



SCHOOL YEAR 2024-2025

Parry Sound International School

Goals and Philosophy

At Parry Sound International School, our secondary school programs are thoughtfully designed to empower students with the knowledge and skills they need to lead fulfilling and productive lives. We aim to prepare students for further education and meaningful careers, while also nurturing their growth into independent, responsible, and compassionate members of society.

We provide a wide range of programs to all students, with a special focus on addressing the unique needs and interests of everyone. Our commitment extends to ensuring that girls, who often face limited educational opportunities, have equal access to quality education.

Parry Sound International School offers students the chance to explore a diverse array of subjects, including Academic, Business, and Technological Studies, as well as courses in the Arts, Physical and Health Education, and Career Education. We are devoted to helping students acquire the knowledge, skills, values, and attitudes that will serve them well both now and in the future.

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School Policies and Procedures

Our school provides flexible scheduling for its students. Although, there is a registration deadline for each year. Courses, however, must be completed within 6 months of registration.

Requirement to Remain in Secondary School until Age 18 or Obtain OSSD

According to Bill 52, The Education Amendment Act, Learning to Age 18, 2006, students are required to remain in secondary education until they reach the age of 18 or have graduated with an Ontario Secondary School Diploma (OSSD). This legislation aims to encourage more students to complete their education and reduce the number of students leaving school without adequate preparation for the workforce or further studies.

Ontario Secondary School Diploma (OSSD)

To earn the Ontario Secondary School Diploma a student must:

- Earn 17 compulsory credits.
- Earn 13 additional optional credits.
- Complete 40 hours of community involvement activities
- Successfully meet the Ontario provincial literacy requirement.

Compulsory Credits

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

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 Groups 1, 2, or 3.

13 Optional Credits

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

The Ontario Secondary School Certificate (OSSC)

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

7 required compulsory credits.

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

7 required optional credits.

- 7 credits selected by the student from available courses.

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

The Certificate of Accomplishment

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

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

List of Available Courses at Parry Sound International School

Course Code	Course Name
BBI20	Introduction to Business, Grade 10, Open
BOH4M	Business Leadership: Management Fundamentals, Grade 12, University Preparation
CHC2D	Canadian History Since World War 1, Grade 10, Academic
CGC1W	Exploring Canadian Geography, Grade 9
ENG2D	English, Grade 10, Academic
ENG3U	English, Grade 11, University Preparation
ENG4U	English, Grade 12, University Preparation
ESLAO	English as a Second Language ESL Level 1
ESLBO	English as a Second Language ESL Level 2
ESLCO	English as a Second Language ESL Level 3
ESLDO	English as a Second Language ESL Level 4
ESLEO	English as a Second Language ESL Level 5
MTH1W	Mathematics, Grade 9, De-Streamed
MPM2D	Principles of Mathematics, Grade 10, Academic
OLC4O	Ontario Literacy Course, Grade 12, Open
SNC2D	Science, Grade 10, Academic

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

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

Community Involvement

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of

their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

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

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

Approved Activities

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

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

Ineligible Activities

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

The Secondary School Literacy Graduation Requirement

Students must pass the Ontario Secondary School Literacy Test, which is administered annually in March. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). Parry Sound International School principal has the discretion to allow a student to enroll in the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Students who pass the course are considered to have met the literacy graduation requirement. The literacy requirements are in the best interest of the students. The result is recorded on the student transcript.

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

Accommodations

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

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

A complete description of the above categories is found in Parry Sound International School's policy and procedure manual.

Deferrals

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

To make a deferral decision it must be done:

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

Exemption

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

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

Substitutions for Compulsory Credits

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

Prerequisite Courses

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At Parry Sound International School, students must complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion is mandatory prior to course registration.

Waiving Prerequisites

If a student requests that a prerequisite be waived, the principal will determine whether the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make their decision in consultation with the parent and appropriate school staff. The principal's decision is final and there is no further avenue of appeal. As part of the consideration of whether the prerequisite may be waived, the student may be asked to take a special test or examination.

Credit System and Courses the Credit System

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

Types of Courses

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

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

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

- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.
- Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.
- De-streamed, because of feedback from education stakeholders and partners this type of course has been designed with 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.

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

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Course Pathways

- New Pathways: Students may need additional preparation if they have not completed all prerequisites when switching pathways.
- Grade 10 Courses: Students can enroll in a different type of course than in Grade 9, with principal's recommendation. For Grade 10 academic math, the only prerequisite is Grade 9 de-streamed math.
- Grades 10-12: Students can switch course types if they have the required prerequisites. If not, they can take the prerequisite through summer school, night school, e-learning, the Independent Learning Centre, or independent study.
- Prerequisite Waiver: The principal can waive prerequisites if they believe the student can succeed without them.

Remedial Programs

Tutoring: Available online or on-site when needed.

Extra Instruction: Principal may add hours beyond the required 110.

Summer School: Held in July and August for course repeats or grade improvements. Courses must start after July 1st and finish by August 31st.

Achievement - Curriculum Expectations

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

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

Assessment and Evaluation of Student Achievement

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

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

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

Growing Success

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

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

Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

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

Assessment as Learning - we help students monitor progress, set goals, reflect on their learning.

Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

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

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

Performance Standards

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

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

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

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. The purpose of the achievement chart is to:

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

Categories of Knowledge and Skills

The subject expectations for any course are organized into four interrelated categories of knowledge and skills: Knowledge and Understanding, Thinking, Communication, and Application. These categories reflect the interconnectedness of learning. Teachers will assess and evaluate student work in a balanced manner across these categories, ensuring that specific expectations are considered within the appropriate category. These categories are detailed in the document "Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools."

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

Report Cards

There are two report cards given out per class for each student. One midterm report card is given after the first half of the course material is completed and the second is provided at the end of the course after the student has completed the final exam.

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

Learning Skills and Work Habits

Responsibility	Organization
<ul style="list-style-type: none"> • Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour. 	<ul style="list-style-type: none"> • Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Collaboration
<ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision. 	<ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	Self-Regulation
<ul style="list-style-type: none"> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a cheerful outlook. 	<ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests.

<ul style="list-style-type: none"> Recognizes and advocates appropriately for the rights of self and others. 	<ul style="list-style-type: none"> Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and tries when responding to challenges.
E – Excellent G – Good S – Satisfactory N – Needs Improvement	
Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and Grade 10 courses only)
W	The student has withdrawn from the course.

Prior Learning Assessment and Recognition

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

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

Recording and Reporting Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student’s educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information “for inclusion in a record in respect of each pupil enrolled in Parry Sound International School and to establish, maintain, retain, transfer and dispose of the record.” The act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and teachers at Parry Sound International School for the improvement of instruction” of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the

age of eighteen) must be made aware of the purpose and content of, and have access to, all the information contained in the OSR.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) was developed in 1983 to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

Since the 1999–2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses.¹ 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 OSS or through the equivalency process under OSIS.

- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements.
- Confirmation that the student has completed the forty hours of community involvement.
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.

Full Disclosure

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semester school or five instructional days following the issue of the second provincial report card in a non-semester 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 semester school or five instructional days following the issue of the second provincial report card in a non-semester 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.

Reporting Student Achievement to Parents

Regular progress reports will be provided to the parents of students who are under 18 years of age. Report cards will be provided to parents at the end of each course. Students who are 18 years of age

and older will have to give permission to the teachers to communicate with their parents about their academic progress.

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

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

School Services Computers

All school students must have access to reliable computers and internet.

Guidance

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

Education and Career Planning Supports

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

Education Support for Parents

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

Student Accommodations and Modifications

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

English Language Learners

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

Library and Community Resources

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

Student Responsibilities Guiding Principles

All members of Parry Sound International School community are to be treated with respect and dignity, especially persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of Parry Sound International School community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Members of Parry Sound International School community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others. Alcohol and illegal drugs are addictive and present a health hazard. Parry Sound International School will respond strongly to school members who are in possession of, or under the influence of alcohol or illegal drugs. Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of Parry Sound International School community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Student's achievements will be periodically reviewed with the student, teacher, and the principal.

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

Attendance

Regular attendance is necessary for success in any learning process. Persistent absenteeism makes it difficult for the student to demonstrate achievement of the curriculum expectations.

Attendance will be closely monitored. Persistent absence and lateness may result in withdrawal from the course or expulsion from Parry Sound International School. Students should carefully review Parry Sound International School attendance policy.

Students are also required to attend school until they reach the age of eighteen or graduate.

Academic Honesty

When students submit work to their teachers for evaluation, they imply that the work is the result of only their own efforts and is not in any way the result of the efforts of others. Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. In principle, students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records. (The principal will review each case individually with reference to Parry Sound International School policy on Academic Honesty)

Code of Student Behaviour

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

Cyber-Bullying

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

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

The complete policy is found in Parry Sound International School's policy and procedure manual.

Student Expulsion

Our school believes that all students have the right to learn and achieve success and acknowledges the impact of school climates on students' success. Our school is committed to prevention and intervention strategies to address bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form, whether systemic or based on individual actions of staff, students or community members that directly impact school climate through curriculum, educational programs, and services. Our school has established a clear process for reporting and responding to any behaviour that would have a negative impact on school climate. Our school's approach to making schools safer involves progressive discipline. This involves the whole school and combines discipline with opportunities for students to continue their education. Students will also have more opportunities to learn from the choices they make. Progressive discipline promotes positive student behaviour. It also enables the principal to choose the consequences that are appropriate to the student's needs and behaviour. Expelled students are removed from school for an indefinite time period. Students are suspended first, while expulsion is being considered.

The complete policy is found in Parry Sound International School's policy and procedure manual.

Course Outlines

Detailed course outlines have been prepared for all courses offered at our school. The outlines provide details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with assessment and evaluation strategies. A copy of each course outline is available through the subject teachers or the principal.

School Timetable

Our school provides students with flexible scheduling. All courses must be completed within 6 months of registration in the course.

Current Course Descriptions

BBI2O - Introduction to Business, Grade 10, Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

BOH4M - Business Leadership: Management Fundamentals, Grade 12

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

CGC1W - Exploring Canadian Geography, Grade 9, Open

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

CHC2D - Canadian History Since World War 1, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

ENG2D - English, Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

ENG3U - English, Grade 11, University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

ENG4U - English, Grade 12, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to 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.

ESLAO - English as a Second Language ESL Level 1

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short, adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

ESLBO - English as a Second Language ESL Level 2

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

ESLCO - English as a Second Language ESL Level 3

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

ESLDO - English as a Second Language ESL Level 4

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.

ESLEO - English as a Second Language ESL Level 5

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; author 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.

MTH1W – Mathematics, Grade 9, De-Streamed

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MPM2D - Principles of Mathematics, Grade 10, Academic

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.

OLC40 - Ontario Literacy Course, Grade 12, Open

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.

SNC2D - Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Minimum Hardware Requirements:

To successfully complete online courses, you need:

- Internet Access
- Software: Word, PowerPoint, Excel (or similar), PDF editing software
- Hardware: Printer and scanner (for some courses), webcam, microphone, and headphones/speaker
- Software Installation: Ability to download, install, and run some software (for some courses)

Additional Software:

- Some courses may require specific software like Geometer's Sketchpad, Simply Accounting, or Smart Ideas.
- Ensure you have up-to-date virus, spyware, and adware protection.

Online Attendance Guidelines

- Log in at least three times a week to avoid being marked absent.
- No activity for two weeks will result in a notice.
- No activity for three weeks without prior notice will lead to unenrollment from the class.
- The principal will keep track of attendance, and regular login is expected.
- Online courses typically take about 110 days (4 months) to complete with at least 1.25 hours of daily participation.
- Inform the principal in writing or by phone if you plan to leave a course before completion.
- The principal will work with curriculum writers to set early assessments and evaluations to provide positive feedback and address technology barriers.
- Students must complete their course within 6 months of enrollment, or they will be unenrolled with no chance of reinstatement.

Parry Sound International School's LMS Guidelines:

- The Moodle Learning Management System (LMS) is for educational use only. Inappropriate uses (criminal, obscene, commercial, or illegal) are prohibited.
- Students can use the LMS if they follow school, provincial, and federal guidelines.
- Misuse of the LMS can lead to suspension, termination, or legal action.
- The school can monitor and remove material from user accounts if necessary.
- Online activities are not private.

Student Responsibilities:

- Keep your password private (except from parents/guardians).
- Report concerning emails or messages to the principal.
- Do not access unauthorized material or impersonate others.
- Do not vandalize or harm data.

Online Learning Opt-Out:

- Parents/guardians of students in grades 9-11 can opt-out of mandatory online courses by completing and submitting the Online Learning Opt-Out Form to the school office. Only hard copies are accepted, and they can be provided upon request from the school principal.
- If you do not wish to opt-out, no action is needed.