

EXPERIENCE SCHOOL

SCHOOL CALENDAR

2026 - 2027

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EXPERIENCE SCHOOL: MISSION, OBJECTIVES AND GOALS FOR TRAVEL FOR CREDIT PROGRAMS

Experience School provides all students with an enriched learning experience by offering engaging, experiential and affordable travel opportunities while earning Ontario high school credits.

Our programs offer highly customized, experiential learning opportunities to travel destinations chosen for the relevancy of a particular course or courses while providing students with the ability to meet course expectations.

The objective of our programs is to enrich the curriculum content being delivered and to create academic pathways to post-secondary institutions. The key goals of all of our programs are equity and accessibility. Some of the highlights that are unique to our programs are:

- IEP support; Student Success
- Blended Model of Instruction and Assessment (online, in-class, site-based travel experiences)
- Differentiated Instruction and Assessment
- Progressive and Alternative Learning Model that engages students and stimulates a love for learning and travel
- University Visits/Accommodation/Instructional time at post-secondary institutions
- Creative and Exciting Interdisciplinary Courses
- Bursary Opportunities
- Affordable Safe Travel with TICO licensed tour operators
- Opportunities for OCT qualified teachers to work in the roles of teachers, teaching assistants and tour directors

Our mission is to provide students with a safe, fun and engaging learning experience outside of the classroom.

> "We need to move beyond the classroom. There is a growing understanding that learning does not just take place in the classroom, and instead more emphasis and value are being placed on "life- wide informal learning and experiential learning". Experts in the field of neuroscience explain that learning has the most impact when it's interspersed with meaningful engagement. When a young person can translate what they have learned quickly into action connected to something they care deeply about, what they learn "really sticks". The increasing prevalence at universities of co- curricular records that place value on civic and community engagement is an exciting example of this shift in perspective (Lawson, Bruce, and Ilona Dougherty. "Equipping Our Kids for the New Labour Market." Policy Options, 13 Mar 2017, policyoptions.irpp.org/magazines/march- 2017/equipping-our-kids-for-the-new-labour-market/).

Deeper learning refers to a person's ability to effectively take what he or she has learned in one situation and apply it to a new situation. This is commonly known among educators as "learning for transfer." Deeper learning involves the interplay of the cognitive, intrapersonal, and interpersonal domains. In 2016, the Ontario Ministry of Education released a document entitled *21st Century Competencies: Foundation Document for Discussion*, which outlined a draft set of global competencies that reflect the kinds of higher order knowledge. These are the skills and attitudes that students of all ages need in order to succeed in an economy and a world that is marked by ever-increasing change, technological acceleration and complexity. These **"global competencies"** build on solid foundations in literacy and numeracy and include: Critical Thinking and Problem Solving, Innovation, Creativity and Entrepreneurship, Learning to Learn/Self-Aware & Self-Directed Learning, Collaboration, Communication, and Global Citizenship.

Goal 1: Learning Through Travel

Travelling provides more life lessons. Instead of being told something, students can experience learning first-hand. There are many benefits to learning through travel:

- Students grow as they are exposed to new and different foods, cultures, languages, people and places
- Students see and experience new ways of living
- Students have better time management, planning and organizational skills
- Students have a chance to improve their social skills; co-operation and collaboration are important to their success
- Students learn to be comfortable with uncertainty and the unexpected
- Students become more interesting people; this is a chance to reinvent themselves
- Students experience and can express gratitude

Goal 2: Safety

Safety is of utmost importance. All staff is entrusted with the safety and well-being of all students. This can mean both physical safety, as well as emotional and social safety.

- Lanyards must be worn at all times and it is the responsibility of all staff to make sure students follow this rule.
- Students must have explicit instruction about safety procedures while on the bus, in the hotel or residence, and at the different sites they are visiting.
- Teachers must be available to students during free time should an incident occur.
- Local security guards assist the staff to ensure that students meet and abide by the curfew set at night.
- Students must always travel in a group with a minimum of three other students, and at least one student in the group must have a cell phone. It is the responsibility of all staff to monitor this rule.
- Staff should be available to students who are in need of social/emotional support and be prepared to be the liaison with their parents should the need arise.
- All staff must attend to the needs of students with special dietary restrictions or medical conditions that can be reasonably managed during the trip.
- Bullying and meanness cannot be tolerated and staff is required to be aware of any pending situations that may lead to hurtful behaviour.
- Staff is required to make sure students follow and adhere to the Experience School Code of Behaviour.

Goal 3: Integrity

Students pay for the travel portion of the program and are expected to work hard to meet the course expectations to earn their credit. Teachers and teaching assistants are expected to use a variety of instructional and assessment strategies to support students towards successful completion of their program. Learner profiles (IEPs, credit summaries, SMART goal sheets), conversations, observations and products (COP) are an excellent way to get to know the students ensuring that the right kind of support is in place. Regular communication with parents is key to student success. Teachers are required to have the qualifications and experience in the subject area they are teaching. It is our aim to ensure that students are well prepared for their next level of study.

Goal 4: Social Justice

"We cannot live only for ourselves. A thousand fibers connect us with our fellow men; and along those fibers, as sympathetic threads, our actions run as causes, and come back to us as effects." (Herman Melville, Novelist/Poet, 1819-1891).

Experience School is passionate about designing programs that expose all aspects of social justice and provide students with opportunities to study, volunteer and learn from their experiences while travelling. Our thoughts and actions must be highly considerate of each other and those we meet along the way as we set out on this journey of discovery.

Goal 5: Fun!

We love it when our students tell us that "this has been the most remarkable experience of their life," or that "they have made lifelong friends," or that "this experience is totally unforgettable." The most recurring theme from our feedback is about the people—their fabulous bus drivers, teachers, TAs, and tour directors who they feel are responsible for making this experience the best ever. For our staff, this is a huge responsibility as we teach, support, and guide students throughout the Experience School's programs. The success of the programs are apparent as we see the excitement of students boarding the buses or getting on flights for the first time and then returning home tired, happy and fulfilled—students who have grown in front of our very eyes and who have gained the confidence and self-esteem to go that extra mile in their future. That's the Experience School way!

COURSE LIST AND DESCRIPTIONS

(Visit the Ontario Ministry of Education website for all curriculum guidelines: https://www.dcp.edu.gov.on.ca/en/)

Communications Technology, Grade 12, University/College Preparation (TGJ4M)

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment. **Prerequisite**: Communications Technology, Grade 11, University/College Preparation

Recreation and Health Active Living Leadership, Grade 12, University/College Preparation (PLF4M)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Changing Course Types

A student may register 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 home school principal. 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. (Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016, p. 73).

ASSESSMENT, EVALUATION AND REPORTING

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties, and detect weaknesses in programs. Therefore, assessment and evaluation are important tools for adapting curriculum and instructional approaches to students' needs, and for determining the overall effectiveness of programs and classroom practices.

The Seven Fundamental Principles

1. To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers and students design practices and procedures that:
   are fair, transparent, and equitable;
2. 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;
3. 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;
4. 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;
5. 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;
6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and
7. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessment is the process of gathering information from a variety of sources that may include formal and informal observations, discussions, learning conversations, questioning, portfolios, peer and self-assessment, self-reflections, assignments, demonstrations, projects, performances, or tests. These assessment strategies should accurately reflect how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Assessment ***for*** learning and ***as*** learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction. Assessment ***for*** learning and assessment ***as*** learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card (i.e., a student's self-assessment of learning). Evaluation is based on assessment ***of*** learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

Evaluation is the process of judging the quality of a student's learning based on the established performance standards, and assigning a value to represent that quality. Evidence of student achievement for evaluation is collected over time from observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of student learning. In Ontario secondary schools, a percentage grade will be assigned. For Grades 9 and 10, the code "I" indicates that insufficient evidence is available to determine a percentage mark at this time.

A well-designed system of assessing, evaluating, and reporting, based on clearly stated curriculum expectations and achievement criteria, allows students and teachers to focus on high standards of achievement and promotes a consistent practice across Ontario. Students are assessed and evaluated based on the Achievement Charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled.

Achievement Levels

Degrees of achievement or "Levels" are organized into broad learning categories:

- **Knowledge / Understanding**
- **Thinking / Inquiry**
- **Communication**
- **Application / Making Connections**

The categories of knowledge and skills are as follows:

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

While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information, and act as a framework used to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of work, and provide clear and specific information about their achievement to students and their parents.

Evaluation Breakdown:

	For Grades 9 and 10	For Grades 11 and 12
Coursework:	65%	65%
Final Evaluation:	20%	25%
Attendance and Participation:	15%	10%

Exams, Tests, Missed Assignments, Late Assignments

Students are responsible for providing evidence of their learning within established timelines. Students and teachers will engage in a variety of strategies to ensure that students submit their assignments for evaluation and meet timelines. Teachers and students are required to set reasonable due dates and teachers are required to support students in meeting these dates. Teachers will assist students by collaborating on due dates, helping students develop better time management skills, maintaining ongoing communication, using counselling to deal with issues, and reviewing the need for extra support.

Students and parents (for students under 18) will be informed when assignments are late or missing through phone calls/emails, as well as timely progress reports.

Late Assignment Policy

While learning skills and work habits are emphasized, reported and encouraged, unless otherwise specifically stated, all assignments must be submitted by the end of the course to the course teacher.

Instructor Granted Extensions

It is up to the discretion of the teacher to grant extensions on agreed upon deadlines beyond those outlined earlier. Special arrangements may be made for extenuating circumstances such as legitimate absences, personal emergencies and mitigating circumstances. Students should not assume that special arrangements would automatically be made; therefore, they must discuss their unique situations with the teacher.

The teacher, acting as a representative for the Principal under the provisions of the Education Act, will determine if the situation warrants a further extension. If in doubt, the teacher will consult the Principal. The decision rendered is final. Term and summative assignments must be submitted by the end of the course.

Withdrawal from a Course

A request to delete a course must be received within five (5) days of receiving the midterm mark. Students who request to drop a course while travelling must continue to participate fully in all activities related to course work and recreation so as to not interrupt or interfere with the progress of other students. They will not be responsible for submitting the culminating activity or summative assignment.

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

Grade 10 Withdrawals from Grade 10 courses are not recorded on the OST. Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Grades 11 and 12 If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Reporting Procedures and Report Cards

Students' progress is recorded and tracked using various assessment tools including essays, exams, quizzes, unit projects, oral presentations and assignments. Ongoing parent/teacher communication is encouraged through use of planners, phone calls and/or emails to guardians/parents. Parental feedback is welcomed at all times. **Report cards are issued at the end of the Winter (March Break) and Summer programs for the travel for credit.**

Report cards will be processed and mailed to students within a month of course completion. Reports will be sent to the students' home schools to be added to their transcripts and filed in the Ontario Student Records (OSRs). **Students should also take their report card in to their regular day school in order to ensure the mark has been entered on their transcript.**

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills and work habits. The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the students' strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

The report card provides a record of the learning skills and work habits demonstrated by the student in every course in the following categories:

- **Responsibility**
- **Organization**
- **Independent Work**
- **Collaboration**
- **Initiative**
- **Self-regulation**

The learning skills are evaluated using a four-point scale:

E – Excellent | G – Good | S – Satisfactory | N – Needs Improvement

The separate evaluation and reporting of the learning skills in these six areas reflects their critical role in students' achievement of the curriculum expectations. The evaluation of learning skills will not be considered in the determination of percentage grades. Students are required to keep a *Learning Skills and Work Habits Personal Checklist* to be submitted at designated intervals during the program as the basis for conversation with the teacher.

During the Winter (March Break) and Summer programs, students and parents will receive an informal mid-term progress update through our online learning platform (Brightspace) and a final report card at the completion of the program (see Program Schedules in the Academic Program Section for timelines).

Information about a mature student or a student's course work will be released only to that student unless written and signed permission is given to the school to release it to someone else. This authority is transferred to the parent or guardian where the student is a minor. A written release must be submitted in either case, once enrolled with the summer school. Please remember to notify us if your address or telephone number changes.

The following table provides a summary description of achievement in each percentage grade range and corresponding achievement level:

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

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

THE ACADEMIC PROGRAM

Travel for Credit Programs

Winter (March Break) Program Schedules for 2027:

Golfin' in Arizona (PLF4M)
Online Access: February 4
Synchronous Saturdays: February 6, 20, 27, March 6, April 3 (30 hours – 6 hours per day)
Online Independent: February 7 – April 10 (20 hours)
Travel Dates: Trip dependent March 14 - 20 (60 hours)
Online End Date: April 10
Mid-Term Reporting: Tuesday, March 16
Final Reporting: Monday, April 11

Communication Technology (TGJ4M)
Our communication technology program is available on most itineraries during our Winter Term with the exception of Civics and Careers.
Online Access: February 4
Synchronous Saturdays: February 6, 20, 27, March 6, April 3 (30 hours – 6 hours per day)
Online Independent: February 7 – April 10 (20 hours)
Travel Dates: Trip dependent March 13 - 21 (60 hours)
Online End Date: April 10
Mid-Term Reporting: Tuesday, March 16
Final Reporting: Monday, April 11

Summer (July and August) Program Schedules for 2027:

Communication Technology (TGJ4M)
Our communication technology program is available on most itineraries during our Summer Term with the exception of Civics and Careers and Canadian Geography. Timelines for each program are individually designed for each student and most of the pre-trip work and post-trip work is done via online independent learning and scheduled synchronous meetings with the teacher.

Synchronous Online Sessions: 10 hours
Online Independent: 40 hours
Travel Components: 60 hours

In addition to the courses above, we have additional offerings running through our board partnerships. Please visit "EduTravel for Credit" (https://edutravelforcredit.com/) for more information.

All school courses consist a minimum of 110 hours of instructional time in length and are worth 1 credit. Course content (including online and offline activities) are designed to be 110 hours of planned learning activities (approximate time allocations accompany course units and/or activities).

All **travel for credit courses** are delivered using a blended model of instruction and depending on the program (integrated course syllabus and itinerary), the online, and on-the-road hours vary. For bus trips, students and parents receive a Welcome email providing start up information for the students. Students will receive an email from the online platform, Brightspace, for access to important information and course content. Students will begin their assignments at that time assisted by the teacher in an online format. Students are required to log in to the Experience School online platform within two days of receiving their orientation email. Consult the EduTravel for Credit website for the instructional timelines for each program. For flight programs, students will meet with the program principal and teaching staff in May or June for an orientation and their first class. Students will be provided with access to the Experience School online platform to access their trip information and all course work materials.

Accommodations and Special Considerations

A request for accommodation or for special consideration may be made at any time during a course. Once your request has been reviewed, our Principal will contact you regarding the outcome. At that time, you will be informed what, if any, accommodation can be provided to meet your needs.

Here are examples of the individualized accommodations that the school can offer:

- Providing students with options for assessment that match their learning styles and strengths for how they will demonstrate their knowledge and skills
- Giving students extra time to complete assignments or write tests within reason for a condensed travel program
- Allowing the use of certain learning tools, like computers for word processing
- Administering tests individually or in small groups
- Providing a quiet environment in which assessment may take place
- Permitting oral responses to test questions
- Providing for the use of scribes for tests
- Simplifying the language of instructions and questions used in assignments and tests

Attendance Policy

All students are required to attend school until they reach the age of 18 years or graduate. Regular attendance is a key component of the learning and evaluation of courses offered at Experience School. The school attendance policy is reviewed with each student and parent. Regular attendance is critical for each student's learning and achievement of course expectations.

Based on hours, each online class is equivalent to 1 week (5 days) of day school

- Student attends all online classes: Level 4
- Student misses half a class: Level 3
- Student misses 1 class: Level 2
- Student misses 1.5 +

Assessment criteria for attendance and participation in accordance with the New Growing Success policy:

Level 4 (80% to 100%) The student **misses 0.0% to 2.5% of classes for unexcused absences** (approximately 2 or fewer classes per semester).	The student **consistently**: • participates in class discussions and contributes ideas • asks relevant questions • respects the contributions of others and demonstrates positive leadership • contributes to fostering a positive classroom culture
Level 3 (70% to 79%) The student **misses 2.5% to 5 % of classes for unexcused absences** (approximately 2.5 to 4.5 classes per semester).	The student **generally**: • participates in class discussions and contributes some ideas • asks relevant questions • respects the contributions of others • contributes to fostering a positive classroom culture
Level 2 (60% to 69%) The student **misses 5% to 7.5 % of classes for unexcused absences** (approximately 5 to 7 classes per semester).	The student **occasionally**: • participates in class discussions and sometimes contributes ideas • asks relevant questions • respects the contributions of others • contributes to fostering a positive classroom culture
Level 1 (50% to 59%) The student **misses 7.5% to 10% of classes for unexcused absences** (approximately 7.5 to 9 classes per semester).	The student **infrequently**: • participates in class discussions and rarely contributes ideas • asks relevant questions • respects the contributions of others • contributes to fostering a positive classroom culture
Below level 1 (less than 50%) The student **misses more than 10% of classes for unexcused absences** (more than 9 classes per semester).	The student **does not**: • participate in class discussions or contribute ideas • ask relevant questions • respect the contributions of others • contribute to fostering a positive classroom culture

Attendance will be taken and reported regularly. Attendance will be indicated on report cards and will appear in the learning categories. Students are only allowed to miss one day of class during the in-class portion of each of the programs. Additional research and assignments may be assigned to ensure that students are meeting the required hours of instruction.

Attendance concerns include: prolonged absence without adequate explanation, frequent and prolonged pattern of absences or late attendance, when school is unable to contact a parent, or when parent requests assistance resolving a problem from home.

Regular attendance is the responsibility of all students. The Ontario Ministry of Education indicates that at least 110 hours of scheduled instruction are required to gain one credit in a course. Our courses consist of a minimum of 110 hours of scheduled instruction time.

Consequences for Students with Attendance Issues

Failure to attend classes regularly and on time will result in teachers using a range of consequences to address the issue:

- Interview/counselling by the teacher
- Additional time scheduled to make up for loss of class time
- Phone call and consultation with parents/guardians
- Principal referral
- Individualized success plan

Absence from a final evaluation because of illness must be explained by a doctor's certificate. Failure to do so may result in a review by the principal.

Students are expected to assume full responsibility for class attendance and are accountable for all work missed because of absences. If students miss an evaluation with legitimate reasons, they are responsible to communicate with their teacher to set up an alternate date and provide documentation (i.e. doctor's note or legal document).

Academic Integrity

Plagiarism

Experience School requires academic honesty from all students. This requires students to always submit original work and to give credit to all research sources correctly and consistently. Plagiarism is intentionally or unintentionally using another person's words or ideas and presenting these as one's own. It includes submitting an essay written by another student, allowing another student to submit your work, obtaining an essay from the many services provided on the Internet or copying sections from various documents and not acknowledging the original source. It is a serious offence that may result in significant academic consequences.

Other dishonest practices include faking or falsifying data, cheating, or the uttering of false statements by a student in order to obtain unjustified marks or special treatment. Plagiarism is a deliberate dishonesty and includes, but is not limited to, the following forms:

- Impersonation of a candidate in an exam or test;
- Copying from another student, or making information available to other students knowing that this is to be submitted as the borrower's own work;
- Use of unauthorized material;
- Submitting an essay written in whole or in part by someone else as one's own;
- Submitting an essay copied in whole or in part from the Internet and submitted as one's own;
- Preparing an essay or assignment on behalf of another student;
- Copying an essay or assignment, or allowing one's essay or assignment to be copied by someone else;
- Using direct quotations or large sections of paraphrased material without acknowledgment;
- The buying or selling of assignments;
- Submitting a work from one course as work in another course.

Investigating Procedure

The teacher and student will meet to discuss the teacher's concerns.

- If the plagiarism is found to be intentional, the academic penalty will be a mark of zero and a record of this will be kept in the principal's office.
- If the plagiarism is found to be unintentional, the student will be given the opportunity to rewrite the paper by an agreed upon date, or receive a mark of zero.

Penalties

The penalty for plagiarism or cheating will be dealt with on an individual basis.

Computer and Network Acceptable Use Policy

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

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

THE ONTARIO SECONDARY SCHOOL PROGRAM

If you started Grade 9 in 2023 or in prior years, you must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:

- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits

***note: due to the blended nature of our programs, our Experience School programs do not count as online credits towards the online learning graduation requirement; however, parents (and students over 18) have the ability to opt out of the online learning requirement for graduation. Please reach out to your home school to discuss this process.

Please visit the "High School Graduation Requirements" Ministry website for more information (https://www.ontario.ca/page/high-school-graduation-requirements)

Course Types

Grade 9 Course Types:

Grade 9 is a transitional year where the Ministry has introduced de-streamed courses, meaning the same curriculum is designed for all students regardless of their future pathways.

- ***De-streamed (W)***: Equips all students with foundational learning. This type is used for core subjects like English (ENQ1W), Math (MTH1W), and Science (SNC1W).
- ***Open (O)***: Available to all students, these courses are not tied to a specific post-secondary destination. These are primarily electives like the Arts, Physical Education (e.g., PPL1O), and Technology and the Skilled Trades (TAS1O).
- ***Locally Developed (L)***: Designed for students who require additional educational support to meet graduation requirements in compulsory subjects.

Grade 10 Course Types:

Grade 10 marks the beginning of streaming for many core compulsory subjects to prepare students for specific post-secondary pathways:

- ***Academic (D)***: Focuses on theory and abstract concepts. This type is intended to prepare students for University-bound courses in Grades 11 and 12.
- ***Applied (P)***: Emphasizes practical, hands-on applications and concrete examples. This type typically leads to College-bound courses in later years.
- ***Open (O)***: Electives and specific compulsory courses (like Civics and Career Studies) are offered at this level.
- ***Locally Developed (L)***: Continues for students requiring tailored approaches to core subjects, leading directly to Workplace-bound courses.

Grades 11 and 12:

Courses in Grades 11 and 12 have designations based upon the student's destination:

- ***Workplace preparation courses (E)*** are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship and other training programs.
- ***University preparation courses (U)*** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- ***College preparation courses (C)*** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- ***University/college preparation courses (M)*** include content that is relevant for both university and college programs.
- ***Open courses (O)*** are appropriate for all.

Students pursuing University as a post-secondary pathway must complete a minimum of 6 U or M grade 12 courses to apply.

Experiential Learning

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school. Experience School, in partnership with EduTravel, offers students the opportunity to study and travel while they experience the world around them and become immersed in their subject content.

Understanding the Course Code

The first five characters are based on the Common Course Codes used in all secondary schools in Ontario. The code indicates the subject, grade level, and course type. You will need to enter the course code on your course request form. Please see the following example to learn what each letter and number represents.

Course Code Characters Explanation (*Example – ENG4U*):

1st, 2nd, and 3rd characters indicate the subject discipline of the course in letters:
"ENG" indicates an English course

The 4th character indicates the grade level as a number:

"1" grade 9 or first year
"2" grade 10
"3" grade 11
"4" grade 12

The 5th character indicates the type of course as a letter:

"W" Destreamed (grade 9)
"**D**" Academic (grades 9 and 10)
"**P**" Applied (grade 10)
"**O**" Open (all grades)
"**E**" Workplace Preparation (grades 11 and 12)
"**U**" University Preparation (grades 11 and 12)
"**C**" College Preparation (grades 11 and 12)
"**M**" University/College Preparation (grades 11 and 12)

The 6th character is a board or school-designated character that indicates credit value or one used to differentiate between courses with similar codes.

Prerequisite Courses and Recommended Preparation

Prerequisites are courses that students are required to take before they can enrol in certain courses. Many of the courses offered in Grades 10, 11 and 12 specify a prerequisite. Prerequisites are courses designed to provide students with a fundamental understanding of theories and concepts within a discipline and to academically prepare them for higher-level coursework in the same discipline.

If a student is requesting a prerequisite course be waived, they must complete the *Prerequisite Waiver Request* and submit it to the Principal at Experience School for approval along with a copy of their most current *Credit Counseling Summary* or transcript. The form must be signed by a parent if the student is under 18. Approval to waive the prerequisite is dependent on a student's academic history and the understanding that they are not entitled to any considerations due to their lack of prerequisites.

Interdisciplinary Studies

The term *interdisciplinary* is used to describe an approach to learning and knowledge that integrates and benefits from the understanding and application of the approaches of different subjects and disciplines. The course expectations reflect an approach where a theme, issue, problem, or research question defines the approach taken and directs the attempt to seek a synthesis across subject/discipline boundaries.

The goal of the interdisciplinary studies program is to ensure that students:

- Build on and interconnect, in an innovative way, concepts and skills from diverse disciplines;
- Develop the ability to analyse and evaluate complex information from a wide range of print, media, electronic, and human resources;
- Learn to plan and work both independently and collaboratively;
- Apply established and new technologies appropriately and effectively;
- Use inquiry and research methods from diverse disciplines to identify problems and to research solutions beyond the scope of a single discipline;
- Develop the ability to view issues from multiple perspectives to challenge their assumptions and deepen their understanding;
- Use higher-level critical- and creative-thinking skills to synthesize methodologies and insights from a variety of disciplines and to implement innovative solutions;
- Apply interdisciplinary skills and knowledge to new contexts, real-world tasks, and on-the-job situations and thus develop a rich understanding of existing and potential personal career opportunities;
- Use interdisciplinary activities to stimulate, monitor, regulate, and evaluate their thinking processes and thus learn how to learn.

In their focus on real-life contexts, interdisciplinary studies courses tend to be highly motivating. They help students develop their knowledge and skills as a result of working on meaningful projects, which are often linked to the community. They also provide opportunities for students to explore issues and problems that interest them from a variety of perspectives.

Access to Courses of Study

Courses of study are available upon request. Students can access the course outline on the Experience School online platform, Brightspace by D2L, once the program has commenced. These courses of study have been developed according to the requirements of the Ontario Ministry of Education. During the program, parents can make direct contact with teachers regarding courses of study, marks policies and evaluation methods for specific courses. An outline of the courses and evaluation methods will be given to all students at the beginning of each course. Course outlines are kept online and in the program booklets (travel for credit programs only) and may be viewed upon request. Parents and students can gain access to Ontario curriculum policy documents by visiting www.edu.gov.on.ca

Substitution for Compulsory Credits

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), as outlined in requirements for achieving the OSSD (see above). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. **Substitution is available only through the student's regular day-school program.**

The Ontario Secondary School Certificate

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

7 required compulsory credits:

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

7 required optional credits:

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

Certificate of Accomplishment

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

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions. **Available only through the student's regular day-school program.**

The Secondary School Literacy Graduation Requirement (OSSLT and OSSLC)

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, a student must successfully complete the Ontario Secondary School Literacy (OSSLT), the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process. The OSSLT and OSSLC are available only through student's regular day-school program.

Online Learning Requirement

To earn your Ontario Secondary School Diploma (OSSD), you are required to successfully complete **two online learning (e-Learning) credits**. This applies to all students who entered Grade 9 in the 2020-2021 school year or later. The coursework is fully teacher-led and primarily conducted over the internet.

Exceptions and opt-out procedures are permitted:

- **Opt-Out Form:** Families and adult students can choose to opt out of this mandate by submitting an official exemption or opt-out form to their home high school. You can easily request and submit this form through your home school's guidance counselor.
- **Certificate Exceptions:** This online credit requirement does not apply to students working toward an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (CoA)

As noted above, due to the blended learning and in person experiential aspects of our programs, our credits do not count as online learning credits. To meet the requirement of being an Online Learning credit, the course must be fully delivered online (110 hours).

Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for a student. **This record is available at the student's regular day-school program.** Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents, (if the student is not an adult), may examine the contents of the OSR. The Education Act and freedom of information legislation protect these records. In order to examine an OSR and its contents a parent (if the student is not an adult) and/or the student will contact the principal directly to schedule a supervised appointment to review material.

Ontario Student Transcript (OST)

Students will be issued a report card at the end of the program and their home school will receive a copy through the mail for the purpose of updating the student's transcript. Students are asked to check in with the Guidance office to ensure that the report has been received and recorded. The Ontario Student Transcript (OST) is the official record of courses successfully completed and credits gained toward the Ontario Secondary School Diploma. Information is updated annually and is part of the Ontario Student Record (OSR).

The 40-Hour Community Involvement Program

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. Many of the Experience School travel programs offer students the opportunity to gain community hours as they volunteer for a variety of services and activities during their travel. Community hours collected during travel are not part of the instructional hours of the course. A community hours certificate will be provided for students for the community hours completed.

If you earn above and beyond your required 40 volunteer hours before graduation, you can earn a Minister's Certificate of Recognition for Community Involvement.

This certificate celebrates your dedication to helping others, recognizes your civic engagement, leadership & community spirit. It is is optional and builds on the 40 hours you need to get your Ontario Secondary School Diploma

You can earn the certificate at 3 levels:

Bronze: **50 to 99 volunteer hours**	**Silver:** **100 to 199 volunteer hours**	**Gold:** **200+ volunteer hours**
		

If you have completed the required hours, you'll receive your certificate when you get your Ontario Secondary School Diploma.

Students working toward your Ontario Secondary School Certificate or Certificate of Accomplishment, you can also earn a Minister's Certificate of Recognition for Community Involvement if you have completed the required hours.

During some EduTravel experiences students will have an opportunity to earn Volunteer Hours. During these opportunities, students will receive a signed certificate that notes the number of hours completed as well as where they were completed. Students can then log these hours with their home school for inclusion towards the Community Service graduation requirement and Community Service certificates.

More information about Ontario Schools and Community Service can be found here: https://www.ontario.ca/page/get-your-high-school-volunteer-hours

Summative Assessments and Course Outlines

Copies of summative assessments are kept electronically and can be reviewed by parents (if student is not an adult) and/or students at any time. This can be arranged directly with the Principal. Course outlines are also kept electronically for the review of parents and students alike. Course outlines can be accessed by the administrator and do not require an appointment to review. Copies of course outlines are available upon request.

CODE OF BEHAVIOUR

Expectations

As a member of the **Experience School** community, students, parents, teachers and administration acknowledge their role in creating a culture of responsibility. They will strive to treat all members of the community in a fair and respectful manner and endeavour to resolve conflicts constructively. As a minimum basic standard, they will show respect for and adhere to the public laws of the country.

The following behaviours are unacceptable: physical, verbal, sexual or psychological abuse; bullying; or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute.

Guiding Principles

- All participants involved in the school—students, parents or guardians, volunteers, teachers and other staff members—are included in the Code of Behaviour whether they are online, on school property, on school or commercial buses or at school-authorized events or activities.
- All members of the school community are to be treated with respect and dignity. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- All members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others. The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Schools will work co-operatively with appropriate authorities or agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community.
- Students are expected to dress appropriately when attending school. The Principal and teachers will determine which dress is inappropriate and inform the student if such is the case.

Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Safe Schools Act

Students are expected to show due diligence in obeying the laws of the country and respecting each other's rights and freedoms. In keeping with the Safe Schools Act, the School will follow the procedures for contacting the police as specified in the Act when infractions of the law occur.

Religious, Political and Social Affiliations and Policy

Experience School is non-denominational and not associated with any religious, social or political organization or movement.

EDUTRAVEL/EXPERIENCE SCHOOL CODE OF BEHAVIOUR

The expectations outlined in this Code of Behaviour will apply to all members of the learning community, including students, parents and guardians, teachers, teaching assistants, and tour directors:

- on school property and online learning platforms;
- while travelling on a bus, plane, boat, or during walking tours with the group;
- while staying at hotels, residences, or resorts;
- while participating in on-site activities at various destinations; and/or
- in circumstances where engaging in activity will have an impact on the learning climate.

All members of the learning community will:

- respect and comply with all applicable federal, provincial, and municipal laws;
- demonstrate honesty and integrity;
- respect differences in people, their ideas, and their opinions;
- treat one another with dignity and respect at all times, and especially when there is disagreement;
- respect and treat others fairly;
- promote a positive climate that is inclusive and accepting of all members of the learning community, including race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status, and disability;
- respect the rights of others;
- show proper care and regard for the property of others;
- take appropriate measures to help those in need;
- seek assistance, if necessary, to resolve conflict peacefully;
- respect all members of the learning community;
- respect the needs of others to work in an environment that is conducive to learning and teaching; and
- use words and tone appropriate for an educational setting.

Students are to be treated with respect and dignity. In return, they shall demonstrate respect for themselves, for others, and for the responsibilities of citizenship by:

- coming prepared, on time, and ready to learn;
- showing respect for themselves, for others, and for those in authority;
- refraining from being in possession of anything that may compromise the safety of others;
- following the established rules and taking responsibility for their own actions.

Students are also expected to:

- exercise self-discipline;
- accept such discipline as would be exercised by a kind, firm, and judicious parent;
- be courteous to fellow pupils and obedient and courteous to principals, teachers, and Experience School and EduTravel staff; and
- show respect for all property

PROGRESSIVE DISCIPLINE

When students breach the Code of Behaviour, consequences will be consistent with progressive discipline strategies. Progressive discipline utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Consequences are best when they include learning opportunities to reinforce positive behaviour and help students make good choices.

Interventions will include:

- discussion with a teacher, member of the support staff, and/or trip administrator;
- parental contact and involvement in applying an appropriate remedy;
- additional supervision;
- loss of privilege to participate in non-curricular related activities or free time when travelling;
- individual or group counselling; and/or
- written or oral apology.

BEHAVIOURS WITH ZERO TOLERANCE

Travel for Credit Programs

EduTravel Director(s) will contact parents immediately and the student will be required to return home at their own expense under the following circumstances:

- uttering a threat to inflict serious bodily harm on another person;
- possessing alcohol or illegal drugs;
- providing others with alcohol or illegal drugs;
- being under the influence of alcohol or illegal drugs;
- swearing at a teacher or at another person in a position of authority;
- committing an act of vandalism that causes extensive damage to the bus, hotel, attraction (i.e. museum, etc.), or school building;
- aiding/inciting harmful behaviour;
- bullying;
- theft;
- physical assault;
- sexual harassment/assault;
- racial harassment;
- fights;
- possession or misuse of any harmful objects or substances (i.e. firearms, knives);
- hate-motivated violence;
- extortion;
- distribution of hate material; and/or
- inappropriate use of electronic communications/media.

EDUTRAVEL/EXPERIENCE SCHOOL CODE OF BEHAVIOUR PROCEDURES

Students are expected to understand and follow all guidelines as set out in the EduTravel and Experience School Code of Behaviour. Failure to do so while on an EduTravel for Credit trip will result in the following procedures:

Progressive Response

Step 1: The teacher in charge will bring the infraction to the attention of the student privately and work with the student to correct any behaviour or activity that is deemed unacceptable and detrimental to the tone of the travel program. The teacher will report the incident to the Experience School Principal or EduTravel Director and complete the Incident Report Form. The Principal or teacher in charge will call parents to discuss the concerns and apply an appropriate resolution.

Step 2: If the student's behaviour or activity shows no improvement or the student is involved in another infraction, the Principal and teacher will speak privately to the student. They will work with the student to correct any behaviour or activity that is deemed unacceptable and detrimental to the tone of the travel program and restrict the student's attendance to an activity not deemed to be for academic purposes. The Principal or teacher in charge will call parents to discuss concerns and apply an appropriate resolution. The Principal or teacher in charge will notify a person of authority at the EduTravel office.

Step 3: If there is no change in the student's behaviour or if additional infractions occur, the Administrative staff in charge will notify the student, the parents, and a person of authority at the EduTravel office that the student may be required to return home at the parents' expense. If the student is to be sent home, parents, assisted by the Principal and EduTravel staff, will make the necessary arrangements to have the student travel home at the parents' expense. During the time necessary to make these arrangements or up to the time the student is scheduled to depart, EduTravel will take responsibility for the student's supervision.

Immediate Response

A student who demonstrates any of the listed behaviours under the "Behaviours with Zero Tolerance" section will be required to return home immediately from a travel for credit program at the parents' expense. The parents, assisted by the Principal, will make the necessary arrangements. During the time necessary to make these arrangements or up to the time the student is scheduled to depart, EduTravel will take responsibility for the student's supervision.

There will be no further discussion or compromise about the consequences of a student involved in any Behaviour with Zero Tolerance.

I HAVE READ, UNDERSTOOD AND AGREE TO THE CONDITIONS OF THE EDUTRAVEL/EXPERIENCE SCHOOL CODE OF BEHAVIOUR.

Student Name:_____ Program: _____

Student Signature:_____ Date: _____

PARTICIPATION CONTRACT

The EduTravel for Credit program is an accelerated and enriched program for students to earn high school credits while being immersed in an experiential learning model. In a condensed time period, students are travelling on a fast-paced travel itinerary while completing assignments equivalent to a full course load. A typical day on a trip runs from 8 a.m. to 10:30 p.m. Students share living accommodations with their peers and are expected to participate in all scheduled programming.

Supervision may be provided at a ratio of 1:10 or 1:15 and most chaperoning supervisors are made up of OCT qualified teachers and other educational professionals. Teaching staff, with the help of teaching assistants, are able to accommodate most Individualized Education Plans (IEPs) for students unless the condensed time period and supervision ratio require more extensive support for students. Students must be able to demonstrate responsibility, organization, independent work habits, collaboration, initiative and self-regulation.

Trips do not have trained medical professionals as part of the staff team. Students who have special needs, or who have prevention and intervention strategies in place to ensure the students' safety and success, may be required to have a safety plan that outlines support and guidance to both students and staff (the "Safety Plan"). The Safety Plan, prepared in collaboration with parents, students and professional support people, details the actions for students, parents and staff to help minimize disruptions to the student and the group's educational and travel experience.

Students who are unable to manage the rigour of the travel and study for physical, social, emotional or other reasons may have to return home at their parent or guardian's expense. Please know that the insurance purchased through EduTravel has limited coverage relating to cancellation or interruption.

Additionally, participants in certain activities, such as swimming, will be required to complete a waiver of liability and assumption for risk form.

Please complete the following declaration prior to completing your application.

I agree to disclose any special needs that my child may have and will participate in the preparation of a Safety Plan if necessary.

I understand that should my child be unable to complete the travel portion for any reason, I will bear any financial consequences and **will not** hold EduTravel responsible for any financial reimbursement.

We have read and agree to follow and uphold the **EduTravel Code of Conduct**.

Student Name:_____Program: _____

Parent Name:_____Parent Signature:_____Date: _____

LEARNING SKILLS AND WORK HABITS

A. Responsibility

1. Fulfills responsibilities and commitments within the learning environment
2. Completes and submits class work, homework, and assignments according to agreed-upon timelines
3. Takes responsibility for and manages own behaviour

B. Independent Work

1. Independently monitors, assesses, and revises plans to complete tasks and meet goals
2. Uses class time appropriately to complete tasks
3. Follows instructions with minimal supervision

C. Initiative

1. Looks for and acts on new ideas and opportunities for learning
2. Demonstrates the capacity for innovation and a willingness to take risks
3. Demonstrates curiosity and interest in learning
4. Approaches new tasks with a positive attitude
5. Recognizes and advocates appropriately for the rights of self and others

D. Organization

1. Devises and follows a plan and process for completing work and tasks
2. Establishes priorities and manages time to complete tasks and achieve goals
3. Identifies, gathers, evaluates, and uses information, technology and resources to complete tasks

E. Collaboration

1. Accepts various roles and an equitable share of work in a group
2. Responds positively to the ideas, opinions, values, and traditions of others
3. Builds healthy peer-to-peer relationships through personal and media-assisted interactions
4. Works with others to resolve conflicts and build consensus to achieve group goals
5. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions

F. Self-Regulation

1. Sets own individual goals and monitors progress towards achieving them
2. Seeks clarification or assistance when needed
3. Assesses and reflects critically on own strengths, needs, and interests
4. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals
5. Perseveres and makes an effort when responding to challenges

Ontario
Ministry of Education

EXPERIENCE SCHOOL

Provincial Report Card

Academic Year:	Reporting Period:	Date:
	Final	

STUDENT	OEN:	Grade:	Homeroom:	Principal:
				Douglas, Karen

Address: 851 Guildwood Blvd, London, ON, N6H 5E4

School Council Chair:

SCHOOL:	BSID:	Telephone:
Experience School	886085	(416) 923-4638

Address: 42 Sousa Mendes Street, Toronto, ON M6P 0B2

Fax: (416) 923-4639

BOARD:	Email/Website:
Private Boards - English	forcredit@edutravel.com

Address: 42 Sousa Mendes Street, Toronto, ON M6P 0B2

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits: Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Comments: Strengths/Next Steps for Improvement	Attendance: Classes Missed
Course Title: English Grade 12 University () Course Code: ENG4U Teacher: Mitch Lidstone ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First											
	Final											
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	First											
	Final											

Principal's Signature > *Karen Douglas*

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.

To view provincial curriculum documents, visit the Ministry of Education's website: www.edu.gov.on.ca.