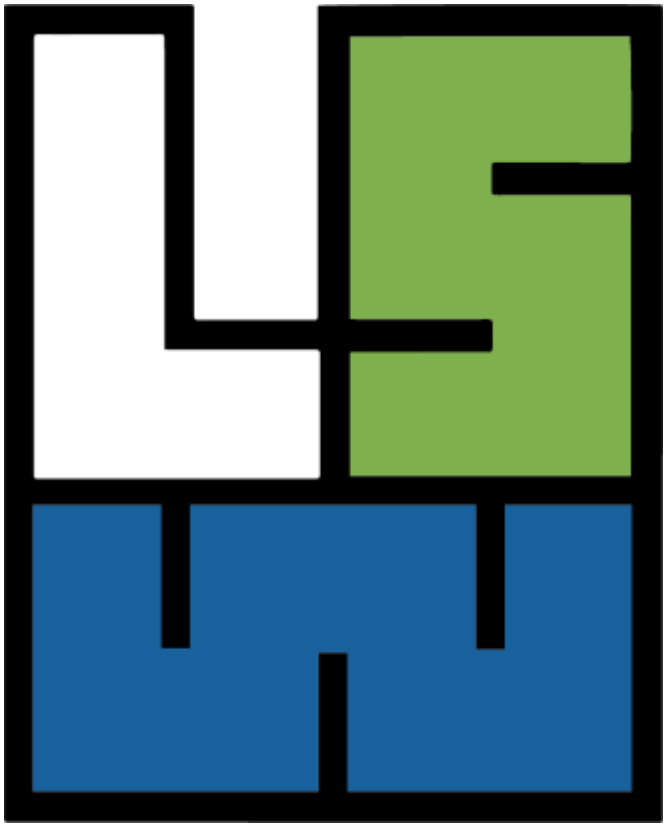


SCHOOL COURSE CALENDAR

2026-2027

Abstract

Wisely International School's School Calendar will provide information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario Secondary School Diploma (OSSD).

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2 SCHOOL PHILOSOPHY

At Wisely International School (WIS), we pride ourselves on promoting the academic, social, physical and character development of our students by providing them with a challenging, varied and supportive learning environment.

We set high personal and academic standards for our students. We believe with positive support and direction the students will rise to the challenge of meeting WIS expectations. Wisely International School believes in the importance and value of completing secondary education. It is the requirement that students in the province of Ontario remain in school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Our school philosophy includes our commitment to reaching every student to help him or her achieve a successful outcome from their school experiences.

Our students are recognized and respected as unique individuals and their successes reflect our own dedication to providing high-quality, well-rounded education. At Wisely International School, we remain committed to our students, our parents our community and our philosophy.

We believe that a partnership of families is critical to maximizing the success of our students. Interactive communication between the classroom teachers, the school and our families is an integral part of our program.

3 MISSION STATEMENT

Wisely International School is a private, co-educational, non-denominational, independent Private High School, inspected by the Ontario Ministry of Education. Wisely International School provides our students with the Ontario Ministry of Education Curriculum with high expectations within an enriched, caring and secure environment. Our goal is to enable our students to pursue and achieve personal and academic excellence through their school experiences, in order to better prepare them to take on effective roles within their families, their communities and their careers. WIS works hard to stress the importance and value of completing secondary education and is committed to helping every student achieve a successful outcome.

4 SCHOOL COURSE CALENDAR

The Wisely International School School Course Calendar offers information about our school, programs, and academic requirements to help you develop your plan to earn an Ontario Secondary School Diploma (OSSD). While the calendar provides key details about obtaining an OSSD, you are strongly encouraged to meet with our principal to ensure your academic plans are suitable and flexible enough to support your career aspirations.

5 COMPUTER AND NETWORK ACCEPTABLE USE POLICY

Students and teachers may connect to and use Wisely International School computing and networking resources only for the purposes related to the users' studies and school business. All other uses are prohibited at all times.

Students are expected to voluntarily limit searches to topics and sites that are deemed appropriate. Students must seek prior approval to download or print any large files. Students must report to the teacher messages relating to or in support of illegal activities.

5.1 TECHNOLOGY IN THE CURRICULUM

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of information literacy skills. By virtue of the fact that Wisely International School courses are entirely online, students will experience firsthand the benefits of a technologically enriched education and thereby acquire skills for the 21st century. Increasing reliance on computers, networks, and 32 information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. Wisely International School places a great deal of emphasis on using the information obtained to solve problems and make decisions.

5.2 SOFTWARE PROGRAM FOR STUDENTS

Students engage with diverse software platforms—from simulations and multimedia tools to databases and computer-assisted learning modules—to enhance discipline-specific and transversal skills like research, writing, and communication. Instruction emphasizes critical evaluation of resource validity, currency, completeness, and relevance.

Students cultivate the competencies required to use technology in safe, effective, ethical, and confident ways

5.3 ANTI-CYBER-BULLYING POLICY

Cyber-bullying is an electronic communication that:

- is used to upset, threaten or embarrass another person
- uses email, cell phones, text messages and social media sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships
- includes put-downs, and insults and can also involve spreading rumours, sharing private information, photos or videos or threatening to harm someone

Students who bully others can face different consequences:

- an apology for a hurtful or disrespectful comment
- a review of the expectations for the student

- a meeting with parents/guardians
- anger management counselling
- having the student suspended/expelled from school

5.4 CODE OF BEHAVIOUR

Wisely International School believes that school promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Our schools code of conduct strictly follows the Ministry of Educations Code of Conduct for Ontario Schools.

5.5 STANDARD BEHAVIOR: RESPECT, CIVILITY AND RESPONSIBLE CITIZENSHIP

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Respect persons who are in a position of authority; and
- Respect the need of others to work in an environment of learning and teaching.

5.6 AGGRESSION

A student will be immediately suspended for threatening a teacher, staff, or student of the school.

6 RIGHTS AND RESPONSIBILITIES

6.1 STUDENTS RIGHTS

- to participate in all school programs that are appropriate to the needs and abilities of the student
- to learn in without being disturbed
- to be free of verbal and physical harassment
- to be respected by peers and staff

6.2 STUDENTS RESPONSIBILITIES

- to attend classes regularly and punctually
- to respect the rights of others (i.e. their right to learn)

- to respect the property and equipment of others – peers, staff and community (school)
- to be diligent in preparing for lessons, assignments and other requirements of a program of studies
- to exercise self-discipline in words and deeds
- to co-operate in maintaining community policies, guidelines and harmony

6.3 Teachers Rights

- to expect the fullest cooperation of all students in or out of class, while performing their teaching and supervision duties
- to expect support from the administration and parents in the disciplining of any student who interferes with the rights of others to learn and enjoy mutual respect

6.4 Teachers Responsibilities

- to manage their classrooms
- to report progress and conduct to the administration, parents and students
- to plan and conduct an effective program
- to exercise the authority and discipline in the manner of a kind, firm, judicious parent
- to plan, conduct and coordinate their classroom and extra-curricular activities with regard for the needs of the school as a whole

6.5 Parent/ Guardian Responsibilities:

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their son/daughter

7 Attendance

Our school offers both onsite and asynchronous online courses. These courses are designed to take a minimum of 110 hours to complete. Regular attendance is vital for students' learning and achieving course expectations. When, in the principal's judgment, a student's frequent absences threaten their successful completion of a course, school staff will organize a meeting with the student and parents to discuss the possible consequences, such as failure to earn credits, and explore steps to improve attendance. A meeting or online conference with all involved parties will be scheduled promptly to identify the reasons for the absences.

7.1 Attendance Expectation For Online Class

Students are expected to log in three times each week, excluding scheduled holidays, for the entire course duration. If a student fails to log in three times in a single week, an absence will be recorded on their report card. An automatic notification will be sent to the student and the course instructor, both by email and direct message on the Learning Management System, if the student does not log in for more than three days.

If a student fails to attend their course and does not participate in the planned online activities, the student and the parent(s) of the student, who is under 18, will be contacted by the school principal. A meeting or online conference with all stakeholders will be scheduled as soon as possible to determine the cause of the absence.

If a student does not attend their course and does not participate in the planned online activities for more than four weeks, and there is no improvement after being addressed by the school, the student will be removed from the course. The student must re-take the entire course if they wish to re-enroll.

7.1.1 Synchronize Sections

The synchronous learning section is on an on-demand basis. Such a section can be requested by the student, as well as the course instructor. Such meetings take place in the meeting room of the course on the Learning Management System. A student can request to meet with the course instructor in various ways, including:

- On the Exit Card at the end of every lecture;
- Direct Message to the course instructor in the Learning Management System

The course instructor can also request the student to meet before continuing the course. It is the student's obligation to arrange such a meeting as soon as possible. The “4-month” limit will not be extended because of the student's inability to schedule the meeting. An absence will be recorded on the report card when a student misses a scheduled meeting section.

7.2 Attendance Expectation For Onsite Class

Regular and punctual attendance is a fundamental requirement for academic success and compliance with the Ontario Ministry of Education. The school expects all students to be present and on time for every scheduled class. Most courses are structured to include approximately 40 instructional days.

- Minimum Attendance: Students are required to maintain a minimum of 70% attendance in each course in order to receive the credit.
- Consecutive Absences: Any student who is absent for 6 consecutive instructional days without a valid reason shall be withdrawn from the course.
- Excused Absences: Only Illness, medical appointments, or family emergencies are excused.
- Lateness: Students arriving 1 hour or more after the scheduled start time shall be recorded as absent for that class.

7.3 Holidays

Wisely International School's staff will be unavailable on these days:

- Labour Day: September 7, 2026
- Thanksgiving Day: October 12, 2026
- Christmas Break: December 21, 2026 – January 1, 2027 (return on January 4th)
- Family Day: February 15, 2027
- Good Friday: March 26, 2027

- Easter Monday: March 29, 2027
- Victoria Day: May 24, 2027
- Canada Day: July 1, 2027
- Civic Holiday: August 2, 2027

8 SEMESTERS FOR ONSITE CLASS

Semester	Start Date	End Date
1	September 8, 2026	November 13, 2026
2	November 16, 2026	February 5, 2027
3	February 8, 2027	April 23, 2027
4	April 26, 2027	June 30, 2027

9 LATE AND MISSED ASSIGNMENT

Wisely International School will make it clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where, in the teacher's professional judgment, it is appropriate to do so, a number of strategies will be used to encourage the student to modify his/her behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teachers' professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

Students and parents/guardians will be informed in a timely fashion via phone call, face-to-face conference, e-mail and if need be a formal letter about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments**. If the above measures have been put into place and the behaviour of the student has not provided sufficient evidence, then 0 will be inserted as the mark for the missed assignment.**

10 ACADEMIC HONESTY

Members of Wisely International School are expected to uphold high standards of honesty in all aspects of their lives and study at the school. Students found engaging in academic dishonesty may face disciplinary actions, including, but not limited to, a warning, a zero for the work submitted, dismissal from the course, suspension, or permanent expulsion from the school.

10.1 CHEATING

Cheating is defined as one or a combination of the following:

- Giving your own work to others, including helping them in any way during tests or exams
- Using the work of others,
- Copying the work of others on tests or exams.
- Using unauthorized aids during tests or exams (e.g. notes, smartphones, etc.)

10.2 PLAGIARISM

Plagiarism entails presenting another individual's work as one's own. It constitutes a form of academic dishonesty and is strictly prohibited at Wisely International School, as well as at all other educational institutions. We hold our students to the highest standards of originality, expecting them to demonstrate and articulate their understanding through their own words and voice.

10.2.1 Unintentional Plagiarism

Students use ideas from another source and forget or neglect to cite them. This often happens when attempting to paraphrase or copy key ideas from another writer.

10.2.2 Intentional Plagiarism

Students deliberately present another person’s work as their own. Examples include:

- Copying and pasting facts and information from another source such as Wikipedia or a website;
- Copying an essay or assignment belonging to another student or one found or purchased on the Internet;
- Having another person write your tests or assignments, or impersonate you to write your final exam.

10.2.3 Use of Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) tools (such as ChatGPT or other automated text, image, or code generators) must be conducted responsibly and with transparency. Submitting work produced wholly or in part by AI as one’s own without proper acknowledgment constitutes academic dishonesty and will be treated as plagiarism.

Examples of improper use include:

- Submitting AI-generated essays, assignments, or projects as original work;
- Using AI to complete tests, quizzes, or examinations;

- Relying on AI to generate answers, translations, or solutions without demonstrating personal understanding.

Permitted uses of AI may include brainstorming ideas, improving grammar or structure, or practicing concepts. However, in all cases, students must ensure the final submission reflects their own knowledge, analysis, and critical thinking. Failure to do so may result in disciplinary action in accordance with the school's academic integrity policy.

11 Report Card and Grade

A report card will be completed and filed in the Ontario Student Record for each student who has been enrolled at Wisely International School. As required by law, a student's record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the Ontario Student Transcript (OST), which is the official record of a student's academic achievement in high school.

The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline. 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**.** Students and parents/guardians of those students under 18 years of age will have full access to view report cards in the OSR as per the full disclosure policy mandated by the Ministry of Education

11.1 Grade Reporting

A The school will issue two official Ontario Provincial Report Cards for each course: a Mid-Term Report Card and a Final Report Card.

- The Mid-Term Report Card will be issued once the student has completed approximately 50% of the course.
- The Final Report Card will be issued upon completion of the course.

In addition, students will have ongoing access to their most current marks through the school's Learning Management System (LMS). This allows students to monitor their progress throughout the duration of the course.

11.1.1 Parent Account

For students under the age of 18, the student's parent can request a Parent Account on the Learning Management System. Such an account would have the ability to see the most updated grade, students' work, and contact with the instructor.

11.2 Intervention and Support for Students at Risk

Wisely International School recognizes the significance of providing additional assistance to students who encounter difficulties in overcoming challenges both academically and in their broader life experiences. Our initiatives and strategies to deliver targeted intervention and support encompass, but are not limited to, the following:

• Monitoring and tracking the progress of individual students;

• Offering direct support through differentiated instruction tailored to meet students' learning needs, enhance their academic performance, promote retention, and facilitate major transitions;

• Assisting students in their educational and career/life planning processes;

• Collaborating with parents and the community to foster student success.

In the event that a student encounters any form of difficulty, whether academic or related to daily life, he or she is strongly encouraged to consult with the course instructor or the principal.

11.3 Course Withdrawals

Withdrawal from courses requires permission from both the School Principal and the students parents (if the student is less than 18 years of age).

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

Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. (Note that, since mature students cannot challenge for credit for Grade 10 courses, this applies only to regular day school students.) Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Grades 11 and 12, If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within one physical week of the start or completion of Unit 1, whichever comes first, the withdrawal is not recorded on the OST. If a student withdraws from a course after it, the withdrawal is recorded on the OST by entering a W in the Credit column. The students percentage grade at the time of the withdrawal is recorded in the Percentage Grade column. No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the students learning plan. Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a W is entered in the Credit column and the students percentage grade at the time of withdrawal is recorded in the Percentage Grade column.

No entry will be made on the OST if the student withdrew from the PLAR challenge process for a Grade 11 or 12 courses. Students who withdraw from credit courses offered through continuing education (night school or summer school) or through distance education, including the Independent Learning Centre, also are allowed an equivalent amount of time to withdraw from a course. The principal who oversees the continuing education or distance education program will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a W is entered in the Credit column and the students percentage grade at the time of withdrawal is recorded in the Percentage Grade column. The principal is also responsible for reporting this information to the school that maintains the students OSR and OST. Where there are

extraordinary circumstances relating to a students withdrawal from a Grade 11 or 12 course, a students poor performance in a successfully completed course, or a students failure to complete a course successfully, the special indicator S may be entered in the Note column on the OST (see Special indicator below, and OS, section 4.1.2).

12 HARDWARE AND SOFTWARE REQUIREMENTS FOR ONLINE COURSE

Some courses in Wisely International School involved an E-Learning component which would require a computer with an internet connection. The students should resolve any technical issue before any learning section, including the synchronized section.

12.1 HARDWARE REQUIREMENT:

A student must have access to the following hardware:

- Computer with an internet connection
- Headset (or microphone and speaker)
- Webcam
- Printer
- Scanner (or scanning software on a smartphone)

12.2 SOFTWARE REQUIREMENT:

A student must has access to the following Operation System and Software:

12.2.1 Operation System:

One of the following:

- Window 7 or above
- Mac OSX 10.7 or above
- Chrome OS 87 or above

12.2.2 Browser:

The following browsers are recommended:

- Firefox – Latest Version
- Chrome – Latest Version

12.2.3 Office Tool:

You are required to have access to the office tool in order to open most of the course content. Although Microsoft Office is not free, it is the most commonly used office tool. In Wisely International School, the standard format for effective communication between student and course instructor is doc., ppt., mp4. and PDF. If you do not wish to purchase a Microsoft Office, below are list of alternative software:

- OpenOffice
- WPS Office

- Google Doc

Most submission in the course require student to export their work in PDF format.

12.3 Access to Technology

12.3.1 Computer Lab at school

Students are invited to utilize the computer laboratory located on our campus to fulfill their educational needs. Kindly contact the administrative office in advance to reserve a suitable slot.

12.3.2 Community Resources

Students are additionally advised to utilize community resources, including the library and the community centre, to support their educational requirements.

13 Graduation Requirements

13.1 Ontario Secondary School Diploma Requirements

13.1.1 Student who started Grade 9 in 2023-24 or earlier:

Credit: 18 Compulsory + 12 optional.
Compulsory (18)

- 4 English
- 3 Mathematics (≥1 in Grade 11 or 12)
- 2 Science
- 1 Canadian History (Gr.10)
- 1 Canadian Geography (Gr.9)
- 1 Arts
- 1 Health & Physical Education
- 1 French as a Second Language
- 0.5 Career Studies
- 0.5 Civics and Citizenship
- 3 additional credits (one from each Group 1, 2, 3) as defined in provincial policy. (French may count for at most 2 of these group credits; up to 2 co-op credits may count as compulsory.)

13.1.2 Student who started Grade 9 in 2024-25 or later

Credit: 17 Compulsory + 13 optional.
Must include 1 Technological Education credit (Gr.9 or 10), and 1 STEM-related course group credit.

Compulsory (17)

- 4 English (1 per grade)
- 3 Mathematics (Gr.9, Gr.10, and 1 in Gr.11/12)
- 2 Science

- 1 Technological Education (Gr.9 or Gr.10)
- 1 Canadian History (Gr.10)
- 1 Canadian Geography (Gr.9)
- 1 Arts
- 1 Health & Physical Education
- 1 French as a Second Language
- 0.5 Career Studies
- 0.5 Civics and Citizenship
- 1 from the STEM-related course group: Business Studies; Computer Studies; Cooperative Education; Mathematics (in addition to the 3 compulsory); Science (in addition to the 2 compulsory); Technological Education (in addition to the 1 compulsory).
- Note on Financial Literacy: The province has announced a financial literacy graduation requirement embedded in Grade 10 mathematics (targeted rollout from 2025–26; the Ministry's current communications indicate students will need 70% or higher on this component). Schools should monitor Ministry updates for effective dates and implementation details.

13.2 Ontario Secondary School Certificate (OSSC)

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

13.2.1 7 Compulsory Credits:

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in science
- 1 credit in Canadian History or Canadian Geography
- 1 credit in Health and Physical Education
- 1 credit in the Art, Computer Studies, or Technological Education

13.2.2 Optional Credits

In addition to the 7 compulsory credits, students must earn 7 elective credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in this school course calendar.

13.3 The Certificate of Accomplishment

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

13.4 Online Learning and Opt-out Policy

In accordance with the Ontario Ministry of Education's graduation requirements, students working toward the Ontario Secondary School Diploma (OSSD) must successfully complete two credits in online learning. These courses must be delivered entirely in an online format and are intended to support the development of digital literacy, self-management, and independent learning skills that are essential for post-secondary pathways.

Families may formally request to opt out of the online learning graduation requirement. The request may be submitted at any time, without the need for explanation, and there will be no academic penalty. Once an opt-out request has been processed, the student's transcript will be annotated to indicate "Online Learning Graduation Requirement – Non-Applicable." A student who has opted out may later choose to opt back in by informing the school principal.

It is the responsibility of the school principal to ensure that accurate records of online learning credits, as well as any approved opt-out requests, are maintained within the student's Ontario Student Record (OSR). Students and parents/guardians are encouraged to consult with school administration if they are uncertain about how this requirement applies to their individual circumstances.

14 Substitutions for Compulsory Courses

In designing a student program and to ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual student's needs, Principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. 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. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the students' educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A Principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and the appropriate school staff. In all cases, the substitution will only be made if it is deemed to be of no harm either to the students learning or to the integrity of the Ontario Secondary School Diploma program. Each substitution will be noted on the students' Ontario Student Transcript.

The following are limitations for compulsory credits (Ontario School: Policy and Program Requirements K-12; 2012):

- English as a second language and English Literacy development courses may not be used to substitute for 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 the compulsory credit requirement
- Credit 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 compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

15 PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Wisely International School may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school Diploma. The PLAR ***process involves two components: equivalency and challenge.***

Equivalency refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document.

Challenge refers to the process whereby a students prior learning is assessed for the purpose of granting credit for a Grade 10, 11 or 12 course developed from a curriculum policy document.

All credits granted through the PLAR process, either the challenge or the equivalency process, must represent the same standards of achievement as credits granted to students who have taken the courses.

***** WISELY INTERNATIONAL SCHOOL DOES NOT USE THE CHALLENGE PROCESS.***

15.1 PLAR EQUIVALENCY

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school Diploma. His formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR).

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools, or schools outside Ontario. Equivalency credits are granted

for placement only. In deciding where the student should be placed, the principal of the receiving school will determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned.

PLAR procedures are also available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs. 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

On the Ontario Student Transcript (OST) PLE is the code used for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. For these credits, the code EQV is used instead of a percentage grade.

15.2 Music Certificates

- The term *practical* refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component *and* in rudiments or theory

15.2.1 A maximum of one Grade 11 University/College Preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
- Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
- Grade V Practical and Grade III Theory of Trinity College London, England
- Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England

15.2.2 A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD the successful completion of one of the following:

- Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
- Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
- Grade VI Practical and Grade IV Theory of Trinity College London, England
- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

16 Ontario Secondary School Literacy Requirement

All students who want to obtain an OSSD must successfully complete the Ontario Secondary School Literacy test or Literacy Course in order to earn a secondary school Diploma.

- International students entering the Ontario secondary school system for the first time in with no previous Ontario credits are OS students working towards OS Diploma requirements. Grade 12 OS students must meet the literacy graduation requirement.
- The Ontario Secondary School Literacy Test (OSSLT) will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.
- Wisely International School will provide remedial assistance for students who do not complete the test successfully. This assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.
- Students not successful on their first attempt may rewrite the test. There is no limit to the number of attempts that a student may make. Once students have successfully completed the literacy test, they may not retake the test.
- Students who were unsuccessful at their first attempt at writing OSSLT may be qualified to take The Ontario Secondary School Literacy Course (OSSLC). Grade 12 students, before having a 2nd opportunity to take the test, if the principal determines it is in the best educational interests of the student, will be granted to take OSSLC. Successful completion of this course will provide an alternative means of demonstrating the required literacy skills and meeting the literacy requirement.
- The credit earned for successfully completing the OSSLC may be used to meet the Gr 11 or Gr12 compulsory credit requirement in English. The credit may also be used to meet the Group 1 compulsory credit requirement for the OSSD. Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Gr 12 English entrance requirement for university or college programs.
- **Mature students may enroll in the OSSLC course without having attempted and failed the OSSLT.** A mature student is described as: at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program; is enrolled in a secondary program for the purpose of obtaining an OSSD.
- Only the indication of the successful completion of the literacy requirement will be entered on the student's Ontario Student Transcript. If the student completed the Ontario Secondary Literacy Course, the mark and credit earned will also be included.
- Deferrals: English as a Second Language and English Literacy Development students will take the test when they have reached an appropriate level of proficiency in English. The parents of minors, or staff may request deferral for eligible students and the school Principal may grant permission.

17 COMMUNITY INVOLVEMENT REQUIREMENT

Each student working toward the Ontario Secondary School Diploma (OSSD) must complete a minimum of 40 hours of community involvement activities outside of scheduled instructional time. The purpose of this requirement is to help students develop a sense of civic responsibility, understand their role in society, and experience the satisfaction of making a meaningful contribution to their communities.

Students may begin accumulating hours starting on July 1 following the completion of Grade 8 and are expected to complete the requirement before graduation.

Acceptable activities must take place in unpaid settings, such as not-for-profit organizations, public institutions, health care facilities, cultural or religious organizations, and community events. Activities that are part of a credit course, completed during instructional class time, or performed as paid employment are not eligible. Students are responsible for selecting appropriate activities, recording their hours, and obtaining the signatures of supervising organizations. Documentation must include the name of the organization, a description of the activity, the dates and total hours completed, as well as signatures from the student, parent or guardian (if under 18), and the community sponsor. The completed records must be submitted to the principal, who will determine whether the requirement has been fulfilled in accordance with Ministry of Education policy.

While school staff may provide guidance and suggestions, the planning and management of community involvement activities is the responsibility of the student. If students are uncertain whether an activity is eligible, they are strongly encouraged to consult with the school administration or the principal for approval before beginning. This ensures that their chosen activities meet both Ministry requirements and Wisely International School's standards.

18 Ontario Credit System

18.1 Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The principal grants credits on behalf of the Ministry of Education for courses that have been developed or approved by the Ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework).

18.2 Course types Definition

In Grades 10, three types of courses are offered: *academic courses, applied courses,* and *open courses. Academic courses* emphasize theory and abstract problems. *Applied courses* focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. *Open courses,* offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted toward the 30 credits required to meet Diploma requirements.

Courses in Grades 11 and 12 have "type" designations based upon the student's destination. The following types of courses are available:

- ***University preparation courses*** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs
- ***University/college preparation courses*** include content that is relevant for both university and college programs.
- ***College preparation courses*** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs
- ***Workplace preparation courses*** are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship and other training programs
- ***Open courses*** are appropriate for all students and are not linked to any specific post-secondary destination.

18.2.1 De-stream

In 2022 September, as part of its efforts to ensure all students can reach their full potential, all grade 9 subjects will be offered in one stream. The new de-streamed Grade 9 Mathematics Course (MTH1W) and Grade 9 Science Course (SNC1W) will replace the previous versions. All other grade-9 courses, if previously have more than one stream, will offer only the "*academic"* course type.

18.3 Additional Ways to Complete Courses and Programs

In addition to e-learning, there are other means of acquiring Ontario secondary school credits such as continuing education, which supports learners of all ages by offering credit and non-credit learning opportunities outside the regular day school program and during the summer, and through independent study as well as the Independent Learning Centre (ILC).

18.4 Guidance and Career Program

Wisely International School provides supplementary individual student counselling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place.

Throughout their secondary school education, students in Wisely International School courses will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields, and learn to make appropriate educational and career choices.

To this end, Wisely International School:

- Supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;
- Provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
- Provides individual assistance and short-term counselling to students, when requested;
- Provides current information on post-secondary programs and admission requirements to all of its college/university bound students;

- Provides access to Career cruising for all students whose Ontario Student Record is held at Wisely International School. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;
- Communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;
- Communicates directly with post-secondary institutions regarding student achievement.

18.5 Cooperative Education and Work Experience Program

Experiential learning programs such as cooperative education and work experience may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

** Wisely International School currently does not offer Co-op programs to our students.

18.6 Course Codes Explanation

The Course Code consists of a course title and a five-character code. The ***first three characters*** of the course codes are those given in the Ministry of Education's list of common course codes. The ***fourth character*** indicates the grade of a course, as follows: 1 (Grade 9), 2 (Grade 10), 3 (Grade 11), and 4 (Grade 12). The ***fifth character*** indicates the type of course, as follows: D (academic), P (applied), O (open), E (workplace preparation), C (college preparation), U (university preparation), M (university/college preparation)

1st, 2nd, and 3rd	**Subject discipline** of the course in letters.	"ENG" indicates an English course
4th*	**Grade level** as a number: "1" grade 9 "3" grade 11 "2" grade 10 "4" grade 12 In the case of a language course the fourth character refers to the level of proficiency.	"1" grade 9 or first year
5th	**"Type"** of course as a letter:	"D" Academic course

	Grades 9 and 10: "**D**" Academic "**P**" Applied "**W**" De-stream **Grades 11 and 12:** "**U**" University Preparation "**M**" University/College Preparation "**C**" College Preparation "**E**" Workplace Preparation **All Grades:** "**O**" Open (not linked to any specific post-secondary destination).	

18.7 Waiving a Prerequisite

A course is designated as a prerequisite for a subsequent course only if it is essential for successfully understanding the subsequent course. Prerequisite courses are established by the Ministry Curriculum Guidelines and communicated to students in the Course Outline.

Suppose a parent or an adult student requests that a prerequisite be waived. In that case, the principal will determine whether the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make their decision based on the best educational interests of the student and in consultation with the parent or adult student and appropriate school staff. Such approval will be recorded and placed in the student's OSR.

18.8 Course Offerings

The school will offer an appropriate variety of courses based on demand (enrollment) and at the principal's discretion. From time to time, courses may be added to or dropped from this list at the principal's discretion. Not all courses will be offered every semester. Requests for courses that are not on the list should be directed to the principal. For more information, please consult with the admin office.

18.9 Course Outlines

Course outlines are developed for all secondary courses and are accessible through the Principal or Teaching Staff. Students will be provided with a course description and evaluation breakdown, units of study, and hours per unit, at the commencement of each course. All Course outlines are available in the office for parents and students to view.

18.10 Ontario Curriculum Policy Documents

All credit courses offered at the School are developed based on the Ontario Curriculum Policy Documents. All documents can be found in the follow URL: https://www.dcp.edu.gov.on.ca/en/

18.11 Prerequisites

Courses in Grade 10, 11, and 12 may have prerequisites for enrollment. All prerequisite courses are identified in ministry curriculum policy documents; no courses apart from these may be identified as prerequisites. Wisely International School will provide students and parents/guardians with accurate information about prerequisites found on course outlines.

18.12 Course withdrawals

If the student is under 18, students and parents must submit a course withdrawals form to request course withdrawals. For more detail, see section 11.3.

18.13 Transfers

Students wishing to transfer to Wisely International School from another school in Ontario during the term may do so but must start courses from the beginning. They cannot forward work from another institution. The principal must approve the transfer.

18.14 Ontario Student Record

The Ontario Student Record folder (OSR) is the official record for a student. The OSR is created when a student enters the Ontario School system and moves with the student from school to school in Ontario. Every Ontario school keeps an OSR for each student enrolled.

The OSR folder contains achievement results, credits earned, and other information essential to the education of the students

The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. The parents and students (18 and older) may examine the contents of the OSR on request, with the assistance of the principal or designated administrator. All OSR's are stored in a secure location within the school's office.

18.15 Ontario Student Transcript

The Ontario Student Transcript (OST) is a comprehensive record of all course work and Diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

The transcript will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
    - Only one credit will be granted for a course that a student has successfully completed twice.

- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;
- Confirmation that a student in a Specialist High Skills Major has completed all the requirements (see section 9.2 OS K-12).

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a Diploma requirement (see section 6.2 OS K-12) and an indication of any extraordinary circumstances affecting the student's achievement in Grade 11 or 12 courses.

18.16 Assessment and Evaluation

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers identify students' difficulties and strengths and tailor their teaching style to students' needs via differentiated instruction.

Assessment is gathering information from various sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of the assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

- **Assessment *as* learning.** Students are actively engaged in this assessment process: that is, they monitor their own learning, use assessment feedback from teacher, self, and peers to determine the next steps; and set individual learning goals.
- **Assessment *for* learning.** The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on **assessments *of* learning** that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a learning period. **The Ontario Ministry of Education requires the triangulation of these three methods of evaluation: Observation, conversation, and student product.** Evidence of student achievement for evaluation is collected over time. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do to consolidate their knowledge and skills or prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark instead of a common group mark. Further, assessment must involve the co-construction of learning goals (student-friendly linguistic understanding of the expectations) and success criteria, an example would be a student-friendly language for rubrics and other marking devices.

The final percentage grade for Grade 9 - 12 courses will be derived as follows:

- 70% of the grade will be based upon evaluations undertaken throughout the course. This portion of the grade should represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.
- 30% of the grade will be based upon a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another evaluation method suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. There will be no exemptions from the final evaluation.

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards). Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart. Two separate aspects of student achievement must be reported: achievement of curriculum expectations and learning skills. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and the corresponding level of achievement as described in the Achievement Chart.

The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

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

In all subjects and courses, students should be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on "balance" reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary. The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice.

To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides "criteria" and "descriptors". The criteria are the subsets of knowledge and skills that define each category. They identify the aspects of student performance that are assessed and/or evaluated, and serve as a guide to what teachers look for. For example, in the English curriculum in the Knowledge and Understanding category, the criteria are "knowledge of content" and "understanding of content" and include examples such as forms of text and elements of style, and relationships among facts, respectively. The descriptors indicate the characteristics of the student's performance, with respect to the particular criteria, on which assessment or evaluation is focused. Effectiveness is the descriptor used for each of the criteria in the Thinking, Communication, and Application categories. What constitutes effectiveness in any given performance task will vary with the particular criterion being considered. Assessment of effectiveness may therefore focus on a quality such as appropriateness, clarity, accuracy, precision, logic, relevance, significance, fluency, flexibility, depth, or breadth, as appropriate for the particular criterion.

18.16.1 Levels of Achievement

The achievement chart also identifies four levels of achievement, defined as follows:

- Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course
- Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.

However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Specific "qualifiers" are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier limited is used for level 1; some for level 2; considerable for level 3; and a high degree of or thorough for level 4. Hence, achievement at level 3 in the Thinking category for the criterion "use of planning skills" would be described in the achievement chart as "[The student] uses planning skills with considerable effectiveness".

19 ENGLISH LANGUAGE LEARNER

- In general, instructors at Wisely International School facilitate learning opportunities aimed at accommodating students' varying levels of English proficiency. These opportunities and

activities are systematically integrated into course planning and implementation as part of the program development process.

- Specifically, instructors utilize appropriate instructional and assessment strategies to promote the success of English language learners within their classrooms. Such strategies include, but are not limited to:
- Modification of certain or all subject expectations according to the student's English proficiency level;
- Application of diverse instructional methods (for example, extensive use of visual cues, graphic organizers, scaffolding techniques, textbook previewing, peer tutoring, and strategic utilization of students' first languages);
- Employment of various learning resources (such as visual materials, simplified texts, bilingual dictionaries, and culturally diverse materials);
- Implementation of assessment accommodations (for example, granting additional time, utilizing oral interviews, demonstrations, visual representations, or tasks such as completing graphic organizers and cloze sentences in lieu of essay questions or assessments heavily dependent on English proficiency).