

# SCHOOL COURSE CALENDAR 2023-2024

## WHAT'S INSIDE

### About Pathways

- ✓ Welcome to Pathways
- ✓ Our Commitment
- ✓ Mission, Goals and Philosophy
- ✓ Program Organization
- ✓ School Timetable & School Closures
- ✓ Code of Conduct
- ✓ Rights and Responsibilities of Students, Parents & Staff
- ✓ Attendance Policy
- ✓ Appropriate Use of Computer Policy
- ✓ Safe Schools Policy

### Diploma and Certificates

- ✓ Requirements for OSSD
- ✓ The Ontario School Secondary Certificate
- ✓ Prerequisites, Exemptions & Substitutions
- ✓ OSSLC
- ✓ OLC40
- ✓ Community Involvement
- ✓ The Certificate of Accomplishment

### Curriculum

- ✓ Definition of a Credit
- ✓ Ontario Curriculum Policy Documents
- ✓ Course Level Descriptions & Course Codes
- ✓ Types of Courses
- ✓ Courses of Study
- ✓ Experiential Learning
- ✓ Course Descriptions
- ✓ Changing Course Types
- ✓ Prior Learning Equivalent Credits (PLEC)
- ✓ Prior Learning Assessment and Recognition (PLAR)
- ✓ Assessment and Evaluation
- ✓ Reporting Procedures

### Supports and Resources

- ✓ Guidance and Career Planning
- ✓ Accessibility
- ✓ Ergonomics
- ✓ Computer Resources
- ✓ Textbooks
- ✓ English Language Learners
- ✓ Special Education
- ✓ Library

### Hardware & Software Requirements

- ✓ Internet Access and Speed
- ✓ Software
- ✓ Browser



Image Credit: Canva

## Welcome

Welcome to Pathways. As specialists in Adult Education, ESL, and Essential Skills training, Pathways offers students the opportunity to upgrade their basic literacy skills, acquire English as a second language, and earn credits towards an Ontario Secondary School Diploma or Certificate.

At Pathways, we understand how challenging it can be to return to school. Having made this commitment, you demonstrate initiative, motivation, and a desire to learn. We look forward to helping you achieve your goals and would like to thank you for allowing us to be part of your educational journey.





## 1.0 About Pathways

### 1.1 Welcome to Pathways

Founded in 2000, Pathways is a locally owned and operated private school that specializes in reducing the gap in achievement for those groups of students who, for whatever reason, need extra help. As supporters of continuous learning, our staff team encourages a culture of life-long learning. Pathways promotes a learning atmosphere that is secure and comfortable, collaborative and cooperative, and interesting and enjoyable.

Student success and achievement are always our main focus. While we believe in the importance and value of completing a secondary education, we also recognize that earning an OSSD is not possible for everyone. Our school is committed to helping every student achieve a successful outcome from his or her school experience. Students are encouraged to pursue excellence by setting and achieving goals that match their individual abilities. All students can learn and achieve their full potential when given the appropriate supports. Classroom instruction focuses on the development of skills, abilities, knowledge and attitudes that will allow students to be successful beyond the doors of our school.

We recognize and utilize Best Practices Adult Education. This means that our team provides an environment where mature students are accepted and respected as intelligent experienced adults. Prior learning and life achievements are acknowledged and valued; opinions are heard and appreciated. Learning goals are specific, practical, and accessible.

In this course calendar you will find general information and course descriptions for all courses offered at Pathways. It is important to emphasize, however, that the Course Calendar is not the only source of information. Teachers and administrators can provide valuable assistance in matters related to course selection, program, and career planning.

Students, parents, guardians, primary providers are all encouraged to seek advice and assistance from these professionals. When solid planning and careful selection of courses occurs, students can be ensured that they are well prepared for success in future destinations.

We look forward to working with you and hope you enjoy this phase of your educational journey.

### 1.2 Our Commitment

#### **What are the rules about students remaining in secondary school?**

As per the Ministry of Education:

- Every student in Ontario is required to remain in secondary school until the student has reached the age of 18 or until the student has obtained the Ontario Secondary School Diploma (OSSD).
- For students under 18 years of age, the final decision on course selections rest with the students' parents or guardians.

At Pathways, we promise to:



- provide a safe environment conducive to teaching and learning,
- establish clear educational and behavioural goals,
- incorporate a variety of teaching strategies to meet each student's learning style,
- provide on-going assessment and feedback related to student performance,
- maintain effective classroom time for teaching, learning, and academic support,
- promote lifelong learning, interpersonal skills, ethical values, and imagination,
- provide supports for all students,
- help students earn the credits necessary to graduate,
- help keep students in school until the age of 18 or until an OSSD has been earned.

### 1.3 Mission, Vision, Values, and Philosophy

#### *Mission*

The mission of the Pathways Educational Services is to provide best-in-class educational programs, opportunities and experiences that promote student achievement and life-long learning. The mission is anchored by our core values-which promotes academic excellence, fosters leadership, and prepares individuals to contribute to an ever-changing landscape.

#### *Vision*

Pathways Educational Services will be a leading provider of quality learning programs and resources in Canada.

#### *Values and Philosophy*

Our philosophy is built upon our values at Pathways which are reflected in the high-calibre training we provide that supports the principle of life-long learning.

**Quality Education:** Pathways employs a dynamic team of experienced instructors who believe that knowledge acquisition should be interesting, challenging, flexible and practical. Our learning environment is warm and welcoming, characterized by small class size and individual instruction.

**Growth and Development:** We aim to support individuals with programs that foster leadership, creativity, problem-solving and critical thinking skills.

**Diversity:** The programs we offer are as diverse as the students we welcome to Pathways. We value the diversity of all people and will make our programs accessible to all learners.

### 1.4 Program Organization

Pathways Educational Services operates on a continuous entry and exit model where there is no defined start date or end date. It is therefore the students' responsibility to communicate their anticipated endpoint to the teacher and then adhere to that timeline (within reason). Pathways Educational Services proudly supports student learning 12 months of the year. As such we do not have predefined reporting dates. Upon completion of half the course, students will be provided with a Provincial midterm report card, and upon completion of the course the student (day school and/or post-secondary institutions and/or application centers



if applicable) will receive a copy of the final report card.

## 1.5 School Timetable and School Closure Dates

# Pathways Timetable 2023-2024

The School's Daily schedule is three 110-minute periods, resulting in 66 instructional days per course with 2 exam days for each course.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Period 1</b> 8:00 am – 9:50 am	<b>Course # 1</b>	<b>Course # 1</b>	<b>Course # 1</b>	<b>Course # 1</b>	<b>Course # 1</b>
9:50 am – 10:00 am	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b>
<b>Period 2</b> 10:00 am – 12: 50 pm	<b>Course # 2</b>	<b>Course # 2</b>	<b>Course # 2</b>	<b>Course # 2</b>	<b>Course # 2</b>
12:50 pm – 1:00 pm	<b>B</b>	<b>R</b>	<b>E</b>	<b>A</b>	<b>K</b>
<b>Period 3</b> 1:00 pm – 3:00 pm	<b>Course # 3</b>	<b>Course # 3</b>	<b>Course # 3</b>	<b>Course # 3</b>	<b>Course # 3</b>

**Term 1** is from Tues. September 5 – Wed Dec 6. Exam days are Dec 7,8, 2023

**Term 2** is from December 11 to April 4, 2024 Exam Days are April 5, 8, 2023

**Term 3** is from April 9, 2024 to July 11, 2024 Exam days are July 12, 15 2024

### *School Closure/ Holidays*

Monday October 9, 2023	Thanksgiving Day
Monday December 25- Friday January 5, 2024	Christmas Break
Monday February 19, 2024	Family Day
March 11-15, 2024	March Break
March 29, 2024	Good Friday
Monday April 1, 2024	Easter Monday
July 1, 2024	Canada Day

## 1.6 Code of Conduct

### *Ontario Code of Conduct*

The *Ontario Code of Conduct* is intended to assist students in their personal growth toward becoming mature productive members of society. This growth should emphasize self respect, respect for the rights of others and respect for property. The most important realization for students is that each student is responsible for the consequences of his/her behaviour. Adherence to the Ontario Code of Conduct is the responsibility of students.



## *Pathways Code of Conduct*

**Introduction:** Each student, upon enrolment in the school, is governed by the rules and regulations of the school, including the Student Code of Conduct. Students are expected to conduct themselves in a manner consistent with the educational objectives of the school in accordance with generally accepted standards of behaviour, and in accordance with published school policies. The *Student Code of Conduct*, in its entirety, provides the basis for behaviour that will nurture an environment of mutual respect.

**Purpose:** The primary purpose of the Student Code of Conduct is to ensure that students are not only aware of their rights, but also the responsibilities that they bear by virtue of their membership in the school community. The Student Code of Conduct also reinforces the school's commitment to diversity, equity, and inclusion by recognizing the right of all school members to be treated with dignity and respect. It is important for all employees of the school who interact with students to be familiar with the Code of Conduct and to advise students of their rights and responsibilities when required. Where the Code has been violated, this policy establishes fair and efficient procedures to address non academic disciplinary matters.

### *Applicability to Other Laws, Codes, and Policies*

This Code is complementary to and does not alter a student's rights or responsibilities under:

- The laws of Canada, Ontario, or municipal governments
- The Ontario Human Rights Code
- The school's Harassment and Discrimination Prevention Policy
- The school's Violence Prevention Policy
- The school's Acceptable Computer Use Policy
- Other school Policies

## *1.7 Rights and Responsibilities of Students, Parents & Staff*

In accordance with the laws, codes, and policies outlined above, students have the right to

1. to express themselves individually or as part of a group, which includes making reasonable complaints and/or participating in school proceedings without fear or threat of reprisal;
2. to be free from discrimination and harassment on the basis of race, ancestry, colour, ethnic origin, citizenship, age, disability, etc. Complaints under this section are dealt with under the Harassment and Discrimination policy;
3. to use as intended school facilities and equipment;
4. to have a safe and positive learning environment, including the right to be graded on academic performance and to be protected against prejudice or capricious evaluation by faculty;
5. to have the right to request an Appeal regarding matters that pertain to academic status and/or promotion;
6. to fair and transparent processes in all matters that may lead to sanctions within this policy;
  
7. to have the right to access personal academic or non-academic records and request corrections to any personal information believed to be in error or incomplete;
8. to have the right to obtain, in writing, and have access to, appropriate instructional information such as course outlines, grading/evaluation systems, and notice of standing on request;
9. to have at least one evaluation prior to completing half of the total length of a program.

### *Students are responsible for:*

Providing evidence of their achievement academic honesty work to the best of their ability work to teachers on time classes and being active participants in the learning and assessment process with teachers when there is difficulty in meeting timelines that missed work is completed within pre-established timelines communicating



with parents' assessment & evaluation methods, and pertinent due dates and timelines for work submission.

***Teachers have the right to:***

Expect students to be active participants in their learning student assignments on time final deadlines for the submission of work professional judgment when assessing and evaluating student achievement expect students to be academically honest.

***Teachers are responsible for:***

Providing multiple and varied opportunities for students to demonstrate their learning providing instruction and support to enable students to learn and practice good time management skills monitoring and maintaining a record of late assignments to be used in assessing learning skills and providing feedback to students and parents and returning student work in a timely manner so that students can improve their work to students the course expectations, the use of the achievement chart, category weightings the method of determining a grade in the course and the Ministry assessment/evaluation policy clear timelines which may include "windows" for work submission and/or collaborating with their students regarding timeline sand clearly communicating assignment due dates to students the meaning of academic honesty and methods for citing references. informing students and parents regarding how students can receive support for their learning during the course parents/guardians informed regarding the progress of their child and how they can support their child's success facilitating a mutually agreed upon method of communicating with parents.

***Parents/guardians have the right to:***

Be informed regarding course requirements, assessment & evaluation methods, due dates, and timelines for work submission information about their child's performance access to their child's course to get a first- hand look at how they are learning information about the Ministry assessment & evaluation policy a phone interview with their child's teacher and/or the administration at a mutually agreed upon time. a face to face interview (parents' night) with their child's teacher.

***Parents/guardians are responsible for:***

Communicating regularly with the school and understanding how they can contribute to their child's success initiating contact with teachers if and when difficulties arise actively monitoring their child's progress and working collaboratively with the school, teacher and child to plan for their child's improvement Cheating and Plagiarism "Learning is enhanced when students think independently and honestly". It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honor in all course activities.

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

***Plagiarism is defined by PATHWAYS EDUCATIONAL SERVICES as:***

The use of ideas or thoughts of a person other than the writer, without proper acknowledgement; The use of direct quotations, or of material paraphrased and/or summarized by the writer; The submission of an

assignment that has been written in part or in whole by someone else as one's own; and The submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own.



***Cheating is defined by PATHWAYS EDUCATIONAL SERVICES as:***

The buying and/or selling of assignments, or exam/test questions; Submission of the same piece of work in more than one course without the permission of the teacher; The preparation of an assignment by someone else other than the stated writer; Allowing one's assignment to be copied by someone else; Providing another student your assignment; The unauthorized giving or receiving of information or assistance during an examination or a test.

Academic dishonesty destroys the integrity of the program by diminishing the learning experience for the entire Pathways community. Therefore, maintaining academic integrity is imperative. Whether intentional or through the ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated.

These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be subject to additional consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

## **1.8 Attendance Policy**

Consistent attendance and active participation are key components of successful performance in each credit and/or non-credit course. The Ministry of Education places equal emphasis on both the content and the process of learning. Classroom time takes on even greater significance considering our accelerated credit course offerings. *Growing Success* demands increased reliance on classroom performance-based assessment and as a result, regular classroom or virtual attendance is essential so that evaluation and the awarding of credits will not be jeopardized.

Students attending Pathways Educational Services are expected to be in school for all their academic classes. The school tracks attendance records for each component of the program. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her success, school staff will meet with the student and stakeholder to explain the potential consequences of the absences and discuss steps to be taken to improve attendance.

If a student misses a significant part of the program, he/she may not be eligible to receive the corresponding diploma/certificate of completion. The school reserves the right to discontinue a student's enrollment where there is chronic absenteeism or extended non-attendance in one or more courses.

### ***Procedure for Virtual High School Students***

Student logins are tracked on the LMS system. Students are expected to log in to their course everyday and at least **3 days per week** if they are to be successful. If the system indicates that a student has not logged in for **5 consecutive days** (Monday to Friday), the principal will send an email to remind the student/parent or guardian of the requirement to log in frequently. Failure to log in **10 or more consecutive weekdays**, may result in a suspension.

### ***Types of Absences:***

Pathways recognizes two types of absence: scheduled and unscheduled. **Scheduled absences** are for medical or other acceptable reasons. When a student knows in advance that classes will be missed, teachers must be notified.



**Unscheduled absences** include early departures and not attending at a pre-arranged alternate time. Students who are absent for medical reasons must notify the school before 8 a.m. Call (519) 772-1477 (Kitchener) or (519)766-1477 (Guelph) to leave a message. Whenever an absence occurs, it is the student's responsibility to obtain missed work. **Students who wish to withdraw for an extended period of time must contact the school administrator well in advance.** A doctor's note is required for absences of more than 3 days.

#### ***Late Arrivals and Leaving During the Day:***

A sign in/sign out system is in place to manage late arrivals and early departures. Students under the age of 18 require a note from a parent or guardian to sign out. Students over the age of 18 may sign out at the administrator's office.

#### ***Medical Appointments:***

Students are expected to make every effort to schedule medical appointments outside of class time.

#### ***Snow Days:***

If local radio stations announce that local colleges, universities, and school boards are canceling their programs because of bad weather, we will also cancel our programs. Otherwise, we will be open.

#### ***Primary Providers:***

**An attendance alert is generated for each unscheduled absence.** Unless we have been requested to do otherwise, attendance alerts are forwarded to Primary Providers at the end of each business day.

*Note: This policy aligns with The Ministry of Education's K-12 Policy and Program Requirements for Ontario Schools 2011 (Attendance 4.2)*

## **1.9 Appropriate Computer Use Policy**

The Learning Management System (LMS) at the Pathways Educational Services is designed for educational purposes only. All use of any LMS tool within course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes. The administration has the right to review all student work in order to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police. Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use. Therefore, students are reminded to:

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

## **1.10 Safe Schools Policy**

Pathways Educational Services will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the Pathways Educational Services community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the principal. Consequences may





include counselling, parental involvement, suspension, expulsions and/ or the involvement of the authorities. All steps of action shall comply with the laws governed by the Province of Ontario and the Ontario Education Act.

---

## 2.0 Diploma and Certificates

### 2.1 Requirements for OSSD

**The OSSD is granted, on the recommendation of the Principal of the secondary school last attended, to a student who has successfully fulfilled the following requirements:**

- 30 credits, including 18 compulsory credits and 12 optional credits
- 40 hours of community involvement
- Completion of the literacy requirement.

#### **Compulsory Credits (total of 18) –**

Students must earn the following 18 compulsory credits towards their OSSD:

- 4 credits in English (1 credit per grade)\*
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Civics
- 0.5 credit in Career Studies

Plus one credit from each of the following groups:

- **Group 1:** English, or French as a Second Language\*\*, or Classical or International languages, or First Nations, Métis and Inuit languages, or Canadian and World Studies, or First Nations, Métis and Inuit Studies, or Social sciences and the Humanities, or

Guidance and Career Education, or Cooperative Education\*\*\*.

- **Group 2:** The Arts, or Business Studies, or Health and Physical Education, or French as a Second Language\*\*, or Cooperative

Education\*\*\*.

- **Group 3:** Science (Grade 11 or 12), or Computer Studies, or Technological Education, or French as a Second Language\*\*, or Cooperative Education\*\*\*.

#### **Notes:**



\*The Ontario Secondary School Literacy Course (OSSLC) may be used to meet the Grade 11 or 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.

\*\*A maximum of 2 credits in French as a Second Language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

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

### **Optional Credits (total of 12) –**

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

## **2.2 The Ontario Secondary School Certificate**

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

### *Compulsory credits (total of 7)*

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

### *Optional credits (total of 7)*

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

## **2.3 Prerequisites, Exemptions, and Substitutions**

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who has completed a course of one type in a particular subject and grade that does not meet a stated prerequisite for a course in the same subject in the next grade, but has completed a transfer course, is equally eligible to take the requested course provided the supporting documentation is forwarded to Pathways Educational Services. In unique situations, mature



students that do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal of Pathways Educational Services. The requesting student will have an opportunity to explain their circumstances.

Pathways Educational Services may make substitutions for compulsory or optional courses. To meet individual student's needs, the principal may replace up to three of the compulsory courses. In all cases, however, the sum of compulsory and optional credits will not be less than 30 for students aiming to earn the Ontario Secondary School Diploma and not less than 14 for those aiming to earn an Ontario Secondary School Certificate.

## 2.4 OSSLC

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.

## 2.5 OLC40

The Ontario Secondary School Literacy Course (OLC) is a full-credit Grade 12 course that will be offered as part of the English program in Ontario secondary schools. The 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. Please see the course description for more details.

**Eligibility requirement:** Students who have been eligible to write the OSSLT **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.) Please note: Though OLC40 can be counted as a compulsory Grade 12 English credit for the OSSD, credit in the course does not fulfill the Grade 12 English requirement for post-secondary admission.

## 2.6 Community Involvement

As a part of the requirement for graduation, all students entering Grade 9 must complete a minimum of 40 hours of community involvement during their four years of secondary school in order to obtain an Ontario Secondary School Diploma (OSSD). This diploma requirement is designed to encourage civic responsibility, promote community values, support students' career explorations, develop their interests



and skills, and reinforce the importance of volunteering. It will encourage students to develop an understanding of the various roles they can play in their communities, help them to develop a greater sense of belonging within those communities, and recognize the positive effects they can have in them. Community involvement must occur outside of scheduled instructional time that is part of the normal school day and may include a broad range of unpaid activities.

Students will select one or more community involvement activities in consultation with their parents/guardian. Selection of activities must take into account the age, maturity and ability of the student, the location and environment of the proposed activity and the need for any special training, equipment and preparation. The safety of students is paramount and student accommodations will be implemented as required. Students may begin accumulation of Community Involvement Hours in the summer before they enter Grade 9.

#### *Activities approved:*

Eligible Activities are volunteer activities that may be counted towards 40 community involvement hours that must be accumulated by students as a graduation requirement. Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories approved by the Board and is not on the list of ineligible activities students must obtain written approval from the principal before beginning the activity.

Some eligible activities include but are not limited to:

#### *Elementary Schools*

- assist with school events, assist School Councils, activities for children;

#### *Secondary Schools*

- organization and leadership of school activities that benefit the community;

#### *Animal Care*

- volunteering in a zoo, animal shelter, or on a farm; **Arts and Culture**  
- volunteering in galleries, libraries, community productions;

#### *Charitable Organizations*

- assisting with special events, programs, clerical tasks;

#### *Child/Youth Programs*

- assisting with child/youth programs, volunteering in a **not-for-profit** childcare centre or camp;

#### *Activities NOT approved:*

An ineligible activity is an activity includes but is not limited to:

- involves any work for a for-profit organization;
- is a requirement of a class or course in which the student is enrolled;
- takes place during the time allotted for the instructional program on a school day with



the exception of an activity that takes place during the student’s lunch breaks or “spare” periods, which is permissible;

- takes place in a logging or mining environment, if the student is under 16 years of age;
- takes place in a factory, if the student is under 15 years of age;
- takes place in a workplace other than a factory, if the student is under 14 years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;

Pathways Educational Services is also required to provide students with a record keeping form they will need to track and of the community involvement hours, which once complete will be kept in the student’s OSR. The student can liaise with the principal to select the an eligible activity.

**Student Community Involvement Activity Notification and Completion Form**  
*Students are encouraged to begin their community hours in the summer preceding entry into Grade 9.*

Date submitted: \_\_\_\_\_ High School \_\_\_\_\_ Student Number \_\_\_\_\_

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_

Proposed Activity/ Organization Name	Principal/Designate Pre-approval (Please Initial)	Start Date	Hours Completed	Description of Activity	Supervisor's Name and Contact Information	Supervisor's Signature

**For Office Use Only**

Completion has been noted on the student's OST

Date \_\_\_\_\_

Signature of School Official \_\_\_\_\_

Total Hours: \_\_\_\_\_

I understand that the decision for me or my child to participate in this activity is between the organization and me or child. I am aware of the risks, dangers and hazards associated with the activity and by agreeing to or allowing my child to participate, I freely accept and fully assume all such risks, dangers and hazards to me or my child and the possibility of personal injury, property damage and loss resulting therefrom.

I confirm that I am not aware of any reason, medical or otherwise, that would prevent me or my child from participating in the activity and fully accept personal responsibility for the damages, claims and costs following such injury, permanent disability or death, including incidental expenses such as ambulance and other transportation fees.

Signature \_\_\_\_\_  
*Signature of parent/guardian required if student is under 18 years of age*

*Image of Ministry Approved Community Involvement Form*

## 2.7 The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school.

## 3.0 Curriculum

### 3.1 Definitions

#### *Definition of a Credit*

A credit is granted as a means of recognizing the successful completion of a course for which a minimum of 110 hours is scheduled. The Principal grants credits to students on behalf the Minister of Education.

### 3.2 Ontario Curriculum Policy Documents

The courses offered at Pathways Educational Services have been developed according to the requirements of the Ontario Ministry of Education. Information on Ministry course documents and Ontario Curriculum Policy documents may be found at the Ministry website, <https://www.edu.gov.on.ca/eng/curriculum/secondary/>

### 3.3 Course Level Descriptions & Course Codes

The six characters of the course code indicate the subject, grade level, course type, and credit value of approved Ontario Ministry of Education course titles. The first five characters of the Common Course Codes are used in all publicly funded secondary schools and inspected private secondary schools in Ontario.

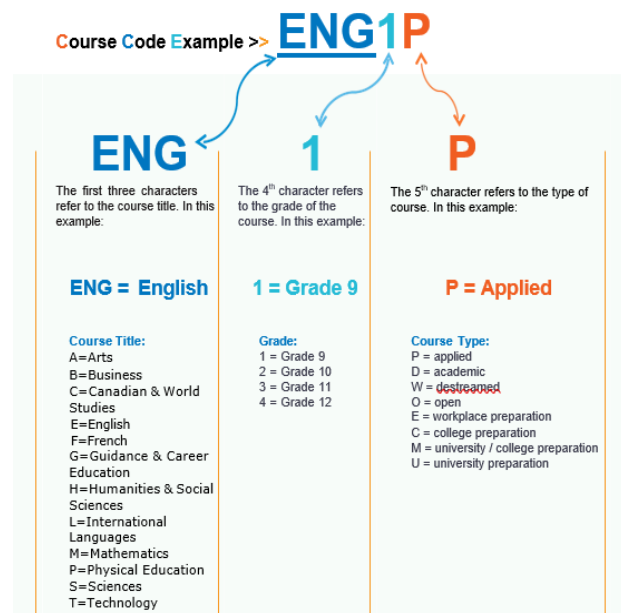
Students in **Grades 9 & 10** will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – **applied, academic**. All elective courses will be taken at the **open** level.

#### **Academic Level: “D”**

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

#### **Applied Level: “P”**

Applied courses focus on the essential concepts of the discipline. Applied courses develop students’ knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.





### **Locally Developed Level: “L”**

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school.

### **Open Courses: “O”**

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level **courses** are offered for all non-core subjects and do not have a prescribed post-secondary destination.

## **3.4 Types of Courses**

Students will have important choices to make that will open doors to your future, including the selection of your courses throughout high school.

### **Destreamed (Grade 9)**

- Designed to provide a learning experience for all students
- Emphasize connections among concepts, real-life applications and students' lived experiences.
- Example: English ENL1W

### **Academic (Grades 9 and 10)**

- Cover the core content and have an emphasis on theoretical and conceptual learning
- Example: History - CHC2D

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

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

### **Alternative (No Credit, Grades 9-12)**

- 'K' courses focus on specific skill development which may be taken in preparation for credit courses or in place of
- Designed to meet students' education needs not met by existing credit courses

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

- Provide students with the knowledge and skills needed to meet entrance requirements for most college programs
- Emphasis is on concrete applications of the theoretical material covered in the course and development of critical thinking and problem-solving skills
- Focus on the development of independent research skills and independent learning skills
- Example: Foundations for College Math - MBF3C

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

- Provide students with the knowledge and skills needed to meet entrance requirements for university study



- Emphasis on theoretical aspects of the course content, with supporting applications
- Courses will focus on the development of both independent research skills and independent learning skills
- Example: Challenge and Change in Society - HSB4U

#### **University/College Preparation Courses (Grades 11 and 12), M in the 5th position**

- Include content that is relevant for both university and college programs
- Provide students with knowledge and skills needed to meet entrance requirements for specific university and college programs
- Emphasis on both theoretical aspects and related concrete applications of the course content
- Example: Financial Accounting Fundamentals - BAF3M

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

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

#### **Dual Credit Programs**

- Designed to help students finish Ontario Secondary School Diploma (OSSD) and move on successfully to college and apprenticeship programs
- Focus is on students facing challenges in graduating
- A maximum of four optional credits may count toward the OSSD for approved college courses or Level 1 Apprenticeship college-delivered Dual Credit programs

#### **Credit Recovery Courses**

- Designed for a group of students through referral from the Student Success Team
- Provide opportunity to get a credit without repeating the entire course
- Provide support to students by way of intervention to support successful completion of the credit. See Guidance Counsellor for details.

### **3.5 Courses of Study**

Summary course profiles specific to Pathways Educational Services can be found at <https://pathways4u.com>. If you wish to preview our detailed outlines of courses of study, please email [info@pathways4u.com](mailto:info@pathways4u.com) with your request and arrangements will be made to have it emailed to you.

### **3.6 Experiential Learning**

While Pathways Educational Services recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands on experiences; we do not offer co-op based courses at this time.





### 3.7 Course Descriptions

At Pathways Educational Services, we are initially offering a variety of courses. These courses will be applied to sufficiently satisfy required and elective components towards the OSSD.

Course Code	Term Offered	Course Description
BBB4M	Term 1 & 2	Grade 12 International Business examines the importance of international business and trade for our global economy and explores factors influencing success in international markets. Throughout this course, students will discover the techniques and strategies associated with effective marketing, distribution, and managing of international business. This course prepares students for post-secondary programs in business, including international business, marketing and management.
BOH4M	Term 1 & 2	BOH4M online focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, the motivation of employees, and planning. In BOH4M online, effective business communication skills, ethics, and social responsibility are also emphasized.
ENG1D	Term 1 & 2	This course is designed to focus on skill development within the grade 9 English curriculum. In addition to giving students a foundation in reading and writing strategies and skills, oral communication and media analysis and creation, the course will also provide students with opportunities to explore important themes and critical thinking through literature, non-fiction, film, digital texts and drama.
ENG2D	Term 1 & 2	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
ENG3U	Term 1 & 2	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
ENG4U	Term 1 & 2	ENG4U - English 12 course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a

		variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
FSF10	Term 1 & 2	This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and develop skills necessary for lifelong language learning.
MCR3U	Term 1 & 2	Grade 11 Function (MCR3U) course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
MDM4U	Term 1 & 2	MDM4U online broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities will find MDM4U online of particular interest. Whether you take the mathematics of data management course online or on campus, it will prepare you for the next steps in a university program and in your future career.
MPM2D	Term 1 & 2	This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
MTH1W	Term 1 & 2	This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

OLC40	Term 1 & 2	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.
SBI3U	Term 1 & 2	This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
SBI4U	Term 1 & 2	Biology - SBI4U course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
SCH4U	Term 1 & 2	This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
SNC2D	Term 1 & 2	SNC2D, Science Grade 10, Academic SNC2D enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

### 3.8 Changing Course Types

Students can make changes to their courses. Students over the age of 18 do not require parental consent. Students under the age of 18 require parental consent to make any changes to their secondary school program.

#### *Course Changes:*

All students are encouraged to make informed choices during the course selection process. Students or parents are asked to contact the administrative office to discuss the possibilities for change as early as possible. If a change is required, students must obtain permission for such a change from the administrative officer who will consult the providers/parents where appropriate. All changes are subject to availability of space in the preferred course. Once courses have begun, students are strongly advised to continue with their chosen courses. Students in Fast Track programs may withdraw from a course, but they are not able to make course changes during the semester.

#### *Withdrawal from Course*

To comply with the Ministry of Education's policy on full disclosure, senior courses which are dropped five days or more after the first formal report card, become part of the student's permanent record and are recorded on the student's OST (transcript) and indicated by a "W": The percentage grade that is reported will

be the grade at the time of withdrawal.

#### *Second Chance Protocol*

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher's discretion and professional opinion on when to exercise this option.

#### *Repetition of a Course*

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

#### *Change of Course Type*

Some students may change their educational goals and may need to take compulsory and optional credit courses of a different type from those they initially chose. Changing course types becomes more difficult as students advance through the system.

Depending on Pathways' availability of course types at the time a request is made, course type

changes may be possible. A student wishing to change course types from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example, take a course of another type (e.g. academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take. *Students wishing to change a course type should consult with administration.*

### *Transfer Courses*

In Grade 9 and 10 mathematics, two types of courses are offered, an academic course and an applied course. (For definitions of the two course types, see The Ontario Curriculum, Grades 9 and 10: Mathematics, 2005 [Revised], p.6.) “Students who successfully complete the Grade 9 academic course may proceed to either the Grade 10 academic or the Grade 10 applied course. Those who successfully complete the Grade 9 applied course may proceed to the Grade 10 applied course but must successfully complete a transfer course if they wish to proceed to the Grade 10 academic course” (Ibid., p. 6).

This transfer course is made available to offer students a means of transferring from the Grade 9 applied to the Grade 10 academic mathematics course if this is the academic path they decide on. It has been designed as a half-credit course. In many cases, the student will have decided to pursue a program pathway in Grades 11 and 12 that requires the Grade 10 academic mathematics course. The development and application of the mathematical processes, as well as of appropriate learning skills, are critical to students’ success in the transfer course and in their further study of mathematics in the Grade 10 academic course. Teachers will therefore support students in developing and applying the mathematical processes and appropriate learning skills as they study the content specified in the transfer-course expectations.

### *Other Ways of Earning Credits*

There are other ways to engage in learning while earning credits towards your Ontario Secondary School Diploma.

- Outside of day school, students can earn credits through e-learning and in through Continuing Education in Night School or Summer School.
- The Independent Learning Center

### **3.9 Prior Learning Equivalent Credits (PLEC)**

Students who are eligible for Prior Learning Equivalent Credits are those who have transferred to our school from:

- outside Canada;
- other provinces;
- non-inspected private schools; home schooling environments.

### 3.10 Prior Learning Assessment and Recognition (PLAR)

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

PLAR procedures are carried out under the direction of the school principal who grants credits. PLAR is available for courses in grades 10, 11 and 12 to students registered in secondary school. More information on the PLAR process is available from Administration. Mature students: please refer to the Assessment Centre - PLAR.

#### *Prior Learning Assessment & Recognition – Mature Students*

A mature student is a minimum of 18 years old and has been out of school for at least one year. PLAR is the formal evaluation and credit granting process through which mature students may obtain equivalent credits for knowledge and skills that they have acquired since leaving secondary school.

The PLAR process includes:

- Grade 9 and 10 equivalency process
- Grade 11 and 12 equivalency process
- Grade 11 and 12 challenge process

A mature student must be enrolled in a secondary school course to be eligible for PLAR and must have completed a minimum of one credit to be granted the equivalency credits for which he or she is eligible.

PLAR has a specific, limited function in the Ontario Secondary school program. It will allow students to challenge and earn up to 4 credits, a maximum of 2 in a subject area, towards the secondary school diploma. This involves two components: “challenge” and “equivalency”. Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions.

### 3.11 Assessment and Evaluation

Pathways Educational Services believes that assessment, evaluation, and reporting of student achievement are integral and vital parts of teaching and learning. We further believe that assessment, evaluation, and reporting should be based on accurate information about student performance in relation to the specific requirements of a program, course, or the performance of the reference group, and the student's own abilities.

#### *What is Assessment?*

*Assessment* is the process of gathering information from a variety of sources (including assignments, demonstrations, observations, projects, performances, and tests) that accurately reflect how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide

students with descriptive feedback that guides their efforts towards improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

### *What is Evaluation?*

*Evaluation*, based on measurable assessment activities, is the judgment of the student's performance, learning skills, and work habits in relation to specific criteria (intended learning outcomes) In Ontario secondary schools, the value assigned is in the form of a percentage grade.

### *What is the primary purpose of Assessment and Evaluation?*

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs, and in assessing the overall effectiveness of programs and classroom practices.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement to improve performance.

Summative assessments will be used to arrive at the grade.

Course evaluations will be divided into two parts:

- 70% is based on cumulative evidence of summative evaluations undertaken throughout the semester, [based on Knowledge and Understanding, Thinking and Investigation, Communication and Application]
- 30% - Final Summative is based on final evaluations which will take place in the final third of the course. [Also based on Knowledge and Understanding, Thinking and Investigation, Communication and Application]

Final evaluations may or may not include an exam depending on individual course curriculum policy documents. At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information including mark or grade breakdowns. Although each course will have the same breakdown, individual courses may have subject specific summative tasks that will be used to determine the student's grade. Please refer to the course outline as it is presented in your courses for more details.

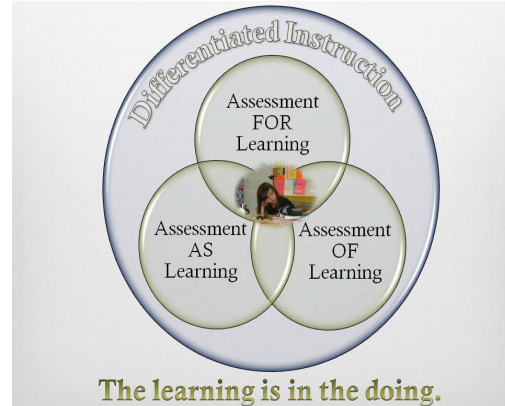
### *Assessment AS, OF and FOR Learning.*

Assessment is a critical piece of differentiated instruction as it helps to identify the most effective strategies and activities that will encourage student learning. While traditionally thought of as occurring at the end of learning (summative assessment OR assessment of learning), assessment can take place throughout the course of learning, embedded in the instruction.

Once we determine what we want our students to learn, we now need to determine how we will evaluate their learning at the end as well as assess their progress as make their way through the content. Assessment FOR, OF and AS learning asks us to consider how we intend on using the variety of tasks and assignments that are used in the classroom.

### *Assessment for Learning*

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- Differentiated instruction and assessment allow all learners to experience success.
- When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.



### *Assessment of Learning*

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
- Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher.
- Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
- Students value collaboration when they receive a mark that is based on their individual level of performance within a group.



- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

*Assessment as Learning*

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.

*The Achievement Chart*

The Ministry of Education’s achievement chart provides teachers with a standard guide to use when they plan, assess, and evaluate a student’s work. It describes what performance at each level of achievement looks like in any given subject or course. It also describes the types of learning (knowledge and skills) that students must demonstrate in that subject.

There are four categories of knowledge and skills that are used to assess a student’s learning; knowledge and understanding, thinking, communication, and application. These categories allow teachers to communicate clearly and consistently about a student’s strengths and weaknesses, so that areas for improvement are clear.

By looking at the categories and descriptions below, you will get a better understanding of how a student’s learning is assessed by teachers. You will be able see how the teacher has determined a student’s strengths and weaknesses in the comment section of the Report Card. As well, you will get a specific understanding of what’s required for the student to improve his/her understanding, thinking, communication, and application skills.

Percentage Mark	Achievement Level	Achievement of the Provincial Curriculum Expectations
80-100%	Level 4	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.
70-79%	Level 3	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard.
60-69%	Level 2	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approached the provincial standard.
50-59%	Level 1	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard.
Below 50%		Student has not demonstrated the required knowledge and skills. Extensive remediation is required.

**Note: Level 3 (70 – 79%) is the provincial standard.** Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

### 3.12 Reporting Procedures

Student achievement is communicated formally to students and parents/primary providers by means of a report card and/or monthly report. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card contains separate sections for reporting on these two areas. The report card also includes teachers' comments on the students' strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

The report card provides a record of the learning skills demonstrated by the student in every course in the following categories (as outlined in Growing Success):

- *Works Independently*
- *Teamwork*
- *Organization*
- *Work Habits*
- *Initiative*
- *Responsibility*

The learning skills are evaluated using a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students' achievement of the curriculum expectations. The evaluation of learning skills

should not be considered in the determination of percentage grades.

Student progress is formally reported at mid-term and end of semester, with formal meeting/conferences occurring after the distribution of mid-term reports. The student calendar outlines the dates of the reporting periods and meetings/conferences.

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

- 70% of the grade will be based on assessments and evaluations conducted throughout the course.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

(See Report Card sample below)

Semester	Reporting Period	Date
----------	------------------	------

Student:	OEN:	Grade:	Homeroom:
----------	------	--------	-----------

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits							Comments Strengths/Next Steps for Improvement	Attendance				
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Course Absent		Total Classes	Times Late			
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First																
	Final										Teacher requests an interview <input type="checkbox"/>						
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First																
	Final										Teacher requests an interview <input type="checkbox"/>						
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First																
	Final										Teacher requests an interview <input type="checkbox"/>						
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First																
	Final										Teacher requests an interview <input type="checkbox"/>						
Course Title: Course Code: Teacher: <input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	First																
	Final										Teacher requests an interview <input type="checkbox"/>						



Student:	OEN:	Grade:	Homeroom:
Percentage Mark	Achievement of the Provincial Curriculum Expectations		
80–100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)		
70–79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)		
60–69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)		
50–59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)		
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.		
I	Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only)		
W	The student has withdrawn from the course.		
ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.			
IEP – Individual Education Plan			
FRENCH – The student receives instruction in French for the course.			
SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)			
Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.			

### *Ontario Student Record (OSR)*

An Ontario Student Record (OSR) file is maintained for each student. The Ontario Student Record (OSR) is an ongoing, confidential record of a student's education progress. Authorized by the Education Act and protected by the Freedom of Information Act and Protection of Privacy Act, an OSR is established for each student enrolled in an Ontario elementary or secondary school. The record is housed at the student's current school and moves with the student as they transition from one school to the next. If a student leaves to attend another school in Ontario, the OSR is forwarded to the new school upon request. If the OSR is not requested or the student leaves Ontario, the OSR is housed in the last school that the student attended.

The OSR contains familiar documents that parents can view at any given time. OSR contents include:

- biographical data
- documentation file, containing (if applicable): verification of a custody arrangement, change-of-name order, placements decisions, suspension letters, psycho-educational assessment report, identification and placement decision letters, and registration forms
- information concerning special health conditions
- name(s) of student's parent(s) or guardian(s)
- Ontario Student Transcript (secondary school only) – the cumulative record of a student's successful completion of secondary school courses
- photographs may also be attached
- record of the student's accumulated instruction in French as a second language, if applicable
- report cards
- school(s) attended

### *Access*

A student and his/her parents/guardian may have access to the student's OSR. All students and parents or guardians of students under 18 years of age have the right to examine the contents of the OSR and receive a copy of its contents. The collection of this information is authorized by The Education Act and is maintained in accordance with Ministry policy (*Ontario Student Record Guideline, 2000*). An appointment may be required. The Education Act and freedom of information legislation protect these records.

### *Transfer*

The OSR is an ongoing record and may be transferred from the Virtual High School if the student transfers to another school. Transfer of all of the original material in the OSR occurs by Priority Post when the Virtual High School receives written request from the receiving school. If a student transfers outside Ontario, then only a copy of the OSR is transferred. When a student retires, the Virtual High School may give the parents a copy of the OSR, if so requested.

### *Ontario Student Transcript (OST)*

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully.

The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, if a student is enrolled full time or part time through another school, that school will house the OST.

Pathways Educational Services is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through Pathways Educational Services. When students complete a course through Pathways Educational Services, they will be mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students' OSR so they can add it to the ongoing list of courses on the student's overall transcript. Students that need a certified copy of their Ontario Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to **info** clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

---

## 4.0 Supports and Resources

### 4.1 Guidance and Community Supports

Teachers, administrators, and the principal are happy to offer guidance in relation to education and career/life planning. In the event our staff are unable to answer your questions or provide adequate assistance regarding career/life planning, you will be directed to an appropriate resource person within the community. A community resource booklet is posted on the bulletin board.

At Pathways, we promise to:

- provide a safe environment conducive to teaching and learning.
- establish clear educational and behavioural goals.
- incorporate a variety of teaching strategies to meet each student's learning style.
- provide on-going assessment and feedback related to student performance.
- maintain effective classroom time for teaching, learning, and academic support.
- promote lifelong learning, interpersonal skills, ethical values, and imagination.
- provide supports for all students
- help students earn the credits necessary to graduate
- help keep students in school until the age of 18 or until an OSSD has been earned.

## 4.2 Accessibility

- Accessible Parking
- Accessible passenger drop-off/pick-up areas
- Wheelchair Accessible Entrance (2'7" opening)
- Accessible Automatic Door Opener
- Interior Corridors a minimum of 3'5" wide
- Accessible doorknobs on classroom doors
- Can accommodate Wheelchair Seating
- Meeting Room Capacity 6
- Ergonomic Aids
- Assistive Technology
- Wheelchair Accessible Washroom/Unisex
- Wheelchair Accessible Public Telephones with Volume Control
- Non-slip tile/carpeted floor
- Adequate Lighting for individuals with low vision
- Contrasting floor and wall colours
- Have a first aid station
- Emergency numbers and health and safety information posted

## 4.3 Ergonomics

**Ergonomic Considerations:** Students are encouraged to stand, stretch, and take breaks as necessary. **Ten-minute breaks** are scheduled at the beginning of each hour. We provide a relaxation area with chairs and telephone access. During breaks, many Students take advantage of the walking trail that runs along the back of the school.

Pathways keeps an ample selection of ergonomic aids on site for student use. The purchase of new ergonomic products is based on the needs of our students. We endeavour to accommodate as many Students as possible with the products we have on hand. Ergonomic aids available onsite include:

- Slant boards
- Wrist Rests
- Magnifying Sheets
- Adjustable Tables
- Ice Packs/Heating Pads
- Assistive Technology
- Pens/Pencils
- Document Holders
- Computer Mice
- Ergonomic Chairs
- Stand Up Desks
- Forearm Supports
- Keyboards/Trays
- Headsets
- Large Display Calculators

## 4.4 Technology Available for Student Use

- Desktop Computers
- iPads
- Laptops
- Laser Printer
- Multiline Telephones
- Interactive
- eWorkbooks
- Internet Services
- iPods
- Fax Machine
- Photocopier/
- Printer/Tables
- eReaders
- Large Display Calculators
- Scientific Calculators

## 4.5 Textbooks

Students typically pay for their own textbooks. Pathways has extra textbooks on hand that can be lent to students. At the end of the course, students are expected to return their books in the condition in which they were received. Students who damage or fail to return the textbooks will be asked to pay for replacements; the cost per book ranges from \$40 to \$120 in most cases.



## 4.6 Program Considerations for English Language Learners

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

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

## 4.7 Special Education

Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or services to benefit fully from their school experience. Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, and assistive technology) as outlined in the Ministry of Education's curriculum policy documents.

## 4.8 Library

Pathways library:

- supports and enhances educational goals for the learner
- develops and sustains the habit and enjoyment of reading and learning
- offers opportunities for using technology to research, learn and create
- is available to ensure all students have equitable access to information

## 5.0. Hardware/Software Requirements

Pathways Educational Services uses Moodle Learning Management System (“LMS”) as our integrated learning platform. On Pathways Educational Services’ login site, you can find a link that will analyze your device for platform capability.

Please click here for a System Check before you login.

### 5.1 Internet Access and Speed

If you have High Speed Internet access, you can take courses with Pathways Educational Services. PC Requirements (minimum requirements).

Students should have the following minimum requirements to participate Pathways Educational Services programs:

- Hardware
- A PC running Windows 8 or higher or
- A Mac running OS
- 2GB of RAM
- High speed internet connection
- A sound card with speakers or headphones
- A functional webcam and microphone
- A laptop is required for final exams written at Pathways’ campuses.
- In some cases, a scanner or phone/camera may be required to submit handwritten assignments.

### 5.2 Software

- Adobe Reader
- A typical Office Suite including a word processor application, equation editor and spreadsheets (Google Docs will also suffice)

### 5.3 Browser

- Mozilla Firefox 80 or higher or
- Safari 12 or higher or
- Google Chrome 85 or higher or
- Chromium-based Microsoft Edge

*It's never too late.....to be who you thought you might be.*

