

Safe Schools Resources: <http://www.edu.gov.on.ca/eng/parents/safeschools.html>

For recording and reporting information, please refer to the following sites:

Ontario Student Transcript:

<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html>

Ontario Student Record: <http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

Any Student or Guardian seeking to gain access to TEMS Course Outlines may do so through referencing the hardcopies of the outlines in the main office, or online. A hardcopy of the School Course Calendar and the full Policies and Procedures Manual are also available to view with administrative assistance.

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