Trondle Education Course Calendar

- **Importance and Value of Completing a Secondary Education and Our Commitment**
  Trondle Education recognizes the importance and value of every student completing a secondary education. Our commitment as an online school, is to reach every one of our students in order to help them achieve success. Trondle Education is to connect our online learners to quality, certified instructors and to make the online course a truly inspiring educational experience.

- **Requirement and Our Aims**
  Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain the Ontario Secondary School Diploma (OSSD). Trondle Education aims at providing each student with the opportunity to achieve success according to the student's own interests, abilities and goals. By providing a quality online education within the student's greater educational community, Trondle Education can offer the student more choice in their educational endeavours.

- **Goals and Philosophy**
  1. Teachers
     The teachers at Trondle Education will emphasize that students actively inquire into and make connections between ideas and subject areas. A variety of teaching methods will be used including;
     direct instruction via structured lessons and activities,
     differentiated instruction to meet the diverse learning needs of students,
     scaffolded instruction to promote greater independence in the learning process,
     opportunities to collaboratively construct knowledge through discussions and reflection, and personalized and comprehensive assessments.
  2. Curriculum
     Trondle Education courses are constructed using a backward design approach with the Ontario Ministry of Education curriculum expectations as the starting point for all instruction and assessment. The curriculum at Trondle Education will deal with real-life applications of student learning as much as possible. The curriculum expectations are stated as clear objectives that have been broken down into achievable targets and are transparent to students in each lesson and assessment. We focus on educating the whole student and cultivating digital citizens by giving students opportunities to think critically and creatively, solve complex problems, and communicate well.

  3. Students
     Each student at Trondle Education will be treated as an individual and encouraged to express their own opinions and ideas.

     The teachers at Trondle Education will be aware of the learning styles of their students as much as possible, in order to use strategies most effectively in the learning process.

Opportunities will exist for all students to be successful by providing them with the opportunities to seek extra help, to have large complex tasks broken into manageable chunks, to have regular scheduled student conferencing with the course teacher and to have clear standards for evaluations.
Students must respect the intellectual property rights of others.

4. Assessment and Evaluation
A wide variety of assessment and evaluation tools will be used at Trondle Education including quizzes, tests, projects, essays, journals and final assessments.

A variety of assessment and evaluation devices will be used by the teacher and the student.
The primary purpose of assessment and evaluation is to improve student learning. In the Introduction Unit of each course, the student will be made aware of the assessment and evaluation process and subsequent criteria.
Regular communication with parents is available upon request and will provide them with pertinent information on student progress for students under 18 and for students over 18 who have given permission to Trondle Education to discuss their education with their parents.
Careful tracking of the student's progress with respect to the expectations is the shared responsibility of both the student and the teacher.
Identified Special Education students must have their learning differentiated according to the students' Individual Education Plan.
Rubrics will be used by teachers regularly and consistently.

5. Exceptional Students
Recognizing the needs of exceptional students and designing an online program to respond effectively to these needs is what we do at Trondle Education.

Documentation outlining a student's specific areas of strength and need, such as an Individual Education Plan (IEP), can be provided to Trondle Education for a Trondle Education IEP to be created. A Trondle Education IEP identifies a student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations within their online courses. Applying the IEP, Trondle Education will implement those capabilities of the system which will be particularly appropriate in meeting the student's needs. Assignments and activities within the online courses take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP.

- **School's Organization and Expectations of Students**
Attendance
Regular attendance in any learning environment is vital to school success. Students who do not participate in their online course regularly will diminish their learning

experience. The following processes have been put into place to encourage regular attendance by the student:

1) The Principal will maintain attendance records as it is expected that students should login to their course regularly and engage through one or more of the following methods:

   a. Attendance of Wechat discussion conferences with a teacher (1 Hour)
   b. Attendance of Group Zoom teaching sessions with a teacher and student peers (1 Hour)
   c. Attendance of individual Zoom session 1-on-1 with the teacher (1 Hour)

Students are expected to attend any of the above activities at least once weekly for 1 Hour. Attendance will be monitored by the teacher and academic consultant; a monthly log will be kept of all attendance activities for each student. Additionally, students will be provided a self-directed learning log by their academic consultant in order to keep track of continuous learning activities while not engaged directly with a Trondle Educator. Self-directed learning hours will count toward the required hours of engagement with the course content which is at least 110 hours.

Students who do no engage with one of the above activates (a,b,c) will have their parents notified directly through the Wechat group. Students are expected to submit their learning log for the missed week to indicate engagement with the course content. Additional disciplinary measures could be taken at the discretion of the principal in consideration with consultation with the student's parents.

2) Due to the continuous entry and exit model of our school, there is no prescribed yearly or even semesterized calendar. It is expected that a typical online course will take approximately 110 days or 4 months for the student to complete (assuming a minimum of 1.25 hour per day online participation), but this time may start or end arbitrarily.

3) Students who leave a course before completion must communicate their intentions either in writing to the Principal or over the phone in the interest of up-to-date record keeping, before any request can be acted upon.

4) To encourage attendance, the Principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and breakdown any existing technology barriers.

5) Students who have not completed their course within 18 months from the day of enrollment in that course, will be automatically unenrolled from the course unless they

have made an arrangement with the Trondle Education's office for an extension to their course.

Trondle Education Attendance Policy and Parent Guardian Communication Policy

1) Trondle Education Attendance Policy

Classes are schedule by the student and teacher via the available courses calendar on a teacher's profile page. The student then selects the available times. The student is expected to login to Wechat/Zoom and start a video conference call with the teacher within 5 minutes before or after the scheduled time. If the student is late or must reschedule the student is expected to contact the teacher via Wechat/Email at least 15 minutes before the scheduled start time. Attendance to the class is verified by the teacher and logged by the teacher independently for each session and each session is attended fully, live-in person by the teacher for the duration of the class. Failure to meet the above attendance requirement results in a missed class and the student must reschedule the same class session in order for it to count toward the hours for the 110 hours compulsory class time. The student is able request the assistance of the Academic Consultant for scheduling of the initial class or any missed attendance but must do so at least 24 hours before an expected start time.

Any missed classes will be communicated by the teacher to the Academic Consultant on file for the student within 24 hours of the initial scheduled time and the Academic Consultant will send an email within 24 hours of the receipt of such communication indicating the missed class to the parents of the student as well as to indicate the missed class in the Wechat group setup by the Academic Consultant with the parents of the student as well as the student themselves upon enrollment. The Academic Consultant will offer rescheduling on behalf of the student to the parent to help ensure compliance on future class attendance.

2) Trondle Education Parent/Guardian communication policy

Academic Consultants shall create a Wechat group including; themselves, the parents of the student as well as the student. This group is established to provide timely communication for informing the parents of the login expectations of the school, informing the attendance policies of the school as well as informing the parents of the student for any missed attendance. The students are expected to independently schedule and finish assignments on time but in the event of missed assignments and or exam schedules with the teacher the Academic Consultant responsible for the student shall

communicate the expected timelines, the fact that the scheduled timeline has passed and remediation strategies for the student directly in the group with the parents/guardians.

3) Trondle Education Acceptable Use

Students will be sent an email or attachment via Wechat before commencement of classes a copy of Trondle's Acceptable Use policy. Students and parents much acknowledge a receipt of the acceptable use policy and agree to follow its guideline.

1. Students' Responsibilities

1) Academic Integrity

Trondle Education is committed to ensuring the integrity and validity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding integrity and will be held accountable for the quality of their work and actions. Trondle Education takes preventative measures to reduce the incidence of academic dishonesty among its students. Trondle Education may review any work or correspondence submitted by a student to determine its authenticity and legitimacy. Academic dishonesty will not be tolerated. Students who violate the academic integrity of Trondle Education will be subject to discipline in accordance with this policy. Academic dishonesty consists of any deliberate attempt to falsify, fabricate or otherwise tamper with data information, records, or any other material that is relevant to the student's participation within any course. Academic offenses include, but are not limited to:

Cheating or other forms of academic dishonesty intended to gain unfair academic advantage;

Distributing or receiving answers or other information by means other than those expressly permitted by the teacher as part of any assignment, test or the final examination;

Copying answers, or other information (or allowing others to do so) during any assignment, quiz or the final examination in which a student is not permitted to work jointly with others;

Submitting academic work for assessment that was purchased or acquired from another source;

Assuming another individual's identity or allowing another person to do so on the student's behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing;

Using any device, implement, or other form of study aid during the final examination without permission, or as explicitly stated within a student's Individual Education Plan (IEP);

Allowing another individual to access course content, a quiz, unit test or final exam at any time while the student is completing an assessment;

Accessing course content or external content during the final exam.

2) No Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own. This is not acceptable at Trondle Education. The Trondle Education Plagiarism Policy is designed to teach the student to identify plagiarism, to distinguish between the two types of plagiarism, to identify strategies to avoid plagiarism, to practice proper paraphrasing and to explain the consequences of plagiarism by the student. Trondle Education teachers have access to software which detects plagiarism. Commercial search engines are often very good at detecting work copied from material available online. Teachers have experience and can often spot when writing does not come from the student.

Negligent Plagiarism means presenting someone's work as your own in an accidental, naïve, careless or reckless way. This often happens when a student paraphrases incorrectly or when a student borrows words or phrases from another source and forgets to cite the source.

Dishonest Plagiarism means that the student has knowingly presenting a person's work as their own. All instances of plagiarism that are not considered to be negligent plagiarism will be assumed to be dishonest plagiarism. Examples of dishonest plagiarism are:

borrowing facts or information that are not common knowledge and not citing the source. Common knowledge includes things that are commonly known, such as: Toronto is the capital of Ontario. Charles Darwin proposed a theory of evolution, HIVAids can kill you, etc. Common knowledge facts do not have to be cited;

cutting and pasting text from websites with no intention to cite the source;

handing in an on-line essay or portions of one as though it were your own work;

copying another person's work and presenting it as your own;

using another person's 'lab' findings from an activity or experiment;

having another person write a portion or all of your final exam;

This means you must not cheat or try to cheat in any way. It hopefully means that you will come to value your achievement when it is honestly, fairly and respectfully won through hard work.

2. Students' Achievement

Students at Trondle Education have a responsibility for their own learning and are expected to:

1) Attend school every day and be on time;
2) Complete assignments, projects, and tasks to the best of their ability;
3) Participate in activities that celebrate learning;
4) Consistently demonstrate their learning; and take advantage of opportunities to revise or redo assessments to demonstrate their learning.

- **Code of Conduct and Safe School Policy**
  1. Code of Conduct for Computer Use

Trondle Education reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

The Brightspace Integrated Learning Platform at Trondle Education is intended for educational purposes only. Any use of any LMS tool within course for any other purpose other than the intended educational purpose is prohibited. The inappropriate

uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.

If the LMS is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.

Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.

It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

Never reveal the password to your course to any individual, except your parent. Always report to your Principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.

Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

2. Safe School Environment
   Trondle Education makes considerable effort to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical. The following processes have been put into place to create a safe school environment for the student:

   Online lockers are provided to all students for school functions but remain the property of Trondle Education. Inappropriate electronic material is not permitted in the lockers. The school reserves the right to inspect a locker, when and where the welfare of the school is involved.

   All students are expected to treat other students, teachers and admin staff with respect, courtesy and consideration. Profanity will not be acceptable in any of the communication tools provided within the online courses.
   All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.

Threats, distasteful remarks, abuse of any kind, or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the Trondle Education Principal immediately. The Principal will meter out the consequence according to the situation.

- **Diploma and Certificates**
1. Ontario Secondary School Diploma (OSSD)
   The Ontario Secondary School Diploma (OSSD) requires that a student must earn 30 credits; 18 compulsory and 12 optional. A credit is defined as a 110-hour course in which the expectations are laid down by the Ontario Ministry of Education curriculum guideline. Students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement.

   If the student is currently registered in and attending an Ontario public school or private school and are simply taking one or two courses from the Trondle Education, then the student will in all cases, complete the provincial literacy requirement and Community Involvement Activities at their home school where their OSR resides. Only students who are the sole responsibility of the Trondle Education will complete the Community Involvement Activities and the provincial literacy requirement at Trondle Education.

2. Compulsory Credit Requirements
   Eighteen (18) Compulsory Credits (courses you must take)

   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 the arts**

   1 credit in Canadian geography Grade 9

   1 credit in Canadian history Grade 10

   1 credit in French as a second language***

   1 credit in health and physical education

   1/2 credit in career studies

   1/2 credit in civics

Three (3) additional credits, consisting of one credit from each of the following three groups:

Group 1: one additional credit in 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: one additional credit in French as a second language, the arts, business studies, health and physical education, cooperative education

Group 3: one additional credit in 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.
*   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.
** The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
***   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.

3. Twelve (12) Optional Credits (courses you get to choose) Requirements

    In addition to the 18 compulsory credits described above, students must also complete 12 optional credits which may include up to 4 credits earned through approved dual credit courses.
4. OSSLT Requirements
    If you entered Grade 9 in the 1999 - 2000 school year or in subsequent years, the student must successfully complete the Provincial Secondary School Literacy Requirement. This test, administered by EQAO, determines whether the student has acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School Literacy Test (OSSLT). Students in the Trondle Education seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Ontario School Transcript.

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

5. Online Courses Available

Students may register for any course at any time during the calendar year, progress through at their own rate and finish the course at any time up to 18 months from the time of registration.

Course List: Course Title: Science, Grade 9, Academic (SNC1D)

- **Community Involvement Requirements and Procedures**
  1. Introduction
  Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.
  This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.
  Students will select one or more community involvement activities in consultation with their parents. Selection of activities should 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 the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Roles and Responsibilities of Secondary School Principals

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including Trondle's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

2.   Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from Trondle's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the Trondle's lists of ineligible activities. If the activity is not on the Trondle's list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Trondle Community Involvement Form" indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

Students will provide the principal or other school contact with the left side of the "Trondle Community Involvement Form" completed by the student, the student's parent (if the student is under eighteen years of age) to get school approval. The right side must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

3.   Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns.

A parent must sign "Notification and Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

4. Roles and Responsibilities of Sponsors in the Community
One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Notification and Completion of Community Involvement Activities" form.

5. The Ministry's List of Ineligible Activities
The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:
• is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
• takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
• takes place in a logging or mining environment, if the student is under sixteen years of age;
• takes place in a factory, if the student is under fifteen years of age;
• takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
• would normally be performed for wages by a person in the workplace;
• involves the operation of a vehicle, power tools, or scaffolding;
• involves the administration of any type or form of medication or medical procedure to other persons;
• involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
• requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
• involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
• consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
• involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

Trondle's List of Ineligible Activities
Trondle Education has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible.

6. Trondle's List of Eligible Activities
The activities listed below are approved by the Trondle for the completion of the community involvement requirement.

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 child care centre or camp;
Community Organizations
- assisting with special events, food banks, community support services, shelters, clerical tasks;
Community Service for Individuals
- assisting community members in need;
Environmental Projects
- flower/tree planting, beautification projects, recycling projects, recycling depot;
Health Agencies
- volunteering in hospitals, hospices, donating blood (time required to donate);
Law Enforcement Agencies
- volunteering for activities sponsored by the police;
Political Organizations
- activities related to legitimate and recognized political organizations, municipal, provincial and federal political activities
Religious Organizations
- assisting with programs, special events;
Senior Citizens
- assisting in seniors' residences, providing services for seniors in the community;
Sports and Recreation
- coaching, organizing special events, assisting with projects/events; or
Service Focused Club Activities
- those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.).

7. All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students who are the sole responsibility of the Trondle Education will be able to choose their own community involvement activities, within guidelines that will be provided by the

Trondle Education. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking booklet supplied by the school. The student is required to submit the tracking booklet yearly, the data from which is placed on the OST to be kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the Principal of the school where the student's OSR is held.

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

8. Community Involvement Activities not approved:

Any paid activity (i.e. babysitting);
Cooperative education;
Any activities or programs organized by the school (i.e. cadets);
Playing on sport teams;
Any involving the operation of a motor vehicle or power tools or scaffolding;
Any involving in the administration of medications or medical procedures to another person;
Any occurring in an unsafe or unsupervised environment;
Any displacing a paid worker;
Any in a logging or mining environment if the student is under 16 years old;
Any in a factory, if the student is under 15 years of age;
Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
Any involving banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

Fundraising for non-profit organizations
Coaching or assisting sports at the community level
Church activities such as helping teach Sunday school, bazaars, etc.

Assisting seniors with chores
Involvement in community committees, food banks, fairs, etc.
Participation in environment projects such as a recycling projects, etc.
Roles and Responsibilities of the Stakeholders

9. Other Requirements: the Principal is required to provide information about the community involvement requirement to parents, students, and community sponsors. The Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

In consultation with their parents, students will select an activity or activities from the list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the Ministry of Education's and the school's lists of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Parents (or guardians) should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years. Parents are also responsible for obtaining the appropriate insurance covering the student for any unseen circumstances while involved in these community activities.

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term

relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form. Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in the program. The community sponsor should be aware that the students do not have either accident insurance or Workplace Safety Insurance through the Trondle Education. The community sponsors should ensure that the students are provided with adequate safety instructions, are trained properly for their work and supervised to ensure a safe volunteer experience.

- **Substitution Policy for Compulsory Credit Requirements**
  In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD or the OSSC, substitutions may be made for up to 3 compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents or guardians, or Trondle Education Principal, are best served by such substitution. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

  The following are limitations on substitutions for compulsory credits:

  English as a second language and English literacy development courses may not be used to substitute for a compulsory credit.

  No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

  Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

  A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet .

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

  Course Substitution Form:

Student		School	

Student Number		Principle	

Reason for Substitution

Compulsory Course Name _____

Compulsory Course Code _____

Substitute Course Name _____

Substitute Course Code _____

_____   _____
Student Signature   Principal Signature

_____   _____
Parent/Guardian Signature   Date

- **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.

- **Old Diploma Requirements**
   If you first enrolled in Grade 9 before September 1, 1999, you must fulfill the old

   diploma requirements outlined in the chart below. You can do so by taking new

   curriculum courses to complete your diploma, unless you have previously completed

   a course at the same grade or higher. For example, if you successfully completed the

   SNC2A science course under the old curriculum, you will not get an additional credit

   for completing the new Grade SNC1D or SNC2D science courses. If you need

assistance determining the courses you need for your diploma, please contact our Principal.

Compulsory Credits for the Old Diploma Requirements

Subject Area	Number of Compulsory Credits
English/français (at least 2 Senior Division*)	5
French/anglais	1
Mathematics	2
Science	2
Canadian History	1
Canadian geography	1
Arts	1
Physical and health education	1
Business / technological studies	1
Additional credit in social science**	1
Total Compulsory Credits	16
Elective Credits	14
Total Credits	30

* Senior Division: Grades 11, 12, and OAC
** social science: geography, history and contemporary studies, personal life management, family studies, and economics.

- **Definition of a Credit**
  Credits are one of the primary methods used to determine and document that secondary students have met academic requirements. Credits are awarded upon completing and passing a course or required school program. The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

- **Explanation of the Course Coding System**

The curriculum is organized into several types of courses, intended to enable students to choose courses suited to their strengths, interests, and goals. The following three types of courses are offered:

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. The code of an academic course ends with the letter "D", ie ENG1D

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. The code of an applied course ends with the letter "P", ie ENG1P

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. The code of an open course ends with the letter "O", ie BTT2O

The common course code of all courses at the Trondle Education consists both of a five code character and a course title component, as designated by the Ministry of Education and Training in Ontario:

For example: MPM1D a, Principles of Mathematics

MPM	1	D	a
Course Descriptor	Grade of Course	Course Type	School Code
Math Principles Math	• "1" = Grade 9 • "2" = Grade 10 • "3" = Grade 11 • "4" = Grade 12	• D - Academic • P - Applied • O - Open • U - University • C - College • M - College/University	

- **Definitions of the Types of Courses Available in the Ontario Curriculum**
  Students choose between academic and applied courses in each of the core subjects - English, French as a second language, mathematics, science, geography, and history.

Academic courses

Academic courses develop a student's knowledge base 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

Applied courses focus on the essential concepts of a subject, and develop a student's knowledge base 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

Open course are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students in Grades 9 and 10, along with their parents or guardians will make the choice between academic, applied or open courses primarily on the basis of their strengths, interests, and needs. Trondle Education Principal, guidance counseling team, and teachers are here to assist the student in making his or her choice of course selection. Students who are successful in any academic or applied course in Grade 9 will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. Grade 10 courses do have prerequisite requirements. Grade 10 academic courses prepare students for Grade 11 University or College preparation courses; Grade 10 applied courses prepare students for Grade 11 College or Workplace preparation courses.

At Trondle Education, Grade 11 and 12 students will choose from among destination-related course types: university preparation, university/college preparation, college preparation, and open courses. Students will make their choices based on their interest, achievement, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course. The following four types of courses are offered by Trondle Education 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. The code of a college preparation course ends with the letter "C", ie MBF3C

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The code of a university preparation course ends with the letter "U", ie SCH3U

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. The code of a university / college preparation course ends with the letter "M", ie MCF3M

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 .The code of an open course ends with the letter "O", ie EMS3O

Prerequisite Courses: courses in Grades 10, 11, and 12 often require the student to have completed a prerequisite course. All prerequisite courses are identified in curriculum policy documents published by the Ministry of Education, and no course apart from these may be identified as prerequisites. Any school operating in Ontario must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the Trondle Education Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the student, the appropriate Trondle Education staff and the parent or guardian. Waiving of any prerequisites will be documented and included in the student's OSR.

Changing Course Types

A student may change his or her educational goals in secondary school. If the student decides to embark on a new pathway, he or she may find that a prerequisite course that has not been completed, is now required. Trondle Education makes provisions to allow its students to make such changes of direction and clearly describes these provisions in the Trondle Education course calendar. In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the Trondle Education Principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the Grade 9 academic mathematics course (MPM1D) or the designated transfer course (MPM1H). In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or

she may take one of the specified prerequisite courses through Trondle Education. If the Trondle Education Principal or the Principal at the student's bricks-and-mortar school believes that a student can be successful in a particular course without having taken the specified prerequisite course, then either Principal may waive the prerequisite.

- **Programs for Exceptional Students**

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

Reaching Ahead

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

- **Descriptions of all Courses Offered**

Course Title: Science, Grade 9, Academic (SNC1D)
Course Name: Science
Course Code: SNC1D
Grade: 9
Course Type: Academic
Credit Value: 1.0
Prerequisite: None
Curriculum Policy Document: Science, The Ontario Curriculum, Grades 9 and 10, 2008
Course Developer: Trondle Education
Department: Science
Department Head: Jessica Yao, MT, OCT
Development Date: Aug. 21st, 2018
Most Recent Revision Date: May 28th, 2019

1. Description

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in

the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

2. Unit Titles and Descriptions & Time Allocated
Biology: 27. 5 hours

Students will demonstrate an understanding of the dynamic nature of ecosystems and their ability to respond, within limits, while maintaining their ecological balance. They will also assess society's responsibility to regulate their impact on the sustainability of ecosystems in order to preserve them for future generations.

Chemistry: 27. 5 hours
Students will investigate the specific physical and chemical properties of elements and compounds that can be used to determine their practical uses. They will also demonstrate an understanding that elements and compounds have both positive and negative effects on society and the environment.

Astronomy: 27. 5 hours
Students will demonstrate an understanding that different types of celestial objects in the solar system and universe have distinct properties that can be investigated and quantified. They will investigate how people use observational evidence of the properties of the solar system and the universe to develop theories to explain their formation and evolution. Students will also evaluate the enormous cost of space exploration that has generated valuable knowledge of the solar system and universe.

Physics: 27. 5 hours

Students will demonstrate an understanding that electricity is a form of energy produced from a variety of non-renewable and renewable sources. They will investigate the distinct properties of static and current electricity that determine how they are used. Students will also evaluate the social, economic, and environmental implications of the production and consumption of electrical energy.

Examinations 2 hours

This is a proctored exam worth 30% of your final grade.

- **Access to the Course Outline and Ontario Curriculum Policy Documents**
1. Outlines of the courses of study will be accessible through the Course Resource tab in the student portal after login.

2. The policy documents of Ontario Curriculum will be accessible through the link: http://www.edu.gov.on.ca/eng/document/curricul/curricul.html

- **Experimental Learning Program (Cooperative Education Programs)**
    Trondle Education does not operate a Cooperative Education Program at this time.

    For a brief introduction to Cooperative education see below:

The cooperative education program provides opportunities for all students in secondary school, including adult learners, to apply, refine, and extend, in the classroom and in the context of a community outside the school, the skills and knowledge outlined in the cooperative education curriculum. Students who complete a Cooperative education will have a "C' next to the co-op credit in the note column of the transcript in the OST.

Two cooperative education courses are included in the Ontario curriculum:

 • Cooperative Education Linked to a Related Course (or Courses)
 • Creating Opportunities through Co-op

Strands in the cooperative education curriculum

Cooperative Education Linked to a Related Course (or Courses)

Strand A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements

Strand B. Experiential Learning and Transfer of Skills and Knowledge Note: A major focus of strand B is on applying, refining, and extending skills and knowledge associated with the curriculum expectations selected from the related course(s).

Creating Opportunities through Co-op, Grade 11, Open (DCO3O)

Strand A. Preparing for the Experience: Health and Safety, Well-Being, and Initial Requirements

Strand B. Experiential Learning and Transfer of Skills and Knowledge
Strand C. The Inquiry Process Strand

D. Building Capacity for Learning

The inclusion of these two courses in the curriculum is intended to ensure that all students have access to cooperative education, to meet the diverse needs of individual students, and to support a broad range of experiential learning opportunities. Schools are encouraged to offer both cooperative education courses. Cooperative education places additional responsibilities on students; consequently, it is generally offered to students in Grades 11 and 12. However, when it is deemed to be in the best interest of a student in

Grade 9 or 10, that student may also participate in cooperative education. In order to participate in cooperative education, students must be at least fourteen years of age.

All secondary school cooperative education courses must be scheduled for a minimum of 110 hours per credit. A cooperative education course may be planned as a single-credit or a multiple-credit course, depending on the student's interests, strengths, needs, and aspirations. A multiple-credit course is planned to further extend and enhance the student's learning and refine skills.

Student learning in the classroom component of a cooperative education course is based on the cooperative education course expectations.
The purpose of the classroom component is to ensure that students are:

• prepared for their community experience, demonstrating the skills and knowledge required before the start of their community component;
• focused on integrating their learning throughout the course.

The duration of the classroom component before students start at their placement depends on a student's readiness to participate in the community component safely and purposefully, according to the professional judgement of the cooperative education teacher. With its differentiated approach, cooperative education respects the individual strengths and needs of each student and allows for staggered points of entry into the community component for individual students.
Learning activities delivered through classroom or e-learning instruction and assignments may extend into the community component, through interactions between the student, the cooperative education teacher, and the placement employer or placement supervisor in the community.

The community component of a cooperative education course engages the student in learning opportunities in the context of the community experience or "placement", where the placement supervisor, collaborating with the cooperative education teacher and, as required, the special education teacher, supports students in achieving the curriculum expectations. The community component must include a variety of experiences of a sufficient duration to permit students to meet the expectations as identified in their learning plan.

While participating in the community component students are considered workers in the province of Ontario under the Occupational Health and Safety Act (OHSA). As a condition of their cooperative education placement, they share in the same rights and duties as paid workers and benefit from receiving the same mandatory health and safety awareness training. This training is required in all workplaces and is distinct from any sector-specific, hazard-specific, or competency-specific training that may be offered by particular employers to all or some of their staff.

-   **Withdrawal Policy of Courses in Grade 11 and 12**
    There is no set schedule for the student to complete the course or to complete assignments. The student can start the course within 24 hours of registration and move through the course at his or her own pace. The only restriction placed on the student is that the student must complete the course within 18 months. The student will be unenrolled from the course if he or she takes longer than 18 months to complete the course.

    The Ministry of Education has legislated that students taking grade 11 and 12 courses are subject to a Full Disclosure Policy. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped, failed, taken at day school, night school or summer school will appear on a student's transcript along with the marks earned in the programme. There are time lines to be followed. Withdrawals occurring within 5 days of the issuing of the first report card from the Kanata Academy will result in the mark not being recorded on the OST. A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal. Withdrawals at anytime from Grade 9 or 10 courses are not recorded on the OST. If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

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

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

    PLAR for Regular Day School Students:

    Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary

school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see section 4.3.2 and Appendix 2 in Ontario Schools).

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.5 (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and to policies and procedures established by Trondle Education. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6. of PPM 129.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course.

The term discipline refers to the subject area covered by any one curriculum policy document. All courses in that document are considered to belong to that discipline

Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency

a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)

a transfer course

a cooperative education course

a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS

a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS
A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

In publicly funded schools, students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and Evaluation PLAR

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement

levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation for the challenge process include a formal test (70 per cent of the final mark) through our online exam process and is proctored by a Trondle Educator for the entire duration. Additional assessment strategies appropriate for the particular course will be utilized (30 per cent of the final mark). Other assessment strategies may be included by the principal in assessing the student's readiness for the successfully challenging the PLAR process. Such strategies include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work.

PLAR for Mature Students:

Trondle does not intend to operate the PLAR process for mature students, any mature students seeking these services should consult alternative providers.

- **Other Ways of Earning Credits**
  There are many opportunities for you to earn secondary school credits outside of Trondle Education:

  Adult Day School
  Night/Summer School e-Learning
  International Languages
  Night School
  Summer School
  Prior Learning Assessment Review (PLAR)

  Trondle Education does not offer the above ways of earning credits.

- **Information on Evaluation and Examination Policies**

  Every student attending Trondle Education is considered to be unique. Each student must have opportunities to achieve success according to his or her own interests, abilities and goals. The Trondle Education assessment and evaluation policy is based on seven fundamental principles, the first of which tells us that assessment, evaluation, and reporting practices and procedures must be fair, transparent and equitable for all students. Students and parents need to know that evaluations are evidence of student learning and that there is consistency in the way grades are assigned across all Ontario schools.

When these 7 principles are fully understood and observed by all teachers, they will
guide the collection of meaningful information that will help inform instructional
decisions, promote student engagement and improve student learning:

Fair for all students,
Support all students, including students with an Individual Education Plan (IEP),
Related to curriculum expectations as well as interest of all students,
Clearly communicated to students and parents,
Ongoing, varied in nature,
Provide descriptive feedback that is meaningful and timely to support learning, and
Develop student self-assessment.

1. Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and that they
lead to the improvement of student learning, teachers must use assessment and
evaluation strategies that:

address both what students learn and how well they learn;
are based both on the categories of knowledge and skills and on the achievement level
descriptions given in the achievement chart that appears in the curriculum policy
document for each discipline;
are varied in nature, administered over a period of time, and designed to provide
opportunities for students to demonstrate the full range of their learning;
are appropriate for the learning activities used, the purposes of instruction, and the
needs and experiences of the students;
are fair to all students;
accommodate the needs of exceptional students, consistent with the strategies
outlined in their Individual Education Plan (IEP);
accommodate the needs of students who are learning the language of instruction;
ensure that each student is given clear directions for improvement;
promote students' ability to assess their own learning and to set specific goals;
include the use of samples of students' work that provide evidence of their
achievement, and
are communicated clearly to students and parents at the beginning of the course and at
other appropriate points throughout the course.

2. The Achievement Chart

The achievement chart for each subject matter is included in the curriculum policy document,
specific to that discipline. The chart provides a reference point for all assessment practice and a
framework within which to assess and evaluate student achievement.

- The chart is organized into four broad categories; Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections. The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
- The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, to enable teachers to make consistent judgements about the quality of student work, and to provide clear feedback to students.
- The achievement chart provides Trondle Educaiton teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Achievement Chart		
Percentage Grade Range	**Achievement Level**	**Summary Description**
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is *above* the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is *at* the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is *below, but approaching*, the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is *below* the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

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 a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

3. Reporting Student Achievement

Student achievement is communicated formally to students and parents by means of the Trondle Education "Secondary School Report Card, Grades 9-12".

1) Reporting on Achievement of Curriculum Expectations

- The report card, which follows the Provincial Report Card very closely, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. This reflects the corresponding level of achievement as described in the achievement chart for the discipline. An interim Report Card is given to the student and parents when students demonstrate attendance of course content of 55 hours, through various attendance tracking activities as outlined in the "**School's Organization and Expectations of Students**" (section 1a,1b,1c). Engagement with the course content of the self-directed learning log will also count toward course completion. A final Report Card is issued at the completion of all course content (at least 110 hours, varies by course) and final exam, proctored live by a Trondle Education Teacher/Academic Consultant.

  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 for each course in Grades 9-12 will be determined as follows: 70% 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. 30% of the grade will be based on a final evaluation. This may be a final examination, a final project, or a combination of both an exam and a project.

  Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and to assign a value to represent that quality. Evaluation is based on "assessment of learning".

  While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations. Evidence of student achievement

for evaluation is collected over time from three difference sources; observations, conversations and student products. Evaluation is the responsibility of the teacher and does not include the judgement of the student's peers.

2) Reporting on Demonstrated Learning Skills and Work Habits

   The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are:

   Responsibility,
   Organization,
   Independent Work,
   Collaboration,
   Initiative, and
   Self-regulation.
   The learning skills and work habits are evaluated using a four-point scale: (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement).

3) Teacher Comments
   The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed.

4) Principal Comments
   The report card may also include the principal's comments on the performance of the student.
4. Methods of Evaluation

   Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. Teachers will consider all evidence collected from all products submitted or not submitted. Some evidence may carry more weight than others. Teachers will consider all evidence and use their professional judgement to determine the student's report card grade. Determining a report card grade will involve teacher's professional judgement and interpretation of evidence and should reflect the students most consistent level of achievement, with special consideration given to the more recent evidence. The Principal will work with teachers to ensure common and equitable grading practices that follow Ministry policy. For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of the percentage mark.

   1) Final Examination

Each course has a final assessment that will be given as a final examination, a final project, or a combination of both an exam and a project.

Students in the same course should be similarly evaluated, which means that final exams assessments will use the same format although particular questions may be different among the students.

A course with a final examination must be written in a supervised environment with a proctor.A proctored exam is one that is overseen by an impartial individual, the Proctor, who monitors and supervises a student while he or she is taking the final exam. The Proctor enters the private password to allow student access to the final exam. The Proctor ensures the security and integrity of the exam process. Students in online courses with final exams, must fulfill their responsibilities in arranging and taking a proctored final exam.

2) Coursework

Students must complete all of the assigned coursework.

Coursework may include assignments, tests, projects, labs, discussions, etc.

Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course before completing the final exam or assessment task.

Once the final exam is written or the final assessment is submitted, no further assignments may be submitted, unless prior arrangements have been made between the student and the teacher. Students will receive zeros for any incomplete assignments.

- **Ontario Student Record (OSR)**

The Ontario Student Record (OSR) is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation in the Province of Ontario. If a student is enrolled in Trondle Education as well as another Ontario secondary school, the OSR is held by the school where the student is taking the most courses. Trondle Education will not hold the OSR for students who have already graduated at another school. If the student is currently attending another school - public or private - and is simply taking a single course from the Trondle Education, then that student's OSR will reside at the school that the student is attending and taking the most courses. Trondle Education establishes or obtains the student OSR only if the student becomes the sole responsibility of Trondle Education.

1) Contents

In the OSR goes:

- Form 1A
- Provincial Report Card: Trondle Education will file both the midterm and final report cards in the student's OSR or Trondle Education will send these report cards to the student's school where this OSR is held
- Ontario School Transcript (OST)
- Documentation Files for such things as IPRC, IEP, psychological assessments, Violent Incident Form, etc.
- Prior Learning Assessment and Recognition (PLAR) Challenge for Credit: Cumulative Tracking Record
- Annual Community Involvement Report
- Ontario Secondary School Literacy Test results
- Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

2) Access

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education.

3) Transfer

The OSR is an ongoing record and may be transferred from the Trondle Education if the student transfers to another school. Transfer of all of the original material in the OSR occurs by Priority Post when the Trondle Education 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 Trondle Education 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 maintained by the Ontario school for each student. The OST is stored in the student's Ontario Student Record (OSR) and retained for 55 years after a student retires from school. It is a record of all secondary school course work and diploma requirements. The OST will be issued to students whose OSR is held by Trondle Education as required and upon graduation. In September 1999, the Ontario Ministry of Education instructed that schools in Ontario implement a policy of full disclosure. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario

Student Transcripts. Students needing a certified copy of their Ontario Student Transcript from Trondle Education may contact the Administration Head at Trondle Education l High School. If the student is currently attending another school - public or private - and is simply taking a single course from the Trondle Education, then that student's OSR will reside at the school that the student is attending. Where students registered in a publicly funded secondary school, earn a credit or credits with Trondle Education, the principal of the publicly funded secondary school is responsible for ensuring that the Trondle Education credit is recorded on the student's OST. Trondle Education will automatically forward an official copy of the student's final report card of the course taken at Trondle Education to the student's school holding the OSR, so that the credit can be added to the OST. The Trondle Education establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of Trondle Education.

1) Withdrawal from a Course

- Withdrawals occurring within 5 days of the issuing of the first report card from the Trondle Education will result in the mark not being recorded on the OST.
- A withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at anytime from Grade 9 or 10 courses are not recorded on the OST.
- If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

2) Repetition of a Course

- Only one credit is earned if course is repeated.
- In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

3) Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the student's previous learning.

- "Equivalent Credits" are entered in the "Course Title" column.
- "PLE" entered in the "Course Code" column.
- "EQV" in the "Percentage Grade" column.
- the total number of credits entered into the "Credit" column.
- and the number of compulsory credits entered into the "Compulsory" column.

- **Support and Resources**

1. Teachers

Upon enrollment in a course at Trondle Education, students are assigned a certified, highly skilled teacher. A student has the same teacher throughout the course and can communicate with them via the Trondle Education email system. The teacher is available to answer questions, provide feedback, and grade assessments. The student's Trondle Education teacher should be the first point of contact for any questions or concerns about the course or course content. Visit the Our Educators and Teacher Spotlight sections of the Trondle Educaiton website to learn more about our teachers.

2. Academic Consultants

In addition to providing qualified teachers, each Trondle Education course includes access to unlimited, on-demand, online tutoring at no additional cost. This service is provided by a renowned third-party tutoring company. The tutors are proficient in all subject areas offered by Trondle Education. Trondle Education is pleased to offer this additional support to students who require additional help with their work.

How Does It Work?

Students have access to tutoring via the learning environment. The livechat-based consulting service uses Wechat, Zoom and a web-based platform to reach students. The service is unlimited, on-demand, and available 24/7 for most subject areas.

* When a student needs assistance, they simply type a question in the chat box, upload a file or image of the assignment, or use the whiteboard to communicate. A tutor then helps the student by facilitating learning rather that merely providing the student with answers. All sessions are saved on the student's personal dashboard and monitored by the teacher and Trondle Education Administration. Students will not be permitted to utilize the tutoring service during their final exams.

*On rare occasions, response time may be delayed for subject areas that have lower demand.

3. English Language Learners
As the linguistic diversity of Ontario's student population continues to increase, some students at Trondle Educaiton require support in learning the English language and developing a full range of English literacy skills that will enable them to achieve the curriculum expectations in all subjects and at all grade levels.

The programs of study offered by Trondle Education must be flexible in order to accommodate the needs of students who require instruction in English as a second

language or English literacy development. Teachers of all subjects are responsible for helping students develop their abilities to use English.

Students who enrol at Trondle Education have the opportunity during registration to provide information about their English language learning backgrounds, including the number of years they have been learning English. This information informs the instruction of teachers and the accommodations they provide throughout Trondle Education courses.

4. Individual Consulting on Career/Life Planning, Strategies and Resources for Students and Parents to Support Education Planning and the Course Selection, and Intervention Strategies

   According to Creating Pathways to Success Policy, Trondle education give our students to individualized consulting and extra support during classroom hours. There are times when students may need extra support in certain areas. We offer private consulting sessions for students who have questions for future career or life planning, or parents who need extra support to reach their dependent kids' full potential.

   Moreover, academic consultants at Trondle Education will conduct exercises regarding to creating pathways to success through Table 1. Conceptual Framework: Knowledge and Skills in the Four Areas of Learning in Education and Career/Life Planning.

- **Special Education**
  Academic consultants at Trondle Education will refer students who have special needs to their nearest school boards that can help them with their needs. Trondle Academic consultants will be available for coordination and translation services.