

Private Schools

Policy and Procedures

Manual

Ministry of Education

Field Services Branch

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Introduction

Purpose

The purpose of this manual is to provide private school owners, principals and teachers with information regarding the policies, procedures and legislative requirements of the Ministry of Education¹ with respect to the operation of private schools in Ontario.

This manual updates and brings together information from a number of sources to ensure that Ministry policy is clear and consistent. It is intended to act as a resource that will be useful in the daily operation of your schools, whether you are already established or just preparing to open.

Each of the legislative and policy requirements currently in place for private schools is described and explained, along with the procedures that have been established over time by the Ministry to support them. Given the varied nature of private schools in Ontario, however, it should not be assumed that this document is comprehensive and exhaustive in all respects.

To increase transparency in the relationship between private school operators and the Ministry, and to establish a common understanding of our respective roles and responsibilities, this document also details the consequences for private schools that fail to comply with their legislative and policy requirements.

The policies and procedures outlined in this document represent the current state of the Ministry's role with respect to the private education system in Ontario. These policies and procedures will continue to evolve as the Ministry responds to new challenges, issues and opportunities, and this document will be updated over time as necessary.

¹ Referred to in this document as 'the Ministry'.

What is a Private School?

Under subsection 1(1) of the *Education Act*², a private school is defined as:

“an institution at which instruction is provided at any time between the hours of 9 a.m. and 4 p.m. on any school day for five or more pupils who are of or over compulsory school age in any of the subjects of the elementary or secondary school courses of study...”

This definition sets out the basic criteria that a private school must meet in order to operate. All private schools in Ontario must be:

- ✓ providing instruction any time between 9 a.m. and 4 p.m.;
- ✓ on any school day;
- ✓ for five or more students;
- ✓ of compulsory school age;
- ✓ in any of the subjects of the elementary or secondary school courses of study.

If a new private school does not meet each of the above elements of the definition, it will not pass the validation process required to operate. Similarly, if an existing private school fails to continue to meet any part of this definition, it may face closure through the removal of its Ministry-issued Board School Identification Number (BSID).

There are two types of private schools operating in Ontario:

Non-Inspected private schools include all private elementary schools as well as any private secondary schools that do not provide courses offering credits toward the Ontario Secondary School Diploma (OSSD). These schools are not required to follow the Ontario curriculum, although they must still offer instruction in any of the subjects in the elementary or secondary courses of study.

Inspected private schools are seeking or have been given authority by the Ministry to provide courses offering credits toward the OSSD. This includes private schools offering a combined elementary-secondary curriculum (in which case only the secondary school will be inspected) and private schools offering credits in an online environment.

Please note that the authority to grant credits is given to the principal of the school and may only be exercised with respect to students of that school.

The authority to grant credits is determined through a cyclical inspection process, the purpose of which is to ascertain whether the standard of instruction in courses leading toward the OSSD is being delivered in compliance with Ministry requirements.

² Referred to in this document as ‘the Act’.

Throughout this manual, the term ‘inspector’ will be used to refer to the Ministry staff members conducting validations of all private schools and inspections of those schools seeking authority to grant credits.

How are Private Schools Different from Publicly-Funded Schools?

In Ontario, private schools operate as businesses or non-profit organizations, independently of the Ministry of Education. Private schools do not receive any funding or other financial support from the Ontario government.

The Ministry does not regulate, licence, accredit or otherwise oversee the day-to-day operation of private schools.

Private school operators set their own policies and procedures regarding the operation of their schools, and are not obliged to comply with the policies and procedures that school boards must follow. For example:

- Private schools are not required to use the Ontario curriculum unless they are seeking authority to grant credits toward the OSSD. Those that do may also offer other content beyond the Ontario curriculum.
- In Ontario private schools, principals are not required to have Ontario principal's qualifications, and teachers are not required to be members of the Ontario College of Teachers (OCT) or have OCT certification.
- Private schools are not authorized to deliver correspondence courses, which are delivered through the Independent Learning Centre (ILC). However, a private school can host the student taking such courses.
- Private schools may, but are not required to, communicate student achievement using either the Elementary Provincial Report Card (for Grades 1-8) or the Provincial Report Card (for Grades 9-12).

Despite this flexibility, any person, business or non-profit entity wishing to operate a private school in Ontario must do so in accordance with the legal requirements of the Act, and with the policies and procedures detailed in this manual.

Organization of this Manual:

[Section One](#) provides a brief overview of the legislative and policy requirements that apply to private schools, and describes the policy documents that provide the framework for the Ministry’s role with respect to the education sector. It also outlines procedures to enforce compliance and the consequences of non-compliance which can include fines, loss of credit-granting authority and possible school closure.

[Section Two](#) provides a step-by-step guide for new private school owners, from the first contact with the Ministry, through the validation process, to the issuance

of a BSID. There is also an overview of the difference in procedures for private schools that offer credits toward the OSSD and those that do not.

[Section Three](#) describes the ongoing requirements for all private schools, both inspected and non-inspected, including the annual submission of the *Notice of Intention to Operate a Private School* (NOI) and the regularly scheduled submission of statistical data.

[Section Four](#) sets out the additional requirements for private schools seeking authority to grant credits toward the OSSD. It also provides a timeline of the inspection process, including the possible outcomes of inspections that identify issues of non-compliance with Ministry requirements.

[Section Five](#) outlines the requirements particular to private schools offering OSSD credit courses in an online environment.

[Section Six](#) provides a comprehensive description of the inspection requirements and expectations for each stage of the inspection process, to help new and existing inspected private schools prepare for inspections. The content in this section is based on and replaces information previously distributed to inspected private schools in a document titled *Inspection Requirements for Private Schools Granting Secondary School Credits*.

A number of [Appendices](#) offer useful resources including sample documents, frequently asked questions, links and a teacher's guide to inspections.

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Legislative and Policy Requirements

While private schools operate independently of the Ministry, they do so within a framework of legislation and policy. It is the responsibility of the school principal to ensure that the applicable policies and procedures outlined in this document are being followed and that the school is in compliance with all of its legislative requirements.

The Ministry acknowledges the wide variety of goals, methods and philosophies offered by private schools, as well as the many different communities they serve. The policies and procedures outlined in this manual reflect the Ministry's efforts to take individual school circumstances into account in the resolution of issues of non-compliance.

Legislative Requirements

The Ministry's authority over private school education is governed by Section 16 of the Act. This section creates the following legislative requirements that all private schools must meet in order to begin or continue operating:

Subsections 16(1)(2)(3) and (4) of the Act deal with the submission of the annual *Notice of Intention to Operate a Private School* (NOI). In order to legally operate in Ontario, all private schools are required to submit this form by September 1 of each school year. The NOI sets out the Ministry's requirements regarding the characteristics of private schools and collects information including the school's principal, address, hours of instruction and projected enrolment. It is also used to indicate whether the school is seeking authority to grant credits toward the OSSD. A sample of the NOI form is provided in Appendix A, and the text of Section 16 of the Act is included as Appendix H.

Along with the definition of a private school in Section 1 of the Act, these legislative requirements form the foundation of a private school's responsibilities. A school that does not meet these requirements may face consequences including fines and loss of credit-granting authority.

Subsection 16(5) of the Act requires private schools to submit statistical information regarding enrolment, staff, courses of study and other information as and when required by the Minister. See Section 3 of this manual, [“Cyclical Requirements for All Private Schools”](#), for more information.

Subsection 16(6) of the Act authorizes the inspection of private schools, which are conducted by Ministry staff who are members of the Ontario College of Teachers and have Supervisory Officer qualifications.

Subsection 16(7) of the Act authorizes the inspection of private secondary schools seeking authority to grant OSSD credits, and to charge an inspection fee.



Private schools failing to comply with their legislative requirements may also face the removal of the school's BSID.

Legislative Penalties

To assist the Ministry in enforcing the legislative requirements outlined above, Section 16 of the Act also creates offences for non-compliance, each of which results in the imposition of a fine upon conviction:

- Operating a private school without submitting an NOI:
Under subsection 16(4) of the Act, operating a private school without submitting an NOI may result in a fine of \$50/day for every person involved in the management of the school.
- Failing to submit statistical data:
Under subsection 16(5), failing to submit statistical information within 60 days of the request of the Minister is an offence, with a fine of up to \$200 for the person in charge.
- Interfering with an inspection:
Under subsection 16(6) it is an offence to obstruct or prevent an inspection by a supervisory officer, with a fine of up to \$500.
- Making false statements:
Under subsection 16(9), knowingly making a false statement in an NOI or in the statistical information submitted to the Ministry may lead to a fine of up to \$500.

Removal of the School's BSID

The decision to remove a school's BSID, the unique identification number assigned to each legally operating Ontario private school, is not one that is taken lightly by the Ministry. Removal of the BSID means that the school is no longer able to legally operate.

The school will receive advance notice that it is in danger of losing its BSID. The school will be contacted to communicate the issues that have led the Ministry to consider removal of the BSID, and to discuss possible corrective action that may be taken.



Situations where a school may have its BSID removed:

- The school does not meet the definition of a private school in the Act; e.g., the school does not have at least 5 students of compulsory school age, or only operates on weekends or at night;
- The school fails to submit the NOI by the September 1 deadline;
- The school fails to submit the required statistical data;
- **New in 2013-2014:** The school has its credit-granting authority revoked (inspected schools only);
- The school does not have each of the minimum characteristics required of a private school, as outlined in [Section 2](#) and listed on the NOI:
 - A principal in charge of the school;
 - Control of content of the program or courses of study;
 - Control of quality of instruction and evaluation of student achievement;
 - A common school-wide assessment and evaluation policy;
 - A common procedure for reporting to parents;
 - A common school-wide attendance policy; and
 - A central office for the maintenance of student records.
- The information provided by the school on its NOI does not match the observations of an inspector, whether during an inspection visit or at any time the Ministry is made aware of such discrepancies.

Consequences of the Removal of the BSID

If a school has its BSID removed, it is no longer able to legally operate. In addition:

- The school is removed from the Ministry website listing of private schools operating in Ontario, and will be moved to the list of schools that have ceased operating in the current school year;
- If the school wishes to begin operating again in a future school year, a new NOI will have to be submitted, along with a new \$300 NOI fee. The school will have to be validated, and if that process is successful, it will be issued a new BSID.
- Any Ontario Student Records (OSRs) in the school's possession must be sent to the Ministry (or to another educational institution upon the

receipt of a written request), all of which must have an up-to-date and complete Ontario Student Transcript (OST) for each student.

Additional Policy Requirements for All Private Schools

Restrictions on Private School Advertising:

In advertising your school you may not state, represent, imply or otherwise indicate that the Ministry of Education has approved or accredited the school's academic program, or that the school is licensed by or registered with the Ministry. As noted above, private schools operate as businesses or non-profit organizations and are independent of the Ministry.

The owner or principal of a new school may at first indicate only that the school is in the process of being validated by the Ministry to operate as a private school. Once the school has passed the validation process, you may indicate that it has received a BSID from the Ministry.

If you have also requested an inspection, you may at first indicate that you are in the process of obtaining the authority to grant credits toward the OSSD. Following a successful inspection (to be conducted during your first year of operation), you may indicate that the school has received credit-granting authority from the Ministry.

Use of Course Titles, Descriptions and Codes

The Ministry of Education has developed common course titles, descriptions and codes for use in Ontario secondary schools offering OSSD credits. The codes, of either 5 or 6 characters in length, are used to identify the subject, grade level and stream of courses taken and credits earned by students. If your school is not authorized to offer OSSD credits you may not use these titles, descriptions or codes on your school transcripts, report cards, website or any advertising material.

Additional Policy Requirements Specific to Inspected Private Schools Only

Compliance with Ministry Policy Documents:

The documents listed below form the foundation of the Ministry's policy requirements with respect to education in both publicly-funded schools and inspected private schools. The principal of an inspected private school is expected to have an in-depth knowledge of the requirements outlined in these documents, and be actively involved in the day-to-day operations of the school.

[Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, 2011 \(OS K-12\)](#)

This document consolidates and describes the Ministry requirements governing the policies and programs of the educational experience of students in Ontario from Kindergarten to Grade 12.

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010](#)

The assessment, evaluation and reporting of student achievement in all Ontario schools, including private schools, must be based on the policies and practices in this document.

[The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites, 2011](#)

This document contains the course descriptions for all courses in Grades 9 to 12, along with course lists, course codes and prerequisite charts.

[Ontario Student Record Guideline, 2000](#)

This guideline sets out the Ministry's policies and requirements with regard to the Ontario Student Record, including how and when it is created, maintained, transferred, retained or disposed of.

[Ontario Student Transcript Manual, 2010](#)

This manual presents the guidelines for the establishment, use and storage of the Ontario Student Transcript, a summary of all the course work and diploma requirements successfully completed or attempted by a student.

In addition, the Ministry releases [Policy and Program Memoranda \(PPM\)](#). These are directives issued to outline the Ministry's expectations regarding the implementation of various Ministry policies and programs. These directives do not apply to the operation of non-inspected private schools, but the following PPM's apply to inspected private schools:

- PPM 53: [Ontario Scholar Program](#)
- PPM 118: [Religious Education Programs Offered in Inspected Private Secondary Schools](#)
- PPM 124A: [Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools](#)
- PPM 129: [Prior learning assessment and recognition \(PLAR\): Implementation in Ontario Secondary Schools](#)
- PPM 132: [Prior Learning Assessment and Recognition \(PLAR\) for Mature Students: Implementation in Ontario Secondary Schools](#)

[Payment of Inspection Fees:](#)

Inspected private schools receive an invoice following each inspection that results in the preparation of an official Inspection Report. The charging of this fee is authorized under subsection 16(7) of the Act.

Ontario government policy states that interest is to be charged on all amounts outstanding after 30 days. Invoices are prepared and sent by the Centralized Collections Unit (CCU) of Ontario Shared Services.

- You will receive an invoice from CCU which will include the amount owing and the payment terms for the first 30 days from the date of the invoice.
- If you have not paid in that time, you will receive a statement of account at the end of each following month until the total amount is paid. You may also receive telephone calls from CCU.
- After 90 days, the unpaid fee is referred to the government's Collections Management Unit, responsible for delinquent accounts receivable. At this point, private collection agents may become involved in the process.



The 2014-2015 NOI will be amended to require inspected private schools to declare that any outstanding inspection fees are no more than 6 months in arrears. If this declaration is not made, or is made falsely, the Ministry may decide to reject the NOI and as a result, the school would not be able to legally operate in that school year.

2

Starting a New Private School

Notice of Intention to Operate a Private School (NOI)

Submission of the NOI is an annual requirement; all private schools that plan to operate in a given school year must submit the NOI by September 1 of that year.

The information you provide on the NOI is collected by the Ministry pursuant to Section 16 of the Act, as part of its role with respect to private education. It is also used to inform the public via the Ministry's list of private schools in operation, available on the Ministry website:

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

You can request a copy of the NOI by contacting the Ministry's Private Schools and Attendance Unit (PSAU) by telephone at (416) 325-1981 or by email at FSB-PSAU@ontario.ca. The NOI can also be requested through the Ministry website: www.edu.gov.on.ca/eng/general/elemsec/privschi/operate.html.

The NOI for each upcoming school year is available beginning in April.

As the owner of a new school you will also be required to submit a cheque for \$300.00 payable to the Minister of Finance. This one-time fee is non-refundable and must be submitted with the NOI.

New private schools will receive a copy of the NOI form by email to print out, complete and sign. The form and the one-time \$300 NOI fee must then be sent to:

Ministry of Education
Field Services Branch, Private Schools and Attendance Unit
900 Bay Street
Mowat Block, 12th Floor
Toronto, Ontario M7A 1L2

The hard copy NOI is generally only submitted by new private schools. After your first year of operation, you will be required to submit the NOI electronically through a secure, web-enabled system called the Ontario School Information

System, or OnSIS: <https://www.gsa.gov.on.ca>. Only those schools with no access to the technology required to submit data electronically may continue submitting hard copy NOI forms.

If any of the information you provided on the NOI changes, you must notify PSAU immediately. For example, you must notify PSAU if you do not plan to operate daily Monday to Friday between 9 a.m. and 4 p.m., if the school will be operating at a different address than the one listed on the NOI, or if the principal of the school is changed.

When Can a Private School Start?

Non-inspected private schools may only begin operation in September of each school year.

Inspected private schools may choose to begin operation in September, February or July of a given school year. The NOI must still be submitted by the September 1 deadline.

The Validation Process

Once your school has begun operating, an inspector will conduct a validation visit to confirm that it meets the legal definition in the Act and the other requirements for a private school set out in the NOI, and that the information provided on the NOI is accurate.

If you do not submit the NOI by the September 1 deadline, your school will not be able to operate in that school year, regardless of your start date.

The validation visit is unscheduled and is conducted Monday to Friday at any time between 9 a.m. and 4 p.m., at the address provided on the NOI. This visit will normally be conducted within the first 30 days after the school has begun operating.

The inspector will call the school before the visit to confirm that the basic school information provided on the NOI is correct:

- That the school is currently operating;
- That it has at least 5 children of compulsory school age; and
- That it operates at any time between 9 a.m. and 4 p.m. on a weekday;

The inspector will ask if there are days within the first month of operation when the students will not be on site. If the principal is not on site, the validation visit may or may not be conducted at that time.



The inspector will also inquire whether there are children under Junior Kindergarten age (3 years, 8 months) enrolled at the school. If so, the inspector will notify PSAU, which in turn will contact the Early Learning Division of the

Ministry, which is responsible for the licensing of day care facilities pursuant to the *Day Nurseries Act*.

On the day of the validation visit, the inspector will confirm that the school has at a minimum the following characteristics of a private school, as listed on the NOI:

- A principal in charge of the school;
- Control of the content of the program or courses of study;
- Control of the quality of instruction and evaluation of student achievement;
- A common school-wide assessment and evaluation policy;
- A common procedure for reporting to parents;
- A common school-wide attendance policy; and
- A central office for the secure maintenance of student records.

If your school does not meet each of the above criteria, it will not pass the validation process and will not be able to continue operating.

The BSID is for the exclusive use of the school. No other institution is allowed to use this BSID.

If the validation visit is successful you will receive a letter from PSAU confirming the successful validation and informing the school of its BSID number. Once the BSID is issued, the school will be added to the list of operating private schools on the Ministry website.

Unsuccessful Validations

In the event the information gathered during the validation visit does not support a recommendation to issue a BSID, the inspector will inform the principal of this during the visit.

The principal will receive a letter from PSAU informing him or her that the validation was unsuccessful, and that a BSID will not be issued to the school.

In this case the school will be required to cease operating immediately and will not be able to legally operate for the rest of the school year.

Additional Validation Information for Inspected Private Schools ONLY

It is important to be aware of the difference between the initial validation visit and the inspection that will be conducted at another point during your first year of operation. In particular, you should note that the validation process is separate and independent of the inspection process.

The validation visit is not an inspection, and the school's credit-granting authority is not determined during this initial visit.

The scope of an inspection goes well beyond that of the initial validation visit and concludes with a decision regarding the school principal's authority to grant credits.

The \$300 NOI fee submitted with your first NOI is separate from the fees charged following the inspections that will be conducted on an ongoing, cyclical basis. Inspection fees are significantly higher and reflect the full cost to the Ministry of conducting inspections across the province.

If you are seeking authority to grant credits toward the OSSD you must request an inspection on the NOI. In response to your request, you will receive an email from the Ministry's Private Schools and Attendance Unit (PSAU) with the NOI and instructions regarding the pre-inspection process, including the submission of the following pre-inspection materials, at least two months before you intend to start offering credit courses:

- Outlines of Courses of Study for all the OSSD credit courses that will be taught in the school; and
- A School Course Calendar.

Further information regarding these documents is available in [section 5.3 of OS K-12](#), and in [Section 4](#) of this document.

You will be informed if there are any corrections, additions or deletions to be made to the pre-inspection materials to bring them into compliance with Ministry requirements, and you will be given a short period of time to re-submit them.

If after further review the material is still not satisfactory, the Ministry will proceed with the validation visit but your school will not be authorized to grant credits toward the OSSD. A successful validation in this case will allow you to operate a non-inspected private school only.

If you still want to operate an inspected private school and offer OSSD credits, you will be offered the opportunity to have your school validated in the next validation period instead (for example, in February or July), or you may choose to submit a new NOI in the following school year, along with a new \$300 NOI fee.

If you continue with the validation and it is not successful, you will not be able to schedule another validation in the same school year.

If you have requested an inspection but your school will not meet the definition and/or have the characteristics required of a private school as of your chosen start date, it is important that you contact PSAU before you begin operating. You can request another start date in one of the other validation periods at this point, rather than proceeding with a validation that will not be successful.

More information on the inspection process, including the required submission of pre-inspection materials before your validation visit, is included in [Section 4](#) below.

3

Cyclical Requirements for All Private Schools

All private schools, inspected and non-inspected, are subject to three ongoing, cyclical requirements:

1. Annual NOI Submission of the NOI

Submission of the NOI is an annual requirement; subsection 16(2) of the Act states that all private schools that plan to operate in a given school year must submit the NOI by September 1 of that year.

Schools that do not submit the NOI by the September 1 deadline cannot legally operate as a private school in that school year.



Failure to submit an NOI by this date may also result in the removal of the school's BSID number, in which case the school would no longer be able to legally operate.

Operating a private school without submitting an NOI is an offence under the Act and can result in a conviction and fine (see [Section 1](#), above).

After the first year of operation, all private schools that submit data electronically through OnSIS are required to submit the NOI electronically as well.

Only those private schools without access to the technology required to submit data electronically through OnSIS may continue to submit a hard copy NOI.

2. Submission of Statistical Information

Under subsection 16(5) of the Act the person in charge of the school is required to submit statistical information to the Ministry on a regular basis. Information such as student enrolment, staff, courses of study and (for inspected schools) credits

granted and diplomas issued, are analysed and used to observe trends such as the number and size of private schools, the number of students attending and/or graduating, and the types of courses being offered.

The Ministry collects statistical data from all publicly-funded elementary and secondary schools and boards, and from all private schools.

After your school has been successfully validated, you must contact OnSIS to request a registration form to create a user account.

This account will make you an authorized user of OnSIS and give you access to the secure data submission pages. A user name and password will be issued by e-mail.

The information is used to track education system performance and to ensure that policy decisions made by the Ministry are based on evidence. It is also used to protect the integrity of OSSD credits granted by schools and the diplomas and certificates issued to students.

Once data is collected and quality assurance processes have been completed, it is stored in the OnSIS data warehouse environment in a way that protects the privacy of students and educators.

Identifying information is separated from the data before it is used by any branch of the Ministry.

NEW

Submission of this data is a legislative requirement and failure to comply is an offence under the Act. The NOI will be amended in 2014-2015 to require private schools to declare that all required statistical data has been submitted within the last 12 months. If this declaration is not made, or is made falsely, the Ministry may decide to reject the NOI, with the result that the school would not be able to legally operate in that school year.

Two types of data are collected by OnSIS:

- **Aggregate data** is a summary of information by category. For example, the number of children in each grade, by age or by gender. Specific, identifying information for each child is not collected.
- **Elemental data** is more specific and includes information with respect to individual students, educators or classes. In most cases, the elemental data collected from private schools is the same as that collected from publicly-funded schools.

Inspected private schools are required to submit elemental data regarding students, educators and classes to OnSIS three times a year on the following schedule:

This policy has been revised. Please [click here to access policy updates](#).

Submission:	Period Covered:	Due Date:
1 – October	July 1 – October 31	December 31
2 – March	November 1 – March 31	May 31
3 – June	April 1 – June 30	September 30

Non-inspected private schools are required to report aggregate student data once per year, and elemental educator data three times per year, following the schedule above.

More information on the data collected by OnSIS is provided in Appendix E.

Schools with internet access are required to submit statistical data through OnSIS. If your school does not have internet access, you will be required to submit this information to OnSIS in written form, following the same schedule. OnSIS will mail a hard copy of the required forms to the school. Once received by the Ministry, the data will be entered into OnSIS.

If you are unable to submit the required statistical information, or require assistance in meeting this requirement, you can contact OnSIS for assistance, by email at onsis_sison@ontario.ca or by telephone at 1-888-275-5934 or 416-212-6366. OnSIS offers training sessions to private schools twice a year, in April and October.

3. Notification of Changes in School Information

You must notify PSAU as soon as possible of any changes to the school information provided on the NOI. It is crucial that the Ministry be able to contact your school, in cases of emergency or in the course of daily business.

If you are requesting an inspection in your first year of operation and need to postpone your school opening date, you must notify PSAU before the scheduled start date listed on your NOI.

Change in School Ownership

When a private school changes ownership, this change must be communicated to the Ministry immediately. Once informed of the change, PSAU will request signed, written documentation from both the previous and new owners to confirm the change and to provide contact information for the new owners. The following steps are then taken:

- Once the documentation is received and verified, a new BSID number will be created for the school in OnSIS, and the existing BSID number will be closed.
- If there is also a change in the principal, the Regional Office will determine whether the school also needs a new inspection as a result. If a new inspection is required, the inspector assigned to inspect will contact the principal and follow the inspection procedures outlined in [Section 4](#) of this document. In addition, if a new inspection is conducted and an inspection report is prepared, the school will be charged an inspection fee.

- As a result of the new BSID number assigned to the school, any affected school documents will need to be updated and a new OnSIS account must be created by the school.
- The Ministry website listing of private schools will be updated with the new BSID and any other information that has changed.
- You will receive a letter from PSAU confirming the ownership change and the new BSID number, as well as contact information to make the required changes in OnSIS.
- You must ensure that your data submissions are up-to-date with your previous BSID number.

4

Additional Requirements for Inspected Private Schools

Role of the Principal

In an inspected private school, the principal is responsible for ensuring that the Ontario curriculum is delivered according to Ministry requirements. The principal should also ensure that copies of all evaluations of students, including student portfolios, quizzes, tests, essays, mid-term and final exams are maintained for at least one year.

The role of the principal is critical in an inspected private school:

- The Minister grants diplomas and Ontario Scholar Program certificates on the recommendation of the principal (OS K-12 section 6.5);
- Secondary school credits are granted by a principal (OS K-12 section 7.1);
- It is the principal who determines whether or not a pre-requisite course can be waived (OS K-12 section 7.2.3);
- The principal grants equivalency credits through the Prior Learning and Assessment Recognition process for students transferring from a home school, a non-inspected private school or a school outside Ontario (OS K-12 section 7.2.5.1).

Cyclical Inspections

The Ministry inspects all private schools seeking authority to grant credits in courses leading to the OSSD. The purpose of the inspection is to determine whether the instruction in OSSD credit courses is being delivered in compliance with Ministry requirements, including curriculum, assessment and evaluation policies. Ensuring the integrity of OSSD credits through inspections is a critical part of the Ministry's role with respect to private education.

The structure of the courses, the delivery of the curriculum expectations, the assessment and evaluation strategies and the work of the students must comply with *Ontario Schools, Kindergarten to Grade 12, 2011*, curriculum documents, *Growing Success, 2010*, *Ontario Student Record Guideline, 2000*, *Ontario Student Transcript Manual, 2010*, and applicable Policy/Program Memoranda. More information on these policy documents is provided in [Section 1](#).

Inspections are based on evidence gathered through review of the pre-inspection materials submitted by the school as well as onsite reviews of materials and thorough discussions with the principal and other staff. Information is also gathered through observations during classroom visits, review of students' work, teacher assessment and evaluation of students' work, school policies/procedures, and the examination of student records.

Inspections are conducted on a cyclical basis, generally every two years. The frequency of inspections, however, depends on the outcome of the inspection reports; the inspector may recommend that a school be inspected in two years, the next school year, or within the same school year, as circumstances warrant.

There may also be times when there is a need to inspect a private school without notice, for example where there are concerns or complaints related to the standard of instruction and/or credit integrity. These unannounced inspections may be conducted at the discretion of the Ministry.

New schools will be inspected as early as possible during their first year of operation.

Overview of the Inspection Process

The inspection process has three stages:

1. A **pre-inspection** review of the materials submitted to the Ministry by the school is conducted by the inspector assigned to inspect your school. The list of documents and materials that you must submit is described in the ["Pre-inspection Materials"](#) section below.
2. A scheduled **on-site inspection** of the school is conducted by the inspector to confirm compliance with Ministry requirements outlined in the policy documents and PPMs listed in [Section 1](#), above. Upon arrival, he or she will inform the principal of the purpose and scope of the inspection. The inspection includes discussions with the principal and other school staff, visits to classrooms, discussions with teachers and students, as well as an examination of school documents, students' work, and anecdotal comments about students' achievement of curriculum expectations. The preliminary results and observations from the inspection, as well as any follow-up actions required to be completed by the school, will be explained to the principal at the end of the inspection.

Your school will have the authority to grant credits only after a successful Ministry inspection. This authority may be revoked by the Ministry following an inspection or as the result of an investigation by the Ministry where circumstances warrant. The credit-granting status of your school will also be noted on the Ministry website.

3. A **post-inspection report** is prepared detailing the inspector's findings on the school's compliance with Ministry requirements. The report may include recommendations for improvement in some areas, and identification of more serious issues of credit integrity the school must resolve.

The report concludes with the inspector's recommendation regarding the principal's authority to grant credits, and whether the next inspection will be held in two years, in one year, or again within the same school year.

The Inspection Fee

A fee is charged to cover the costs to the Ministry of conducting the inspection and preparing the report, as permitted by subsection 16(7) of the Act.



Failure to pay the inspection fee by the specified due date may jeopardize the private school's credit-granting authority and the scheduling of subsequent Ministry inspections. Future NOIs may not be accepted until all outstanding inspection fees have been paid.

If a second inspection report is prepared within the same school year, after a full second inspection is conducted as a result of serious issues regarding credit integrity, a second inspection fee will be charged following Ministry approval of the second inspection report.

As noted above, there may be circumstances in which an inspector will conduct an unannounced inspection outside of the normal inspection schedule. While there is no fee charged in this case, if a full inspection and inspection report is required as a result of the unannounced inspection, an inspection fee will be charged.

Stage One: Pre-Inspection

Submission of Pre-inspection Materials

In your first year as an inspected private school, you will receive an email from the Ministry when you request the NOI, which will include instructions regarding the pre-inspection process, along with documents to complete and a list of materials to submit.

The package you submit will include:

- Outlines of Courses of Study for all the OSSD credit courses that will be taught in the school; and
- a School Course Calendar

For new private schools, the pre-inspection materials are due **at least two months before the start of credit courses**.

If you have chosen a September start date, it is recommended that you submit the NOI and the NOI fee before or at the same time you submit the pre-inspection materials.

The due dates for submission are:

For Credit Courses Beginning:	Materials Must be Submitted By:
September	July 1
February	December 1
July	May 1

In following years you will receive a letter from the Manager of the Regional Office prior to or at the beginning of the school year requesting pre-inspection materials. You will also be required to submit a completed Pre-Inspection Report, which will be sent to you along with the pre-inspection letter. This report includes a series of questionnaires and checklists, which will help you prepare for the inspection.

Stage Two: The On-Site Inspection

Preparation for the Inspection

The inspector will contact you to determine a date for the inspection and to discuss the flow of the inspection visit.

You will be asked to take the following steps to ensure that all teachers have the required materials for the classroom visits:

1. Provide Section 3 of the Inspection Report to every teacher. This section is titled *Classroom Evidence: Delivery of Curriculum Expectations, Assessment and Evaluation of Student Achievement*, and will form the basis of the inspector's visits to the classrooms.
2. Provide every teacher with a copy of 6.6 of this document, titled *Teacher Preparation for Classroom Inspection*. This document will help teachers understand their role in the inspection process.
3. Ensure that every teacher has the following materials available in their classrooms:
 - Pupil attendance records;
 - Outlines of Courses of Study, daily lesson plans and unit plans for all courses taught;
 - Multiple samples of:
 - Student daily work, such as student notebooks, folders, and portfolios;
 - Records of student achievement;

- Assessment *of* learning records through observations, conversations and student products
- Assessment *for* learning such as information gathered through diagnostic assessment or strategies to monitor student progress
- Assessment *as* learning such as peer assessment and self-assessment
- Assessment of overall expectations; and
- The use of Categories from the Achievement Chart
- Samples of assessment and evaluation tasks, such as tests, projects and assignments, including those for the final evaluation; and
- Samples of assessment and evaluation tools, including anecdotal comments, rubrics and checklists.

The Initial Meeting with the Principal

The on-site inspection normally begins with a meeting between the inspector and the principal to discuss the key findings from the review of the pre-inspection materials. This initial meeting will also establish the day's schedule for the classroom visits, the examination of school records, and a summary meeting at the end of the visit to discuss the inspector's observations.

Classroom Observations

The inspector will visit as many classrooms as necessary to provide a basis for the inspection report's findings and recommendations. The number of classrooms visited will vary with the size of the school.

The inspector will spend an appropriate amount of time in each classroom visited, to review daily lesson and unit plans and to ensure that the curriculum is being taught and assessed in compliance with Ministry policy. The visit will also be used to confirm that the Outlines of Courses of Study submitted by the school correspond with classroom instruction.

The inspector will also review multiple samples of classroom assessment and evaluation strategies (such as direct observation, tests, projects, rubrics, anecdotal comments, checklists and self- and peer-assessment), samples of student work, student conferences, and records of student achievement and attendance.

The inspector will be looking for evidence that instruction and assessment meets the requirements outlined in *Growing Success*. Among other requirements, the inspector will be looking for evidence that:

- All curriculum expectations set out in the curriculum policy documents are accounted for in instruction.
- Assessment is based on evidence of student achievement of the provincial curriculum expectations in *Growing Success*;
- Student learning is assessed and evaluated in a balanced manner with respect to the four categories of the achievement chart (see *Growing Success*, page 17);

- Evaluation is based on assessment of learning that provides evidence of student achievement, measured at several points throughout the course;
- Student achievement for evaluation is collected over time from three different sources: observations, conversations and student products.

Examination of Student Records

The inspector will examine OSRs and OSTs maintained by the school, representing both current and former students. The inspector will use the OSR checklist to conduct these examinations. For more information see [Section 6](#), Inspection Requirements for Private Schools Seeking Authority to Grant Credits Toward the OSSD.

In situations where a student's OSR is not maintained by the school, the inspector will examine other files regarding the student's placement in courses, and communications with the home school to support the maintenance of the OSR.

Concluding Visit with the Principal

Before leaving the school, the inspector will meet with you again to summarize the key findings of the day based on classroom observations and the examination of records.

The inspector will communicate the recommendations and issues that will form part of the inspection report. The details and timing of any post-inspection follow-up required will also be discussed.

Stage Three: Post-Inspection

Following the inspection, a report is completed and sent to the school by the Ministry.

The inspection report concludes with the inspector's determination regarding the principal's authority to grant credits and the timing of the next inspection. If no major issues regarding credit integrity are identified, the next inspection will normally be conducted two years later. If such issues are identified, the next inspection may be scheduled for the following school year or even within the same school year.

This policy has been revised. Please [click here to access policy updates](#).

Denial or Revocation of Credit-Granting Authority

Inspected private schools must ensure that instruction in courses leading to OSSD credits meets Ministry requirements. The central purpose of the inspection process is to protect the integrity of credits issued by private schools.

In general, the denial of credit-granting authority to an inspected private school will be based on the review of pre-inspection materials and/or the observations made during the inspection process.

As of the effective date of revocation, the school will not be allowed to grant OSSD credits, use the Ontario Student Transcript, or use the common course codes to describe the courses offered by the school.

The inspector is authorized to gather and inspect copies of any documents that are relevant to the inspection. This may include student work, tests and exams, OSTs or other school records.

Where a new inspected private school is in jeopardy of being denied the authority to grant credits, or where an existing inspected school is facing the revocation of its existing credit-granting authority, the procedure below will be followed:

1. If significant issues of non-compliance with Ministry requirements regarding the instruction in credit courses (for example, fewer than 110 hours of instruction per credit, failure to deliver curriculum expectations, no evidence of teaching and learning assessment, or improper management of student records) are identified in a private school, either through an inspection or at any time that the Ministry becomes aware of such issues, an inspector will investigate and determine the appropriate course of action in consultation with Ministry staff.
2. The inspector will inform you of these findings and will indicate that these issues will be discussed with Ministry staff as required, and that further communication will be made in writing.

At any point in the process, two inspectors may be assigned to investigate the issues.

3. Following discussions with other Ministry staff, the inspector will write to you outlining the issues and the actions required to receive (or retain) credit-granting authority.
4. You must indicate if the school wishes to continue to seek authority to grant credits, or if it will instead operate as a non-inspected private school without the authority to grant OSSD credits. Alternatively, you may decide to close the school.

If you wish to continue as an inspected school, your response must provide details of the corrective actions to be taken (within a short timeframe) to address the credit integrity issues identified by the inspector.

Should you decide to close the school rather than continue as a non-inspected school, any OSRs in the school's possession must be dealt with according to step 7, below.

5. If you provide evidence that the required actions have been taken, the inspector will arrange for a follow-up inspection.

At this follow-up inspection, the inspector will determine whether the corrective actions taken are sufficient to recommend that the authority to grant credits be given (or retained), and will inform you while on site at the school. Please note that additional follow-up visits may be required to make this decision.

6. An inspection report will be prepared that clearly indicates the results of the follow-up inspection. If credit-granting authority is denied or revoked, the report will indicate that decision and will specify the effective date this decision will come into effect. The effective date may be the end of the current school term, or in some cases it may be immediate. The Ministry will consider the best interests of the students as a key factor when making this decision.

Please note that an inspection fee will be charged after this follow-up inspection and delivery of the inspection report.

7. Any OSRs in the school's possession must be collected and organized for transfer to the Ministry (or to another educational institution upon the receipt of written request), including those for students who have graduated or no longer attend the school. Each OSR must have an up-to-date and complete OST. More information is available in the [Ontario Student Record Guideline, 2000](#).
8. Immediately following the revocation of credit-granting authority from an existing inspected school, the following educational institutions will be notified:
 - Ontario College Application Service (OCAS)
 - Ontario Universities Application Centre (OUAC)
 - Directors of Education
 - Ontario Ministry of Training, Colleges and Universities: Private Institutions Branch and Postsecondary Accountability Branch
 - The federal Department of Foreign Affairs and International Trade (responsible for the issuance of student visas)
 - Ontario Ministry of Consumer Services – Consumer Protection Branch
 - Ministry of Education – Education Statistics and Analysis Branch
 - Other institutions or agencies as required.
9. The school's listing on the Ministry website will be updated to reflect the loss of credit-granting authority.

10. If credit-granting authority is denied or revoked, you will be informed that:
- Parents and students must be notified immediately that the school does not have credit-granting authority. You must also provide the Ministry with evidence of this communication. A sample letter may be provided by the Ministry for distribution to parents;
 - As part of this communication to students and parents, you should provide information regarding educational alternatives, in order not to jeopardize the students' opportunities to receive credits elsewhere.



New in 2013-2014: Where circumstances warrant, the Ministry may decide to remove the BSID of an inspected private school that loses or is denied its authority to grant credits.

If the BSID is removed by the Ministry following the denial of credit-granting authority, the school must close immediately and would no longer be able to legally operate as a private school. The Ministry website listing of private schools would also be updated to note the removal of the BSID.

The decision to remove a school's BSID is made on a case-by-case basis by Ministry staff, following a review of the facts and evidence, the severity of the circumstances with respect to credit integrity, and the continued non-compliance or inability to comply following the implementation of the denial/revocation process outlined above.

The school will receive advance notice that it is in danger of losing its BSID. The school will be contacted, by phone first and then in writing, to communicate the issues that have led the Ministry to consider removal of the BSID, and to discuss possible corrective action that may be taken.

If the BSID is not removed following the denial of credit-granting authority:

- The school may continue to operate as a non-inspected school, and will remain listed on the Ministry website as a non-inspected private school without the authority to grant credits;
- The school may request an inspection on the next year's NOI and try again to receive credit-granting authority;
- The Ministry website will be updated to remove the credit-granting status of the school from its listing
- The school will be added to the list of schools that have had their credit-granting authority revoked.

More detailed information to help you prepare for inspections is available in [Section 6](#) of this manual.

5

Additional Requirements for Online Private Schools

An online school is one that offers its courses to students electronically, such as computer-mediated instruction and/or online over the internet. While some portion of the curriculum may be delivered by traditional means, the majority of the instruction is delivered electronically outside of a classroom setting. The student may be at home or in a physical location separate from the teacher.

An online school must provide a structured learning environment under the supervision of a principal, with teachers delivering courses and supervising their students' activities.

Instruction may be **synchronous** (teacher and students are online and communicating at the same time) or **asynchronous** (student and teacher are online at different times, maintaining regular contact through some type of course management system).

An online course must have all of the following characteristics:

- A text-based conferencing system;
- Individual and/or group learning activities;
- Asynchronous and/or synchronous learning activities;
- Interactivity with learning materials and/or students;
- Accessibility via the Internet from any location; and
- Ongoing communication between teachers and students.

In addition, multimedia enhancements to course materials and self-directed/paced learner participation may also be provided.

Online learning can include a number of technologies including email, online learning resources, secure online forums and wikis and newsgroups. It can also make use of video and telephone conferencing, with appropriate documentation to support student learning.

For any credit course delivered online by a private school, all of the curriculum expectations including hours of instruction, assessment, evaluation and reporting must be in accordance with the policies outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)* and the relevant curriculum documents.



New in 2013-2014: The Ontario Secondary School Literacy Course may be offered by private schools through online learning. The same eligibility requirements for this course will continue to apply.

Inspection of Online Private Schools

In general, the inspection of an online private school will be conducted in a manner similar to the procedure used for ‘bricks and mortar’ private schools outlined in [Section 4](#), above.

The Ministry’s inspection of an online school is based on a review of posted online content, a review of asynchronous conferencing between teachers and students, interviews with the principal and other school staff, visits to synchronous online sessions and an examination of school documents and records, and of students’ work. Multiple visits to the online course space may be necessary, including individual and group student conferences in the online environment.

A school visit and a meeting with the principal will be necessary in order to demonstrate courseware and/or review school records. Online schools are required to submit the Pre-Inspection Report (Section 6.5) as well as the Pre-Inspection Addendum for Online Schools (Section 6.7).

The inspector will review multiple samples of classroom assessment and evaluation strategies (such as direct observation, tests, projects, rubrics, anecdotal comments, checklists and self- and peer-assessment), samples of student work, student conferences, and records of student achievement and attendance.

The inspector will be looking for evidence of ongoing interactions between the teacher and students in the online learning environment, and for a direct link between the specific and overall curriculum expectations being taught and assessed in compliance with Ministry policy and observed practices.

Where inspection requirements for online schools differ from “bricks-and-mortar” private schools, these are identified and explained in [Section 6](#), below.

6

Inspection Requirements for Private Schools Seeking Authority to Grant Credits Toward the OSSD

This section sets out the policies that govern the inspection of private schools, based on the Ministry policies which are fully described in OS K-12 as it applies to private schools.

Throughout this section, the inspection requirements are followed by *explanatory notes* that summarize the policy and/or provide helpful information, along with *evidence* to help you prepare for the inspection. Where the requirements have been adjusted to accommodate the unique requirements of the online school environment, these are highlighted as well.

Diploma and Certificate Requirements and Related Procedures

OS K-12 Policy Statement (6.1)

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

- *students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;*
- *students must meet the secondary school literacy requirement; and*
- *students must complete 40 hours of community involvement activities.*

The 40-Hour Community Involvement Requirement (OS K-12 6.1.4)

OS K-12 Policy Statement

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements...students in Grade 8 will now be

able to start accumulating community involvement hours in the summer before they enter Grade 9.(For more details see PPM No. 124a.)



Inspection Requirement:

The school establishes procedures for the community involvement requirement and retains appropriate documentation.



Explanatory/Policy Notes:

- ☐ Schools are responsible for developing a list of community involvement activities that the school considers acceptable.
- ☐ The list must not include activities that are designated as ineligible in Policy/Program Memorandum 124A:
(<http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>).
- ☐ Schools must develop forms on which students list their planned activities and their completed activities. The school's forms must include at least the information on the sample forms found in the Policy/Program Memorandum.
- ☐ Schools must develop a document that explains the community involvement requirement and the roles and responsibilities of the various participants. The school's document must include at least the information on the sample form found in the policy/program memorandum.
- ☐ The school must ensure that all participants, including the students and the sponsors of community involvement activities, are adequately covered by the school's insurance.
- ☐ The School Course Calendar contains a description of the community involvement requirement including policies and procedures.
- ☐ The principal determines if an activity that is not on the list of the school's approved activities is acceptable and keeps a copy of the approval on file.
- ☐ The principal determines whether the student has met the community involvement requirement and notes the completion on the Ontario Student Transcript.
- ☐ As of September 2011, students are able to start community involvement hours in the summer before they enter Grade 9.
- ☐ For students from schools outside Ontario who do not have Ontario credits and who have completed Grade 10, 11, or more than Grade 11, the principal determines the number of hours of community involvement required. (OS K-12 Appendix 2, footnote B)
- ☐ Any school that takes students attending regular day school must indicate in the School Course Calendar that the community involvement requirement must be completed at the regular day school.

**Evidence:**

- ☐ School Course Calendar has a list of acceptable community involvement activities.
- ☐ School has a “Notification of Planned Community Involvement Activities” form.
- ☐ School has a “Completion of Community Involvement Activities” form.
- ☐ School has a document that explains the community involvement requirement and the roles and responsibilities of the various participants.
- ☐ Completion of the requirement is noted on the OST.

**Online Schools:**

- ☐ If the school maintains the OSR, it must have a community involvement package that encompasses all of the components listed above.

The Ontario Secondary School Literacy Test (OS K-12 6.1.3.1)**OS K-12 Policy Statement:**

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.

**Inspection Requirement:**

Students must successfully complete the Grade 10 Ontario Secondary School Literacy Requirement (OSSLT) in order to earn an Ontario Secondary School Diploma.

**Explanatory/Policy Notes:**

Students will normally take the test in Grade 10:

- ☐ The school must register with Education Quality and Accountability Office (EQAO). The test is prepared and evaluated by the EQAO and will be based on the Ontario curriculum expectations for language and communication (particularly reading and writing) up to and including Grade 9.
- ☐ The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.
- ☐ Schools must provide remedial assistance for students who do not complete the test successfully.

- ☐ Upon successful completion of the test, students may not retake it in the same language (i.e. English or French).
- ☐ The Literacy Requirement is the responsibility of the school that holds the student's OSR.

The Ontario Secondary School Literacy Course (OS K-12 6.1.3.1)



Inspection Requirement:

Where the student has not been successful in the OSSLT, the school establishes a procedure for offering the Ontario Secondary School Literacy Course (OSSLC).



Explanatory/Policy Notes:

Policy Requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English - The Ontario Secondary School Literacy Course (OSSLC), Grade 12*:

- ☐ No modifications of expectations are permitted in this course.
- ☐ If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Students who pass the course are considered to have met the literacy graduation requirement.
- ☐ An unsuccessful attempt is confirmed upon receipt of the results from EQAO.
- ☐ The adjudication process, as a way of meeting the secondary school literacy graduation requirement, **does not apply to private schools.**
- ☐ The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

Evidence:



- ☐ EQAO documentation in the Ontario Student Record folder indicates that the student has or has not succeeded in the OSSLT.
- ☐ Only the notation of the successful completion of the literacy diploma requirement will appear on the Ontario Student Transcript.

The Ontario Secondary School Literacy Test (OS K-12 6.1.3) - Mature Students

OS K-12 Policy Statement

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

A mature student is a student who is 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; who 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 school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

Substitutions for Compulsory Credit Requirements (OS K-12 6.2)

OS K-12 Policy Statement:

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1.



Inspection Requirement:

The school establishes a procedure and retains appropriate documentation when the principal makes a substitution for a compulsory credit.



Explanatory/Policy Notes:

- ☐ The principal may substitute up to three compulsory with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2, 3) outlined in section 6.1.1.
- ☐ The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution (OS K-12 6.2). Substitutions are made to meet individual students' needs.
- ☐ Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.
- ☐ 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 second language.

- ☐ Credits earned for co-operative education courses may not be used through substitution to meet compulsory credit requirements.
- ☐ If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution for a compulsory credit, the principal will determine whether the substitution should be made.
- ☐ A principal may initiate consideration of whether a substitution should be made. The decision is made in consultation with the parent or adult student and appropriate school staff.
- ☐ English as a second language and English literacy development courses may not be used to substitute for a compulsory credit (they may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1.
- ☐ No more than one learning strategy 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 (OS K-12 7.3.1)

Each substitution will be noted on the student's OST. Courses that meet the compulsory credit requirement are listed in OS K-12 6.1. Section 6.1 OS K-12 lists OSSD compulsory and optional course requirements.



Evidence:

- ☐ School retains documentation confirming that the principal made the decision about a substitution in consultation with the parent or adult student.
- ☐ Substitutions are noted on the OST.

The Student's Program

The School Program and Course Calendar (OS K-12 5.3.1)

OS K-12 Policy Statement:

The school publishes annually a school program and course calendar that provides students and their parents with detailed and up-to-date information on diploma requirements, programs, and courses available in the school.

**Inspection Requirement:**

The components of the School Course Calendar must comply with the requirements listed in OS K-12 as applicable to private schools.

**Evidence:**

The school includes the information in its School Course Calendar as indicated under OS K-12 5.3.1. See 6 A – School Course Calendar Checklist.

**Online Schools:**

An online school publishes the School Course Calendar on a publicly accessible website with a clear indication of the last revision. See 6 H – Online School Checklist.

**Evidence:**

- ☐ Describe minimum hardware and software requirements for accessing and viewing the content of online courses
- ☐ Include information on access to teachers, online help and other student supports
- ☐ Provide information on how parents can: access the course; review students lessons and work; contact the teacher and principal
- ☐ Online schools clearly define what constitutes attendance in the online environment and describe a procedure for monitoring and following up on attendance issues
- ☐ School's code of student behavior – online schools must have an acceptable use policy (AUP) in place for information technology and should refer to the policy in the school calendar

Reach-Ahead Opportunities for Elementary School Students (OS K-12 2.5.2.1)**OS K-12 Policy Statement:**

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

**Inspection Requirement:**

The secondary school establishes a procedure for the supervision of elementary students who reach ahead to take secondary school courses and maintains appropriate records for these students.

**Explanatory/Policy Notes:**

- ☐ The elementary school principal and the secondary school principal consult with the student's parents and the student and obtain parental consent.
- ☐ The secondary school principal assumes responsibility for evaluating the student's achievement and for granting and recording the credit.

**Evidence:**

- ☐ The secondary school has documented evidence of the approval of the parents in the OSR.
- ☐ The successful completion of the course is noted on the OST once the elementary school pupil becomes a secondary school student in September of that school year.
- ☐ The secondary school principal must be able to show evidence of documentation of assessment and evaluation that would support achievement of overall expectations.

Course Prerequisites (OS K-12 7.2.3)**OS K-12 Policy Statement:**

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools 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 principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived.

**Inspection Requirement:**

The school establishes a procedure for waiving prerequisites and maintains appropriate documentation.

**Explanatory/Policy Notes:**

- ☐ A parent or an adult (a student who is eighteen years of age or older) student may request that a prerequisite be waived.
- ☐ The principal may also initiate consideration of whether a prerequisite should be waived.
- ☐ The principal makes a decision in consultation with the parent, or the adult student and appropriate school staff.

**Evidence:**

- ☐ The school retains documentation in the OSR with respect to a request for waiver and reasons to allow the waiver including the assessment and evaluation documents.

Procedures for Students Who Wish to Change Course Types (OS K-12 7.2.4)**OS K-12 Policy Statement:**

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

**Inspection Requirement:**

The school establishes a procedure to change course types.

**Explanatory/Policy Notes:**

- ☐ 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 principal.

**Evidence:**

- ☐ The school retains documentation in the OSR with respect to a request for a change of course type.

Achievement and Accreditation

Secondary School Credits (OS K-12 7.1)

OS K-12 Policy Statement:

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours.



Inspection Requirement:

All courses comply with the definition of a credit and of scheduled time.



Explanatory/Policy Notes:

- ☐ A credit is granted in recognition of the successful completion (that is, completion with a percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours
- ☐ Credits are granted by the principal on behalf of the Minister of Education.
- ☐ Every course is developed or approved by the Ministry of Education.
- ☐ A half-credit is granted for each 55-hour part of a 110-hour Ministry-developed course.
- ☐ Half-credit courses must comply with requirements outlined in Ministry curriculum policy documents.
- ☐ Credit may be granted for successful completion of an approved locally developed course.

Scheduled Time:

- ☐ 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 teaching and learning between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course.
- ☐ Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.



Evidence:

Required numbers of hours are documented:

- ☐ On the school's timetable;
- ☐ In the school year calendar;
- ☐ In the Outlines of Course of Study;
- ☐ In teacher planning



Online Schools:

One or more of the following approaches can be used to account for the 110 hours for full-credit courses and/or for the 55 hours for half-credit courses. A half-credit may be granted for each 55-hour part of a 110-hour Ministry-developed course *in accordance with the policy outlined in the curriculum policy documents*:

- ☐ Students are required to log in on a regular basis (at least 3 or more times per week) and to interact with teachers and/or other students – logins are tracked by the course software or via the contributions to the collaborative conference;
- ☐ Students maintain a learning log documenting online and offline activities;
- ☐ Course content (other than homework) is designed to be 110 hours and/or 55 hours of planned learning activities (approximate time allocations and expectations being covered accompany course units and/or activities);
- ☐ Teacher support is available during the 110 hours and/or the 55 hours;
- ☐ A timeline and schedule for student participation and assignment submission is established upon registration (continuous intake) based on a 110 hour and/or 55 hour course;
- ☐ Teacher tracks student activity through the learning platform on a daily basis;
- ☐ Other tracking mechanisms available in the courseware.



Evidence:

In the online school, required numbers of hours are documented:

- ☐ On school/teachers' timetables;
- ☐ In online course content;
- ☐ In electronic tracking systems;
- ☐ In discussion with course designer/principal;
- ☐ In text-based collaborative conference;
- ☐ In student time logs;
- ☐ In teacher records.

Assessment, Evaluation, and Reporting (OS K-12 2.3)

OS K-12 Policy Statement:

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools.



Inspection Requirement:

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents.

All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations.

See Section 3 of the Ministry's Inspection Report.



Explanatory/Policy Notes:

The school has a policy in place which is based on seven fundamental principles (Growing Success, 2010, pp. 28-29) designed to ensure that assessment, evaluation, and reporting practices and procedures are in compliance with Growing Success, 2010. Teachers use practices and procedures that:

- ☐ Are fair, transparent, and equitable for all students
- ☐ Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit
- ☐ Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students
- ☐ Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course
- ☐ Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning



Evidence:

- ☐ All curriculum expectations set out in the curriculum policy documents must be accounted for in instruction. (*Growing Success*, page 38)
- ☐ Assessment is based on evidence of student achievement of the provincial

- curriculum expectations. (*Growing Success*, page 28)
- ☐ Student learning is assessed and evaluated in a balanced manner with respect to the four categories of the achievement chart. (*Growing Success*, page 17)
- ☐ Evaluation is based on assessment *of* learning that provides evidence of student achievement at strategic times throughout the course. (*Growing Success*, page 38)
- ☐ Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products (*Growing Success*, page 39)
- ☐ Evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his/her achievement of related specific expectations. (*Growing Success*, page 38)
- ☐ Assessment *for* learning and Assessment *as* learning support students in understanding the success criteria used to assess their learning as well as what evidence of learning they will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool such as checklist, a rubric, or an exit card, etc. (*Growing Success*, pages 28, 29 and 33)
- ☐ Assessment, evaluation, and reporting are ongoing, varied in nature, administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. (*Growing Success*, page 6)
- ☐ To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation, in a subject or course, are not considered in the determination of a student's grades. (*Growing Success*, pages 10 and 45)
- ☐ 70 % of the final grade is based on evaluation conducted throughout the course, reflecting the student's most consistent level of achievement throughout the course with special consideration given to more recent evidence of achievement. (*Growing Success*, page 41)
- ☐ 30% of the final grade is based on a final evaluation administered at or toward the end of the course. (*Growing Success*, page 41)
- ☐ 30 % of the grade (final evaluation) is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. (*Growing Success*, page 41)
- ☐ The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (*Growing Success*, page 41)
- ☐ The school's policies relating to "Cheating and Plagiarism" are in compliance with *Growing Success*, 2010, pages 42 and 43.
- ☐ The school's policies relating to "Late and Missed Assignments" are in compliance with *Growing Success*, 2010, page 44.



Online Schools:

All criteria mentioned above apply to online schools. In addition, the following also apply:

- ☐ A full description of assessment and evaluation strategies is posted in the course content pages.
- ☐ Online courses demonstrate evidence of ongoing teaching and learning between teacher and students in an on-line learning environment.
- ☐ Course content includes activities to meet and assess/evaluate the oral communication expectations of the course, where applicable.
- ☐ Student projects, group and individual work are posted in the course environment
- ☐ Collections of student work are maintained over time
- ☐ Varied assessment strategies over the duration of the online course, appropriate to the subject take advantage of the unique characteristics of the medium including:
 - Contributions to online discussions
 - Completion of online assignments
 - Portfolio submissions
 - Projects and presentations (whether real-time via video conferencing or asynchronous such as website development, electronic presentations, etc.)
 - Online collaborative projects
 - Tests (online or offline)
 - Student-led conferencing
- ☐ Ongoing guidance and direction provides continual, timely, and constructive feedback from the teacher to support student learning

Student Attendance (OS K-12 4.2)

OS K-12 Policy Statement:

Regular attendance at school is critical for the student's learning.



Inspection Requirement:

Students and their parents are informed about the school's policy on attendance.



Explanatory/Policy Notes:

The school has a policy related to student attendance and a procedure for recording student absences and for contacting students/parents of students under 18 years of age to attend class

**Evidence:**

- ☐ The School Course Calendar states school's policy on attendance.
- ☐ The report card indicates number of student absences in each class.

**Online Schools:**

An online school has a policy related to student attendance and a procedure for recording student absences and for contacting students/parents of students under 18 years of age who fail to log in.

**Evidence:**

- ☐ The School Course Calendar states the policy about what constitutes attendance in the online environment.
- ☐ The principal informs parents/guardians and students of log-in expectations.
- ☐ The school maintains records regarding efforts to contact students who fail to log in.
- ☐ The principal informs parents as to timelines for the completion of activities and assignments, where appropriate.
- ☐ The principal can explain how absences are recorded.

Prior Learning Assessment and Recognition (PLAR) (OS K-12 7.2.5, PPM 129):
CHALLENGE

OS K-12 Policy Statement:

The PLAR process ... 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.

**Inspection Requirement:**

The school establishes a procedure for the challenge process if the school chooses to implement PLAR challenge, and maintains documentation.

**Explanatory/Policy Notes:****Challenge Process:**

- ☐ The PLAR challenge process is developed in accordance with Policy/Program Memorandum 129. (<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>).
- ☐ Assessment instruments for the challenge process must include formal tests

(70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark).

- ☐ A maximum of four credits may be granted through the challenge process for Grade 10, 11 and 12 courses.
- ☐ Full disclosure applies for Grade 11 and 12 PLAR for completed challenges.



Evidence:

- ☐ Statement in School Course Calendar outlines when students can challenge for credit.
- ☐ “PLAR Challenge for Credit: Cumulative Tracking Record” and “PLAR Challenge for Credit: Interim Tracking Record” are used for recording student results.
- ☐ School application form includes, at a minimum, what is on sample form in the policy/program memorandum.
- ☐ School form for recording assessment includes, at a minimum, what is on sample form in the policy/program memorandum.
- ☐ “PLAR Challenge for Credit: Cumulative Tracking Record” is maintained and included in the OSR.

Prior Learning Assessment and Recognition (PLAR) (OS K-12 7.2.5, PPM 129): EQUIVALENCY

OS K-12 Policy Statement:

The PLAR process ... involves two components: challenge and equivalency. PLAR procedures are carried out under the direction of the school principal, who grants credits. The equivalency process involves the assessment of credentials from other jurisdictions.



Inspection Requirement:

The school establishes a procedure for awarding credit equivalencies and maintains documentation.



Explanatory/Policy Notes:

Equivalency Process:

- ☐ For students with credentials from other jurisdictions, the principal determines the total credit equivalency as well as the number of compulsory and optional credits still to be awarded in accordance with OS K-12.
- ☐ Appendix 2 of OS K-12 provides a table to help principals determine the number of credits that incoming students must earn following any PLAR

equivalency credits granted. For instance, a student transferring from home schooling, a non-inspected private school or a school outside Ontario must earn at a minimum an additional 4 credits, including 1 compulsory credit in English, mathematics or science.

- ☐ Students working towards the OSSD must complete the OSSD Literacy requirement.
- ☐ For students working towards the OSSD, the principal determines the number of hours of community involvement activities that students will have to complete. Policy/Program Memorandum No. 124A describes the requirements for community involvement.



Evidence:

- ☐ School has a procedure for awarding credit equivalencies.
- ☐ Statement in School Course Calendar contains information about the equivalency process.
- ☐ A copy of the equivalency assessment is in the student's OSR folder.
- ☐ The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST.

Prior Learning Assessment and Recognition (PLAR) for Mature Students (OS K-12 7.2.5.2, PPM 132): EQUIVALENCY

OS K-12 Policy Statement:

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students.

A mature student is a student who is 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; who 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 school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.



Inspection Requirement:

Where applicable the school establishes a procedure for awarding credit equivalencies for mature students and maintains documentation.



Explanatory/Policy Notes:

The principal is responsible for determining whether the mature student was previously enrolled in the Ontario secondary school system under OS K-12, OSIS or Circular H.S.I. 1978-81 on the basis of written evidence of previous enrolment.

Secondary School Graduation Diploma (SSGD)

A mature student who entered an Ontario secondary program before September 1, 1984 will continue to work towards the Secondary School Graduation Diploma (SSGD). The process for assessing equivalent credit allowances and granting credits that is described in OSIS will apply to mature students working towards the SSGD. Please note that these students may wish to have their prior learning assessed and granted under OS K-12 and must then meet all the requirements for OSSD under OS K-12 including the Ontario Secondary School Literacy Requirement and Community Involvement Activities.

Ontario Secondary School Diploma (OSSD)

Note: For students working under OS the principal will ensure that every prospective applicant is informed about the policies and procedures related to the individual assessment of mature students including policies on and procedures for recording results in the OSR and on the OST.

Grade 9 and 10 Credits:

The principal will:

- ☐ Determine whether the student can be granted up to 16 Grade 9 and 10 credits, on the basis of transcripts indicating successful completion of two years of secondary school that are comparable to Ontario Grade 9 and 10.
- ☐ Determine in the absence of transcripts the number of Grade 9 and 10 credits to be granted following an individual assessment.
- ☐ A copy of the equivalency assessment is in the student's OSR folder
- ☐ The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST

Grade 11 and 12 Credits:

The principal will:

- ☐ Determine whether there is a direct relationship between the credentials and/or other appropriate documentation presented by the student and the curriculum expectations for a specific Grade 11 and 12 course in one of the Ontario Curriculum documents published in 2000 or later.
- ☐ Determine whether equivalency should be granted for a specific full- or half-credit course.
- ☐ Record all Grade 11 and 12 credits granted on the appropriate form.



Evidence:

- ☐ A copy of the equivalency is in the student's OSR folder.
- ☐ The school has a policy for awarding equivalencies to mature students.
- ☐ Statement in the School Course Calendar contains information about the equivalency process for mature students.
- ☐ Credits are recorded on the OST as per the OST Manual, 2010.
- ☐ PLAR for Mature Students-Individual Assessments for Grade 9 and 10 credits: Interim and Cumulative Tracking Record.
- ☐ PLAR for Mature Students: Equivalency Process for Grade 11 and 12 Credits: Interim and Cumulative Tracking Record.

Prior Learning Assessment and Recognition (PLAR) for Mature Students (OS K-12 7.2.5, PPM 132): CHALLENGE

OS K-12 Policy Statement:

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students.



Inspection Requirement:

The school establishes a procedure for the challenge process if the school chooses to implement PLAR for Mature Students and maintains documentation.



Explanatory/Policy Notes:

Challenge Process:

- ☐ The PLAR challenge process is developed in accordance with Policy/Program Memorandum 132. (<http://www.edu.gov.on.ca/extra/eng/ppm/132.html>).
- ☐ Assessment instruments for the challenge process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate to the particular course (30% of the final mark).
- ☐ Mature Students may challenge up to 10 Grade 11 and 12 courses through the challenge and equivalency combined. There is no maximum on the number of credits that may be obtained in any one discipline.
- ☐ Full disclosure applies for Grade 11 and 12 PLAR for completed challenges.



Evidence:

- ☐ School Course Calendar outlines when students can challenge for credit.
- ☐ “PLAR for Mature Students Challenge for Credits: Cumulative Tracking Record” and “PLAR for Mature Students Challenge for Credits: Interim Tracking Record” are used for recording student results.
- ☐ School application form includes, at a minimum, what is on sample form in the policy/program memorandum.
- ☐ School form for recording assessment includes, at a minimum, what is on sample form in the policy/program memorandum.
- ☐ “PLAR for Mature Students Challenge for Credit: Cumulative Tracking Record” is maintained and included in the OSR.

Independent Study (OS K-12 10.3)

OS K-12 Policy Statement:

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the [Independent Learning Centre](#) (see section 10.5) may form part of independent study...The principal will record the student’s achievement on the Ontario Student Transcript.



Inspection Requirement:

If applicable, the school establishes a procedure for students who take courses or components of a course through independent study, and retains appropriate documentation.



Explanatory/Policy Notes:

The teacher of the course is responsible for:

- ☐ assigning components of the course,
- ☐ suggesting available resources,
- ☐ evaluating the achievement of the student,
- ☐ Ensuring that the total work involved is equivalent to that expected in the time scheduled for the course.

Students are expected:

- ☐ to demonstrate achievement of the overall curriculum expectations of the course.

The principal will:

- ☐ record the student’s achievement on the Ontario Student Transcript.



Evidence:

The school keeps records of:

- ☐ the student's work;
- ☐ assessment and evaluation of curriculum expectations;
- ☐ a rationale for enrolling a student in an independent study course;
- ☐ the plan that names the teacher who will supervise the student and outlines a schedule of teacher-student contacts and expectations of the student.

Private Study (OS K-12 10.4)

OS K-12 Policy Statement:

A student may be permitted to take one or more courses through private study in one or the other of two circumstances: (1) if the student is deemed to have a valid reason for not attending classes; or (2) if the school does not offer the course(s). The school must be willing to monitor the student's progress and evaluate his or her work. Courses offered through the Independent Learning Centre (see section 10.5) may form part of a student's private study program... When a student has taken a course through private study, the principal will record the student's achievement on the Ontario Student Transcript.



Explanatory/Policy Notes:

The principal/school will:

- ☐ determine if the student is deemed to have a valid reason for not attending classes,
- ☐ determine if the school does not offer the course(s).
- ☐ monitor the student's progress and evaluate his or her work.
- ☐ review the application of the student who wishes to apply for private study as early in the school year as possible.
- ☐ record the student's achievement on the Ontario Student Transcript.

Students are expected:

- ☐ to submit an application as early in the school year as possible – normally not later than the first school day in September (the beginning of semester 1) if the student intends to complete the course by January 31, or not later than the first school day in February (or the beginning of semester 2) if the student intends to complete the course by June 30.
- ☐ to submit the application to the principal of the secondary school that will be monitoring the student's learning.

**Inspection Requirement:**

If applicable, the school establishes a procedure for students who take courses or components of a course through private study and retains appropriate documentation.

**Evidence:**

The school keeps records of:

- ☐ The student's work;
- ☐ Assessment and evaluation of curriculum expectations;
- ☐ A rationale for enrolling a student in a private study course;
- ☐ The plan that names the teacher who will supervise the student and outlines a schedule of teacher-student contacts and expectations of the student.

Programs in Music Taken outside the School (OS K-12 7.3.4, Appendix 4)**OS K-12 Policy Statement:**

A student may be awarded a maximum of 2 credits for music programs taken outside the school.

**Inspection Requirement:**

The student presents official examination result forms or certificates for music credits earned outside the school.

**Explanatory/Policy Notes:**

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

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

requirement in the arts or the additional compulsory credit requirement for Group 2.

Note:

- Students may not use these credits to satisfy the related course requirement for a cooperative education program.
- A student awarded 2 music credits in this manner may not earn additional Grade 10 to 12 music credits through the Prior Learning and Assessment (PLAR) challenge or equivalency processes.
- A maximum of 4 credits earned through a combination of a dual credit program and a program in music taken outside the school may be used to meet the optional credit requirement for the OSSD.

Option Two: Students may be awarded music credits (a maximum of 2 credits, in Grades 10 to 12) through the PLAR challenge process, as defined in section 7.2.5. Music credits granted through the PLAR process may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2. They may also be used to satisfy the related course requirement for a cooperative education program.



Evidence:

- ☐ Copies of forms or certificates are retained in the OSR for inspection.
- ☐ The credit is noted on the OST.

Program Planning and Delivery by Schools

Outlines of Courses of Study (OS K-12 5.3.2)

OS K-12 Policy Statement:

The principal of a secondary school will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These Outlines of Course of Study must be available at the school for parents and students to examine.



Inspection Requirement:

All Outlines of Courses of Study comply with the requirements of OS K-12 as applicable to private schools.

Information regarding access to the Outlines of Course of Study and to curriculum policy documents will be included in the school's program/School Course Calendar.



Explanatory/Policy Notes:

Course codes for individual subjects are found in their respective curriculum policy documents.

- ☐ Outlines of Courses of Study represent in summary form the material from the set of units making up the teacher's course of study and overall considerations relating to a course such as course evaluation.



Evidence:

The Outlines of Courses of Study reflect the requirements as listed under OS K-12 5.3.2. (see section 6.2 of this manual)



Online Schools:

It is recommended that the outline of the course content include an indication of online and offline activities.

Locally Developed Courses – Inspected Private Schools (OS K-12 7.3.1 and OS K-12 7.3.2.2)

OS K-12 Policy Statement:

Locally developed courses are courses that may be developed by a board for students in a particular school or region to accommodate education and/or career preparation needs that are not met through courses within the provincial curriculum policy documents. Such courses require the approval of the ministry...

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



Inspection Requirement:

Locally developed compulsory credit and optional credit courses offered have Ministry approval.

Guide to Locally Developed Courses, Grades 9 to 12: Development and Approval Procedures (2004)

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/localdev/locdeve.pdf>

The seven locally developed compulsory credit courses approved for use at the provincial level are available at:

www.curriculum.org/csc/library/ldcc/index.shtml



Explanatory/Policy Notes:

- ☐ Deadline for submission for first-time approval or re-approval: by March 31 for a course to be offered one year from the following September.
- ☐ Ministry approval for all locally developed courses will be valid for three years.



Evidence:

- ☐ Documentation is on file demonstrating that locally developed courses have been approved by the Ministry.

The Ontario Student Record (OSR) and the Ontario Student Transcript (OST)

The Ontario Student Record (OS K-12 4.1.1, and OS K-12 4.4.2)

OS K-12 Policy Statement:

The OSR is the record of a student's educational progress through schools in Ontario. 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 OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

The OST is a comprehensive record of all course work and diploma requirements achieved by a student.



Inspection Requirement:

The school establishes policies and procedures for the establishment, maintenance, use, retention, transfer, and disposal of the OSR in accordance with the *OSR Guideline, 2000*.



Evidence:

- ☐ The school has a policy on the establishment, maintenance, retention, transfer and disposal of a record in compliance with the *OSR Guideline, 2000*.

- ☐ The materials in the OSR are collected and stored in accordance with the policies in the *OSR Guideline, 2000* and the policies established by the school.
- ☐ The security of the OSR is ensured.
- ☐ Information is recorded correctly on all sections of the OSR folder.
- ☐ A report card is filed in the OSR folder for each student who has been enrolled in the school.
- ☐ When a documentation file is required it is kept in the OSR folder.
- ☐ The office index cards are maintained outside of the OSR.

The Ontario Student Transcript (OS K-12 4.1.2)

OS K-12 Policy Statement:

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student.



Inspection Requirement:

The credits that a secondary school student has earned...will be recorded on the OST.



Explanatory/Policy Notes:

- ☐ OST is established for any student enrolled in a credit or non-credit course by the school which maintains the OSR.
- ☐ An official OST containing a summary of all course work and diploma requirements completed will be issued to any student who requires a transcript.



Evidence:

- ☐ Where the school maintains the OSR, the school initiates, maintains, issues, and stores an OST for every student enrolled in accordance with the *OST Manual, 2010*.
- ☐ The OST is a cumulative and continuous record of a student's completion of courses.
- ☐ A hard copy of the OST for every student who has retired or graduated is filed in the OSR.

Experiential Learning Programs

Cooperative Education (OS K-12 8.1)

OS K-12 Policy Statement

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community.



Inspection Requirement:

A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based.



Explanatory/Policy Notes:

- ☐ Any course from an Ontario curriculum policy document or any Ministry-approved locally developed course may serve as the related course for a cooperative education program.
- ☐ Students may earn a minimum of one and a maximum of two cooperative education credits for each related course
- ☐ If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.
- ☐ The cooperative education course consists of a classroom component and a placement component.
- ☐ A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program.
- ☐ A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.
- ☐ A revised edition of the Ministry's policy document, [*Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools \(2000\)*](#), is in development.



Evidence:

- ☐ A personalized placement learning plan.
- ☐ The Ontario Student Transcript indicates a "C" next to the co-op credit in the

note column of the transcript.

- ☐ Documentation of the monitoring process.
- ☐ Assessment, evaluation and reporting on the related in-school course curriculum expectations.
- ☐ The school must ensure that students participating in experiential learning programs, involving more than one day at the workplace, must have the appropriate insurance coverage.

6.1 School Course Calendar Checklist

Private School:		
School		
Components		Comments
<input type="checkbox"/>	The importance and value of completing a secondary education and the school's commitment to reach every student to help him or her achieve a successful outcome from the secondary school experience	
<input type="checkbox"/>	The requirement to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD)	
<input type="checkbox"/>	The school's overall goals and philosophy	
<input type="checkbox"/>	School organization, including the school's terms, reporting periods, and timetable organization	
<input type="checkbox"/>	The school's expectations regarding students' responsibilities, achievement, and attendance	
<input type="checkbox"/>	The school's code of conduct	
Diploma and Certificates		
The requirements for the OSSD, including:		
<input type="checkbox"/>	compulsory credit requirements	
<input type="checkbox"/>	optional credit requirements	
<input type="checkbox"/>	The provincial secondary school literacy requirement, including: <ul style="list-style-type: none"> the Ontario Secondary School Literacy Test the Ontario Secondary School Literacy Course accommodations, special provisions, deferrals, and exemptions 	
<input type="checkbox"/>	the community involvement requirements and procedures	
<input type="checkbox"/>	substitution policy for compulsory credit requirements	
<input type="checkbox"/>	The requirements for the Ontario Secondary School Certificate, including: <ul style="list-style-type: none"> compulsory and optional credit requirements substitution policy for the compulsory credit requirements 	
<input type="checkbox"/>	The Certificate of Accomplishment	
Curriculum		
All courses offered in the school and related information, including:		
<input type="checkbox"/>	the definition of a credit	
<input type="checkbox"/>	definitions of the types of courses available in the Ontario curriculum	
<input type="checkbox"/>	an explanation of the course coding system	

Components	Comments
<input type="checkbox"/> descriptions of all courses offered by the school, including courses that are not part of the Ontario curriculum, such as locally developed courses (compulsory and optional)	
<input type="checkbox"/> how to gain access to Outlines of the Courses of Study	
<input type="checkbox"/> how to gain access to Ontario curriculum policy documents	
<input type="checkbox"/> descriptions of experiential learning programs such as cooperative education, and job shadowing	
<input type="checkbox"/> policy regarding student withdrawal from courses in Grades 11 and 12	
<input type="checkbox"/> procedures related to changing course types	
<input type="checkbox"/> the Prior Learning Assessment and Recognition processes for equivalency and if applicable, challenge	
<input type="checkbox"/> information on evaluation and examination policies	
<input type="checkbox"/> information on reporting procedures, including the school's report card and the Ontario Student Transcript	
Supports and Resources	
The types of school supports and resources that are available, (IF APPLICABLE) including:	
<input type="checkbox"/> guidance and education and career planning supports including the Individual Pathways Plan and orientation and exit programs	
<input type="checkbox"/> strategies and resources for students and parents to support education planning and the course selection process	
<input type="checkbox"/> intervention strategies, supports, and programs	
<input type="checkbox"/> supports for English language learners	
<input type="checkbox"/> computer labs and resource centre/library	
<input type="checkbox"/> community resources	

6.2 Checklist for Outlines of Courses of Study

Private School:			
Course:		Course Code:	
Components:		Comments:	
Title Page Check off the following items to confirm that all of these components are included in each Outline of Courses of Study.			
<input type="checkbox"/> Name of school			
<input type="checkbox"/> Department			
<input type="checkbox"/> Names of the department head, the classroom program developers or teachers			
<input type="checkbox"/> Course development date			
<input type="checkbox"/> Course reviser(s)/revision date			
<input type="checkbox"/> Course title/grade/course type			
<input type="checkbox"/> Ministry course code			
<input type="checkbox"/> Credit value			
<input type="checkbox"/> Name and publication date of the Ministry curriculum policy document(s) from which the course has been developed			
<input type="checkbox"/> Prerequisite(s) and co requisite(s), if any			

Components:	Comments:
<p>Course Description/Rationale</p> <p><input type="checkbox"/> Taken directly from the appropriate curriculum policy document</p>	
<p>Overall Curriculum Expectations</p> <p><input type="checkbox"/> Taken directly from the appropriate curriculum policy document</p>	
<p>Outline of Course Content</p> <p><input type="checkbox"/> All units in the course are titled</p> <p><input type="checkbox"/> Units are listed in the sequence of delivery</p> <p><input type="checkbox"/> Instructional time for each unit adds up to 110 hours for a full-credit course or 55 hours for a half-credit course</p>	
<p>Teaching & Learning Strategies</p> <p><input type="checkbox"/> Appropriate to the course type (i.e., strategies reflecting the appropriate balance of theoretical components and practical applications for the particular type of course)</p> <p><input type="checkbox"/> Appropriate to the range of students' learning needs</p>	
<p>Strategies for Assessment & Evaluation of Student Performance</p> <p><input type="checkbox"/> Appropriate to the course type</p> <p><input type="checkbox"/> Appropriate to the students' range of learning needs</p>	
<p>Considerations for Program Planning</p> <p><input type="checkbox"/> Incorporates, as appropriate, considerations for program planning that align with Ministry and board policy initiatives, such as:</p> <p>planning related to students with special needs, English language learners, environmental education, equity and inclusive education, financial literacy education, the Ontario First Nation, Metis, and Inuit education policy framework, the role of information and communications technology, career education, cooperative education, health and safety.</p>	
<p>Resources</p> <p><input type="checkbox"/> Resources including the names, publisher and dates of the textbook(s) and resource materials that are essential to the course.</p>	

6.3 Ontario Student Record (OSR) Checklist

The *Ontario Student Record (OSR) Guideline, 2000* is currently under review.

School:					
Date:					
CHECKLIST		ITEMS IN EVIDENCE			COMMENTS
		Yes	No	N/A	
A. RESPONSIBILITY OF SCHOOLS					
School has designated a person to perform clerical functions re - the establishment and maintenance of the OSR.					
School has developed procedures for the confidentiality of the information kept in the OSR.					
School has developed procedures for the regular review of the OSR.					
School has developed procedures for the secure storage of the OSR.					
School has developed procedures around transfer of the OSR.					
School has developed procedures for the complete and confidential disposal of material removed from the OSR.					
School has developed appropriate OSR access procedures for staff, students and parents.					
School has a policy regarding withdrawal from a course.					
School maintains the office index card separate from the OSR Folder.					
If the school maintains electronic records, the school has developed procedures: e.g. security, access, retention.					
School maintains appropriate documentation when prerequisites are waived.					

CHECKLIST	ITEMS IN EVIDENCE			COMMENTS
	Yes	No	N/A	
School maintains documentation for substitutions of compulsory courses.				
School maintains appropriate documentation for elementary students who take "reach ahead" credits.				
School stores the PLAR equivalency assessment in the OSR.				
School maintains documentation confirming that the principal of the regular school has been informed that the student from the regular school is enrolled in a course at the private school.				
School verifies accumulated hours of instruction for French as a Second Language and/or Native as a Second Language.				
B. OSR FOLDER				
1. Biographical Data (3.1.1)				
Surname and Name				
Date of Birth				
Method of verification (i.e., baptismal certificate, citizenship)				
Ontario Education Number (OEN)				
2. Schools Attended (3.1.2)				
Name of each school attended for each grade				
First/last day of attendance for each grade				
C. REPORT CARDS				
Report card filed for each reporting period				
Principal signature on the report card				
D. ONTARIO STUDENT TRANSCRIPT				
Course titles and course codes as stated in the appropriate curriculum policy document.				

CHECKLIST	ITEMS IN EVIDENCE			COMMENTS
	Yes	No	N/A	
Courses entered chronologically by date.				
"X" for courses substituted for compulsory courses (requires consent of principal).				
Total number of equivalent credits and the corresponding number of compulsory credits.				
As per full disclosure policy, all Grade11 and 12 courses completed or attempted with percentage grades and credits earned.				
Indication of completion of the forty hours of community involvement.				
Indication of successful completion of the Provincial Secondary School Literacy Diploma Requirement.				
E. DOCUMENTATION FILE				
Type of information stored is appropriate (i.e., change of surname, custody order)				
F. RETIRED FILES				
A copy of the final OST				
Part B completed of the OSR folder				
Office index card				

6.4 Co-operative Education Checklist

School:			
Date:			
CHECKLIST	ITEMS IN EVIDENCE		COMMENTS
	Yes	No	
2.0 THE COOPERATIVE EDUCATION COURSE			
2.1 Introduction			
<input type="checkbox"/> A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any Ministry-approved locally developed course may serve as the related course for a cooperative education program. <input type="checkbox"/> Cooperative education course(s) consists of a classroom component and a placement component			
2.3 The Classroom Component			
2.3.1 Pre-placement Orientation <input type="checkbox"/> Through pre-placement orientation (must be 15-20 hours), as well as the related expectations in the compulsory Grade 10 Career Studies course, students will have gained an understanding of safety in the workplace (see 2.3.1.2) and employees and employers rights and responsibilities (2.3.1.1)			
2.4 The Placement Component			
2.4.1.1 Placement Assessment Criteria <input type="checkbox"/> Procedures are established for finding and assessing potential placements			

CHECKLIST	ITEMS IN EVIDENCE		COMMENTS
	Yes	No	
2.4.1.2 Placement of Students <input type="checkbox"/> Normally involves one placement but may have two different placements			
2.4.2 Personalized Placement Learning Plan (PPLP) must include:			
<input type="checkbox"/> Standard placement information			
<input type="checkbox"/> Name of the related course(s)			
<input type="checkbox"/> Curriculum Policy Document where related course originates			
<input type="checkbox"/> Course code of the related course			
<input type="checkbox"/> Grade Level of related course			
<input type="checkbox"/> Type of related course			
<input type="checkbox"/> Credit value of co-operative education course(s)			
<input type="checkbox"/> Curriculum expectations of the related course that describe the knowledge and skills the student will extend and refine through application and practice at the workplace			
<input type="checkbox"/> Expectations of the employer that the student will achieve at the placement			
<input type="checkbox"/> Expectations of the classroom component of the co-operative education course(s) that the students will achieve at the placement			
<input type="checkbox"/> Opportunities that the placement will provide			
<input type="checkbox"/> Learning strategies that will be employed at the placement for student to apply and refine the required knowledge and skills and to develop an understanding of current industry practices and standards			

CHECKLIST	ITEMS IN EVIDENCE		COMMENTS
	Yes	No	
<input type="checkbox"/> Criteria and strategies to be used in assessing and evaluating the student's achievement of the knowledge and skills identified in the plan			
2.5 Assessment and Evaluation			
<input type="checkbox"/> Based on the provincial curriculum expectations and the achievement levels outlined in the appropriate curriculum policy documents and Growing Success, 2010 (Page 17 and 28)			
3. PROGRAM PLANNING AND DELIVERY			
3.1 Course Development			
3.1.1 Outlines of Courses of Study			
<input type="checkbox"/> Based on curriculum expectations in curriculum policy documents or approved Locally Developed Courses			
<input type="checkbox"/> Outlines of Courses of Study include: 1) Information as required in OS K-12 5.3.2 2) Description of (a) knowledge and skills that the student will achieve in the classroom component; (b) teaching strategies used in classroom instruction; and (c) criteria and strategies for assessment and evaluation of the PPLP requirements as per s.2.4.2 above			
3.1.2 Cooperative Education Courses and Related Courses			
<input type="checkbox"/> Related course (or courses) taken concurrently or completed before being placed in the co-operative education course(s)			
3.1.3 Grade Levels and Types of Courses			
<input type="checkbox"/> All types of courses (usually at the Grade 11 or 12 level) may serve as related cooperative education course(s)			

CHECKLIST	ITEMS IN EVIDENCE		COMMENTS
	Yes	No	
3.2 Accreditation and Reporting of Student Achievement			
3.2.1 Number of Hours Required			
<input type="checkbox"/> Scheduled for at least as many hours as one of its related courses			
<input type="checkbox"/> At most twice the number of hours as for one of the related courses			
3.2.2 Awarding of Credits			
<input type="checkbox"/> No formal restriction on total cooperative education credits earned by students.			
<input type="checkbox"/> 0.5 credits may be granted when a 110-hour cooperative education credit(s) is based on two related courses			
<input type="checkbox"/> If a student is successful in the related course but unsuccessful in the cooperative education course, s/he may be awarded credit for the related course only			
<input type="checkbox"/> If a student successfully completes the co-op course but is unsuccessful in the related course, s/he may be awarded a portion of the cooperative education credit(s) in accordance with school policy			
<input type="checkbox"/> Policies and procedures should include clear guidelines around awarding of cooperative education credits			
3.2.3 Reporting of Student Achievement, Report Card:			
<input type="checkbox"/> Cooperative education grade separately recorded from grade for related course, using the name of the related course and its course code for both courses			
<input type="checkbox"/> OST: Cooperative education course is identified by "(Co-op)" after the course name and, on the OST, by notation "C" in the "Note" column			
<input type="checkbox"/> Withdrawal from a course (full-disclosure) policy applies			

CHECKLIST	ITEMS IN EVIDENCE		COMMENTS
	Yes	No	
3.3 Student Records <input type="checkbox"/> Required to maintain records for each student in a cooperative education course for a minimum of twelve months after the completion of each course			
4. PROGRAM MANAGEMENT AND ADMINISTRATION			
4.1 School Course Calendar Descriptions <input type="checkbox"/> Information on cooperative education and work experience must appear in the calendar as per OS K-12 5.3.1			
4.2 Placement Coordination <input type="checkbox"/> Policies and procedures must be established <input type="checkbox"/> Liability insurance coverage in place.			
4.3 OnSIS <input type="checkbox"/> Cooperative education information is required in reporting			

6.5 Sample Pre-Inspection Report

School		School BSID #	
Address			
Principal			
Phone			
E-Mail		Web Site	
Number of Credit Courses Taught: (The total number of different courses in each grade level that your school offers.)			
Grade 9		Grade 10	
Grade 11		Grade 12	
Total Student Enrolment in Credit Courses: (The total number of students that are enrolled in each grade level.)			
Grade 9		Grade 10	
Grade 11		Grade 12	
Number of students in Grades 8 taking "reach ahead" courses:			
Grade 8			
<p>The school must submit the Pre-Inspection Report to the Ministry of Education within the timeline noted in the covering letter. Information in this Pre-Inspection Report will help the Ministry staff prepare for the site visit to the school.</p>			
SECTION A: Follow-up from Previous Inspection Report			
<p>If applicable, please attach to this document a report on the steps the school has taken to address the <i>Issues and Recommendations</i> noted in the previous inspection report.</p>			
SECTION B: Material to be Submitted			
<p>Along with the completed <i>Pre-Inspection Report</i>, the school must submit the following materials to the contact person noted in the cover letter. Put an "X" in the appropriate column to verify that materials are attached. An "X" in the "NO" column requires the school to comment on why the material is not being submitted. An "N/A" in the "N/A" column indicates that the school is not offering this option.</p>			

* = this section not available for selection.

MATERIAL	Yes "X"	No "X"	N/A "X"	Comments
Outline of Courses of Study for Grade 9 courses				
Outline of Courses of Study for Grade 10 courses				
Outline of Courses of Study for Grade 11 courses				
Outline of Courses of Study for Grade 12 courses				
Sample Report Card template			*	
School Course Calendar			*	
School year calendar: To assist you in planning your school year calendar, you may wish to consult the Ministry of Education's website related to the school year calendar (http://www.edu.gov.on.ca/eng/general/list/calendar/holidaye.html).			*	
Timetable for the school's secondary programs for the period from September 1 to August 31 of the current school year.			*	

SECTION C: Questionnaire				
Answer all of the following questions. If the question does not apply, put an "X" in the column marked "N/A."				
* = this section not available for selection.				
ITEM	Yes "X"	No "X"	N/A "X"	Comments
Does the School Course Calendar contain complete, detailed, accurate, and up-to-date information about diploma requirements and the programs and courses offered by the school? Use the attached checklist to review your School Course Calendar (6.1)			*	
Are full-credit courses scheduled for 110 hours and half-credit courses scheduled for 55 hours documented on the school's timetable?			*	
Are the school's Outlines of Courses of Study on file and up to date? Use the attached checklist to review your school Outlines of Courses of Study. (6.2)			*	
Does the school have written procedures for the approval and recording of activities for the community involvement diploma requirement?			*	

SECTION C: Questionnaire

Answer all of the following questions. If the question does not apply, put an "X" in the column marked "N/A."

* = this section not available for selection.

ITEM	Yes "X"	No "X"	N/A "X"	Comments
Does the school have a written procedure for fulfilling the Provincial Secondary School Literacy Requirement through the OSSLT and, if applicable, the OSSLC.			*	
Does the school have documented policies and procedures for the establishment, maintenance, use, retention, transfer, and disposal of the OSR in accordance with the <i>Ontario Student Record Guideline, 2000</i> ?				
Are report cards filed for each reporting period?				
If the school holds the OSR, does the school maintain, issue, and store an OST for every student, in accordance with the <i>Ontario Student Transcript Manual, 2010</i> ?			*	
Does the school have a written procedure for waiving prerequisites ?			*	
Does the school have a written procedure for the substitution of compulsory courses?			*	
Does the school have a written procedure for awarding credit equivalencies ? (PLAR)			*	
Does the school have a written procedure for students wishing to challenge course(s)? (PLAR)				

SECTION C: Questionnaire

Answer all of the following questions. If the question does not apply, put an "X" in the column marked "N/A."

* = this section not available for selection.

ITEM	Yes "X"	No "X"	N/A "X"	Comments
Does the school offer co-operative education programs? (Refer to 6.4)				
Does the school have a written procedure on earning credits through other means (alternative ways of earning credits) : correspondence courses offered by the Independent Learning Centre; distance education; independent study; private study?				
Does the school offer Ministry-approved locally developed course(s)?				
Does the school have a written procedure for the supervision of Grade 8 students who take " reach ahead " courses?				
Does the school have a written policy regarding student attendance and a procedure for recording student absences?			*	
Are copies of certificates on file for programs in music taken for credit outside the school?			*	

NOTE: Please have copies of all policies, procedures and related documentation records available during the on-site inspection.

SECTION C: Questionnaire

Answer all of the following questions.

If the question does not apply, put an "X" in the column marked "N/A"

ITEM	Yes "X"	No "X"	N/A "X"	Comments
Do students take some courses online?				
Do students take all courses online?				
If "yes" to either of the above, please complete section 6.7. If "yes" to either of the above, please indicate if the credit is granted by:				
Your School				
The Independent Learning Centre				
A district school board				
Another on-line private school				
A private school consortium				
If the school delivers only some of its credit courses online, please provide the course code(s):				
Does the school offer summer courses?				
Does the school operate some of its courses at times other than between the hours of 9:00 am and 4:00 pm on any school day?				
Has the school submitted its October 2012 and March 2013 statistical information to the Ministry (OnSIS reports)? On the date of the inspection, please have a copy of your OnSIS confirmation report.				

Additional School Comments

Add any comments that will help the inspector prepare for the inspection e.g. offering half-credit courses, offering International Baccalaureate or Advanced Placement courses, giving opportunity to take courses delivered by other providers, etc.

6.6 Teacher Preparation for Classroom Inspection

**Please distribute this information to all teachers
prior to the on-site visit of the inspector**

A major component of a private school inspection is based on evidence gathered through the observations in the classroom visits to review the structure of the course, the delivery of the curriculum expectations, the assessment and evaluation strategies and work of the students.

These classroom visits are required to enable the inspector to complete Section 3 of the Inspection Report template, “Classroom Evidence: Instruction of Classroom Expectations, Assessment and Evaluation of Student Achievement”.

The inspector will spend an appropriate amount of time to conduct each classroom visit, which may also include discussions with the students. Please ensure that your students are aware that their participation may be required.

To ensure a successful inspection, it is important that you have the necessary materials available for the inspector. Please be sure to maintain all evaluations of students for at least one year, including multiple samples of classroom assessment and evaluation strategies (such as direct observation, tests, projects, rubrics, anecdotal comments, checklists and self- and peer-assessment) , samples of student work, student conferences, and records of student achievement and attendance.

Please note that this classroom visit is not a teacher evaluation exercise and is unrelated to your employment at the school. It is focused only on the inspector’s inspection of the school with regard to its authority to grant credits toward the OSSD.

On the day of the inspection, please ensure that there is a place in your classroom for the inspector to sit (desk, chair).

You must have the following materials easily accessible for the period from September 1 to August 31 in the current school year:

- Pupil attendance records;
- Outlines of Courses of Study, daily lesson plans and unit plans for all courses taught;
- Multiple samples of:
 - Student daily work, such as student notebooks, folders, and portfolios;
 - Records of student achievement;
 - Assessment *of* learning records through observations, conversations and student products
 - Assessment *for* learning such as information gathered through diagnostic assessment or strategies to monitor student progress
 - Assessment *as* learning such as peer assessment and self-assessment
 - Assessment of overall expectations; and
 - The use of Categories from the Achievement Chart
- Samples of assessment and evaluation tasks, such as tests, projects and assignments, including those for the final evaluation; and
- Samples of assessment and evaluation tools, including rubrics and checklists.

6.7 Sample Pre-Inspection Report Addendum for Online Schools



A school offering some or all of its courses online must submit the *Pre-inspection Report Addendum* along with the other material requested in the Pre-inspection Report. The inspection will entail a minimum of two visits to the online school and a face-to-face meeting. You are required to provide the following information for each online course to facilitate the inspection process, including access to students to conduct student conferences.

User ID and Password The inspector requires access to the online school in order to observe course content, discussion areas and student records information. An online inspection will require at least two visits to the online environment and a school site visit may be necessary. You are to provide a username, password and URL. The inspector will contact you to arrange dates to visit the school. Please respond to the questions below.			
User ID:	Password:	URL:	
Access to your Course If your course is delivered using a course delivery tool that permits various levels of access to the course (student, instructor, administrator, designer, etc.), the inspector will require access to all the areas of the course that the administrator can view, including student records management areas.			
Indicate Level of Access Provided:			
Offline Materials and Welcome Package Indicate if students are using offline course materials (e.g. books and readings sent to students upon registration, CD ROM's etc.). Indicate if a welcome package is sent to students upon registration.			
Offline course material	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Welcome Package	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Outlines of Courses of Study Your Outlines of Courses of Study should indicate clearly which components of the course are online and which are offline. You are required to demonstrate that the courses are scheduled for 110 instructional hours for a full-credit course or 55 hours for a half-credit course. A half-credit may be granted for each 55-hour part of a 110-hour Ministry-developed course in accordance with the policy outlined in the curriculum policy documents.			
Online/offline components indicated	Yes <input type="checkbox"/>	No <input type="checkbox"/>	

<p>Background Information</p> <p>Answer the following questions about the model of online delivery you are using. Attach an additional sheet if necessary.</p>
<p>Is this course continuous intake or do you have start and end dates?</p>
<p>Is the delivery model synchronous or asynchronous?</p>
<p>Describe the model of online education you are using. How often is new material posted? How often are students expected to access the online environment of the course? Are students working collaboratively or independently?</p>
<p>Describe the role of the teacher in your delivery model.</p>
<p>If you are delivering this course synchronously (in real time with students online) you are required to include the Ministry staff conducting the inspection as an observer. List the dates of the online sessions so that the inspector may choose to attend one or two of the sessions.</p>
<p>If you hold any face-to-face meetings with students, provide meeting dates.</p>
<p>Note: During a face-to-face visit the Ministry staff will require you to demonstrate all components of course delivery and to outline how the course is delivered on a day-to-day basis.</p>

6.8 Online School Checklist

School:			
Reviewer:		Principal:	

		Yes	No	N/A	Comments
School Policies, Practices, Procedures and record Keeping					
1	School Course Calendar is published on a publicly accessible website	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	School Course Calendar describes minimum hardware and software requirements for accessing course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	School Course Calendar includes a definition of what constitutes attendance and describes procedures for monitoring and following up on attendance issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	School Course Calendar refers to the school's Acceptable Use Policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5	The online school has a community involvement package that encompasses all the components of community involvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	The school offers the OSSLC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Attendance: The school has a clear definition of what constitutes attendance: number of log ins, hours spent on activities, student learning logs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		Yes	No	N/A	Comments
8	The school has a policy and procedure for contacting students and the parents of students under 18 years of age who fail to log in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	The principal informs parents/guardians and students of log in expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	The principal can explain how absences are recorded	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	The principal informs parents as to timelines for the completion of activities and assignments where appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12	Outlines of Courses of Study include an indication of online and offline activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	One or more of the following approaches is used to account for the 110 hours for full-credit courses or 55 hours for half credit courses where curriculum documents permit:				
13.1	Students log in on a regular basis and engage in learning activities with teachers and other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.2	Student presence tracked by course software or via contributions to the discussion areas or through attendance at live video/chat sessions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.3	Students maintain a learning log documenting online and offline activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.4	Course content (including online and offline activities) is designed to be 110/55 hours of planned learning activities where curriculum documents permit (approximate time allocations accompany course units and/or activities)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		Yes	No	N/A	Comments
13.5	Teacher support for the delivery of curriculum expectations is provided throughout the 110/55 hours	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13.6	Teacher tracks student activity through regular and ongoing communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Teacher verifies that student work belongs to the student enrolled in the course through regular review of student work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15	Principal can explain the process by which a proctored final examination to ensure credit integrity is in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Classroom Evidence: Instruction of Curriculum Expectations, Assessment and Evaluation of Student Achievement					
1	A full description of assessment and evaluation strategies is posted in the course content pages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2	Online courses demonstrate evidence of ongoing teaching and learning activities involving the teacher and students at different times or at the same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3	All curriculum expectations set out in the curriculum policy document are accounted for in instruction and are linked to course content	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4	Course content includes activities to meet and assess/evaluate oral communication expectations, where applicable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		Yes	No	N/A	Comments
5	<p>Varied assessment strategies over the duration of the course that may include:</p> <ul style="list-style-type: none"> • Contributions to online discussion groups • Completion of online assignments • Portfolio submissions • Projects and presentations (real-time video, video or audio recorded presentations, website development, and email submission of assignments) 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6	Evidence is gathered from three different sources: observations, conversations and student products.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7	Evidence from observations is gathered from discussion areas, video evidence, real- time communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8	Effective conversations are facilitated through a variety of technologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9	Student products are available. Student projects, group and individual work are posted.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10	Learning goals and success criteria appear in the course content pages and/or in the discussion areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11	Discussion areas, chat rooms and/or real-time communication tools are used to clarify learning goals and to co-construct success criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

		Yes	No	N/A	Comments
12	Success criteria are used to create checklists, rubrics and exit cards that are posted in the course content pages and/or discussion areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13	Assessment <i>for</i> Learning: Ongoing descriptive feedback linked to the learning goals and success criteria is provided through such tools as a dropbox, discussion areas, and email exchanges.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14	Assessment <i>as</i> Learning: There is evidence of peer and self-assessment through such tools as checklists, peer reviews to provide descriptive feedback in discussion areas, and electronic portfolios used to gather self-assessments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6.9 Sample Inspection Report

The purpose of the Ministry of Education's inspection of a private school is to ascertain whether the instruction in secondary school courses being delivered is in compliance with Ministry of Education requirements. The structure of the courses, the delivery of the curriculum expectations, the assessment and evaluation strategies and the work of the students must be congruent with *Ontario Schools, Kindergarten To Grade 12, Policy And Program Requirements* (OS K-12) 2011, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, 2010, *Ontario Student Record Guideline*, 2000, *Ontario Student Transcript Manual*, 2010, curriculum documents and applicable Policy/Program Memoranda.

The Ministry of Education's inspection report is based on evidence gathered through the review of pre-inspection materials and on-site discussions with the principal and other school staff. Information is also gathered through observations during classroom visits, review of samples of students' work, examination of school policies/procedures, and the examination of school records.

School		School BSID #	
Address		City, Prov Postal Code	
Mailing Address (If applicable)		City, Prov Postal Code	
Principal			
Phone			
E-Mail		Web Site	
Number of Credit Courses Taught:			
Grade 9		Grade 10	
Grade 11		Grade 12	
Total Student Enrolment in Credit Courses:			
Grade 9		Grade 10	
Grade 11		Grade 12	
Date(s) of Previous Inspection			
Previous Inspecting Supervisory Officer(s)			
Date(s) of Inspection			
Inspecting Supervisory Officer(s)			
<u>School Description:</u>			

SECTION: 1				
Follow-up From Previous Inspection Report				
<i>Item</i>	<i>Addressed "X"</i>	<i>Not Addressed "X"</i>	<i>Does Not Apply "X"</i>	<i>Comments</i>
The following Issue(s) was/were identified in the previous inspection report:				
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
The following Recommendation(s) was/were identified in the previous inspection report:				
1.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

*= this section not available for selection.

SECTION:2					
School Policies, Practices, Procedures, and Record Keeping					
Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
1. School Course Calendar The School Course Calendar contains complete, detailed, accurate, and up-to-date information about diploma requirements and the programs and courses offered by the school.	<input type="checkbox"/> *	<input type="checkbox"/> *	<input type="checkbox"/> *	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
2. Community Involvement The school establishes a procedure for completing the community involvement requirement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
2.1. Students are provided with information and forms about the activities that are approved and the activities that are ineligible.	<input type="checkbox"/> *	<input type="checkbox"/> *	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
2.2. The school indicates on the OST that the student has completed the community involvement requirement.	<input type="checkbox"/> *	<input type="checkbox"/> *	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
3. Provincial Secondary School Literacy Requirement The school establishes a procedure for the OSSLT to include, if applicable, accommodations, deferrals and exemptions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
3.1. The school establishes a procedure for offering the OSSLC.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
3.2. The school records the completion of the Provincial Secondary School Literacy Requirement on the OST.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
4. Substitutions There is an established procedure for the substitution of compulsory courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> *	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	

*= this section not available for selection.

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
4.1. There is appropriate documentation in the OSR for substitutions of compulsory courses.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
4.2. Substitutions are indicated with an "x" on the OST.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
5. "Reach Ahead" Credits There is an established procedure for the supervision of elementary students who take secondary "reach ahead" courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
5.1. There is appropriate documentation in the OSR for elementary students who have reached ahead to take secondary courses.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
6. Prerequisite There is an established procedure for waiving prerequisites.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
6.1. There is appropriate documentation in the OSR when prerequisites are waived.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
7. Attendance There is an established policy regarding student attendance.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
7.1. There is an established procedure for recording student absences.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
8. PLAR There is an established procedure for awarding credit equivalencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
8.1. There is a copy of the equivalency assessment in the OSR.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

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Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
8.2. There is an established procedure for students who wish to challenge courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
8.3. There is documentation of the challenge process in the OSR.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
9. Cooperative Education Cooperative education and work experience programs are developed and implemented in accordance with Ministry policy stated in <i>Cooperative Education and Other Forms of Experiential Learning</i> , 2000.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
10. Courses Earned Through Other Means (Alternative Ways of Earning Credits) There is an established procedure for courses earned through the Independent Learning Centre.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
10.1.1 There is an established procedure for earning courses through distance education.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
10.1.2 There is an established procedure for offering courses through independent study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
10.1.3 There is an established procedure for offering courses through private study.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
10.2 Records for independent study and/or private study show evidence that student work is assessed and evaluated according to the overall curriculum expectations.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

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Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
10.3 Records for independent study and/or private study show evidence that the scheduled instructional time for courses corresponds to the Outlines of Courses of Study.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
11. Outlines of Courses of Study Outlines of the Courses of Study include at least the information as per OS K-12 5.3.2.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
11.1. The school retains on file up-to-date copies of the outlines of all of courses of study for courses offered at the school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
11.2. Outlines of Courses of Study are available at the school for parents and students to examine.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
12. Music Certificates Music Certificates accepted for credit are on file.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
12.1. Appropriate notation of the credit toward the OSSD is noted on the OST.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
13. Hours for Credits. All full-credit courses are scheduled for a minimum of 110 hours and all half-credit courses are scheduled for a minimum of 55 hours as documented on the school's timetable.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
14. Locally Developed Course There is documentation of Ministry of Education approval of locally developed courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	

*= this section not available for selection.

SECTION: 3					
Classroom Evidence: Instruction of Curriculum Expectations, Assessment and Evaluation of Student Achievement					
Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
1. All curriculum expectations set out in the curriculum policy documents must be accounted for in instruction. (<i>Growing Success</i> , page 38)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
2. Online courses demonstrate evidence of ongoing teaching and learning between teacher and students in an on-line learning environment.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
3. Assessment is based on evidence of student achievement of the provincial curriculum expectations. (<i>Growing Success</i> , page 28)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
4. Student learning is assessed and evaluated in a balanced manner with respect to the four categories of the achievement chart. (<i>Growing Success</i> , page 17)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
5. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the course. (<i>Growing Success</i> , page 38)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
6. Evidence of student achievement for evaluation is collected over time from three different sources - observations, conversations, and student products (<i>Growing Success</i> , page 39)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
7. Evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his/her achievement of related specific expectations. (<i>Growing Success</i> , page 38)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

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Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
8. Assessment <i>for</i> learning and Assessment <i>as</i> learning support students in understanding the success criteria used to assess their learning as well as what evidence of learning they will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool such as checklist, a rubric, or an exit card, etc. (<i>Growing Success</i> , pages 28, 29 and 33)	*	*	*	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
9. Assessment, evaluation, and reporting are ongoing, varied in nature, administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning. (<i>Growing Success</i> , page 6)	*	*	*	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
10. To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation, in a subject or course, are not considered in the determination of a student's grades. (<i>Growing Success</i> , pages 10 and 45)	*	*	*	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
11. 70 % of the final grade is based on evaluation conducted throughout the course, reflecting the student's most consistent level of achievement throughout the course with special consideration given to more recent evidence of achievement. (<i>Growing Success</i> , page 41)	*	*	*	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
12. 30% of the final grade is based on a final evaluation administered at or toward the end of the course. (<i>Growing Success</i> , page 41)	*	*	*	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
13. 30 % of the grade (final evaluation) is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. (<i>Growing Success</i> , page 41)	*	*	*	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	

*= this section not available for selection.

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
14. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (<i>Growing Success</i> , page 41)	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
15. The school's policies relating to "Cheating and Plagiarism" are in compliance with <i>Growing Success</i> , 2010, pages 42 and 43.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
16. The school's policies relating to "Late and Missed Assignments" are in compliance with <i>Growing Success</i> , 2010, page 44.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	

*= this section not available for selection.

SECTION: 4					
School Record Keeping: Ontario Student Record (OSR)					
Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
1. The school has a policy on the establishment, maintenance, retention, transfer and disposal of a record in compliance with the <i>OSR Guideline, 2000</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
2. The materials in the OSR are collected and stored in accordance with the policies in the OSR Guideline, 2000 and the policies established by the school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
3. The security of the OSR is ensured.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
4. Information is recorded correctly on all sections of the OSR folder.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
5. A report card is filed in the OSR folder for each student who has been enrolled in the school.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
6. When a Documentation File is required it is kept in the OSR folder.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
7. The office index cards are maintained.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> All or Most of the Time <input type="checkbox"/> Sometimes <input type="checkbox"/> Seldom or Not at All	
8. Where the school maintains the OSR, the school initiates, maintains, issues, and stores an OST for every student enrolled in accordance with the OST Manual, 2010.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
9. The OST is a cumulative and continuous record of a student's completion of courses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	
10. A hard copy of the OST for every student who has retired or graduated is filed in the OSR.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> All or Most of the Time <input checked="" type="checkbox"/> Sometimes <input checked="" type="checkbox"/> Seldom or Not at All	

SECTION: 5 Statistical Reporting				
ITEM	Addressed "X"	Not Addressed "X"	Does Not Apply "X"	Comments
The school, as of the end of the 2011-2012 school year, is current in its requirement to submit its statistical reports for October 2011 and March 2012 to the Ministry. (<i>Education Act</i> , s.5)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

RECOMMENDATIONS

ISSUE(S)	RESOLUTION

AUTHORIZATION TO GRANT CREDITS	
<input type="checkbox"/>	The Principal is authorized to grant credits.
<input type="checkbox"/>	The Principal is not authorized to grant credits.

NEXT INSPECTION					
Based on the evidence from this inspection, the next inspection is scheduled for:	<input type="checkbox"/>	The Same School Year: 2013-2014	<input type="checkbox"/>	The Next School Year: 2014-2015	<input type="checkbox"/> In Two Years: 2015-2016

APPENDICES

Appendix A:	Sample NOI
Appendix B:	School-Year Calendar of Due Dates
Appendix C:	Flowchart - Starting a New Private School
Appendix D:	Contact Information and Links
Appendix E:	List of Data Required for OnSIS submissions
Appendix F:	Frequently Asked Questions
Appendix G:	Glossary

Appendix A – Sample NOI



Ontario

Ministry of Education

Notice Of Intention To Operate A Private School (NOI) School Year 2013-2014

Under the *Education Act*, Section 16 (R.S.O. 1990, c.E.2)

This form must be submitted yearly by existing private schools and must be submitted by new private schools wishing to operate in Ontario. In order for a school to be considered a private school it must meet the definition of "private school" under s.1(1) of the *Education Act*:

"an institution at which instruction is provided at any time between the hours of 9 a.m. and 4 p.m. on any school day for five or more pupils who are of or over compulsory school age in any of the subjects of the elementary or secondary school courses of study and that is not a school as defined in this section"

The information on this form will become part of the Ministry's database for statistical purposes and will be posted on the Ministry's public website. The form may also be released in response to a request under the *Freedom of Information and Protection of Privacy Act*, (R.S.O. 1990, c.F.31).

It is the obligation of the school owner to ensure compliance with any applicable privacy legislation, including the *Day Nurseries Act*, (R.S.O. 1990 C.D.2) and the federal *Personal Information Protection and Electronic Documents Act*, s.c. 2000 c.5, as amended.

Any changes to the information on this form must be communicated to the Private Schools and Attendance Unit within 30 days.

General Requirements:

The Ministry of Education's policy requires that a private school must have at a minimum the following characteristics:

- Control of content of the program or courses of study
- Control of quality of instruction and evaluation of student achievement
- A principal in charge of the school
- A common school-wide assessment and evaluation policy for school staff
- A common procedure for reporting to parents
- A common school-wide attendance policy
- A central office for the secure maintenance of student records

Submit this Notice of Intention to: Ministry of Education, Field Services Branch
Private Schools and Attendance Unit
900 Bay Street, 12th Floor, Mowat Block
Toronto ON M7A 1L2

Language Preferred

☐ English ☐ French

(ce formulaire est aussi disponible en français)

DEADLINE FOR SUBMISSION September 1, 2013

This is a new school: ☐ Yes ☐ No

Date opening:

If the school is closing as of
September 1, 2013, please specify Close Date:

Close date:

School Information:

BSID

Name of School: (please print) *Note: This is the name under which the school operates*

School operating address:		Unit		City/Town		Municipality		Postal code	
Street number	Street name								
School telephone no.		Ext.	School fax no.		School e-mail address		School web site address		
If the school's mailing address is different from the school address, complete this section:									
Address:		Unit		City/Town		Municipality		Postal code	
Street number	Street name								

Principal Information (please print) *Note: Only one elementary principal and only one secondary principal may be listed*

Elementary Principal		Last name		First name		Middle Initial	
(check one)	<input type="checkbox"/> Mr. <input type="checkbox"/> Ms.						
Elementary Principal E-mail address						Telephone no.	Ext.
Secondary Principal		Last name		First name		Middle Initial	
(check one)	<input type="checkbox"/> Mr. <input type="checkbox"/> Ms.						
Secondary Principal E-mail address						Telephone no.	Ext.

Owner Information (please print)

Name of School Owner		Last name		First name		Middle Initial			
(check one)	<input type="checkbox"/> Mr. <input type="checkbox"/> Ms.								
Address:		Unit		City/Town		Municipality		Postal code	
Street number	Street name								
E-mail address				Telephone no.		Ext.	Fax no.		

School Details:

Hours of Instruction:

Indicate all days of operation and all hours of instruction during the week (eg. Mon. 9:00 – 16:00):

DAY	START TIME (eg: 09:00)	END TIME (eg: 16:00)	NOT APPLICABLE
Monday			<input type="checkbox"/>
Tuesday			<input type="checkbox"/>
Wednesday			<input type="checkbox"/>
Thursday			<input type="checkbox"/>
Friday			<input type="checkbox"/>
Saturday			<input type="checkbox"/>
Sunday			<input type="checkbox"/>

Projected Enrolment 2013-2014:

_____ Under the age of 3 years 8 months as of September 1, 2013
 _____ JK/SK
 _____ Grades 1-8
 _____ Grades 9-12

Is this site also licensed as a child care centre under the *Day Nurseries Act*? ☐ Yes ☐ No

Actual Enrolment as of March 31, 2013:

_____ Under the age of 3 years 8 months as of September 1, 2013
 _____ JK/SK
 _____ Grades 1-8
 _____ Grades 9-12

Statistical Information:

Under section 16(5) of the *Education Act*, the principal of a private school shall provide statistical information to the Ministry. Failure to do so may result in a fine upon conviction and the school's BSID number may be revoked. If the school submitted an NOI for the 2012-2013 school year, were the Private School 2012-2013 OnSIS Reports submitted to the Ministry? ☐ Yes ☐ No

Affiliations: (Check the appropriate box(es))

☐ No Affiliation

☐ Amish ☐ Christian ☐ Greek Orthodox ☐ Jewish ☐ Roman Catholic ☐ Sikh
☐ Armenian ☐ Farsi (Persian) ☐ Islamic ☐ Mennonite ☐ Seventh Day Adventist ☐ Other (specify) _____

School Type: (Check the appropriate boxes that apply to your school)

☐ Academic, broad-based curriculum ☐ Military
☐ Enrolment is for boys only ☐ Montessori
☐ Enrolment is for girls only ☐ Programs/special needs students
☐ First Nations ☐ Residence for boys only
☐ Learning Centre ☐ Residence for boys and girls
☐ International ☐ Residence for girls only
☐ Internet-Based only ☐ Vocational/Technical
☐ Internet/Site Based ☐ Other (specify) _____

Association Membership: (Check the appropriate box(es))

☐ No Association

☐ Association of Christian Schools International ☐ Learning Centres ☐ Ontario Association of Islamic Schools
☐ Canadian Council of Montessori Administrators ☐ League of Canadian Reformed School Societies ☐ Ontario Federation of Independent Schools
☐ Centre for Jewish Education ☐ Ontario Accelerated Christian Education Association ☐ Rehoboth Christian School Society
☐ Conference of Independent Schools ☐ Ontario Alliance of Christian Schools ☐ Other (specify) _____

Language of Instruction: ☐ English ☐ French

French as a language of instruction means that the school is offering subjects using the français curriculum guidelines.

School Level Type: ☐ Elementary ☐ Secondary ☐ Both**School Semester Indicator Type:** ☐ Semestered ☐ Non-Semestered ☐ Full Year ☐ Not Applicable**School Grade Range Type:** i.e. Grade 1-12 _____**Secondary School Details:**

Does the school wish to offer credits toward the Ontario Secondary School Diploma during the 2013-2014 Academic Year? ☐ Yes ☐ No

Inspection: If the school wishes to offer credits towards the Ontario Secondary School Diploma then, the school must request inspection from the Ministry of Education. This request is required each time the NOI is submitted regardless of when the last inspection occurred.

Inspection requested? ☐ Yes ☐ No

The principal will be given authority to grant credits upon completion of an inspection satisfactory to the Minister. Under section 16(7) of the *Education Act*, a fee will be imposed for inspection. Failure to pay for inspection fees by the specified due date may jeopardize the private school's credit-granting authority and the scheduling of subsequent Ministry inspections.

Does the school plan to offer credits in Ontario in the summer of the 2013-2014 Academic Year?

☐ Summer only ☐ Year round ☐ Not applicable

New Secondary Schools Offering Credits:

Credits will be offered starting: ☐ September 2013 ☐ February 2014 ☐ July 2014

Ontario Student Record (OSR):

Should the school decide to use the Ontario Student Record (note this is compulsory for inspected private schools), the school agrees to:

- Abide by the requirements of the OSR Guideline;
- Forward OSRs to the Ministry of Education if the school closes;
- Not charge an administration fee for the transfer of the OSR to another school.

Additional Locations:

Does the school operate an educational program at a location which is different from the main site address? ☐ Yes ☐ No

If yes, the school must complete a separate sheet showing the following for each additional location(s):

- Name of school ☐ Is this site also licensed as a child care centre under the *Day Nurseries Act* ☐ Yes ☐ No
- Principal ☐ Projected Enrolment 2013-2014:
 _____ Under the age of 3 years 8 months as of September 1, 2013
 _____ JK/SK
 _____ Grades 1-8
 _____ Grades 9-12
- Physical Address
- Telephone No.
- Fax No.

I hereby certify to the best of my knowledge and belief that the information on this form is correct. I understand that under section 16(9) of the *Education Act*, every person who knowingly makes a false statement in a *Notice of Intention to Operate a Private School* is guilty of an offence and on conviction is liable to a fine as prescribed. I agree to comply with the obligations of a private school as specified in legislation and policy. I have the authority to bind the school.

Name (please print)

Position

ORIGINAL Signature required

Date

X

Appendix B – School-Year Calendar of Due Dates

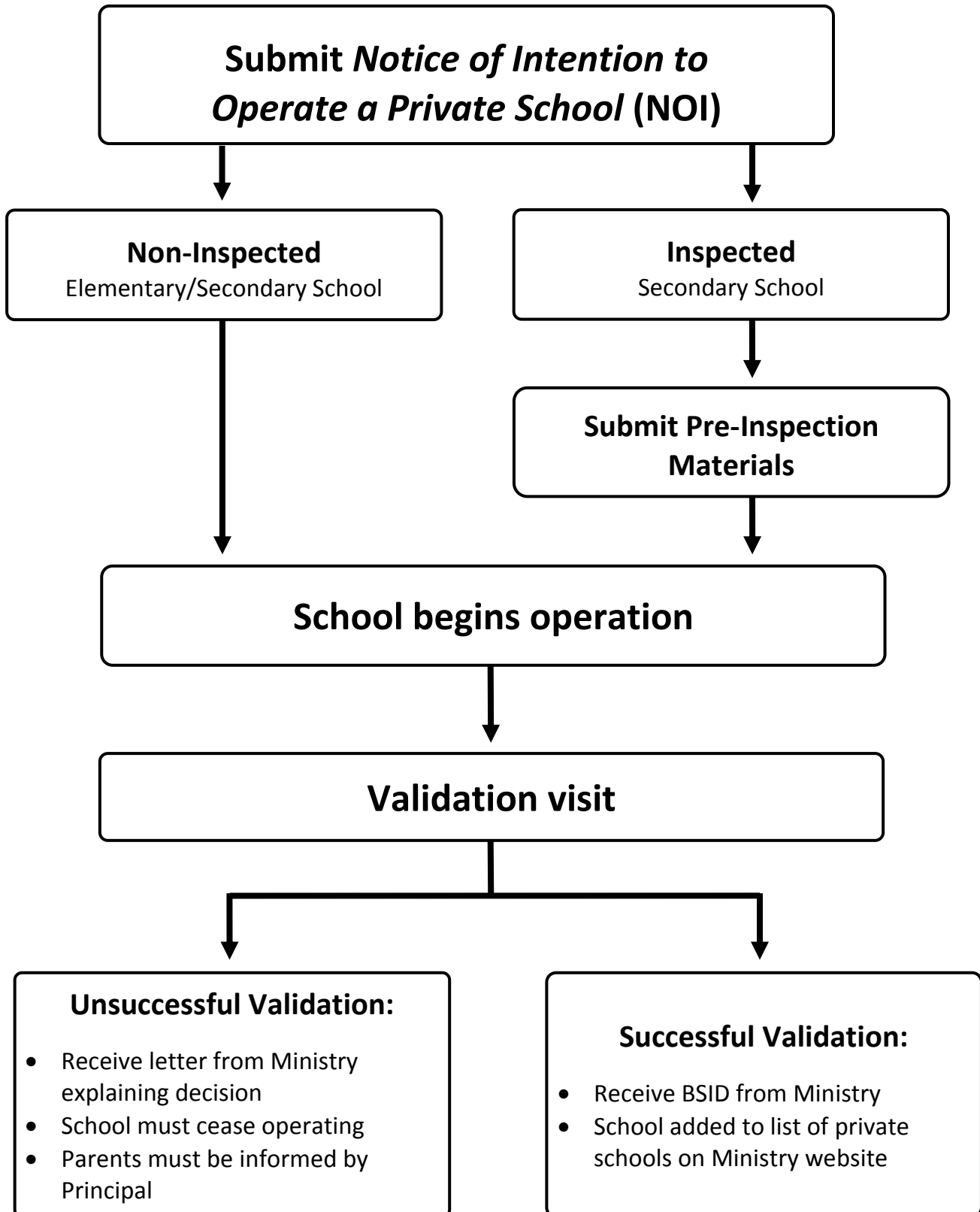
Inspected Private Schools:

September	October	November	December
Sept 1: NOI submission 1 st possible start date/validation period Sept 30: June data submission to OnSIS			Dec 1: Pre-inspection materials for February start dates (new schools) Dec 31: October data submission to OnSIS
January	February	March	April
	Feb 1: 2 nd possible start date/validation period	March 31: Submit courses for locally-developed courses (to be offered one year from upcoming September)	NOI form available for <u>new</u> private schools for the upcoming school year
May	June	July	August
May 1: Pre-inspection materials for July start dates (new schools) Mid-May: NOI forms available (existing schools) May 31: March data submission to OnSIS		July 1: Pre-inspection materials for September start dates (new schools) July 1: 3 rd possible start date/validation period	

Non-Inspected Private Schools:

September	October	November	December
Sept 1: NOI submission Start date for classes Sept 30: June data submission to OnSIS			Dec 31: October data submission to OnSIS
January	February	March	April
			NOI form available for upcoming school year
May	June	July	August
May 31: March data submission to OnSIS			

Appendix C - Flowchart - Starting a New Private School



Appendix D - Contact Information and Links

Ministry of Education Regional Offices:

Barrie Regional Office Field Services Branch, Ministry of Education 20 Bell Farm Road, Unit #9 Barrie ON L4M 6E4 Telephone: (705) 725-7627 / Toll Free: 1-800-471-0713 Fax: (705) 725-7635 / Toll Free Fax: 1-800-471-2584	London Regional Office Field Services Branch, Ministry of Education 217 York Street, Suite 207 London ON N6A 5P9 Telephone: (519) 667-1440 Toll Free: 1-800-265-4221 Fax: (519) 667-9769
Ottawa Regional Office Field Services Branch, Ministry of Education 1580 Merivale Road, Suite 504 Nepean ON K2G 4B5 Telephone: (613) 225-9210 Toll Free: 1-800-267-1067 Fax: (613) 225-2881	Sudbury/North Bay Regional Office Field Services Branch, Ministry of Education 199 Larch Street, Suite 1103 Sudbury ON P3E 5P9 Telephone: (705) 474-7210 Toll Free: 1-800-461-9570 Fax: (705) 564-4233
Thunder Bay Regional Office Field Services Branch, Ministry of Education 615 James Street South, 1 st Floor, Suite 100 Thunder Bay ON P7E 6P6 Telephone: (807) 474-2980 Toll Free: 1-800-465-5020 Fax: (807) 474-2999	Toronto and Area Regional Office Field Services Branch, Ministry of Education 3300 Bloor Street West, Suite 3610 Sun Life Financial Centre - Centre Tower Etobicoke ON M8X 2X3 Telephone: (416) 325-6870 Toll Free: 1-800-268-5755 Fax: (416) 325-4153

Ministry of Education – Private Schools website:

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

Request an NOI:

Tel. (416) 325-1981

Email: FSB-PSAU@ontario.ca

Online: www.edu.gov.on.ca/eng/general/elemsec/privsch/operate.html.

Contact OnSIS:

Tel. 1-888-275-5934 or (416) 212-6366

Email: onsis_sison@ontario.ca

The Education Act:

<http://www.search.e-laws.gov.on.ca/en/isysquery/50d0912b-31f0-4921-b043-1a95c0702cb5/1/doc/?search=browseStatutes&context=#hit1>

Policy/Program Memoranda:

<http://www.edu.gov.on.ca/extra/eng/ppm/ppm.html>

Appendix E - Data Collected by OnSIS

Non-Inspected Private Schools:

Aggregate, non-identifying student data is collected in the following categories:

Aggregate Student Data:	
Enrolment by Grade and Gender	Total number of students, by grade and gender (includes number of students in Special Education)
Enrolment by Age and Gender	Total number of students, by age and gender
Enrolment by Province or Country of Permanent Residence	Total number of students enrolled in the school, by province or country of permanent residence
French Second Language	Total number of students taking French Second Language program, by grade, indicating average number of minutes per day
Native Language	Total number of students taking Native Language program, by grade, indicating average number of minutes per day
Student Enrolment – Transfer, Retirements and Admissions	Number of students entering and leaving the school, by mobility type

This data is required once per year as part of the October data collection, and is due by December 31 of each year.

Elemental educator data is also required to be submitted by non-inspected private schools. It is collected three times per year on the same schedule as inspected private schools (outlined in Section 3 of this document).

Elemental Educator Data:	
Educator Assignment	Ministry Educator Number (MEN) and Status Name (Last name, First Name) Assignment Start and End Dates Position Type FTE Teaching/Non-teaching Instructional Type Section Core Elementary Teacher Leave Type Withdrawal Type
Subject Assignment	Subject, Grade Language of Instruction Number of Classes

Inspected Private Schools:

Elemental Student Data:	
Student Information	Ontario Education Number information: (Legal first name, Legal second name, Legal Last Name, Date of birth, Gender) Language first spoken
School Enrolment	Flags that identify Main School, Special Education, and Mature Student Grade Grade Designation Postal Code Student School Number Status in Canada Year of Entry into Canada Attendance Type Country or Province of Permanent Residence Enrolment Start and End Dates Mobility Type (in and out of school) Literacy Status Community Involvement Hours
Second Language Program	Type of program - French as a second language, Native language Minutes of instruction per day
Class Enrolment	Class Course Code Course Delivery Type Course Schedule Indicator Course Language of Instruction Course Start and End Dates Attempted and Earned Credit Value Final Mark Withdrawal/Dropped Type and Date Flags to indicate Course Complete, Course Incomplete, Course Repeat, Course Substitution, Compulsory
Diploma/Certificate	Diploma/certificate Type and date of issuance Ontario Scholar and date
PLAR	PLAR Type (equivalency, challenge) Course Code PLAR Status (successful/ unsuccessful) Total Credit Value Compulsory Credit Value Approval Date

Elemental Student Data:	
OTHER CREDITS	Credit Type Course Code Earned Credit Value Final Mark Course Complete Date

Elemental Educator Data:	
Educator Assignment	Ministry Educator Number (MEN) and Status Name (Last name, First Name) Assignment Start and End Dates Position Type FTE Teaching/Non-teaching Instructional Type Section Core Elementary Teacher (If the inspected school has an elementary component) Leave Type Withdrawal Type
Subject Assignment	Subject, Grade Language of Instruction Number of Classes

Elemental Class Data:	
Class Information	Class Start and End Dates Class Code Language of Instruction Classroom Type Educator Assigned to Class
Course/Segment	Course Code Language of Instruction Credit Value

Submission Schedule for Elemental Data:

Submission:	Period Covered:	Due Date:
1 – October	July 1 – October 31	December 31
2 – March	November 1 – March 31	May 31
3 – June	April 1 – June 30	September 30

Appendix F - Frequently Asked Questions

Q: What if I am unable to start operating by the date I indicated on my NOI?

A: If you wish to postpone your school opening date, you must notify PSAU before the scheduled start date. You can contact PSAU by telephone at (416) 325-1981 or by email at FSB-PSAU@ontario.ca

Q: I am not going to have 5 students at the start of the school year. Can my validation visit wait until I have 5 students?

A: No. You must have 5 students when your school begins operation. This is a legislative requirement and is included in the definition of a private school in Section 1 of the *Education Act*.

Q: Our school does not offer OSSD credits. Can the Ministry still send someone to inspect our school?

A: Yes. According to subsection 16(6) of the *Education Act*, the Minister may direct one or more supervisory officers to inspect any private school, including any records or documents related to the school. This inspection can be conducted at all reasonable hours, and any attempt to obstruct such an inspection is an offence under the Act.

Q: Our school conducts its classes in an online environment. Are we still required to have at least 5 students of compulsory school age?

A: Yes. Your school must meet the definition set out in Section 1 of the *Education Act* in order to operate as a private school.

Q: Can our school establish our own prerequisites for credit courses?

A: No. The prerequisites for credit courses are established in the Ontario Curriculum, Grades 9 to 12. The document is available on the Ministry website:
[*The Ontario Curriculum, Grades 9 to 12: Course Descriptions and Prerequisites, 2011*](#)

Q: Can our school include additional subjects as compulsory requirements for the OSSD?

A: No, the requirements for the OSSD are listed in Section 6.1 of *Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements*. The document is available on the Ministry website:
[*Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, 2011*](#)

Q: Can our school substitute an international language for the French as a Second Language diploma requirement?

A: Yes. A principal of an inspected private school may substitute up to 3 compulsory credit courses with courses that meet the compulsory credit requirement. A list of eligible courses is available on the Ministry website:
<http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html>

The decision to substitute must be made on an individual basis, rather than school-wide.

Q: Can our school allow a student to finish a credit course that was started in a publicly-funded school?

A: No. Private school inspectors have no authority to review work that may have been started in a publicly-funded school. Following the policies and programs outlined in *Ontario Schools*, inspectors may only inspect private schools regarding the delivery of full-credit or half-credit courses.

Q: My school only has children in JK and SK (or below) – do I need to submit an NOI?

A: No. You must have at least 5 children of compulsory school age to operate as a private school. If you are providing services for children under compulsory school age only, you may need to obtain a license under the Day Nurseries Act.

Q: Can my school be inspected before it begins operating?

A: No. Both validation and inspection visits are conducted during the school year.

Q: Can my school receive its BSID before it begins operating?

A: No. The BSID is issued following a successful validation visit, which is normally conducted within the first 30 days after the school begins operating.

Q: If I miss the deadline to offer credits in September, can I operate as a non-inspected school in September, request inspection for February, and then receive authority to grant credits in February and be able to grant credits to the students who took courses in September?

A: No. If you wish to open in September but are not going to be in a position to offer credit courses as planned, you must inform the Ministry and request a validation as a non-inspected school. To offer credits in the following school year you must request an inspection on the next NOI.

Alternatively, if you wish to offer credit courses later in the year you can inform the Ministry before September 1 that you will be opening during one of the later validation periods for inspected schools (February 1 or July 1 of the school year). In this situation, you would not be able to begin operation in September.

Q: Can my school have only international students?

A: Yes. Your school can have only international students, as long as the students are residing in Ontario with a student permit.

Q: Can international students be counted toward the validation visit, for the number of students required?

A: As long as the student is residing in Ontario with a student permit and enrolled in the school, he or she will be counted toward the number of students required to meet the definition of a private school.

Q: If I do not have a BSID number, how can I get students?

A: You may advertise that the school is in the process of being validated by the Ministry and in the process of receiving a Ministry BSID number, and if applicable that the school is in the process of obtaining authority to grant credits toward the OSSD.

Q: Can I have a letter that certifies that I am a private school, or one that certifies my school has authority to grant credits toward the OSSD?

A: Yes. You may contact PSAU for a letter confirming your school's status as a private school operating in Ontario. Please note that the Ministry does not certify, licence or register private schools; the Ministry accepts the annual NOI and only inspects those that seek authority to grant credits toward the Ontario Secondary School Diploma (OSSD). The purpose of the inspection is to ascertain whether the standard of instruction in courses leading to the OSSD is being delivered in compliance with Ministry requirements.

Q: A publicly-funded school won't accept my student's marks because they say my school is not recognized, what should I do?

A: The publicly-funded school should verify that your private school is listed under the private school section of the Ministry website and that it has been given the authority to grant credits by the Ministry. The school may also contact PSAU to verify the school's status.

Appendix G – Glossary

List of Acronyms Used in this Manual:

AUP	Acceptable Use Policy – a code of student behavior for online courses
BSID	Board School Identification number – the unique number assigned by the Ministry to each school in Ontario
CCU	Centralized Collections Unit – a department of Ontario Shared Services responsible for processing and collection of government fees
EQAO	Education Quality and Accountability Office – an independent government agency administering tests to measure student achievement in reading, writing and mathematics in relation to Ontario Curriculum expectations
ILC	Independent Learning Centre – Ontario’s designated provider of distance education
LDC	Locally-Developed Course – a course developed locally that can be delivered to offer credits for diploma purposes
NOI	Notice of Intention to Operate a Private School – an annual form all private schools must submit to the Ministry by September 1 in order to legally operate in Ontario
OCAS	Ontario College Application Service - a non-profit application-to-college company created by Ontario's public Colleges of Applied Arts and Technology and Institutes of Technology and Advanced Learning
OCT	Ontario College of Teachers – the regulatory body for the teaching profession in Ontario
OEN	Ontario Education Number – a unique identification number assigned by the Ministry to elementary and secondary students
OnSIS	Ontario School Information System - a secure, web-enabled system to collect and manage education information and data
OS K-12	<i>Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, 2011</i>
OSR	Ontario Student Record – a record of a student's educational progress through school in Ontario
OSSD	Ontario Secondary School Diploma - a diploma granted to high school students upon completion of the Ontario education curriculum requirements.
OSSLC	Ontario Secondary School Literacy Course – a course to help students acquire and demonstrate the cross-curricular literacy skills evaluated by the Ontario Secondary

School Literacy Test. Available only to students who have been eligible to write the Ontario Secondary School Literacy Test at least twice.

OSSLT	Ontario Secondary School Literacy Test - a compulsory standardized test for secondary school students seeking to obtain the OSSD
OST	Ontario Student Transcript – a record of the Ontario secondary school credit courses successfully completed by a student
OUAC	Ontario Universities Application Centre – a non-profit agency responsible for the processing of applications for admission to Ontario universities
PLAR	Prior Learning and Assessment Recognition – the process by which a principal assigns equivalency credits to students transferring from another school.
PPM	Policy and Program Memoranda - directives issued by the Ministry outlining expectations regarding the implementation of various policies and programs
PSAU	Private Schools and Attendance Unit – a unit of the Ministry of Education responsible for administration and policy regarding private schools and attendance
SSGD	Secondary School Graduation Diploma – before the elimination of Grade 13 in 2003, the SSGD was awarded to 12th-grade graduates

Selected Terminology:

“A principal in charge of the school”:

While each private school does not require a principal dedicated to one school and on –site at all times, there must be one principal responsible for the school and able to respond to all required functions of a principal, including any legislative and policy requirements of the Ministry.

“Control of content of the program or courses of study”:

One of the required characteristics of a private school listed on the NOI, this term refers to the effective oversight and management of a private school’s educational services.

“Control of quality of instruction and evaluation of student achievement”:

Also listed on the NOI as a required characteristic of a private school, this term refers to the capacity of the school to exert effective control over the delivery of educational content and the assessment of student performance.

“Standard of instruction”:

Inspections of private schools are conducted to determine whether the *standard of instruction* in OSSD courses being delivered is in compliance with Ministry

requirements. This means that the structure of the courses, the delivery of curriculum expectations, the assessment and evaluations strategies and the work of the students must be congruent with *Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, 2011*, curriculum documents, *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*, *Ontario Student Record Guideline, 2000*, *Ontario Student Transcript Manual, 2010*, and any applicable Policy and Program Memoranda.

Appendix H – Education Act Section 16

Intention to operate private school

[16. \(1\)](#) No private school shall be operated in Ontario unless notice of intention to operate the private school has been submitted in accordance with this section. R.S.O. 1990, c. E.2, s. 16 (1).

Idem

[\(2\)](#) Every private school shall submit annually to the Ministry on or before the 1st day of September a notice of intention to operate a private school. R.S.O. 1990, c. E.2, s. 16 (2).

Idem

[\(3\)](#) A notice of intention to operate a private school shall be in such form and shall include such particulars as the Minister may require. R.S.O. 1990, c. E.2, s. 16 (3).

Offence to operate private school without filing notice of intent to operate

[\(4\)](#) Every person concerned in the management of a private school that is operated in contravention of subsection (1) is guilty of an offence and on conviction is liable to a fine of not more than \$50 for every day such school is so operated. R.S.O. 1990, c. E.2, s. 16 (4).

Return

[\(5\)](#) The principal, headmaster, headmistress or person in charge of a private school shall make a return to the Ministry furnishing such statistical information regarding enrolment, staff, courses of study and other information as and when required by the Minister, and any such person who fails to make such return within sixty days of the request of the Minister is guilty of an offence and on conviction is liable to a fine of not more than \$200. R.S.O. 1990, c. E.2, s. 16 (5).

Inspection of school

[\(6\)](#) The Minister may direct one or more supervisory officers to inspect a private school, in which case each such supervisory officer may enter the school at all reasonable hours and conduct an inspection of the school and any records or documents relating thereto, and every person who prevents or obstructs or attempts to prevent or obstruct any such entry or inspection is guilty of an offence and on conviction is liable to a fine of not more than \$500. R.S.O. 1990, c. E.2, s. 16 (6).

Inspection on request

[\(7\)](#) The Minister may, on the request of any person operating a private school, provide for inspection of the school in respect of the standard of instruction in the subjects leading to the Ontario secondary school diploma, the secondary school

graduation diploma and to the secondary school honour graduation diploma, and may determine and charge a fee for such inspection. R.S.O. 1990, c. E.2, s. 16 (7).

Inspection of teachers

[\(8\)](#) The Minister may, on the request of a person operating a private school or of a person in charge of a conservation authority school or field centre, provide for the inspection of a teacher in such school or centre who requires the recommendation of a supervisory officer for certification purposes. R.S.O. 1990, c. E.2, s. 16 (8).

Agreements re tests

[\(8.1\)](#) The Minister may enter into agreements with a person operating,
(a) a private school;
(b) a school provided by a band, the council of a band or an education authority where the band, the council of the band or the education authority is authorized by the Crown in right of Canada to provide education for Indians; or
(c) a school provided by the Crown in right of Canada,
about administering tests to pupils enrolled in the school, marking the tests and reporting the results of the tests. 1996, c. 11, s. 29 (2).

Same

[\(8.2\)](#) Without limiting the generality of subsection (8.1), an agreement may provide for the charging of fees by the Minister to a person operating a school described in subsection (8.1). 1996, c. 11, s. 29 (2).

Offence for false statement

[\(9\)](#) Every person who knowingly makes a false statement in a notice of intention to operate a private school or an information return under this section is guilty of an offence and on conviction is liable to a fine of not more than \$500. R.S.O. 1990, c. E.2, s. 16 (9).