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ONTARIO
SUPERIOR COURT OF JUSTICE
Reference

B E T W E E N:

KAREN WALMSLEY

Plaintiff
(Moving Party)

and

2016169 ONTARIO INC., 2170616 ONTARIO INC. and 2429131 ONTARIO INC., alone or together o/a Blyth Academy

Defendants
(Responding Parties)

MOTION RECORD
(Motion to Certify Class Action)

VOLUME 3 OF 8

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This is Exhibit "24" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

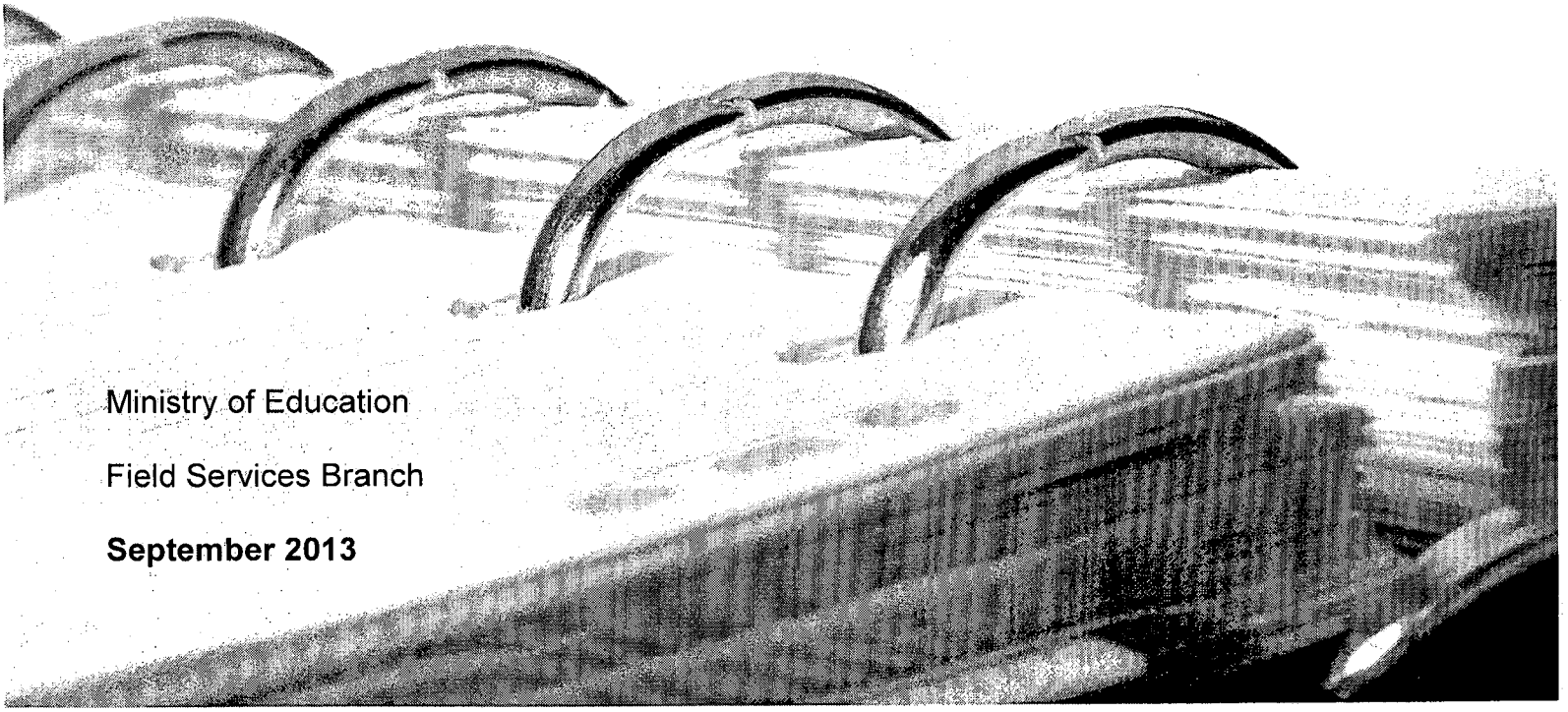
Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Ontario

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 Education[1] 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.

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[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.

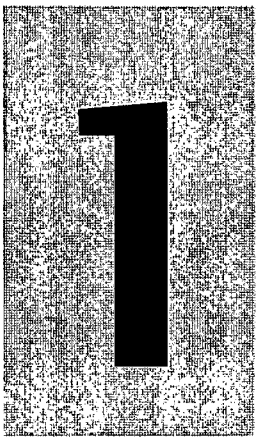
Section Three describes the ongoing requirements for all private schools, both inspected and non-inspected, including the annual submission of the *Notice of Intention to Operate a Private School* (NOI) and the regularly scheduled submission of statistical data.

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.



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.

NEW

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.

NEW

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

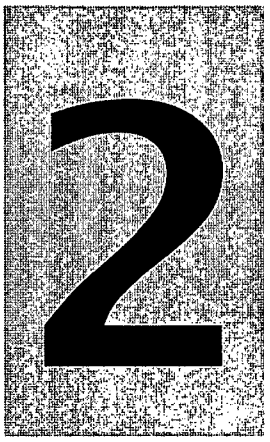
Payment of Inspection Fees:

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.



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/privsch/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/privsch/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.

NEW

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.

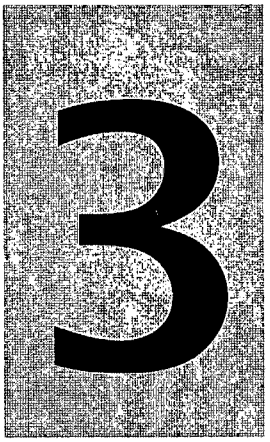
If after further review the material is still not satisfactory, the Ministry will proceed with the validation visit but your school will not be authorized to grant credits toward the OSSD. A successful validation in this case will allow you to operate a non-inspected private school only.

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.



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.

NEW

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.

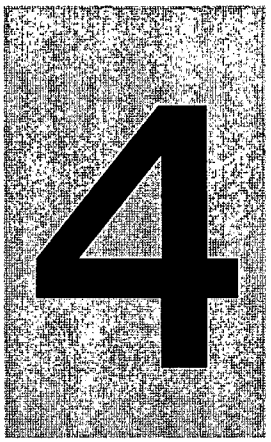
If you are requesting an inspection in your first year of operation and need to postpone your school opening date, you must notify PSAU before the scheduled start date listed on your NOI.

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.



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

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.

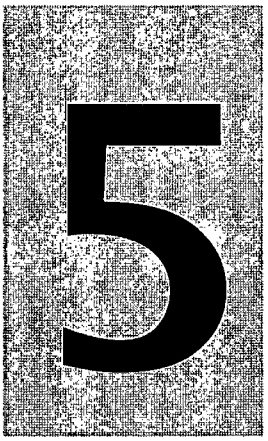
The decision to remove a school's BSID is made on a case-by-case basis by Ministry staff, following a review of the facts and evidence, the severity of the circumstances with respect to credit integrity, and the continued non-compliance or inability to comply following the implementation of the denial/revocation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



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

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.

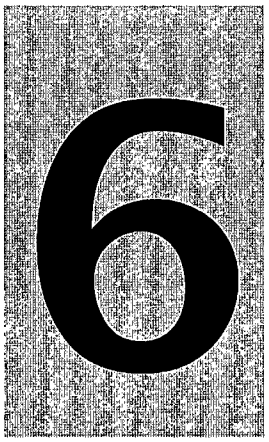
The Ministry's inspection of an online school is based on a review of posted online content, a review of asynchronous conferencing between teachers and students, interviews with the principal and other school staff, visits to synchronous online sessions and an examination of school documents and records, 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.



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 e*vidence* 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.

<u>The Ontario Secondary School Literacy Test (OS K-12 6.1.3.1)</u>

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:

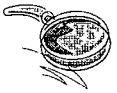
Where the student has not been successful in the OSSLT, the school establishes a procedure for offering the Ontario Secondary School Literacy Course (OSSLC).

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:

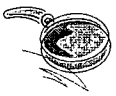
The school establishes a procedure and retains appropriate documentation when the principal makes a substitution for a compulsory credit.

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

<u>The School Program and Course Calendar (OS K-12 5.3.1)</u>

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:

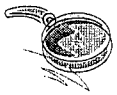
The components of the School Course Calendar must comply with the requirements listed in OS K-12 as applicable to private schools.

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

<u>Reach-Ahead Opportunities for Elementary School Students (OS K-12 2.5.2.1)</u>

OS K-12 Policy Statement:

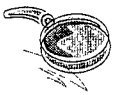
Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

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:

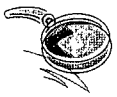
Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about 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:

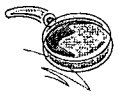
In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night 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:

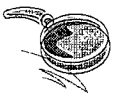
All courses comply with the definition of a credit and of scheduled time.

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:

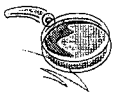
Required numbers of hours are documented:

- ❑ 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.

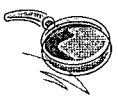
All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations.

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:
    - o Contributions to online discussions
    - o Completion of online assignments
    - o Portfolio submissions
    - o Projects and presentations (whether real-time via video conferencing or asynchronous such as website development, electronic presentations, etc.)
    - o Online collaborative projects
    - o Tests (online or offline)
    - o 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:

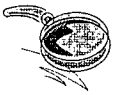
Regular attendance at school is critical for the student's learning.

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

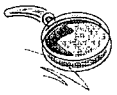


Evidence:

- ❑ 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.

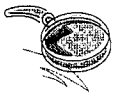
Explanatory/Policy Notes:

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.

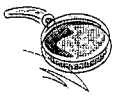
Explanatory/Policy Notes:

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:

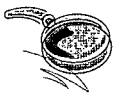
The principal will:

- ❑ 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.

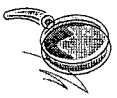
Inspection Requirement:

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:

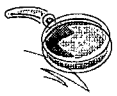
- ❑ assigning components of the course,
- ❑ suggesting available resources,
- ❑ evaluating the achievement of the student,
- ❑ Ensuring that the total work involved is equivalent to that expected in the time scheduled for the course.

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:

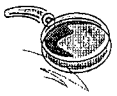
- ❑ determine if the student is deemed to have a valid reason for not attending classes,
- ❑ determine if the school does not offer the course(s).
- ❑ monitor the student's progress and evaluate his or her work.
- ❑ review the application of the student who wishes to apply for private study as early 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:

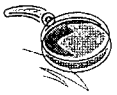
  Option One: For music programs completed outside the school as identified in OS Appendix 4, the principal of a secondary school may award a maximum of 2 university/college preparation credits (1 Grade 11 credit and 1 Grade 12 credit) towards the Ontario Secondary School Diploma. These credits may be 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:

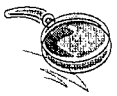
All Outlines of Courses of Study comply with the requirements of OS K-12 as applicable to private schools.

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.

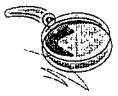
Inspection Requirement:

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:

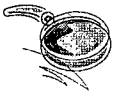
The OSR is the record of a student's educational progress through schools in Ontario. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

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:

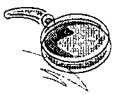
The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student.

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

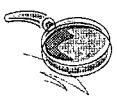
Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. Cooperative education programs allow students 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**
☐ 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	
☐ The requirement to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD)	
☐ The school's overall goals and philosophy	
☐ School organization, including the school's terms, reporting periods, and timetable organization	
☐ The school's expectations regarding students' responsibilities, achievement, and attendance	
☐ The school's code of conduct	
Diploma and Certificates	
The requirements for the OSSD, including:	
☐ compulsory credit requirements	
☐ optional credit requirements	
☐ The provincial secondary school literacy requirement, including: • the Ontario Secondary School Literacy Test • the Ontario Secondary School Literacy Course • accommodations, special provisions, deferrals, and exemptions	
☐ the community involvement requirements and procedures	
☐ substitution policy for compulsory credit requirements	
☐ The requirements for the Ontario Secondary School Certificate, including: • compulsory and optional credit requirements • substitution policy for the compulsory credit requirements	
☐ The Certificate of Accomplishment	
Curriculum	
All courses offered in the school and related information, including:	
☐ the definition of a credit	
☐ definitions of the types of courses available in the Ontario curriculum	
☐ an explanation of the course coding system	

Components	Comments
☐ 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)	
☐ how to gain access to Outlines of the Courses of Study	
☐ how to gain access to Ontario curriculum policy documents	
☐ descriptions of experiential learning programs such as cooperative education, and job shadowing	
☐ policy regarding student withdrawal from courses in Grades 11 and 12	
☐ procedures related to changing course types	
☐ the Prior Learning Assessment and Recognition processes for equivalency and if applicable, challenge	
☐ information on evaluation and examination policies	
☐ 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:	
☐ guidance and education and career planning supports including the Individual Pathways Plan and orientation and exit programs	
☐ strategies and resources for students and parents to support education planning and the course selection process	
☐ intervention strategies, supports, and programs	
☐ supports for English language learners	
☐ computer labs and resource centre/library	
☐ 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.**			
☐ Name of school			
☐ Department			
☐ Names of the department head, the classroom program developers or teachers			
☐ Course development date			
☐ Course reviser(s)/revision date			
☐ Course title/grade/course type			
☐ Ministry course code			
☐ Credit value			
☐ Name and publication date of the Ministry curriculum policy document(s) from which the course has been developed			
☐ Prerequisite(s) and co requisite(s), if any			

Components:	Comments:
Course Description/Rationale ☐ Taken directly from the appropriate curriculum policy document	
Overall Curriculum Expectations ☐ Taken directly from the appropriate curriculum policy document	
Outline of Course Content ☐ All units in the course are titled ☐ Units are listed in the sequence of delivery ☐ Instructional time for each unit adds up to 110 hours for a full-credit course or 55 hours for a half-credit course	
Teaching & Learning Strategies ☐ Appropriate to the course type (i.e., strategies reflecting the appropriate balance of theoretical components and practical applications for the particular type of course) ☐ Appropriate to the range of students' learning needs	
Strategies for Assessment & Evaluation of Student Performance ☐ Appropriate to the course type ☐ Appropriate to the students' range of learning needs	
Considerations for Program Planning ☐ Incorporates, as appropriate, considerations for program planning that align with Ministry and board policy initiatives, such as: 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.	
Resources ☐ Resources including the names, publisher and dates of the textbook(s) and resource materials that are essential to the course.	

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			
☐ 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. ☐ Cooperative education course(s) consists of a classroom component and a placement component			
2.3 The Classroom Component			
2.3.1 Pre-placement Orientation ☐ 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 ☐ Procedures are established for finding and assessing potential placements			

CHECKLIST	ITEMS IN EVIDENCE		COMMENTS
	Yes	No	
2.4.1.2 Placement of Students ☐ Normally involves one placement but may have two different placements			
2.4.2 Personalized Placement Learning Plan (PPLP) must include:			
☐ Standard placement information			
☐ Name of the related course(s)			
☐ Curriculum Policy Document where related course originates			
☐ Course code of the related course			
☐ Grade Level of related course			
☐ Type of related course			
☐ Credit value of co-operative education course(s)			
☐ 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			
☐ Expectations of the employer that the student will achieve at the placement			
☐ Expectations of the classroom component of the co-operative education course(s) that the students will achieve at the placement			
☐ Opportunities that the placement will provide			
☐ 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	
☐ 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			
☐ 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 ☐ Based on curriculum expectations in curriculum policy documents or approved Locally Developed Courses			
☐ 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 ☐ 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 ☐ 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 ☐ Scheduled for at least as many hours as one of its related courses			
☐ At most twice the number of hours as for one of the related courses			
3.2.2 Awarding of Credits ☐ No formal restriction on total cooperative education credits earned by students.			
☐ 0.5 credits may be granted when a 110-hour cooperative education credit(s) is based on two related courses			
☐ 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			
☐ 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			
☐ Policies and procedures should include clear guidelines around awarding of cooperative education credits			
3.2.3 Reporting of Student Achievement, Report Card: ☐ Cooperative education grade separately recorded from grade for related course, using the name of the related course and its course code for both courses			
☐ **OST**: Cooperative education course is identified by "(Co-op)" after the course name and, on the OST, by notation "C" in the "Note" column			
☐ Withdrawal from a course (full-disclosure) policy applies			

CHECKLIST	ITEMS IN EVIDENCE		COMMENTS
	Yes	No	
3.3 Student Records ☐ 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 ☐ Information on cooperative education and work experience must appear in the calendar as per OS K-12 5.3.1			
4.2 Placement Coordination ☐ Policies and procedures must be established ☐ Liability insurance coverage in place.			
4.3 OnSIS ☐ 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			
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.			
SECTION A: Follow-up from Previous Inspection Report			
If applicable, please attach to this document a report on the steps the school has taken to address the *Issues and Recommendations* noted in the previous inspection report.			
SECTION B: Material to be Submitted			
Along with the completed *Pre-Inspection Report*, 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 "X" in the "N/A" column indicates that the school is not offering this option.			

* = 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 *Ontario Student Record Guideline, 2000*?				
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 *Ontario Student Transcript Manual, 2010*?			*	
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 ☐	No ☐	
Welcome Package	Yes ☐	No ☐	

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 ☐	No ☐	

Background Information **Answer the following questions about the model of online delivery you are using. Attach an additional sheet if necessary.**
Is this course continuous intake or do you have start and end dates?
Is the delivery model synchronous or asynchronous?
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?
Describe the role of the teacher in your delivery model.
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.
If you hold any face-to-face meetings with students, provide meeting dates.
***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.**

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	☐	☐	☐	
2	School Course Calendar describes minimum hardware and software requirements for accessing course content	☐	☐	☐	
3	School Course Calendar includes a definition of what constitutes attendance and describes procedures for monitoring and following up on attendance issues	☐	☐	☐	
4	School Course Calendar refers to the school's Acceptable Use Policy	☐	☐	☐	
5	The online school has a community involvement package that encompasses all the components of community involvement	☐	☐	☐	
6	The school offers the OSSLC	☐	☐	☐	
7	Attendance: The school has a clear definition of what constitutes attendance: number of log ins, hours spent on activities, student learning logs	☐	☐	☐	

		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	☐	☐	☐	
9	The principal informs parents/guardians and students of log in expectations	☐	☐	☐	
10	The principal can explain how absences are recorded	☐	☐	☐	
11	The principal informs parents as to timelines for the completion of activities and assignments where appropriate	☐	☐	☐	
12	Outlines of Courses of Study include an indication of online and offline activities	☐	☐	☐	
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	☐	☐	☐	
13.2	Student presence tracked by course software or via contributions to the discussion areas or through attendance at live video/chat sessions.	☐	☐	☐	
13.3	Students maintain a learning log documenting online and offline activities	☐	☐	☐	
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)	☐	☐	☐	

		Yes	No	N/A	Comments
13.5	Teacher support for the delivery of curriculum expectations is provided throughout the 110/55 hours	☐	☐	☐	
13.6	Teacher tracks student activity through regular and ongoing communication	☐	☐	☐	
14	Teacher verifies that student work belongs to the student enrolled in the course through regular review of student work	☐	☐	☐	
15	Principal can explain the process by which a proctored final examination to ensure credit integrity is in place	☐	☐	☐	
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.	☐	☐	☐	
2	Online courses demonstrate evidence of ongoing teaching and learning activities involving the teacher and students at different times or at the same time	☐	☐	☐	
3	All curriculum expectations set out in the curriculum policy document are accounted for in instruction and are linked to course content	☐	☐	☐	
4	Course content includes activities to meet and assess/evaluate oral communication expectations, where applicable	☐	☐	☐	

		Yes	No	N/A	Comments
5	Varied assessment strategies over the duration of the course that may include: • 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)	☐	☐	☐	
6	Evidence is gathered from three different sources: observations, conversations and student products.	☐	☐	☐	
7	Evidence from observations is gathered from discussion areas, video evidence, real- time communication	☐	☐	☐	
8	Effective conversations are facilitated through a variety of technologies	☐	☐	☐	
9	Student products are available. Student projects, group and individual work are posted.	☐	☐	☐	
10	Learning goals and success criteria appear in the course content pages and/or in the discussion areas.	☐	☐	☐	
11	Discussion areas, chat rooms and/or real-time communication tools are used to clarify learning goals and to co-construct success criteria.	☐	☐	☐	

		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.	☐	☐	☐	
13	Assessment *for* 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.	☐	☐	☐	
14	Assessment *as* 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.	☐	☐	☐	

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)			
School Description:			

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

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*= 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.	☒ *	☒ *	☒ *	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
2. Community Involvement The school establishes a procedure for completing the community involvement requirement.	☐	☐	☒ *	☒ * All or Most of the Time ☒ * Sometimes ☒ * 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.	☒ *	☒ *	☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
2.2. The school indicates on the OST that the student has completed the community involvement requirement.	☒ *	☒ *	☐	☐ All or Most of the Time ☐ Sometimes ☐ 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.	☐	☐	☒ *	☒ * All or Most of the Time ☒ * Sometimes ☒ * Seldom or Not at All	
3.1. The school establishes a procedure for offering the OSSLC.	☐	☐	☒ *	☒ * All or Most of the Time ☒ * Sometimes ☒ * Seldom or Not at All	
3.2. The school records the completion of the Provincial Secondary School Literacy Requirement on the OST.	☐	☐	☐	☒ * All or Most of the Time ☒ * Sometimes ☒ * Seldom or Not at All	
4. Substitutions There is an established procedure for the substitution of compulsory courses.	☐	☐	☒ *	☒ * All or Most of the Time ☒ * Sometimes ☒ * 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.	[*]	[*]	[ ]	[ ] All or Most of the Time [ ] Sometimes [ ] Seldom or Not at All	
4.2. Substitutions are indicated with an "x" on the OST.	[*]	[*]	[ ]	[ ] All or Most of the Time [ ] Sometimes [ ] 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.	[ ]	[ ]	[ ]	[*] All or Most of the Time [*] Sometimes [*] 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.	[*]	[*]	[ ]	[ ] All or Most of the Time [ ] Sometimes [ ] Seldom or Not at All	
6. Prerequisite There is an established procedure for waiving prerequisites.	[ ]	[ ]	[ ]	[*] All or Most of the Time [*] Sometimes [*] Seldom or Not at All	
6.1. There is appropriate documentation in the OSR when prerequisites are waived.	[*]	[*]	[ ]	[ ] All or Most of the Time [ ] Sometimes [ ] Seldom or Not at All	
7. Attendance There is an established policy regarding student attendance.	[ ]	[ ]	[*]	[*] All or Most of the Time [*] Sometimes [*] Seldom or Not at All	
7.1. There is an established procedure for recording student absences.	[ ]	[ ]	[*]	[*] All or Most of the Time [*] Sometimes [*] Seldom or Not at All	
8. PLAR There is an established procedure for awarding credit equivalencies.	[ ]	[ ]	[*]	[*] All or Most of the Time [*] Sometimes [*] Seldom or Not at All	
8.1. There is a copy of the equivalency assessment in the OSR.	[*]	[*]	[ ]	[ ] All or Most of the Time [ ] Sometimes [ ] Seldom or Not at All	

*= this section not available for selection.

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
8.2. There is an established procedure for students who wish to challenge courses.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
8.3. There is documentation of the challenge process in the OSR.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ 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 *Cooperative Education and Other Forms of Experiential Learning*, 2000.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ 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.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
10.1.1 There is an established procedure for earning courses through distance education.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
10.1.2 There is an established procedure for offering courses through independent study.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
10.1.3 There is an established procedure for offering courses through private study.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* 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.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	

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*= this section not available for selection.

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.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ 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.	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ 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.	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
11.2. Outlines of Courses of Study are available at the school for parents and students to examine.	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
12. Music Certificates Music Certificates accepted for credit are on file.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
12.1. Appropriate notation of the credit toward the OSSD is noted on the OST.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* 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.	☐	☐	☒*	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
14. Locally Developed Course There is documentation of Ministry of Education approval of locally developed courses.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	

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*= 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. (*Growing Success,* page 38)	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ 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.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
3. Assessment is based on evidence of student achievement of the provincial curriculum expectations. (*Growing Success*, page 28)	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, page 17)	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, page 38)	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ 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 (*Growing Success*, page 39)	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, page 38)	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	

*= this section not available for selection.

Criteria	Compliance			Implementation	Comments
	Yes	No	N/A		
8. 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)	*	*	*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, page 6)	*	*	*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, pages 10 and 45)	*	*	*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, page 41)	*	*	*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, page 41)	*	*	*	☐ All or Most of the Time ☐ Sometimes ☐ 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. (*Growing Success*, page 41)	*	*	*	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	

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*= 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. (*Growing Success*, page 41)	☒*	☒*	☒*	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
15. The school's policies relating to "Cheating and Plagiarism" are in compliance with *Growing Success*, 2010, pages 42 and 43.	☐	☐	☒*	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
16. The school's policies relating to "Late and Missed Assignments" are in compliance with *Growing Success*, 2010, page 44.	☐	☐	☒*	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	

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*= 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 *OSR Guideline, 2000*.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* 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.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
3. The security of the OSR is ensured.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
4. Information is recorded correctly on all sections of the OSR folder.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ 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.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
6. When a Documentation File is required it is kept in the OSR folder.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ Seldom or Not at All	
7. The office index cards are maintained.	☒*	☒*	☐	☐ All or Most of the Time ☐ Sometimes ☐ 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.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* Seldom or Not at All	
9. The OST is a cumulative and continuous record of a student's completion of courses.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* 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.	☐	☐	☐	☒* All or Most of the Time ☒* Sometimes ☒* 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. (*Education Act*, s.5)	☐	☐	☐	

RECOMMENDATIONS

ISSUE(S)	RESOLUTION

AUTHORIZATION TO GRANT CREDITS	
☐	The Principal is authorized to grant credits.
☐	The Principal is not authorized to grant credits.

NEXT INSPECTION						
Based on the evidence from this inspection, the next inspection is scheduled for:	☐	The Same School Year: 2013-2014	☐	The Next School Year: 2014-2015	☐	In Two Years: 2015-2016

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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*, (RSO, 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*, (RSO, 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: yyyy mm dd

If the school is closing as of September 1, 2013, please specify Close Date: — Close date: yyyy mm dd

School Information:

BSID ☐☐☐☐☐☐

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

School operating address: Street number | Street name | Unit | City/Town | Municipality | Postal code

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: Street number | Street name | Unit | City/Town | Municipality | Postal code

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

Elementary Principal (check one: ☐ Mr ☐ Ms.) Last name | First name | Middle initial

Elementary Principal E-mail address | Telephone no. | Ext.

Secondary Principal (check one: ☐ Mr ☐ Ms.) Last name | First name | Middle initial

Secondary Principal E-mail address | Telephone no. | Ext.

Owner Information *(please print)*

Name of School Owner (check one: ☐ Mr ☐ Ms.) Last name | First name | Middle initial

Address: Street number | Street name | Unit | City/Town | Municipality | Postal code

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			☐
Tuesday			☐
Wednesday			☐
Thursday			☐
Friday			☐
Saturday			☐
Sunday			☐

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

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

☐ No Association

☐ Association of Christian Schools International
☐ Canadian Council of Montessori Administrators
☐ Centre for Jewish Education
☐ Conference of Independent Schools
☐ Learning Centres
☐ League of Canadian Reformed School Societies
☐ Ontario Accelerated Christian Education Association
☐ Ontario Alliance of Christian Schools
☐ Ontario Association of Islamic Schools
☐ Ontario Federation of Independent Schools
☐ Rehoboth Christian School Society
☐ 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
- Principal
- Physical Address
- Telephone No.
- Fax No.
- Is this site also licensed as a child care centre under the *Day Nurseries Act*? ☐ Yes ☐ No
- 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

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

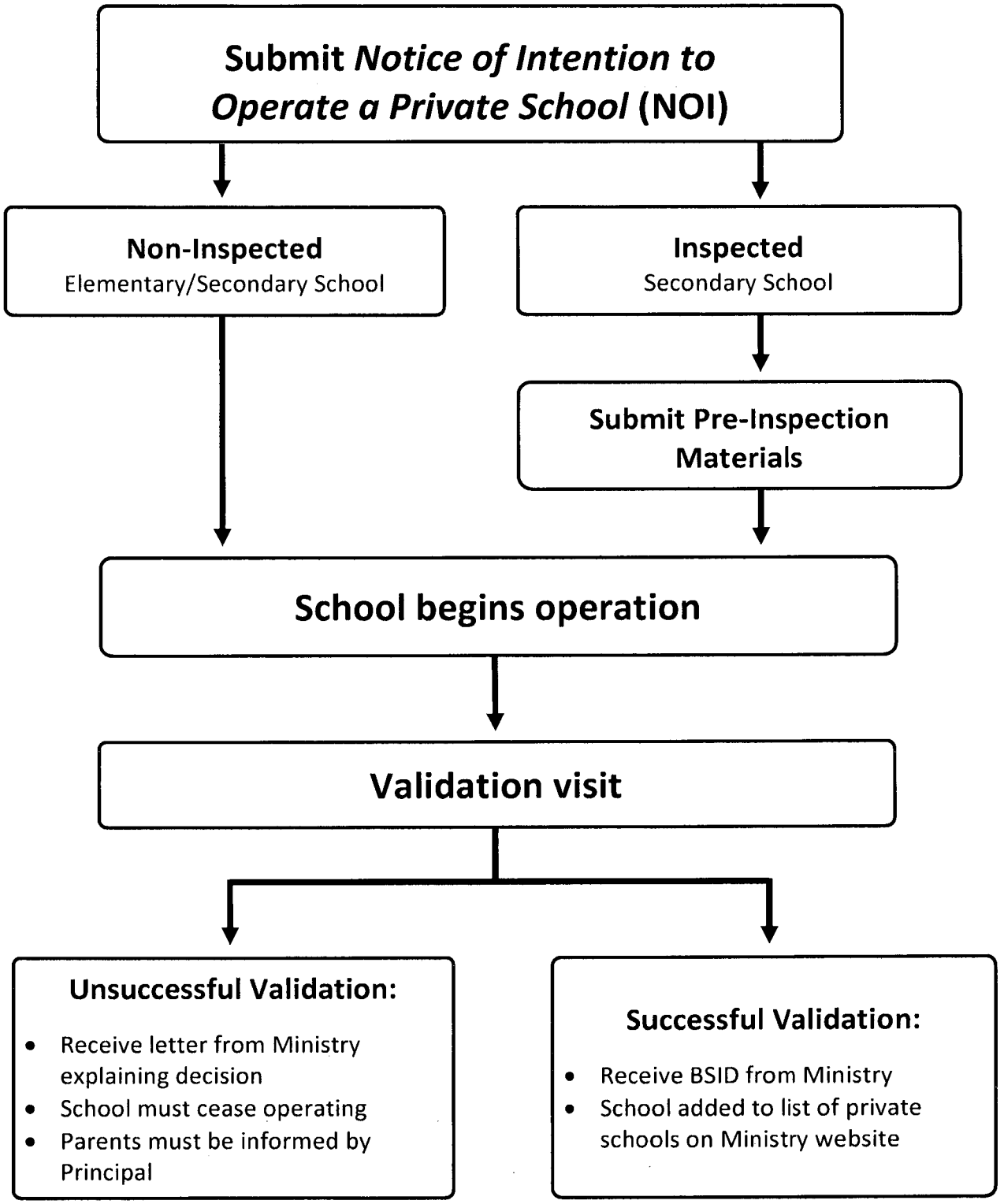
Inspected Private Schools:

September	October	November	December
Sept 1: NOI submission 1st 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: 2nd 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 new 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: 3rd 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, 1st 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 to12: 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	*Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, 2011*
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).

This is Exhibit "25" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail **Karen Walmsley <karenwalms@gmail.com>**

Reminders

1 message

Nili Isaacs <nisaacs@blytheducation.com> Thu, Sep 17, 2015 at 5:37 PM
To: Avia Sang <avia.sang@gmail.com>, Chris Coates <chriscoates@blytheducation.com>, David Reibetanz <dpc.reibetanz@gmail.com>, Ian Fraser <fraseri186@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Mark Cannata <teachercannata@gmail.com>, Megan Patullo <meganpatullo@gmail.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, Sanja Resanovic <sresanov@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, Sebastian Major <sebastian.a.major@gmail.com>, Viktor Nemethy <vnemethy@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Hi all,

I know that it has been a busy and exhausting first week of classes but hopefully a really positive one. We have lots of engaged students who are really excited about their new courses.

I have a number of updates/reminders. I know that this is a long email but please read to the end as the information is important.

1. Reminder that tomorrow in photo day in the student lounge. We will come and get your class when it is time for photos. All students need to have their photos taken whether they want to buy a package or not as the photos are used to produce student ID cards.

2. Thanks for sending out welcome emails to families. If you haven't sent one out yet please do so today and remember to cc yorkville@blytheducation.com. If you send out a mass email then please bcc the parents/students.

3. Your class lists should be up to date in Rediker by tomorrow . If you notice any errors email yorkville@blytheducation.com right away so that we can make sure they are accurate. If you have a split class, make sure that each student is on the right list.

4. We will be emailing Rediker usernames and passwords to parents and students tomorrow so your mark book should be ready to view.

5. It has come to my attention that there is a lot of stress around access to projectors. We have requested a budget to add to our technology resources and are exploring the options that might make the most sense. If you have any thoughts please feel free to share them with me. In the meantime, please share what we have and know that we are working on getting more.

6. We are exploring options around getting some locked space for each teacher to leave things. It is a bit

of process but know that I am aware that many staff would like this and will do what I can to make something happen.

7. Please stick to the posted break times. The breaks are 5 mins in the middle of class and 5 mins between classes. It is important that we are all consistent on this. The only exception to following the posted break times is if your class has a test or a lab and needs to take the break at a different time. The break in that case still needs to be 5 mins.

Period 1: 8:40 to 10:55 (break 9:45-9:50)

Period 2: 11:00 to 1:15 (break 12:05-12:10)

Period 3: 1:45 to 4:00 (break 2:50-2:55)

8. Next Friday is the Ontario University Fair- a field trip for all grade 12 students and some grade 11 students. Details will follow.

9. If you have students who are arriving late to class please email the student, parent and cc Yorkville. It is important that we clamp down on chronic lateness right away and the first step needs to come from you as the teacher. As an admin team we meet every Monday and review the worst offenders.

I appreciate all of the time and energy that you have put in to making the first full week of class really dynamic for the students and the effort that you have made to make all of our new students feel welcome.

Thanks,

Nili Isaacs

Principal

Blyth Academy Yorkville

Blyth International Summers

P: 647-347-0958; F: 647-343-1393

nisaacs@blytheducation.com

www.blythacademy.ca

Blyth

Stay Connected

This is Exhibit "26" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail K Walmsley <walmsley.blyth@gmail.com>

a reminder...

1 message

Adam de Pencier <Adam.dePencier@blytheducation.com> Wed, Jun 14, 2017 at 12:51 PM
To: "Avia Sang (asang.blyth@gmail.com)" <asang.blyth@gmail.com>, "Carla Poulton (carlapoulton.blyth@gmail.com)" <carlapoulton.blyth@gmail.com>, "Chris Arena (arena.blyth@gmail.com)" <arena.blyth@gmail.com>, David Trochanowski <d.trochanowski@blytheducation.ca>, Erika Szakonyi <Szakonyi.blyth@outlook.com>, "Jamie Fatigati (jamie.fatigati.blytheducation@gmail.com)" <jamie.fatigati.blytheducation@gmail.com>, "jef cox (oneeff.jc@gmail.com)" <oneeff.jc@gmail.com>, Jenna Hilborn <TeacherHilborn@gmail.com>, "Kyle Webb (kylewebbblyth@gmail.com)" <kylewebbblyth@gmail.com>, "Lauren Lancaster (lpt.lancaster@gmail.com)" <lpt.lancaster@gmail.com>, "Meltem Caliskan (mrs.caliskan.blyth@gmail.com)" <mrs.caliskan.blyth@gmail.com>, Peter Kearney <Peter.Kearney@blytheducation.com>, Viktor Nemethy <v.nemethy@blytheducation.ca>, Viktor Nemethy <vnemethy@gmail.com>, Virginia Willems-Rossman <v.wrossman@blytheducation.ca>, "Alexandra Daigle (Alexandra.Daigle.Blyth@gmail.com)" <Alexandra.Daigle.Blyth@gmail.com>, "Becca Roth (becca.roth@gmail.com)" <becca.roth@gmail.com>, Entela Seferi <entelaseferi@gmail.com>, Hannah Orsag <hannah.orsag.blytheducation@gmail.com>, Hasmik Chakhmakhchyan <chasmik@rogers.com>, "Joanna (joanna_marshall2003@yahoo.ca)" <joanna_marshall2003@yahoo.ca>, Karen Walmsley <walmsley.blyth@gmail.com>, "Leefah Thong (lfthong.blyth@gmail.com)" <lfthong.blyth@gmail.com>, "Rakhi Mahmud (rakhi_mahmud@hotmail.com)" <rakhi_mahmud@hotmail.com>, "tasha.c.barbour@gmail.com" <tasha.c.barbour@gmail.com>, Van Nguyen <ttvan.nguyen@utoronto.ca>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

To all teachers, as we approach the end of term, to be especially vigilant about communicating news home to families who are in academic distress, including copying YK campus.

If you need support from me on any of this do just let me know.

Adam

Adam de Pencier

Principal

Blyth Academy Yorkville

85 St. Nicholas St, Toronto ON

P: 647-347-0958 | F: 647-343-1393

adam.depencier@blytheducation.com

www.blythacademy.ca

This is Exhibit "27" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail **Karen Walmsley <karenwalms@gmail.com>**

Start of term 2

1 message

Nili Isaacs <nisaacs@blytheducation.com> Mon, Nov 16, 2015 at 8:04 AM
To: Avia Sang <avia.sang@gmail.com>, Chris Coates <chrisquotes@gmail.com>, David Reibetanz <dpc.reibetanz@gmail.com>, Entela Seferi <entelaseferi@gmail.com>, Ian Fraser <fraseri186@gmail.com>, Jenna Hilborn <jenna.hilborn77@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Mark Cannata <teachercannata@gmail.com>, Megan Patullo <meganpatullo@gmail.com>, Melodie Lepine <melodie.blyth@outlook.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, Sanja Resanovic <sresanov@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, Sebastian Major <sebastian.a.major@gmail.com>, Viktor Nemethy <vnemethy@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Morning,

I just wanted to send out a note in regards to the new term which starts on Thursday with a normal school day.

A reminder of the daily schedule including breaks:

Period 1: 8:40 to 10:55

(**break** 9:45-9:50)

Period 2: 11:00 to 1:15

(**break** 12:05-12:10)

Period 3: 1:45 to 4:00

(**break** 2:50-2:55)

Wednesday (November 18th) is exam review day for term one classes in the morning and a staff meeting and prep time in the afternoon. The schedule for the day:

Exam review: 9-12 (all term one teachers are expected to be at school and available to meet with students during this time unless you have spoken to me to make other arrangements. If you have spoken to me please email all students and parents to ensure that they know when you are available.)

Staff Meeting: 12:15 in room 2 please let me know if you have any topics that you would like covered. This meeting will focus on term two prep, Moodle and program planning considerations. There will be time in the afternoon to finish prep for Thursday.

In preparation for term two all classes have been set up in Rediker (except for PSK4U as we need to get the code added to the database) and students have been added to classes. There will be changes to your class lists over the next few days and we will do our best to keep Rediker as up to date as possible.

If you are teaching new classes this term you were added to the moodle class this weekend (except for photography 10, studies in lit and classical civ as those courses are just being added.) If when you login you don't see your term two classes let me know. New staff for term two should have received an email with login details. We can review at the meeting on Wednesday.

I will send out templates for your course of study for this term so that you can prepare. I am working on the term calendar and will send it out as soon as possible so that you can prepare your pacing guide.

My schedule for this week is that I am at school every day except for Friday when I will be at meetings at head office.

Thanks,

Nili Isaacs

Principal

Blyth Academy Yorkville

Blyth International Summers

P: 647-347-0958; F: 647-343-1393

nisaacs@blytheducation.com

www.blythacademy.ca

Blyth

Stay Connected

This is Exhibit "28" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Blyth ACADEMY

Blyth Academy Campus

Comment [n1]: Please change to:
Blyth Academy Yorkville
85 St Nicholas Street
Toronto, Ontario
M4Y 1W8
(no need to change logo)

COURSE NAME:	English, Grade 9, Academic
COURSE CODE:	ENG1D
CREDIT VALUE:	1.0
PREREQUISITE:	None
CURRICULUM POLICY:	*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools,* 2010 *English: Grades 9 and 10,* 2007
DEPARTMENT:	English
DEVELOPED BY:	Ms. N. Shoaraee
DEVELOPMENT DATE:	September 2015
REVISED BY:	
REVISION DATE:	

Comment [n2]: Add your name and August 2016

COURSE DESCRIPTION

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

OVERALL CURRICULUM EXPECTATIONS

Oral Communication

Overall Expectations:

By the end of this course, students will be able to:

1. listen in order to understand and respond appropriately in a variety of situations for a variety of purposes;
2. use speaking skills and strategies appropriately to communicate with different audiences for a variety of purposes;
3. reflect on and identify their strengths as listeners and speakers, areas for improvement, and the strategies they found most helpful in oral communication situations.

Reading and Literature Studies

Overall Expectations:

By the end of this course, students will be able to:

4. read and demonstrate an understanding of a variety of literary, informational, and graphic texts, using a range of strategies to construct meaning;
5. recognize a variety of text forms, text features, and stylistic elements and demonstrate understanding of how they help communicate meaning;
6. use knowledge of words and cueing systems to read fluently;
7. reflect on and identify their strengths as readers, areas for improvement, and the strategies they found most helpful before, during, and after reading.

Writing

Overall Expectations:

By the end of this course, students will:

8. generate, gather, and organize ideas and information to write for an intended purpose and audience;
9. draft and revise their writing, using a variety of literary, informational, and graphic forms and stylistic elements appropriate for the purpose and audience;
10. use editing, proofreading, and publishing skills and strategies, and knowledge of language conventions, to correct errors, refine expression, and present their work effectively;
11. reflect on and identify their strengths as writers, areas for improvement, and the strategies they found most helpful at different stages in the writing process.

Media Studies

Overall Expectations:

By the end of this course, students will:

12. demonstrate an understanding of a variety of media texts;

13. identify some media forms and explain how the conventions and techniques associated with them are used to create meaning;
14. create a variety of media texts for different purposes and audiences, using appropriate forms, conventions, and techniques;
15. reflect on and identify their strengths as media interpreters and creators, areas for improvement, and the strategies they found most helpful in understanding and creating media texts.

UNITS

Unit	Title	Time
1	Media Studies	18 hrs
2	Novel Studies	35 hrs
3	Shakespeare	35 hrs
4	Short Stories	18 hrs
	Culminating Activities and Final Exam	4 hrs
	Total:	110 hrs

Comment [n3]: Update units to match your course.
Check that they total 110 hours

Comment [n4]: Grade 9 and 10 courses should be Culminating activities and final exam and grade 11 and 12 should be ISP presentations and Final Exam

Comment [n5]: This can be a max of 4 hours

ACHIEVEMENT CHART

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

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

TEACHING AND LEARNING STRATEGIES

Using a variety of instructional strategies, the teacher will provide numerous opportunities for students to develop skills of inquiry, problem solving, and communication as they investigate and learn fundamental concepts. The integration of critical thinking and critical literacy will provide a powerful tool for reasoning and problem solving, and is reflected in a meaningful blend of both process and content.

The Role of Critical Thinking and Inquiry Skills in the Curriculum

This course will focus on developing students' critical thinking and inquiry skills, in order to develop their appreciation of, and engagement with, the multilayered subject matter. The goal of this focus on critical

thinking and inquiry skills is to support students in attempting to reach beyond superficial conclusions and move towards deeper understanding.

- The inquiry process consists of formulating questions; gathering and organizing evidence; interpreting and analyzing evidence; evaluating evidence and drawing conclusions; and communicating findings.
- Critical thinking then applies the steps of the inquiry process toward examinations of opinions, values, biases and meanings.
- Teachers will support students' development of these skills by modeling in the classroom, providing ongoing and varied opportunities to exercise.
- Assessment and evaluation will focus on students' effective use of critical thinking skills, and not solely on a traditional "product".

Along with some of the strategies noted in the assessment for, as, and of learning charts below, strategies will include:

Activity Based Strategies	Arts Based Strategies	Cooperative Strategies
• Field Trip • Game • Oral Presentation • Panel Discussion • Retelling	• Reader's Theatre • Role Playing • Storyboard	• Buddy System • Collaborative • Discussion • Peer Teaching • Round Table • Think/Pair/Share

Comment [n6]: These strategies come from the master list that you sent and the ones showing are what we guessed you would use in your course. Please update to reflect what you will actually use. These strategies will need to show up again on unit plans/lesson plans/assessments.

Direct Instruction Strategies	Independent Learning Strategies	Technology and Media Based Applications
• Conferencing • Guided Reading • Guided Writing • Lecture • Read Aloud • Review • Seminar/Tutorial • Socratic Dialogue	• Homework • Independent Reading • Independent Study • Memorization • Note Making • Reading Response • Reflection	• Internet Technologies • Multimedia Applications • Media Presentation

Inquiry and Research Skills
• Decision-making models • Inquiry process • Questioning process • Research process • Writing Process • Historical Inquiry

Thinking and Inquiry Skills	
• Analyzing bias/stereotype • Brainstorming • Case Study • Expressing Another Point of View • Media analysis	• Mind map • Oral Explanation • Problem Solving • Think aloud • Writing to learn

Planning Skills	Processing Skills
• Acquiring Relevant Information • Brainstorming ideas / webs • Organization of Data, Research, Ideas	• Inferring • Elaborating • Connecting and Combining Information • Response of Discussion • Reflection from Text

STRATEGIES FOR ASSESSMENT AND EVALUATION OF STUDENT PERFORMANCE IN ENGLISH

There are three forms of assessment that will be used throughout this course:

Assessment for Learning: Assessment for learning will directly influence student learning by reinforcing the connections between assessment and instruction, and provide ongoing feedback to the student. Assessment for learning occurs as part of the daily teaching process and helps teachers form a clear picture of the needs of the students because students are encouraged to be more active in their learning and associated assessment. Teachers gather this information to shape their classroom teaching. Assessment for learning is:

- Ongoing
- Is tied to learning outcomes
- Provides information that structures the teachers planning and instruction
- Allows teachers to provide immediate and descriptive feedback that will guide student learning

The purpose of assessment for learning is to create self-regulated and lifelong learners.

Assessment as Learning: Assessment as learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

The purpose of assessment as learning is to enable students to monitor their own progress towards achieving their learning goals.

Assessment of Learning: Assessment of learning will occur at or near the end of a period of learning; this summary is used to make judgments about the quality of student learning using established criteria, to assign a value to represent that quality and to communicate information about achievement to students and parents.

Evidence of student achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

Assessment for Learning	Assessment as Learning	Assessment of Learning
Student Product • Exit tickets • Assignment • Journal • Rough drafts	**Student Product** • Assignment • Exit tickets • Journal • Rough drafts • Peer feedback	**Student Product** • assignments • Independent study project outline • oral presentations • Media oral presentation • test
Observation • Whole class discussions • Performance tasks • PowerPoint presentations	**Observation** • Class Discussions • Performance tasks • PowerPoint Presentation • Self-proofreading	**Observation** • PowerPoint presentations • Performance tasks
Conversation • Student teacher conferences • Small Group Discussions • Pair work	**Conversation** • Student teacher conferences • Small Group Discussions • Pair work • Peer editing • Peer feedback • Oral Quizzes	**Conversation** • Student teacher conferences • Questions and Answer Session

Comment [n7]: Again these assessments come from the charts and we guessed what you would do. Please update to reflect the assessments that you actually plan to use.

THE FINAL GRADE

Percentage of Final Mark	Categories of Mark Breakdown
70%	Assessment of Learning Tasks Throughout the Term
30%	Final Written Examination: 10% Culminating Activities: 20%

Comment [n8]: The 30% breakdown should not be changed.

Towards the end of this course, students will complete a Culminating Activity which will require them to write an argumentative essay on a novel of their choice. Students will explore, discuss, and analyze a chosen topic within this text.

Comment [n9]: Please update this to your planned culminating activities for 9 and 10 or ISP for 11 and 12. It must start with towards the end of this course.

A student's final grade is reflective of their most recent and most consistent level of achievement.

The balance of the weighting of the categories of the achievement chart throughout the course is:

SUBJECT AREA	Knowledge	Inquiry/Thinking	Communication	Application
English	20	30	20	30

Comment [n10]: KICA breakdown should not be changed

LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of each student's learning. The key Learning Skills and Work Habits evaluated and reported on include: responsibility, organization, independent work, collaboration, initiative and self-regulation. The development of learning skills and work habits needed to succeed in school and in life begins early in a child's schooling. As students move through the grades in school, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. At Blyth Academy, we assess, evaluate, and report on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately, which allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

Therefore, in addition to the final grade the report card also shows student achievement of learning skills and work habits throughout the course. These are not included in the calculation of the final grade for this course. The six areas are:

1) Responsibility 2) Organization 3) Independent Work 4) Collaboration 5) Initiative 6) Self-Regulation

They are assessed as:

E (excellent); G (good); S (satisfactory); N (needs improvement)

STUDENTS' RESPONSIBILITIES WITH RESPECT TO EVIDENCE FOR EVALUATION IN ENGLISH

Cheating and Plagiarism

Blyth Academy commits to having policies for assessments that minimize the risk of cheating. We also commit to begin each course with refresher learning on cheating.
In the event of cheating:

- Student will meet with the teacher, Principal and possibly parent(s)
- A course of action will be decided based on the meeting

Blyth Academy commits to begin each course with refresher learning on how to properly credit and source work from other sources; therefore, plagiarism at the Grade 11 and 12 levels is not considered accidental.
The following protocol will be followed for true plagiarism:

- Student will meet with the teacher, Principal, and possibly parent(s)
- The assignment will be re-worked to the teacher's satisfaction for a grade of up to 50%
- If the student repeats the offence, a score of zero will be given with a likely suspension and possible consequence of expulsion from school
- A third-time offence will result in expulsion

Improper citations or situations in which a teacher deems the student to have acted with good intentions:

- The school will work with the student to ensure plagiarism is understood and will not be repeated
- A second submission of the assignment will be permitted

- The teacher will decide how the re-submission will be evaluated (50% or full value)

Late and Missed Assignment Policy

Any assignments given by the teacher will have a **due date**. If a student has an issue with the due date, he/she will have an opportunity to discuss alternate arrangements with the teacher ahead of time. In every class, students have ONE FREE PASS to turn in an assignment up to 3 days late without penalty (certain assignments excluded, such as presentations and assessments). Otherwise, late work may be subject to mark deduction. Weekends count as one day unless otherwise specified by the teacher. If a student wishes to discuss a penalty/mark, they may do so with the teacher. In order to be evaluated in time for inclusion in an overall mark, all assignments must be submitted no later than the start of the course's final exam or final class. We do understand that extenuating circumstances do occur, but we also seek to prepare students for the real world, where university professors and employers are not as flexible with respect to deadlines. Despite all this, discretionary efforts are made by school staff in order to ensure that all students are assessed on their academic achievement rather than their learning skills. To that end, where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or clarify the reason for not completing the assignment, as outlined in *Growing Success*;

- Helping students develop better time-management skills;
- Collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
- Taking into consideration legitimate reasons for missed deadlines;
- Requiring the student to work with the school team to complete the assignment;
- Providing alternative assignments or tests/exams where, in the teachers professional judgement, it is reasonable and appropriate to do so;
- Deducting marks for late assignments.

Missed Tests and Exam Policy

A student who misses a test or quiz in class, for legitimate reasons as determined by the teacher, can make up the test or quiz the next day before or after class (parent phone call may be required). A student cannot write it during class time. If a student simply skips a test or quiz, he/she cannot write a make-up without an appeal to the teacher. For a missed EXAM we require a note from a doctor.

Punctuality and Absences

Punctuality is a necessity at every stage of life – we would be doing a disservice to our students if we paid no attention to or ignored punctuality. Please understand our need for the following policies regarding lates and absences, and know that we will work with our students to find success.

All teachers will maintain a record of their students' attendance and punctuality based on provincial Ministry's "safe arrival" approach. In any given term, when a student establishes a pattern (as defined by the classroom teacher) of being late or absent, a call and/or written correspondence will be placed/sent home, and the student will be considered to be "at risk". At the discretion of the teacher or Principal, a medical note or valid written explanation can result in excused lates or absences. At a certain point excessive lates or absences will result in forfeiture of course, credit, and cost (up to the discretion of the teacher and administration). If a student has 5 unexplained absences, they may be deemed "at risk" for earning their credit. If a student has missed 5 total hours of class time (this can be any combination of

lates and absents which equal 5 total hours), they will be required to meet with the Guidance Counsellor to set up a plan to support the student in their attendance. Students will also be told of the consequences of further hours of missed class, and the possibility of being deemed "at risk" for earning their credit. Parents will also be notified. If the pattern of lates/absences continues, at 8 - 9 hours of missed class time, the student and parents will be asked to meet with the Principal regarding their "at risk" status.

NON-ATTENDANCE

As of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school. Legal reasons for being absent from school (e.g. receiving satisfactory instruction at home or elsewhere) continue to apply.

If a student is absent for an extended period of time, the first responsibility of the school is to investigate why a student is absent, and make every effort to have the student return to school.

A student who has been absent for 15 consecutive school days without appropriate supporting documentation is to be removed from the register. A pupil of compulsory school age may remain on the register for 16 to 30 consecutive days of absence, if the Principal has approved the case in writing. This may be extended for subsequent fifteen-day periods, if the Principal receives reports every 15 days that the file is still active. It is critically important to maintain contact with absent students/parents.

If a student is known to have left the school or if after a reasonable period of time the Principal is unable to locate the student, then his/her name should be removed from the register. Removing a student's name from the register for absenteeism does not mean the student need not attend school. Attendance for students of compulsory school age is required under the Education Act. The Principal must inform the Private Schools Branch of the Ministry of Education when pupils are removed from the register. The school should continue to attempt to reach out to them as they may eventually respond to these efforts and return to school.

PROGRAM PLANNING CONSIDERATIONS FOR ENGLISH

Instructional Approaches

Teachers will use a variety of instructional strategies to help students become independent, strategic and successful learners. The key to student success is effective, accessible instruction. When planning this course of instruction, the teacher will identify the main concepts and skills of the course, consider the context in which students will apply their learning and determine the students' learning goals. The instructional program for this course will be well planned and will support students in reaching their optimal level of challenge for learning, while directly teaching the skills that are required for success.

Understanding student strengths and needs will enable the teacher to plan effective instruction and meaningful assessments. Throughout this course the teacher will continually observe and assess the students' readiness to learn, their interests, and their preferred learning styles and individual learning needs.

Teachers will use differentiated instructional approaches such as:

- adjusting the method or pace of instruction
- using a variety of resources
- allowing a wide choice of topics

- adjusting the learning environment
- scaffolding instruction

During this course, the teacher will provide multiple opportunities for students to apply their knowledge and skills and consolidate and reflect upon their learning.

Planning the Program for Students with Special Educational Needs

The teacher in this course is the key educator of students with special education needs. The teacher has a responsibility to help all students learn, and will work collaboratively with the guidance counselor, where appropriate, to achieve this goal. In planning this course, the teacher will pay particular attention to the following guidelines:

- All students have the ability to succeed
- Each student has his or her own unique patterns of learning
- Successful instructional practices are founded on evidence-based research, tempered by experience
- Universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students
- Classroom teachers are the key educators for a student's literacy and numeracy development
- Classroom teachers need the support of the larger school community to create a learning environment that supports students with special education needs
- Fairness is not sameness

In this course, students may demonstrate a wide range of strengths and needs. The teacher will plan the course in a way that recognizes the diversity of the class members and give students performance tasks that respect their particular abilities so that all the students in the class can derive the greatest possible benefit from the teaching and learning process. The teacher will use the following strategies:

Students with Special Educational Needs	
• Extra time on tests and extended deadlines for major assessments • Complete tasks or present information in ways that cater to individual learning styles • Variety of teaching and learning strategies • Scaffolding • Break down (chunk) assignments • Computer for assessments and exams • Varied teaching strategies • Oral and written instructions • Refocusing strategies	• Graphic organizers • Specific strategies to enhance recall • Non-verbal cues and reminders to remain focused • Allow for sufficient response time • Experiential learning experiences so that students can make connections between curriculum and real world examples • Conferencing • Prompting students through lessons and assessments

Comment [n11]: These have been pulled from the charts. Update as appropriate.

Planning the Program for Students with English as a Second Language

In planning this course for students with linguistic backgrounds other than English, the teacher will create a safe, supportive, and welcoming environment that nurtures the students' self-confidence while they are receiving course instruction. Most English language learners who have developed oral proficiency in everyday English will nevertheless require instructional scaffolding to meet curriculum expectations. The teacher will adapt the instructional program in order to facilitate the success of these students in their classes. Appropriate adaptations and strategies for this course will include:

Students with English as Second Language	
• Body language and non-verbal communication • Subject-specific dictionary • Concrete examples and materials • Avoid idioms • Bilingual Dictionaries • Buddy system • Peer tutors • Allow sufficient response time • Check for comprehension by asking students to retell in their own words • Graphic organizers	• Conferencing • Pre-writing strategies • Literature circle • Journal • Previewing course readings / texts • Guided Reading • Guided Writing • Think Aloud • Whole-Class Response • Editing checklist • Story maps • Scaffolding

Comment [n12]: These have been pulled from the charts. Update as appropriate.

Supporting First Nations, Métis, and Inuit Students

The vision of the Ontario Ministry of Education is to support First Nation, Métis, and Inuit students in Ontario to gain the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue postsecondary education or training and/or to enter the workforce. Blyth Academy is fully supportive of this vision and will incorporate the traditional and contemporary knowledge, skills, and attitudes that First Nation, Métis, and Inuit students will require to be socially contributive, politically active, and economically prosperous citizens of the world. Blyth Academy will:

- increase the focus in school strategic planning to promote the voluntary, confidential self-identification of First Nation, Métis, and Inuit students as a means to enhance the success and well-being of Aboriginal students and to help close the achievement gap
- continue to identify and share practices and resources to help improve First Nation, Métis, and Inuit student achievement and close the achievement gap
- increase the training in our schools to respond to the learning and cultural needs of First Nation, Métis, and Inuit students
- provide quality programs, services, and resources at our schools who support First Nation, Métis, and Inuit students to help create learning opportunities that support improved academic achievement and identity building
- provide curriculum links that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives among all students

- develop awareness among teachers of the learning styles of First Nation, Métis, and Inuit students and employ instructional methods designed to enhance the learning of all First Nation, Métis, and Inuit students
- implement targeted learning strategies for effective oral communication and mastery of reading and writing
- implement strategies for developing critical and creative thinking
- provide access to a variety of accurate and reliable Aboriginal resources such as periodicals, books, software, and resources in other media, including materials in the main Aboriginal languages in schools with First Nation, Métis, and Inuit students
- provide a supportive and safe environment for all First Nation, Métis, and Inuit students

The Role of Information and Communication Technology

Information and Communications Technology (ICT) provides a range of tools that can significantly extend and enrich the teacher's instructional strategies in this course by bringing the global community into the classroom. The integration of ICT into this course represents a natural extension of the curriculum. The tools used in this course will enhance the students' thinking and inquiry processes as they gather, organize, analyse and communicate their findings.

ICT tools will be integrated into this course for whole-class instruction and for the design of curriculum units that contain varied approaches to learning in order to meet diverse needs and interests of the students in this class. Although the Internet is a powerful learning tool, there are potential risks attached to its use. At the beginning of this class, all students will be made aware of issues related to Internet privacy, safety, and responsible use, as well as of the potential for abuse of this technology, particularly when it is used to promote hatred. ICT used in this course will include:

Information and Communication Technology	
• Websites • Online libraries • Archives • Public records • E-books	• Cell phones • iPads • DVDs • Moodle/Schoology

Comment [n13]: These have been pulled from the charts. Update as appropriate. Feel free to add things not on the charts if appropriate.

The Role of Environmental Education

The teacher will find opportunities to integrate environmental education into this course, encouraging the students to explore a range of environmental concerns using issue-based analysis and some of the following strategies:

- Community Connections
- Environmental Perspective
- Simulation
- Problem Solving
- Surveys
- Co-operative Learning
- Inquiry-based learning
- Cross-curricular connections

When appropriate, the teacher will allow the students to have opportunities to analyse the environmental impact of the concepts being studied, such as the impact of Canadian and international political policies, Canadian and international laws, cultural and social differences, human rights legislation and the protection and stewardship of the Earth.

Healthy Relationships in the Classroom

At Blyth Academy, every student is entitled to learn in a safe, respectful and caring environment, free from violence and harassment. The teacher will create a safe and supportive environment in the class by cultivating positive relationships between students and between the teacher and their students. The teacher will create a classroom environment which promotes respect, caring, empathy, trust, and dignity, and in which diversity is accepted and celebrated. Abusive, controlling, violent, or other inappropriate behaviours such as bullying or harassment will not be tolerated in this class or at Blyth Academy.

The teacher will use the following strategies:

- Using inclusive language during instruction
- Developing a learning environment where all students feel safe
- Promotion of diversity and inclusivity in the classroom
- Getting students involved within their school community
- Making community connections
- Peer tutoring
- Role playing
- Group discussions
- Case study analysis

Equity and Inclusive Education in the Classroom

Blyth Academy has created an equity and inclusive education strategy based on respecting diversity, promoting inclusive education, and identifying and eliminating discriminatory biases, systemic barriers, and power dynamics that limit the ability of students to learn, grow, and contribute to society.

Blyth Academy creates an environment based on the principles of inclusive education, where all students, parents, caregivers, and other members of the school community – regardless of ancestry, culture, ethnicity, sex, physical or intellectual ability, race, religion, gender identity, sexual orientation, socio-economic status, or other similar factors – are welcomed, included, treated fairly, and respected.

During this course, the teacher will give students a variety of opportunities to learn about diversity and diverse perspectives.

Ethics in the Classroom

At Blyth Academy, teachers provide varied opportunities for students to learn about ethical issues and to explore the role of ethics in decision making. The teacher will support and encourage students to make ethical judgements when evaluating evidence and positions on various issues, and when drawing their own conclusions about issues, advancements, and global events.

During this course the teacher will provide support and oversight to students throughout the inquiry process, ensuring that students engaged in inquiry-based activities are aware of potential ethical concerns and address them in a respectful manner. If students are conducting surveys and/or

interviews, teachers will supervise student activities to ensure that they respect the dignity, privacy, and confidentiality of their participants.

The teacher will thoroughly address the issue of plagiarism with students. Students will be reminded of the ethical issues surrounding plagiarism, and the consequences of plagiarism will be clearly discussed before students engage in an inquiry.

The following strategies will be used to develop students' understanding of ethics:

- Making community connections
- Peer tutoring
- Role playing
- Group discussions
- Case study analysis
- Simulation
- Problem solving
- Cross-curricular connections
- Media connections
- Surveys and interviews
- Model ethical behaviour
- Explore ethical standards
- Explore ethical concerns
- Inclusive practices
- Foster positive relationships with others
- Assist students in developing an understanding of ethical judgements
- Assist students in understanding confidentiality standards

Financial Literacy in the Classroom

There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world.

Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, where appropriate, the teacher will give students the opportunity to build knowledge and skills through a variety of activities in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues. Students will come to understand the social, environmental, and ethical implications of their own choices as consumers. Strategies that will be used will include:

- Community connections
- Simulation
- Problem Solving
- Inquiry-based learning
- Cross-curricular connections
- Issue-based analysis
- Critical literacy skills
- Setting financial goals
- Developing intra-personal skills

Literacy, Mathematical Literacy, and Inquiry Skills

Literacy involves a range of critical-thinking skills and is essential for cross-curricular learning. At Blyth Academy it is the responsibility of all of our teachers to explicitly teach literacy and inquiry skills. Literacy, mathematical literacy, and inquiry/research skills are critical to students' success in all subjects of the curriculum and in all areas of their lives. Students will be exposed to literacy skills relating to oral, written, and visual communication. The following skills will be developed in each course delivered at Blyth Academy:

- Reading, interpreting, and analyzing various texts, including diaries, letters, government legislation and policy documents, interviews, speeches, treaties, information from non-governmental organizations, news stories, and fiction and non-fiction books
- Extract information
- Use appropriate and correct terminology, including that related to the concepts of disciplinary thinking
- Making community connections
- Peer tutoring
- Role playing
- Group discussions
- Case study analysis
- Simulation
- Problem solving
- Cross-curricular connections
- Media connections
- Kinesthetic opportunities
- Foster use of proper terminology
- Inquiry and research skills
- Help students to develop a language for literacy, inquiry and numeracy skills
- Assist students with developing communication skills in areas of literacy, inquiry and numeracy

Cooperative Education and other Forms of Experiential Learning

Central to the philosophy at Blyth Academy is the focus on experiential learning. Planned learning experiences in the community, including job shadowing and job twinning, field trips, work experience, hands-on experiences and cooperative education, will provide our students with opportunities to see the relevance of their classroom learning in a work setting, make connections between school and work, and explore a career of interest as they plan their pathways through secondary school and make postsecondary plans. Planned learning experiences in this course will include:

- Experiential Learning: Library visit, Stratford trip, Second City, Guest Speaker, Role Playing, mock trials, writing anthology, author visits, writers reading, theatre workshops

Comment [n14]: This is a guess of experiential learning that you might use. Please personalize.

Health and Safety in the Classroom

As part of every course, students must be made aware that health and safety in the classroom are the responsibility of all participants – at home, at school, and in the workplace. Teachers will model safe practices at all times and communicate safety requirements to students. Health and safety issues not usually associated with a particular course may be important when the learning involves field trips and field studies. Teachers will preview and plan these activities carefully to ensure students' health and safety.

The Role of the School Library

Although Blyth Academy does not have an official school library, students are encouraged to use e-books, local libraries, and archives to develop important research and inquiry skills. During this course, students will visit the local library to meet with local librarians and have a library day, to develop important research skills that are critical for post-secondary education.

Promotion of Careers

The knowledge and skills students acquire in this course will be useful in helping students recognize the value of their education and applications to the world outside of school and identify possible careers, essential skills and work habits required to succeed. Students will learn how to connect their learning in asking questions and finding answers to employable skills.

During this course the teacher will:

- ensure that all students develop the knowledge and skills they need to make informed education and career/life choices;
- provide classroom and school-wide opportunities for this learning; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning
- use the four-step inquiry process linked to the four areas of learning

    - ✓ knowing yourself – Who am I?
    - ✓ exploring opportunities – What are my opportunities?
    - ✓ making decisions and setting goals – Who do I want to become?
    - ✓ achieving goals and making transitions – What is my plan for achieving my goals?

The teacher will support students in this course in education and career/life planning by providing them with learning opportunities, filtered through the lens of the four inquiry questions, that allow them to apply subject-specific knowledge and skills to work-related situations; explore subject-related education and career/life options; and become competent, self-directed planners.

RESOURCES

Comment [n15]: Please add your resources and remember to reference properly.

Primary

Collection of short stories and poems, provided by teacher

YouTube clips and other activities – listed on lesson plans

William Shakespeare's A Midsummer Night's Dream. Dir. Michael Hoffman. Fox Searchlight Pictures ;, 1999. Film.

Shakespeare, William, and John Crowther. A Midsummer Night's Dream. New York: SparkNotes, 2003. Print.

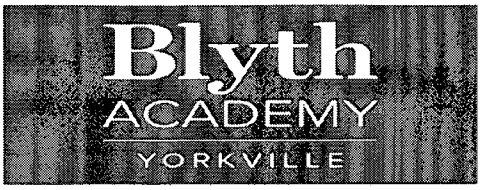
Secondary

TBD

This is Exhibit "29" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF



Final Submission Checklist 2016/2017

Teacher: _____

Course: _____

Course Dates: _____

On completion of the course, you must provide evidence of how the final marks were determined as supported by the following:

- ❑ Final personalized course of study
- ❑ Final lesson plans in the format provided
- ❑ Final unit plans in the format provided
- ❑ Final pacing guide
- ❑ Mark book showing marks gathered by KICA
- ❑ Assessment tracker
- ❑ All student assessments (labeled for, as and of learning)
- ❑ All exams and course culminating products (I.S.P)
- ❑ Learning skills tracking sheet
- ❑ Observations & conversations tracking sheet
- ❑ Completed report cards on Rediker including learning skills
- ❑ Alphabetical class list with final course mark for each student emailed to yorkville@blytheducation.com and submitted in package
- ❑ Class attendance record
- ❑ Schoology log showing 15 hours of blended learning per student
- ❑ List of experiential leaning and innovative teaching from course

_____ _____

Teacher Signature **Date**

_____ _____

Accepted by **Date**

***please indicate which items above have been submitted electronically**

This is Exhibit "30" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Blyth ACADEMY YORKVILLE

Learning Skills Tracking Sheet

Learning Skills	Date	Activity	Student Names	1	2	3	4	5	6	7	8	9	10	11	12
Responsibility															
Organization															
Independent Work															
Collaboration															
Initiative															
Self Regulation															

This is Exhibit "31" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Blyth ACADEMY

Policy Addressing Abuse and Neglect of Students

The safety and security of our students is of primary importance. This policy is created to ensure that all students are safe from harm and injury that may result from inappropriate conduct by adults. The School is committed to complying with the laws addressing abuse and neglect of minors. School employees including teachers, coaches, counselors, and nurses are considered mandated reporters under Ontario and Federal law and as such are obligated to report their concerns of child abuse and/or neglect to the authorities. Abuse and or neglect may be imposed by a parent/guardian or other adults in the child's life such as an older sibling, relative or friend of the family. Unfortunately, such abuse or neglect may be caused by an employee of the school. In all of these situations the school will act in compliance with the law as well as in a manner that is responsive to the needs of the child and others involved in the matter.

There are times when administrators have been notified of family circumstances or other factors that are confidential but should be considered when determining how and when to report to the authorities. As example, if the school is notified that one parent has very limited visiting rights and may be inclined to abduct the child should those rights be challenged the school will want to make certain that the authorities are made aware of the concern and/or prior to reporting to the authorities the student is in the hands of the other parent or safe adult. In addition, on occasion incidents exist that on their own, do not create the need to report, but when put together established a clear picture of inappropriate – or even illegal – conduct and are subject to the mandatory reporting obligations.

While the school recognizes the reporting obligations of each mandated reporter, in order to ensure that the factors that may impact the time and or manner of reporting employees suspecting abuse or neglect should first report their concerns to the Principal. The Principal in collaboration with the person raising the concern and other parties as may be appropriate shall decide the best strategy for reporting to the authorities as well as dealing with the concerns within the school. In responding to the issues of concern the school may consider limiting the adult's access to the school and the school's students and participation in school activities whether on or off campus. The school may also conduct an investigation to determine whether other actions are appropriate and or necessary. The investigation will be conducted with respect for the privacy of all parties and sensitivity to the delicate nature of such allegations.

Employees are expected to maintain appropriate and professional boundaries with students. While school culture is founded on creating close relationships with students, employees are expected to act in a manner that is appropriate both inside and outside of School. That includes when communicating through email, text, and through social media as these tools can serve to blur the boundaries between employees and students. What might start off as innocent banter may turn into inappropriate contact or have the appearance of inappropriate behavior. Employees should monitor their own behaviour and the conduct of their peers to ensure the safety of students as well as to prevent potential allegations of misconduct against the employee.

The school's first line of defense is to prevent the employment of individuals with a history of engaging in inappropriate or illegal conduct with minors. The school conducts a thorough background

Blyth ACADEMY

screening of applicants. The school gathers information related to an applicant's criminal history as well as work history and other factors that may provide insight into their past behavior. These searches are conducted in accordance with the local and federal laws and in a manner that provides the school with the information needed to make wise and safe hiring decisions.

As a community of adults with a shared commitment to safeguarding students, the school has included in the parent student handbook a request that parents share in the school's commitment and vigilance by reporting concerns they may have to the Principal.

The steps for reporting are as follows:

1) Should a mandatory reporter observe or suspect abuse or neglect of a student either physical or emotional the individuals should quickly report the concern to the Principal or the Principal's designee in his/her absence;
2) The Principal in collaboration with the reporting adult and other individuals that may have information or be appropriate shall establish a strategy for addressing the concern which will include reporting to the authorities as well as conducting an internal investigation if appropriate;
3) The strategy shall also include the need for other steps such as limiting the adult's access to the school and its students both during and after the school day and on or off campus;
4) When reporting to the authorities the individual designated as the reporter shall make note of the date and time the call was made, the person the allegation was reported to and the general description of the allegation;
5) The written report shall be maintained in a file designated for such records.

This is Exhibit "32" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

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Blyth ACADEMY YORKVILLE

Observation and Conversation Tracking Sheet

Course Code and Course Name:			
Overall Expectations: (OE from the Ministry Documents)			
Overall Assessment: **B** = Beginning **OTW** = On the Way **M** = Met **E** = Exceeded			
Student Name	**Observation/Conversation #1** *Title of Activity* Date: Specific Expectations: (i.e O1-2; R1-4, W 1-4) Targeted Look-fors: (specific things you want the students to demonstrate)	**Observation/Conversation #2** *Title of Activity* Date: Specific Expectations: (i.e O1-2; R1-4, W 1-4) Targeted Look-fors: (specific things you want the students to demonstrate)	**Observation/Conversation #3** *Title of Activity* Date: Specific Expectations: (i.e O1-2; R1-4, W 1-4) Targeted Look-fors: (specific things you want the students to demonstrate)
1.	**B OTW M E**	**B OTW M E**	**B OTW M E**
2.	**B OTW M E**	**B OTW M E**	**B OTW M E**
3.	**B OTW M E**	**B OTW M E**	**B OTW M E**
4.	**B OTW M E**	**B OTW M E**	**B OTW M E**
5.	**B OTW M E**	**B OTW M E**	**B OTW M E**
6.	**B OTW M E**	**B OTW M E**	**B OTW M E**
7.	**B OTW M E**	**B OTW M E**	**B OTW M E**

8.	B OTW M E	B OTW M E	B OTW M E
9.	B OTW M E	B OTW M E	B OTW M E
10.	B OTW M E	B OTW M E	B OTW M E
11.	B OTW M E	B OTW M E	B OTW M E
12.	B OTW M E	B OTW M E	B OTW M E
13.	B OTW M E	B OTW M E	B OTW M E
14.	B OTW M E	B OTW M E	B OTW M E

This is Exhibit "33" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

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Lesson Plan

Date(s): _____

Course: _____ **Course Code:** _____ **Teacher:** _____

Learning Goals I will...	**Specific Expectations:** *(What expectations are being covered)*
Success Criteria	**Prior Knowledge**

Lesson Sequence and Instructional Strategies Setting the stage, instructional strategies, and consolidation.		**Materials / Resources Needed**
Activity / Practice Applying Learning in class / at home.		
Assessment/Evaluation State tool and indicate if it is assessment of, for or as learning.		
Summary How did the lesson go? What changes need to be made? What follow-up needs to be done with specific students?		

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Course Name: _____ 728

Course Code: _____

Unit Name:

Overall Expectations: Directly from the Ontario curriculum document.

Learning Goals: What the students will learn.

Teaching / Learning Strategies: Check those teaching / learning strategies which you will use in this unit.

Activity Based Strategies:
- ☐ Debate
- ☐ Field Trip
- ☐ Game
- ☐ Oral Presentation
- ☐ Panel Discussion
- ☐ Rehearsal / Repetition / Practice
- ☐ Retelling
- ☐ Simulation
- ☐ Survey

Arts Based Strategies:
- ☐ Ceremony
- ☐ Chanting
- ☐ Choreography
- ☐ Collage
- ☐ Docudrama
- ☐ Improvisation
- ☐ Mask Making
- ☐ Reader's Theatre
- ☐ Role Playing
- ☐ Sketching to Learn
- ☐ Story Theatre
- ☐ Storyboard
- ☐ Tableau

Cooperative Strategies:
- ☐ Collaborative
- ☐ Community Links
- ☐ Conflict Resolution
- ☐ Discussion
- ☐ Interview
- ☐ Jigsaw
- ☐ Mentoring
- ☐ Peer Practice
- ☐ Peer Teaching
- ☐ Round Robin
- ☐ Round Table
- ☐ Think/Pair/Share

Direct Instruction Strategies:
- ☐ Advance Organizer
- ☐ Conferencing
- ☐ Demonstration
- ☐ Directed Reading-Thinking Activities
- ☐ Expository Text Frames
- ☐ Flash Cards
- ☐ Guest Speaker
- ☐ Guided Exploration
- ☐ Lecture
- ☐ Mnemonic Devices
- ☐ Practice and Drill
- ☐ Programmed Learning

Independent Learning Strategies:
- ☐ Homework
- ☐ Independent Reading
- ☐ Independent Study
- ☐ Learning Contract
- ☐ Learning Log/Journal
- ☐ Memorization
- ☐ Note Making
- ☐ Portfolio
- ☐ Reading Response
- ☐ Reflection
- ☐ Report
- ☐ Response Journal

Inquiry Research Mode:
- ☐ Cognitive Skills Model
- ☐ Decision-Making Models
- ☐ Historical/ Geographic Inquiry
- ☐ Inquiry Process
- ☐ Mathematical Problem Solving
- ☐ Problem-Based Models
- ☐ Questioning Process
- ☐ Research Process
- ☐ Scientific Method
- ☐ Technical Design Process
- ☐ Writing Process

- [ ] Prompt
- [ ] Reciprocal Teaching
- [ ] Review
- [ ] Seminar/Tutorial
- [ ] Socratic Dialogue
- [ ] Story Mapping
- [ ] Storytelling
- [ ] Task Cards
- [ ] Textbook
- [ ] Visual Stimuli
- [ ] Visualization
- [ ] Word Cycle
- [ ] Workbook/Work Sheets

Technology and Media Based Applications:

- [ ] Communication Applications
- [ ] Computer-Assisted Instruction
- [ ] Database Application
- [ ] Graphic Applications
- [ ] Internet Technologies
- [ ] Media Presentation
- [ ] Media Production
- [ ] Multimedia Applications
- [ ] On-line Public Access Catalogues
- [ ] Spreadsheet Applications

Planning Skills:

- [ ] Defining a Problem
- [ ] Articulating a Vision
- [ ] Clarifying a Task
- [ ] Acquiring Relevant Information
- [ ] Organization of Data, Research, Ideas

Processing Skills:

- [ ] Clarifying
- [ ] Identifying and Distinguishing Among Components & Attributes
- [ ] Inferring
- [ ] Predicting
- [ ] Elaborating
- [ ] Connecting and Combining Information

Thinking and Inquiry Skills:

- [ ] Anticipation Guide
- [ ] Brainstorming
- [ ] Critical Thinking
- [ ] Concept Clarification
- [ ] Concept Mapping
- [ ] Critical Point of View
- [ ] Detecting and Analyzing
- [ ] Bias/Stereotype
- [ ] Estimating
- [ ] Examining Options
- [ ] Experimenting
- [ ] Expressing Another Point of View
- [ ] Fair Test
- [ ] Graphing
- [ ] Hypothesizing and Critiquing
- [ ] IDEAL Problem Solving
- [ ] Identifying Values and Issues
- [ ] Inquiry Process
- [ ] Interpretation of Information
- [ ] Issue-Based Analysis
- [ ] Logical Thinking and Reasoning
- [ ] Lateral Thinking
- [ ] Manipulatives
- [ ] Map Making
- [ ] Media Analysis
- [ ] Mental Calculation
- [ ] Metacognitive Reflection
- [ ] Mind Map
- [ ] Model Making
- [ ] Oral Explanation
- [ ] Predicting
- [ ] Problem Posing
- [ ] Problem Solving
- [ ] Process Notes
- [ ] Questioning
- [ ] Semantic Feature Analysis
- [ ] Seriation
- [ ] Statistical Analysis
- [ ] Synthesizing Information
- [ ] Think Aloud
- [ ] Visual/Graphic Organizers
- [ ] Writing to Learn

Experiential Learning:

Assessment / Evaluation: State tools and indicate if it is assessment of, for or as learning.

This is Exhibit "35" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Blyth ACADEMY YORKVILLE

Blyth Academy Field Trip Proposal Form

Teacher Name:
Course Code:
Proposed Field Trip Date:
Number of Students Enrolled in the Class:

List any other classes that are also attending the trip including teacher name, course code, campus and number of students enrolled in the class:

Total # of students who could ***possibly*** attend trip:

Student/Teacher supervision ratio:

If more than one class is on the field trip please name the lead teacher below:

Meeting time for students: Meeting location for students:

- ☐ Are students allowed to meet somewhere other than the meeting location listed above (grade 11 or 12 only). If so, provide details:
- ☐ Are students allowed to be dismissed from the field trip site (grade 11 or 12 only unless being picked up by parent). If so, provide details below:
- ☐ Provide a brief description of field trip and associated assessment that can be sent to parents.
- ☐ Do you or any other teacher require supply coverage? If, so please indicate period and class below:
- ☐ Filled out the field trip cost spread sheet and attached to this form.

Date:	
Location:	
Type of Transportation:	

Student Costs	*Per Person*	*Per Group*
Entrance/Activity Fee		
Transportation		
Total per student:		
Total per group:		

Teacher Costs	*Per Person*	*Per Group*
Teacher Entrance		
Teacher Transportation		
Misc.		
Total:		

Number of Students ***anticipated*** :	

Cost Per Student:	

Do entrance /transporation fees need to be paid for in advance:	
If so, by which date and method:	

☐ If students have to miss another class to attend the field trip did you email all other faculty to ensure no conflicts? Remember to include list of students attending.

Field trip approved: _____ _____

Approved by Date

Blyth ACADEMY

Blyth Academy Field Trip Planning Form

Teacher Name: _____
Course Code: _____
Field Trip Date: _____

Day after Approval:

- ☐ Create field trip form and have it approved by your principal.
- ☐ Create assessment related to the field trip and have it approved by your principal.
- ☐ Input field trip into campus calendar.

Once permission form approved:

- ☐ Give a copy of permission form to students clearly explaining the field trip and connection to course content. Give students a copy of the assessment.
- ☐ Email parents the field trip permission form and related assesment with a clear rationale of the value of the field trip as related to course content. Include description that was submitted and approved by principal in the proposal.
- ☐ Reserve tickets and transportation.
- ☐ Confirm and pay for bookings including entrance fee and transportation ONLY AFTER field trip forms and money have been collected from all participating students.
- ☐ If campus needs to be open early or stay open late to accommodate field trip email your principal to have a plan approved.

Two Days Prior to Field Trip:

- ☐ Email your principal with a reminder of any class coverage that you need and include the lesson plan and materials for the cover teacher.
- ☐ Email your principal with a remider of early open or close of the campus if applicable.
- ☐ Arrange with principal what to do with any students who are not attending the field trip and will attend school instead.
- ☐ Email other faculty to remind them of missing students if the field trip takes place outside of class time. Remember to include the list of students attending.
- ☐ Email AA to let them know about petty cash needs if applicable.

Day Before Field Trip:

- [ ] Remind parents and students about the field trip.
- [ ] Prepare attendance sheet, medical information and make a blank copy of the permission form to leave with the academic administrator.
- [ ] Collect from your academic administator school contact cards to be given to all students at the start of the field trip including school phone number and address.
- [ ] Collect campus cell phone from the academic administrator if not meeting students at the campus for the field trip.
- [ ] Collect petty cash from the academic administrator if not meeting students at the campus for the field trip.
- [ ] Comfirm with bus company pick up time and location if applicable.

Day Of Field Trip:

- [ ] Collect campus cell phone from the academic administrator if leaving from the campus.
- [ ] Collect petty cash from the academic administrator if leaving from the campus.
- [ ] Ensure that you have all of the filled in permission forms, medical information and tickets etc.
- [ ] Leave work for students unable to attend the field trip who will be attending school instead.
- [ ] Take attendanc e and work with CA to contact any late students.
- [ ] Hand out campus contact cards to each student.
- [ ] Leave CA with up to date attendance information.
- [ ] Call campus upon arriving at field trip destination to confirm safe arrival and attendance.
- [ ] Call campus for any changes to itinerary, any issue etc.

After Field Trip:

- [ ] Return campus cell phone to CA.
- [ ] Return medical information sheet and field trip permission forms to CA or shread.
- [ ] Submit all receipts, remaining petty cash and final financial accounting of field trip to CA.

This is Exhibit "36" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

From: Karen Walmsley (karenwalms@gmail.com)
Sent: Thu 11/01/2018 07:44 PM
Rcvd: Thu 11/01/2018 07:44 PM
To: Stephen Moreau (SMoreau@cavalluzzo.com)
Subject: Fwd: IMPORTANT PLEASE READ - Blyth Academy Yorkville-ENG1D-[redacted]

==========

---------- Forwarded message ----------
From: **Sarah Morris** <Sarah.Morris@blytheducation.com>
Date: Wed, Jun 15, 2016 at 12:14 PM
Subject: IMPORTANT PLEASE READ - Blyth Academy Yorkville-ENG1D-[redacted]
To: "karenwalms@gmail.com" <karenwalms@gmail.com>
Cc: Yvonne Reitmeier <yvonnereitmeier@blytheducation.com>

Â

Greetings Karen,

Â

Welcome to Blyth Academy Yorkville! Please see attached for theÂ Blyth documents for the course you are about to start with [redacted]

Â

This course will begin on Monday June 20th from 9:00-5:00.This course will run between Monday, June 20th- June 24th. The student is away as of June 25th, and will return on July 7th. From July 7th onwards, the course will run Monday- Friday from 9:00-5:00.

Â

Please establish contact with the family and students as soon as possible. When you email, please:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Express that youâ re excited and extremely qualified to teach the course

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ That you are warm, positive, and someone who â connectsâ with your students

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ That you are willing to work with the studentâ s schedule to ensure success and achieve his/her academic goals

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Let them know that all classes will take place at our Yorkville

campus - 85 St. Nicholas Street (one street south of Bloor, west of Yonge St) and that you will meet them in reception before the first class

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Â Inform them that you have created a number of exciting, hands on learning opportunities for the student and will be covering the full 110 hours of academic time with them

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Include your course of study and pacing guide

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Let them know that if they are going to be late or need to miss a class, a parent must email Yorkville@blytheducation.com and you, their teacher, as soon as possible. If the student cancels class after the scheduled start time OR you have already arrived at school for their class, the student must make arrangements to make up the time independently with guidance. This class time will be deducted from their 110 hours.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Inform them of the texts you will be using in class

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Include all the details in the *Sample welcome letter to parents private* attached to this email. Please ensure that you remove the bolded and italicized sections before you send out your email. Â

Â

Â

STUDENT INFORMATION

Â

Student name: [redacted]

E-mail: [redacted]

Â

Parent name: [redacted]

E-mail: [redacted]

Â

The final mark for all Ontario high school courses must be based on:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ 70% course work (including a variety of assessments, not just tests or quizzes)

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ 30% final exam/culminating project (please note that the value of each of these assessments is clearly laid out in the document KICA Update Sept. 2015)

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ All assessments must include KICA (again, the breakdown per course can be found in the aforementioned document)

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Evidence collected via triangulation based on *Growing Success* (please see the document Implementing Growing Success in your Classroom)

Â Please keep in mind the following ***at all times*** during the 110 hour course you are going to be teaching.

Â

1.Â Â Â Â Â Â Â You are not just covering the Ontario curriculum, you preparing a student to move into the next level in a particular subject either at the high school or post-secondary level.

2.Â Â Â Â Â Â Â Final marks should be based on your studentâ s academic performance throughout the course and should reflect the Ministry of Education standards. Â

3.Â Â Â Â Â Â Â When you finalize a grade, you are using your professional judgement to confirm the studentâ s mastery of a specific set of curriculum expectations. Based on their final mark in the course, they should be able to make an informed decision when choosing their next steps academically. Â Â

4.Â Â Â Â Â Â Â Blyth Academy Yorkville holds their students to a very high academic standard and regular classroom rules regarding what is appropriate in a test-setting or exam-setting holds true in a private class.

5.Â Â Â Â Â Â Â Â In a private setting, it remains important to keep a professional relationship between student and teacher. For this reason, we ask that you ***do not*** give out your personal phone number.

6.Â Â Â Â Â Â Â Â Â Â Â Â You must send Sarah Morris (sarah.morris@blytheducation.com) ALL communication before sending it to the family.

Â

Blyth Academy prides itself on regular, constructive communication with parents, including mark updates after every assessment and regular due date/important date reminders. Â We advise all teachers to create an alternate email address (i.e.Â mr.teacher.blyth@gmail.com) that is separate from personal accounts for correspondence with the student and parents.**Â Please be sure to copy our Director of Part-Time Studies, Yvonne Reitmeier and myself, Sarah Morris,Â** on all communication. Please note that if you are address more than one student (or more than one family) in an email, you must BCC them in order to protect student privacy, even if the students are friends. Never sent group mark updates or discuss private information, such as a studentâ s IEP, in front of another student.

Â

During the course, you will be asked for a number of assessments (before handing them out to

students) and examples of marked work. You will also need to submit your final exam at least two weeks before your student is expected to write. These assessments will be submitted to Yvonne, Sarah, and the respective Department Head at Yorkville.

Â

At the end of the course, you will be required to submit a number of items in order to process your final paycheck. These items are outlined in the document entitled Final Submission Checklist and include:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Course of Study

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Pacing Guide

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Unit Plans and at least one detailed lesson plan from each unit

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Signed timesheet

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Photocopies of all marked work

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Photocopies of work that reflects assessments â asâ and â forâ learning

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Marked final exam and culminating project

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Final report card, including a final comment between three and four sentences in length that focuses ONLY the studentâ s mastery of curriculum expectations (please use the template in the Dropbox, as well as the document Creating Strong Report Card Comments, in order to create your final comments)

When you reach the midpoint (55 hours) of the course, please email myself, Yvonne, and Bernadette Mahoney (Bernadette.mahoney@blytheducation.com) so that we can process the second installment of your compensation. If you have any questions about payroll, please contact Bernadette directly. Â

Â

Once you have completed the course, your final compensation will be process as soon as your final submission has been completed. Please ensure that you book a time with myself or Yvonne to submit this package as they will need to review all of your course documents. Should you have questions about your final submission, please contact us as soon as possible. Your final package must be submitted within one week of the final exam.

Â

Your student(s) will need to purchase any materials required for the course, including textbooks, art supplies, etc.Â Students can order textbooks over the phone through Squibbâ s Stationers, 416-241-5801, and they will deliver the book to the campus, usually within 24 hours. Students are also welcome to use any other book supplier, including their local library, for

resources.

Â Â

Other useful information:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Staff are welcome to use the internet connect **Blyth Staff.** However, this WiFi connection is **NEVER** to be used by students. Please see Yvonne or Bernadette for assistance connecting to the WiFi and printers at the Yorkville campus.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Students are welcome to use the **Blyth Wireless** WiFi connection. The passcode is 0v3rth3a1r.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Whiteboards and markers are available, although may be in short supply. If you require something specific for your class, please speak to Yvonne or Bernadette and they will try to procure it for you.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Science resources are available in the Science Lab, however, they cannot be access when the lab is in use by another teacher. Please speak to Yvonne if you require access to specific chemicals or equipment from the Science lab.

Resources :

Â

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ We have some fantastic resources for you to use for your course! Please contact Yvonne Reitmeier (yvonnereitmeier@blytheducation.com) as she will connect you with your respective department head. Â

Â

Â

One final note: Attached to this email is the Blyth Academy Welcome booklet for Independent Contractors. Included in this document are a series of forms we require, and instructions to set up your E-post account, which is mandatory for all staff. Please review this document, and sign and return the necessary forms..

Â

I know this is quite a lengthy email, but if you have any other questions, please feel free to ask, and please save this email for future reference.Â

Â

All the best,

Â

Â

Sarah Morris

Private Course Coordinator

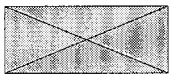
Blyth Academy â Lawrence Park

3300 Yonge St Toronto M4N 3M7

P: 647-342-8094; F: 416-916-9060

sarah.morris@blytheducation.com

www.blytheducation.com



Stay Connected

Â

Â

Virus-free. www.avg.com

This is Exhibit "37" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

From: Karen Walmsley (karenwalms@gmail.com)
Sent: Thu 11/01/2018 07:44 PM
Rcvd: Thu 11/01/2018 07:44 PM
To: Stephen Moreau (SMoreau@cavalluzzo.com)
Subject: Fwd: IMPORTANT PLEASE READ - Blyth Academy Yorkville-ENG4U- [redacted]

======================================

---------- Forwarded message ----------
From: **Sarah Morris** <Sarah.Morris@blytheducation.com>
Date: Fri, Sep 9, 2016 at 11:01 AM
Subject: IMPORTANT PLEASE READ - Blyth Academy Yorkville-ENG4U- [redacted]
To: Karen Walmsley <karenwalms@gmail.com>

Â

Greetings, Karen.

Â

Welcome to Blyth Academy Yorkville! Please see attached for theÂ Blyth documents for the course you are about to start with [redacted]

Â

This course will begin on Monday, September 12th, at 8:40. This course will run Monday- Friday, from 8:40-10:55.

Â Â

Please establish contact with the family and students as soon as possible. When you email, please:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Express that youâ re excited and extremely qualified to teach the course

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ That you are warm, positive, and someone who â connectsâ with your students

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ That you are willing to work with the studentâ s schedule to ensure success and achieve his/her academic goals

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Let them know that all classes will take place at our Yorkville Campus at 85 St. Nicholas Street, and that you will meet them at reception on the first day.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Â Inform them that you have created a number of exciting, hands on learning opportunities for the student and will be covering the full 110 hours of academic time with them

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Include your course of study and pacing guide

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Let them know that if they are going to be late or need to miss a class, a parent must email Yorkville@blytheducation.com and you, their teacher, as soon as possible. If the student cancels class after the scheduled start time OR you have already arrived at school for their class, the student must make arrangements to make up the time independently with guidance. This class time will be deducted from their 110 hours.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Inform them of the texts you will be using in class

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Include all the details in the *Sample welcome letter to parents private* attached to this email. Please ensure that you remove the bolded and italicized sections before you send out your email. Â

Â

Â

STUDENT INFORMATION

Â

Student name: [redacted]

E-mail: [redacted]

Â

Parent name: [redacted]

E-mail: [redacted]

Â

The final mark for all Ontario high school courses must be based on:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ 70% course work (including a variety of assessments, not just tests or quizzes)

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ 30% final exam/culminating project (please note that the value of each of these assessments is clearly laid out in the document KICA Update Sept. 2015)

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ All assessments must include KICA (again, the breakdown per

course can be found in the aforementioned document)

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Evidence collected via triangulation based on *Growing Success* (please see the document Implementing Growing Success in your Classroom)

Â Please keep in mind the following ***at all times*** during the 110 hour course you are going to be teaching.

Â

1.Â Â Â Â Â Â Â You are not just covering the Ontario curriculum, you preparing a student to move into the next level in a particular subject either at the high school or post-secondary level.

2.Â Â Â Â Â Â Â Final marks should be based on your studentâ s academic performance throughout the course and should reflect the Ministry of Education standards. Â

3.Â Â Â Â Â Â Â When you finalize a grade, you are using your professional judgement to confirm the studentâ s mastery of a specific set of curriculum expectations. Based on their final mark in the course, they should be able to make an informed decision when choosing their next steps academically. Â Â

4.Â Â Â Â Â Â Â Blyth Academy Yorkville holds their students to a very high academic standard and regular classroom rules regarding what is appropriate in a test-setting or exam-setting holds true in a private class.

5.Â Â Â Â Â Â Â In a private setting, it remains important to keep a professional relationship between student and teacher. For this reason, we ask that you ***do not*** give out your personal phone number.

6.Â Â Â Â Â Â Â Â Â Â Â You must send Sarah Morris (sarah.morris@blytheducation.com) ALL communication before sending it to the family.

Â

Blyth Academy prides itself on regular, constructive communication with parents, including mark updates after every assessment and regular due date/important date reminders. Â We advise all teachers to create an alternate email address (i.e.Â mr.teacher.blyth@gmail.com) that is separate from personal accounts for correspondence with the student and parents.**Â Please be sure to copy our Director of Part-Time Studies, Yvonne Reitmeier and myself, Sarah Morris,Â** on all communication. Please note that if you are address more than one student (or more than one family) in an email, you must BCC them in order to protect student privacy, even if the students are friends. Never sent group mark updates or discuss private information, such as a studentâ s IEP, in front of another student.

Â

During the course, you will be asked for a number of assessments (before handing them out to students) and examples of marked work. You will also need to submit your final exam at least two weeks before your student is expected to write. These assessments will be submitted to

Yvonne, Sarah, and the respective Department Head at Yorkville.

Â

At the end of the course, you will be required to submit a number of items in order to process your final paycheck. These items are outlined in the document entitled Final Submission Checklist and include:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Course of Study

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Pacing Guide

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Unit Plans and at least one detailed lesson plan from each unit

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Signed timesheet

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Photocopies of all marked work

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Photocopies of work that reflects assessments â asâ and â forâ learning

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Marked final exam and culminating project

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Final report card, including a final comment between three and four sentences in length that focuses ONLY the studentâ s mastery of curriculum expectations (please use the template in the Dropbox, as well as the document Creating Strong Report Card Comments, in order to create your final comments)

When you reach the midpoint (55 hours) of the course, please email myself, Yvonne, and Matthew Hines (matthew.hines@blytheducation.com) so that we can process the second installment of your compensation. If you have any questions about payroll, please contact Matthew directly. Â

Â

Once you have completed the course, your final compensation will be process as soon as your final submission has been completed. Please ensure that you book a time with myself or Yvonne to submit this package as they will need to review all of your course documents. Should you have questions about your final submission, please contact us as soon as possible. Your final package must be submitted within one week of the final exam.

Â

Your student(s) will need to purchase any materials required for the course, including textbooks, art supplies, etc.Â Students can order textbooks over the phone through Squibbâ s Stationers, 416-241-5801, and they will deliver the book to the campus, usually within 24 hours. Students are also welcome to use any other book supplier, including their local library, for resources.

Â Â

Other useful information:

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Staff are welcome to use the internet connect **Blyth Staff.** However, this WiFi connection is **NEVER** to be used by students. Please see Yvonne or Bernadette for assistance connecting to the WiFi and printers at the Yorkville campus.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Students are welcome to use the **Blyth Wireless** WiFi connection. The passcode is 0v3rth3a1r.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Whiteboards and markers are available, although may be in short supply. If you require something specific for your class, please speak to Yvonne or Bernadette and they will try to procure it for you.

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ Science resources are available in the Science Lab, however, they cannot be access when the lab is in use by another teacher. Please speak to Yvonne if you require access to specific chemicals or equipment from the Science lab.

Resources :

Â

ℜ•ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ℜ□ We have some fantastic resources for you to use for your course! Please contact Yvonne Reitmeier (yvonnereitmeier@blytheducation.com) as she will connect you with your respective department head. Â

Â

Â

One final note: Attached to this email is the Blyth Academy Welcome booklet for Independent Contractors. Included in this document are a series of forms we require, and instructions to set up your E-post account, which is mandatory for all staff. Please review this document, and sign and return the necessary forms..

Â

I know this is quite a lengthy email, but if you have any other questions, please feel free to ask, and please save this email for future reference.Â

Â

All the best,

Â

Â

Sarah Morris

Private Course Coordinator

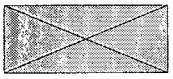
Blyth Academy â Lawrence Park

3300 Yonge St Toronto M4N 3M7

P: 647-342-8094; F: 416-916-9060

sarah.morris@blytheducation.com

www.blytheducation.com



Stay Connected

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Virus-free. www.avg.com

This is Exhibit "38" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Blyth
ACADEMY

WELCOME TO BLYTH ACADEMY

TEACHERS

INDEPENDENT CONTRACTORS

Blyth
ACADEMY

Index for: Teachers / Independent Contractors

HR Forms

1. Personnel Information & Emergency Contact Form
2. EFT
3. ePost
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7. Police Vulnerable Sector Check & Offence Declaration Form
8. Policy Addressing Abuse and Neglect of Students
9. Ryan's Law
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Blyth
ACADEMY

Forms

Blyth ACADEMY

Personnel Information & Emergency Contact Info

DATE: _____

DEPARTMENT/CAMPUS: _____

*** Position : Teacher**	***Social Insurance Number:**
***Legal Name:** As it appears on your SIN card.	***Common name / preferred name:**
***Date of Birth:** ____/_____/_____ (MM/DD/YYYY) Signature: _____	***Permanent Address** Apt. # _____ Street address _____ _____ City _____ Province_____ Postal Code _____ Country:_____ Telephone: _____Cell Phone: _____
***Gender:** Male Female Perferred pronoun if different from above:	Email:_____

Emergency Contact

Name: _____ Relationship: _____ Phone: _____

Email: _____

Teachable Subjects:

_____

_____

Please complete and send to the Academic Administrator of your campus.

Blyth ACADEMY

Electronic Fund Transfer (EFT) Form

Please include a VOID cheque with the EFT form for verification

Last Name _____ First Name _____ Initial _____

Address _____

City _____ Province _____ Postal Code _____

Action Requested (check one only) ☐ Start ☐ Change

Banking Information for EFT Transfer

Name of Financial Institution **Mandatory** _____ Institution **Mandatory** **3 Digits** _____

Bank Address _____ Bank Phone Number _____

Account **Mandatory** _____ Financial Institution Transit Routing Number **Mandatory** **5 Digits** _____

AGREEMENT

I hereby authorize Blyth to remit payments via Electronic Fund Transfer (EFT), and I authorize the above named financial institution to credit payments to the account listed. If necessary, I also authorize Blyth and the above named banking institution to initiate debit entries and adjustments for any payments made in error to the account listed above. I understand that a new authorization form must be completed if I close the referenced bank account, or if I wish to designate a different bank account. This authorization is to remain in effect until Blyth receives written notification from me on its termination or upon termination of my employment/service contract with Blyth.

Name (please print) _____

Signature _____ Date _____

Please complete and return to your Academic Administrator

Blyth
ACADEMY

ePost for Pay Statements and Tax Forms

All employees and independent contractors are paid through the Ceridian pay system. Pay statements and Tax Forms (T4 & T4A) are available electronically through ePost. ePost (offered by Canada Post) is a digital mailbox used to receive, store and manage all of your household bills and statements in one place.

Please follow the instructions that are attached to sign up for ePost.

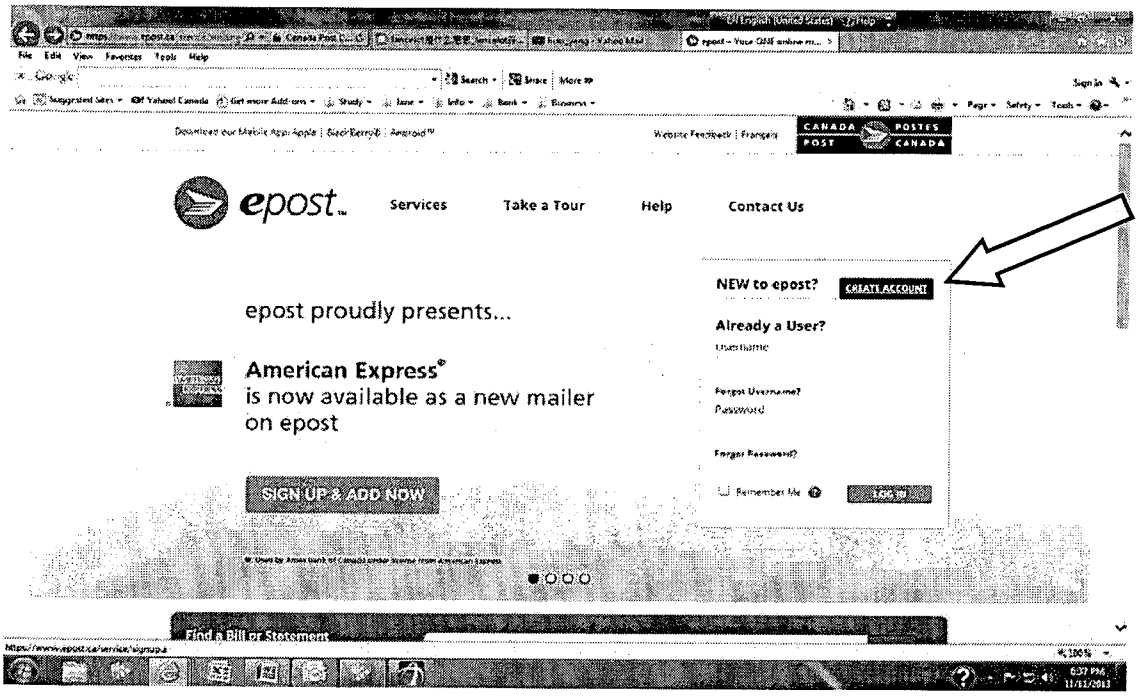
**ePost requires that you enter an Employee Number.
All teachers will receive this number from the Academic Administrator of your campus.

****Please note that hard copies of pay statements and tax documents will not be provided by Blyth****

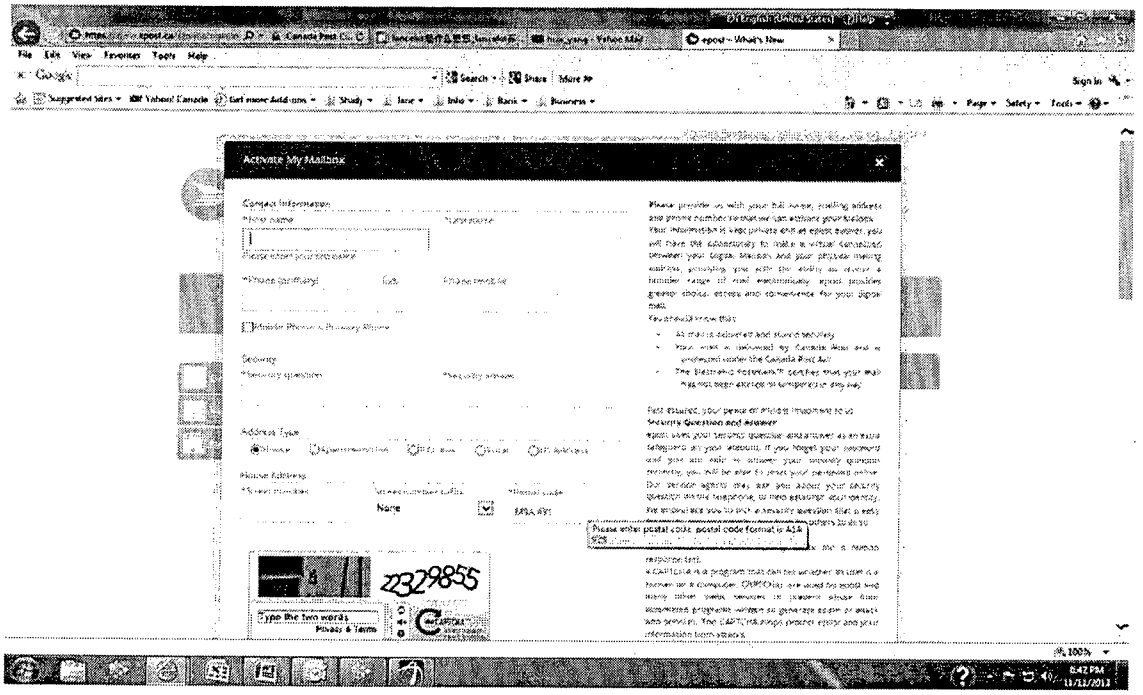
Setting up Epost... How does the Customer do this?

After the EPost signal has been entered by Ceridian the rest is up to the employer and their employees. Simply follow these steps and the employee will be signed up! Remember to let the customer know that they can sign up for other "Mailers" (companies) to receive bill's this way as well; ie. Bell Canada, Rogers, Consumers Gas, etc.

1) Customer visits www.epost.ca on the internet
2) New users to ePost click on "Create Account." If you already have an Epost account, skip to step 5 below and add Ceridian as a mailer.

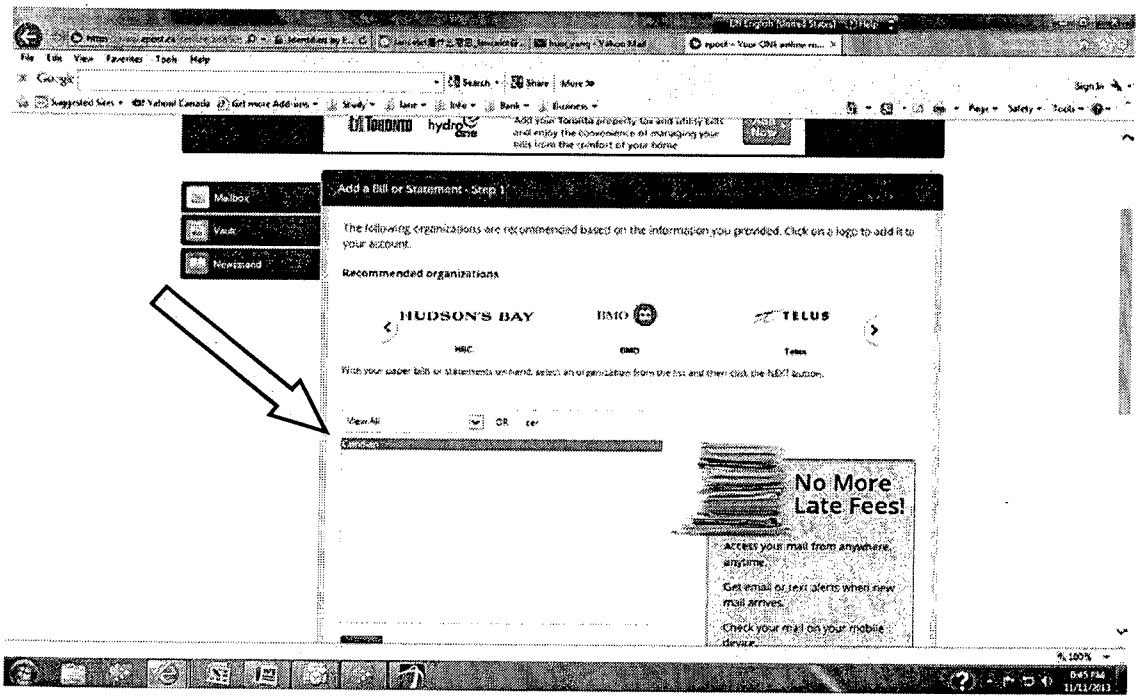


3) The Employee would now fill out this screen based on their personal information;

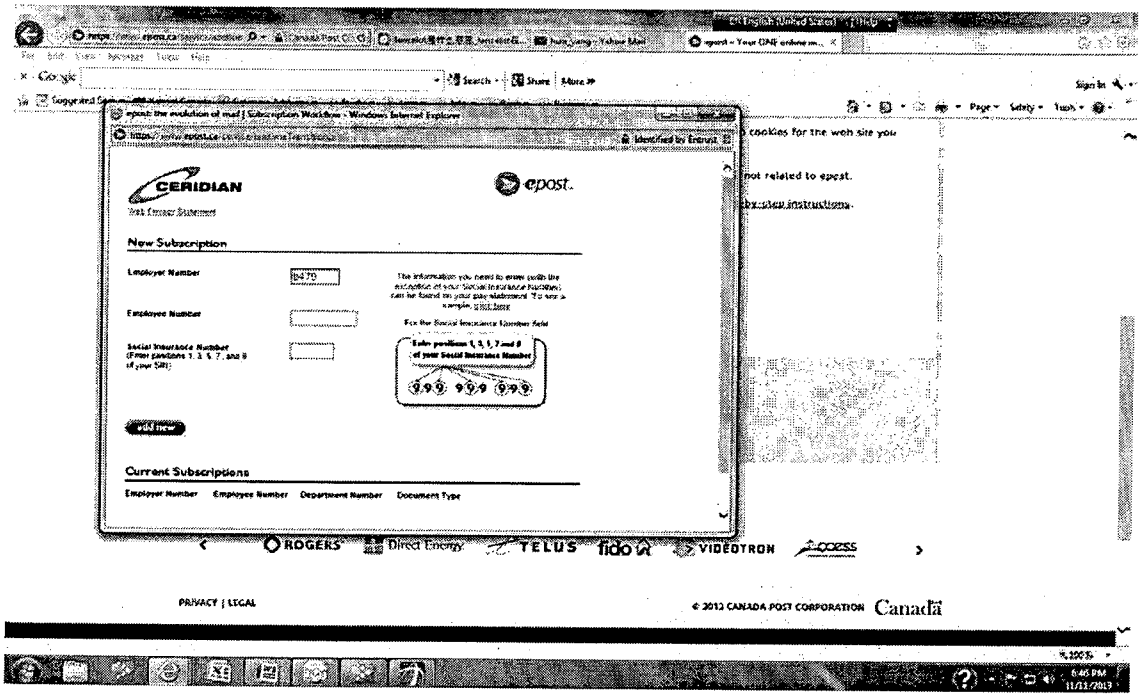


4) After this the Employee will select a USER NAME and password and ACCEPT the Terms and Conditions from Epost Canada.

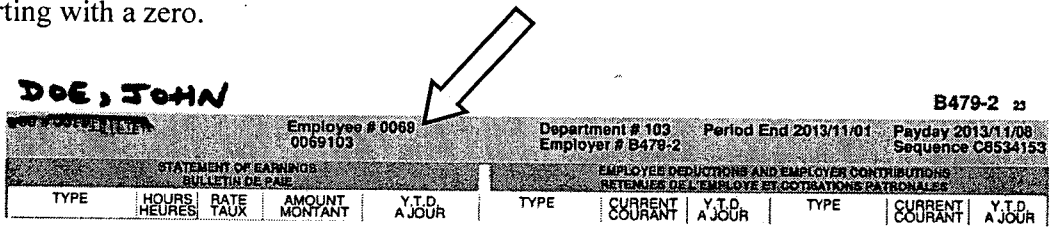
5) The Employee would then select ADD BILLS & STATEMENTS. Then choose "Ceridian."



6) The Final step is to fill out the Employee Pay Stub information. Employer Number, Employee Number and enter the 1st, 3rd, 5th, 7th and 9th numbers of their Social Insurance Number. The Employer number for Blyth is **B479**



Your "Employee Number" can be found on your payslip. It is a four digit number starting with a zero.



7) Once this is done the employee selects the "ADD NEW" button and they are done! Remember that if there are issues after this that they can always contact the Toll Free Epost help line 24/7 at 1-877-376-1212 or email them at service@to.epost.ca

Blyth
ACADEMY

Payment Info for Private Teaching

The contract amount is payable in three equal payments. One payment will be made upon commencement of the course, the second payment at the mid-point of the course following the marking of the mid-term exam, and the final payment will be paid upon completion of the course.

The final payment however will not be issued until the following has been submitted in its entirety:

a. The record of your student evaluation/mark book.
b. Using the Student Information System (Rediker) to post term marks during the course and final marks at the end.
c. Your daily lesson plans using model given.
d. Your long range plan (course of study on file).
e. Your course examples of marked student assignments (for each example please include – high, medium and low).
f. All exams; marked and bundled.
g. A completed report card for each student with their final mark on the Student Information System (Rediker.)

Please refer to your teaching contract for further details.

Blyth
ACADEMY

Hello Blyth Academy Teacher,

In accordance with your contract and the Ministry of Labour's rules and regulations, all staff are required to have completed Workplace Health and Safety Awareness Training within the last 12 months.

To update your training the e-learning module can be accessed through the link below and a certificate printed at the end of the training.

http://www.labour.gov.on.ca/english/hs/elearn/worker/index.php

Blyth ACADEMY

Workplace Health & Safety Awareness Training

I acknowledge that it is a requirement of my contract that I have completed Workplace Health & Safety Awareness Training within the past 12 months. I acknowledge that I am in compliance with this requirement and may be requested at any time to produce related documentation as evidence of this training.

Date: _____

Teacher: _____

Blyth
ACADEMY

Policies

Blyth ACADEMY

Code of Conduct

OUR COMMITMENT

Blyth Academy is committed to providing a healthy learning and working environment by promoting respect, civility, safety, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment.

The Blyth Academy Code of Conduct is developed in accordance with the *Education Act*, the Provincial Code of Conduct, and all other Blyth Academy operational procedures.

PRINCIPLES

a) According to the Provincial Code of Conduct a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment. Actions that jeopardize the emotional well-being or physical safety of any person in Blyth Academy shall not be condoned.

b) The standards of behaviour outlined in this procedure shall apply to all members of the school community, including students, parents and guardians, teachers or other school staff members, volunteers and visitors:

- on school property designated by Blyth Academy;
- while travelling on a school bus that is owned by or that is under contract to Blyth Academy;
- in-school sports activities;
- in off-site school-sponsored activities; or
- in circumstances where engaging in an activity will have an impact on the school climate.

PRACTICES

Standards of Behaviour:

a) Respect, Civility, and Responsible Citizenship

Under the Provincial Code of Conduct, all members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws in Canada and countries visited;
- 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 and promote a positive school climate that is inclusive and accepting of all pupils, including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and
- not swear at a teacher or at another person in a position of authority.

b) Safety

Under the Provincial Code of Conduct, all members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property as designated by Blyth Academy, or to property visited and used by Blyth Academy.

ROLES AND RESPONSIBILITIES

a) Teachers and Support Staff Members

Under the leadership of the Principal, teachers and support staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and support staff shall uphold these high standards by:

- helping students work to their full potential and develop their sense of self-worth;
- empowering students to be positive leaders in their classroom, school, and community;
- communicating regularly and meaningfully with parents;
- maintaining consistent standards of behaviour for all students;
- demonstrating respect for all students, staff, parents, volunteers, and the members of the school community;
- preparing students for the responsibilities of citizenship.

Teachers and support staff shall also assist the Principal in maintaining close cooperation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, teachers and support staff shall assist the Principal by reporting incidents that may lead to a suspension, by responding to all incidents and when necessary assisting the Principal in conducting investigations.

b) Students

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

Students shall also:

- 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 of teachers;
- show respect for school property;
- understand and comply with Blyth Academy Code of Conduct.

c) Parents and Guardians

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role by:

- showing an active interest in their child's school work and progress;
- showing respect for the Principal and school staff;
- communicating regularly with the school;
- ensuring that their child attends class regularly and on time;
- showing that they are familiar with the Code of Conduct and school rules;
- encouraging and assisting their child in following the rules of behaviour;
- assisting school staff in dealing with disciplinary issues involving their child.

PROGRESSIVE DISCIPLINE

When students breach the Code of Conduct, consequences will be consistent with Blyth Academy's Progressive Discipline policy. Progressive discipline is a whole-school approach that 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. Blyth Academy will utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Interventions (in no particular order) may include:

- Discussion with a teacher, member of the support staff, or principal
- Attendance / performance/ behaviour contracts
- Time Out
- Reflection Essay
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school/evening activities
- Peer mediation
- Individual or group counseling
- Assessment
- Detention
- Restitution for damage or stolen property
- Community service
- Restorative justice practices

Student breaches of Blyth Academy Code of Conduct on school grounds or within reasonable proximity of the school will be dealt with in accordance with the following:

Suspension

The behaviours for which the Principal may consider are in school suspension or grounding of a student include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal drugs, or prescription drugs prescribed to someone other than you;
- Being under the influence of alcohol illegal drugs, or prescription drugs prescribed to someone other than you;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Willful destruction of school property; vandalism causing damage to school property;
- Use of profane or improper language;
- Use of an Electronic Smoking Device;
- Theft;

- Aid/incite harmful behaviour;
- Physical assault;
- Being under the influence of illegal drugs;
- Fighting;
- Possession or misuse of any harmful substances;
- Extortion;
- Inappropriate use of electronic communications or media devices; and
- An act considered by the Principal to be a breach of Blyth Academy Code of Conduct.

Expulsion

The behaviours for which the Principal will consider recommending to the Supervising Principal and/or the Chair of Blyth Academy that a student be expelled include:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing a sexual assault;
- Trafficking in weapons or in illegal drugs;
- Committing robbery;
- Supplying alcohol to a minor;
- Bullying if,
    i. the pupil has previously been suspended/or grounded for engaging in bullying, and
    ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- Sexual harassment;
- Racial harassment;
- Hate-motivated occurrences;
- Distribution of hate material;
- Possession of explosive substance;
- Any activity motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor; and
- An act considered by the Supervising Principal to be a serious breach of the Blyth Academy Code of Conduct.

Code of Conduct Agreement

I acknowledge that I have received and read the Blyth Academy Code of Conduct. I understand that it is my responsibility to abide by all the rules contained in this policy and to report any incidents of abuse as set forth in this policy.

Date: _____

Student or Staff Name: _____

Student or Staff Signature: _____

Parent Name: _____

Parent Signature: _____

Signature of the Principal _____

Police Vulnerable Sector Check (PVSC)

A Police Vulnerable Sector Check (PVSC) is restricted to applicants seeking employment and/or volunteering with vulnerable individuals.

Vulnerable individuals are people who, because of their age, a disability or other circumstances, whether temporary or permanent, are in a position of dependence on others or are otherwise at a greater risk than the general population of being harmed by persons in a position of authority or trust relative to them.

A PVSC is a collection of offence information, including convictions, non-convictions and other relevant police contact information available from a local police agency's records management system and other systems/records where authorized. This check will include sexual offence convictions for which the individual has received a pardon where authorized by the Minister of Public Safety and Emergency Preparedness.

The Police Vulnerable Sector Check will include the following information:

a) Criminal convictions (summary and indictable) from CPIC and/or local databases.
b) Outstanding entries, such as charges and warrants, judicial orders, Peace Bonds, Probation and Prohibition Orders. As per CPIC policy, information obtained from the Investigative Databank must be confirmed and authorized for release by the contributing agency.
c) Absolute and conditional discharges from local database only.
d) Family Court Restraining Orders.
e) Charged and processed by other means such as diversion.
f) Dispositions including, but not limited to, Withdrawn, Dismissed, and cases of Not Criminally Responsible by Reason of Mental Disorder.
g) A review of all available police contacts including but not limited to theft, weapons, sex offences, or violent, harmful or threatening behavior which may or may not have involved a mental health incident.
h) As authorized for release by the Minister of Public Safety all pardoned criminal convictions, including non sex offences, identified as a result of a VS query.

All teachers – without exception – are required to have obtained an acceptable police records check with vulnerable sector screening. **This screening is required bi-annually by Blyth.**

Police records checks must be:

- Dated within the past 12 months;
- Include a vulnerable sector screening;
- Be a photocopy of the original document and;
- Issued through your local police station.

Once Blyth has a copy of the PVSC on record, the Teacher may submit a Blyth Academy Criminal Offence Declaration form in lieu of an updated PVSC. The PVSC must be updated every 24 months at a minimum.

Applying for the records check:

- When visiting a police station to apply for a police records check, ensure that you bring everything you need for the application process. Contact your local police service to determine what documentation is needed to apply for a records check with vulnerable sector screening.
- Please be aware that police services have different application processes depending on the region.
- We advise that you make an extra copies of your records check;

- We recommend that you apply for a police records check as soon as possible. The processing time for a check with vulnerable sector screening can be quite lengthy.
- Contact or visit the website of the police service you will be going to beforehand to know what documentation you will need to start the process (i.e., forms, letters, identification, etc.);

Please note that it is your responsibility to show (or submit) your completed check to your campus.

If you have further questions regarding the required police records check please contact the Academic Administrator at your campus.

Links to various Police Regions in Ontario:

Durham
http://www.drps.ca/internet_explorer/over_the_counter/index.asp?Do_What=fetch&ID=5&Category_ID=3&Page=1

Halton Regional
http://www.hrps.on.ca/RecordsCourts/Records/PoliceRecordsChecks/Pages/default.aspx

London Regional
http://police.city.london.on.ca/d.aspx?s=/Services/Background_Checks/Police_Vulnerable_Sector_I.htm

York
http://www.yrp.ca/en/services/vulnerable-sector-check.asp

Niagara
http://www.niagarapolice.ca/en/index.asp

Peel
http://www.peelpolice.on.ca/en/services/vulnerableemploymentcheck.asp

South Simcoe
http://www.southsimcoepolice.on.ca/police-vulnerable-sector-check.html

London
http://www.police.london.ca/d.aspx?s=/Services/Background_Checks/Police_Vulnerable_Sector_I.htm

Ottawa
http://www.ottawapolice.ca/en/contact-us/Request-a-Background-Check-or-Police-Report.asp#vulnerable

Kingston
https://policechecks.kpf.ca/

Guelph
http://www.guelphpolice.ca/en/services-and-reporting/police-vulnerable-sector-check.asp

Waterloo
http://www.wrps.on.ca/records-police-checks/police-record-checks/police-vulnerable-sector-check

Woodstock
http://www.woodstockpolice.ca/index.php/community-service/criminal-records-check-fingerprint

Brantford
http://www.brantfordpolice.ca/police-records

Blyth ACADEMY

ANNUAL CRIMINAL OFFENCE DECLARATION FORM

Full Name: _____

Address: _____

_____

_____

I DECLARE, that:

☐ I have obtained a Vulnerable Sector Police Check within the last 12 months and have provided the document to Blyth.

☐ I have **no** convictions for offences under the Criminal Code of Canada up to and including the date of this declaration for which a pardon has not been issued or granted under the Criminal Records Act (Canada).

☐ I have the following convictions for offences under the Criminal Code of Canada for which a pardon under the Criminal Records Act (Canada) has **not** been issued or granted.

List of Offences:

1. Date: _____
   Location: _____
   Conviction: _____
   _____

2. Date: _____
   Location: _____
   Conviction: _____
   _____

Dated at (city) _____ this_____ day of _____, _____ (year).

Signature: _____

***submission of false information on an Offence Declaration will result in the termination of your contract.**

Information is collected and disclosed according to Section 29 (1) and 32 of the Municipal Freedom of Information and Protection Privacy Act (MFIPPA).

Blyth ACADEMY

Policy Addressing Abuse and Neglect of Students

The safety and security of our students is of primary importance. This policy is created to ensure that all students are safe from harm and injury that may result from inappropriate conduct by adults. The School is committed to complying with the laws addressing abuse and neglect of minors. School employees including teachers, coaches, counselors, and nurses are considered mandated reporters under Ontario and Federal law and as such are obligated to report their concerns of child abuse and/or neglect to the authorities. Abuse and or neglect may be imposed by a parent/guardian or other adults in the child's life such as an older sibling, relative or friend of the family. Unfortunately, such abuse or neglect may be caused by an employee of the school. In all of these situations the school will act in compliance with the law as well as in a manner that is responsive to the needs of the child and others involved in the matter.

There are times when administrators have been notified of family circumstances or other factors that are confidential but should be considered when determining how and when to report to the authorities. As example, if the school is notified that one parent has very limited visiting rights and may be inclined to abduct the child should those rights be challenged the school will want to make certain that the authorities are made aware of the concern and/or prior to reporting to the authorities the student is in the hands of the other parent or safe adult. In addition, on occasion incidents exist that on their own, do not create the need to report, but when put together established a clear picture of inappropriate – or even illegal – conduct and are subject to the mandatory reporting obligations.

While the school recognizes the reporting obligations of each mandated reporter, in order to ensure that the factors that may impact the time and or manner of reporting employees suspecting abuse or neglect should first report their concerns to the head of school. The head of school in collaboration with the person raising the concern and other parties as may be appropriate shall decide the best strategy for reporting to the authorities as well as dealing with the concerns within the school. In responding to the issues of concern the school may consider limiting the adult's access to the school and the school's students and participation in school activities whether on or off campus. The school may also conduct an investigation to determine whether other actions are appropriate and or necessary. The investigation will be conducted with respect for the privacy of all parties and sensitivity to the delicate nature of such allegations.

Employees are expected to maintain appropriate and professional boundaries with students. While school culture is founded on creating close relationships with students, employees are expected to act in a manner that is appropriate both inside and outside of School. That includes when communicating through email, text, and through social media as these tools can serve to blur the boundaries between employees and students. What might start off as innocent banter may turn into inappropriate contact or have the appearance of inappropriate behavior. Employees should monitor their own behavior and the conduct of their peers to ensure the safety of students as well as to prevent potential allegations of misconduct against the employee.

The school's first line of defense is to prevent the employment of individuals with a history of engaging in inappropriate or illegal conduct with minors. The school conducts a thorough background screening of applicants. The school gathers information related to an applicant's criminal history as well as work history and other factors that may provide insight into their past behavior. These searches are conducted in accordance with the local and federal laws and in a manner that provides the school with the information needed to make wise and safe hiring decisions.

As a community of adults with a shared commitment to safeguarding students, the school has included in the parent student handbook a request that parents share in the school's commitment and vigilance by reporting concerns they may have to the head of school.

The steps for reporting are as follows:

1) Should a mandatory reporter observe or suspect abuse or neglect of a student either physical or emotional the individuals should quickly report the concern to the head of school or the head of school's designee in her absence;
2) The head of school in collaboration with the reporting adult and other individuals that may have information or be appropriate shall establish a strategy for addressing the concern which will include reporting to the authorities as well as conducting an internal investigation if appropriate;
3) The strategy shall also include the need for other steps such as limiting the adult's access to the school and its students both during and after the school day and on or off campus;
4) When reporting to the authorities the individual designated as the reporter shall make note of the date and time the call was made, the person the allegation was reported to and the general description of the allegation;
5) The written report shall be maintained in a file designated for such records.

Asthma Friendly Schools

Bill 20: Ryan's Law-Ensuring Asthma Friendly Schools-2015

In reference to Bill 135, otherwise known as Ryan's Law (Ensuring Asthma Friendly Schools), 2015, schools are required to establish and maintain an asthma policy, which must include, among other things, strategies to reduce risk of exposure to asthma triggers, a communication plan for the dissemination of information on asthma, regular training on recognizing and managing asthma, a requirement that every school principal develop an individual plan for each pupil who has asthma and a requirement that every school principal maintain a file for each pupil with asthma.

Asthma triggers may include poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

Blyth Academy will:

- ensure that all students have easy access to their prescribed reliever inhaler(s) medications;
- identify asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce the risk of exposure;
- establish a communication plan to share information on asthma to parents/guardians, students, employees and include any other person who has direct contact with a student with asthma;
- provide asthma education and regular training opportunities on recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all employees and others who are in direct contact with students on a regular basis;
- require that every school principal establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student;
- require that every school principal maintain a file for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and/or other pertinent information about the student, if that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;
- require that every school principal inform school personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's asthma management plan;
- review asthma policy as part of its regular policy review cycle.

Blyth ACADEMY

Sabrina's Law

Bill 3, January 1, 2006
OS 2011: Healthy Schools, 1.1.3

In reference to Bill 3, otherwise known as Sabrina's Law 2005, new Provincial legislation was enacted January 1st, 2006 to protect students in school settings.

'Anaphylactic shock' is a severe allergic reaction, which may be fatal, and it occurs when an allergic individual is exposed to a particular material such as peanut products, nuts, eggs, fish or is stung by an insect such as a bee, hornet or wasp.

Contents of the anaphylaxis policy for Blyth Academy include the following:

1. Strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas.

2. A communication plan for the dissemination of information on life-threatening allergies to parents, pupils and employees.

3. Regular training on dealing with life-threatening allergies for all employees and others who are in direct contact with pupils on a regular basis.

4. A requirement that every school principal develop an individual plan for each pupil who has an anaphylactic allergy.

5. A requirement that every school principal ensure that, upon registration, parents, guardians and pupils shall be asked to supply information on life-threatening allergies.

6. A requirement that every school principal maintain a file for each anaphylactic pupil of current treatment and other information, including a copy of any prescriptions and instructions from the pupil's physician or nurse and a current emergency contact list.

Contents of individual student plans:

An individual plan for a pupil with an anaphylactic allergy will be consistent with Blyth Academy's policy and will include:

1. Details informing staff and others who are in direct contact with the pupil on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment.

2. A readily accessible emergency procedure for the pupil, including emergency contact information.

3. Storage for epinephrine auto-injectors, where necessary.

Administration of medication

Staff may be preauthorized to administer medication or supervise a pupil while he or she takes medication in response to an anaphylactic reaction, if the school has up-to-date treatment information and the consent of the parent, guardian or pupil, as applicable.

Obligation to keep school informed

It is the obligation of the pupil's parent or guardian and the pupil to ensure that the information in the pupil's file is kept up-to-date with the medication that the pupil is taking.

Emergency administration of medication

If staff has reason to believe that a pupil is experiencing an anaphylactic reaction, the staff member may administer an epinephrine auto-injector or other medication prescribed to the pupil for the treatment of an anaphylactic reaction, even if there is no preauthorization to do so under subsection (1) of the Act

Immunity

No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence

This is Exhibit "39" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Blyth ACADEMY

WELCOME TO BLYTH

FIXED-TERM SALARIED TEACHERS

Welcome Package – Fixed-Term Salaried Teachers

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HR Forms: Please return all the forms to the Campus Administrator at your campus

- Personnel Information
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- EFT
- ePost Info
- Absence Form
- Pay Date Calendar
- Benefits Coverage Summary
- Benefits Application (following 3 months of employment)

Academy Policies

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- Sabrina's Law
- Code of Conduct
- Policy Addressing Abuse and Neglect of Students
- Vulnerable Sector Police Records Check
- Offence & Boundary Training Declaration
- Workplace Health and Safety Training
- Accessibility for Ontarians with Disabilities Act

Blyth
ACADEMY

HR FORMS

Blyth ACADEMY

Personnel Information & Emergency Contact Info

DATE: _____

DEPARTMENT/CAMPUS: _____

*** Position : Teacher** ***OCT #**	***Social Insurance Number:** attach photocopy to form
***Legal Name:** As it appears on your SIN card.	***Common name / preferred name:**
***Date of Birth:** ____/_____/_____ (MM/DD/YYYY) Signature: _____	***Permanent Address** Apt. # _____ Street address _____ _____ City _____ Province_____ Postal Code _____ Country:_____ Telephone: _____Cell Phone: _____ Email:_____
***Gender:** M ☐ F ☐ X ☐ Perferred pronoun if different from above:	

Emergency Contact

Name: _____ Relationship: _____ Phone: _____

Email: _____

Please return completed form to Campus Administrator

September 2016

Canada Revenue Agency | Agence du revenu du Canada

2016 Personal Tax Credits Return

Protected B when completed

782 TD1

Read the back before filling out this form. Your employer or payer will use this form to determine the amount of your tax deductions.

Fill out this form based on the best estimate of your circumstances.

Last name	First name and initial(s)	Date of birth (YYYY/MM/DD)	Employee number
Address including postal code		**For non-residents only** – Country of permanent residence	Social insurance number

1. Basic personal amount – Every resident of Canada can claim this amount. If you will have more than one employer or payer at the same time in 2016, see "More than one employer or payer at the same time" on the next page. If you are a non-resident, see "Non-residents" on the next page. **11,474**

2. Family caregiver amount for infirm children under age 18 – Either parent (but not both), may claim $2,121 for each infirm child born in 1999 or later, that resides with both parents throughout the year. If the child does not reside with both parents throughout the year, the parent who is entitled to claim the "Amount for an eligible dependant" on line 8 may also claim the family caregiver amount for that same child who is under age 18.

3. Age amount – If you will be 65 or older on December 31, 2016, and your net income for the year from all sources will be $35,927 or less, enter $7,125. If your net income for the year will be between $35,927 and $83,427 and you want to calculate a partial claim, get Form TD1-WS, *Worksheet for the 2016 Personal Tax Credits Return*, and fill in the appropriate section.

4. Pension income amount – If you will receive regular pension payments from a pension plan or fund (excluding Canada Pension Plan, Quebec Pension Plan, Old Age Security, or Guaranteed Income Supplement payments), enter $2,000 or your estimated annual pension income, whichever is less.

5. Tuition, education, and textbook amounts (full time and part time) – If you are a student enrolled at a university or college, or an educational institution certified by Employment and Social Development Canada, and you will pay more than $100 per institution in tuition fees, fill in this section. If you are enrolled full time, or if you have a mental or physical disability and are enrolled part time, enter the total of the tuition fees you will pay, plus $400 for each month that you will be enrolled, plus $65 per month for textbooks. If you are enrolled part time and do not have a mental or physical disability, enter the total of the tuition fees you will pay, plus $120 for each month that you will be enrolled part time, plus $20 per month for textbooks.

6. Disability amount – If you will claim the disability amount on your income tax return by using Form T2201, *Disability Tax Credit Certificate*, enter $8,001.

7. Spouse or common-law partner amount – If you are supporting your spouse or common-law partner who lives with you and whose net income for the year will be less than $11,474 ($13,595 if he or she is **infirm**) enter the difference between this amount and his or her estimated net income for the year. If his or her net income for the year will be $11,474 or more ($13,595 or more if he or she is **infirm**), you cannot claim this amount.

8. Amount for an eligible dependant – If you do not have a spouse or common-law partner and you support a dependent relative who lives with you, and whose net income for the year will be less than $11,474 ($13,595 if he or she is **infirm** and you **cannot claim the family caregiver amount for children under age 18 for this dependant**), enter the difference between this amount and his or her estimated net income. If his or her net income for the year will be $11,474 or more ($13,595 or more if he or she is **infirm**), you cannot claim this amount.

9. Caregiver amount – If you are taking care of a dependant who lives with you, whose net income for the year will be $15,940 or less, and who is either your or your spouse's or common-law partner's:

- parent or grandparent (aged 65 or older), enter $4,667 ($6,788 if he or she is **infirm**); or
- relative (aged 18 or older) who is dependent on you because of an infirmity, enter $6,788.

If the dependant's net income for the year will be between $15,940 and $20,607 ($15,940 and $22,728 if he or she is **infirm**) and you want to calculate a partial claim, get Form TD1-WS and fill in the appropriate section.

10. Amount for infirm dependants age 18 or older – If you support an infirm dependant age 18 or older who is your or your spouse's or common-law partner's relative, who lives in Canada, and whose net income for the year will be $6,807 or less, enter $6,788. You cannot claim an amount for a dependant if you or anyone else has already claimed it on line 8 or 9. If the dependant's net income for the year will be between $6,807 and $13,595 and you want to calculate a partial claim, get Form TD1-WS and fill in the appropriate section.

11. Amounts transferred from your spouse or common-law partner – If your spouse or common-law partner will not use all of his or her age amount, pension income amount, tuition, education and textbook amounts, or disability amount on his or her income tax return, enter the unused amount.

12. Amounts transferred from a dependant – If your dependant will not use all of his or her **disability amount** on his or her income tax return, enter the unused amount. If your or your spouse's or common-law partner's dependent child or grandchild will not use all of his or her **tuition, education, and textbook amounts** on his or her income tax return, enter the unused amount.

13. TOTAL CLAIM AMOUNT – Add lines 1 to 12.
Your employer or payer will use this amount to determine the amount of your tax deductions.

Continue on the next page ➔

(Vous pouvez obtenir ce formulaire en français à **www.arc.gc.ca/formulaires** ou en composant le **1-800-959-7775**).

Canada

Filling out Form TD1

Fill out this form **only** if:

- you have a new employer or payer and you will receive salary, wages, commissions, pensions, employment insurance benefits, or any other remuneration;
- you want to change amounts you previously claimed (for example, the number of your eligible dependants has changed);
- you want to claim the deduction for living in a prescribed zone; or
- you want to increase the amount of tax deducted at source.

Sign and date it, and give it to your employer or payer.

If you do not fill out Form TD1, your employer or payer will deduct taxes after allowing the basic personal amount **only**.

More than one employer or payer at the same time

☐ If you have more than one employer or payer at the same time and you have already claimed personal tax credit amounts on another Form TD1 for 2016, you **cannot claim them again**. If your total income from all sources will be **more** than the personal tax credits you claimed on another Form TD1, **check** this box, enter "0" on line 13 on the front page, and do not fill in lines 2 to 12.

Total income less than total claim amount

☐ Check this box if your total income for the year from **all** employers and payers will be **less** than your total claim amount on line 13. Your employer or payer will not deduct tax from your earnings.

Non-residents (Only fill in if you are a non-resident of Canada.)

As a non-resident of Canada, will 90% or more of your world income be included in determining your taxable income earned in Canada in 2016?

☐ Yes (Fill out the previous page.)

☐ No (Enter "0" on line 13, and do not fill in lines 2 to 12 as you are not entitled to the personal tax credits.)

If you are unsure of your residency status, call the international tax and non-resident enquiries line at **1-800-959-8281**.

Provincial or territorial personal tax credits return

If your claim amount on line 13 is more than $11,474, you also have to fill out a provincial or territorial TD1 form. If you are an employee, use the Form TD1 for your province or territory of employment. If you are a pensioner, use the Form TD1 for your province or territory of residence. Your employer or payer will use both this federal form and your most recent provincial or territorial Form TD1 to determine the amount of your tax deductions.

If you are claiming the basic personal amount **only** (your claim amount on line 13 is $11,474), your employer or payer will deduct provincial or territorial taxes after allowing the provincial or territorial basic personal amount.

Note: If you are a Saskatchewan resident supporting children under 18 at any time during 2016, you may be able to claim the child amount on Form TD1SK, *2016 Saskatchewan Personal Tax Credits Return*. Therefore, you may want to fill out Form TD1SK even if you are **only** claiming the basic personal amount on this form.

Deduction for living in a prescribed zone

If you live in the Northwest Territories, Nunavut, Yukon, or another prescribed **northern** zone for more than six months in a row beginning or ending in 2016, you can claim:

- $8.25 for each day that you live in the prescribed northern zone; or
- $16.50 for each day that you live in the prescribed northern zone if, during that time, you live in a dwelling that you maintain, and you are the only person living in that dwelling who is claiming this deduction.

$ _____

Employees living in a prescribed **intermediate** zone can claim 50% of the total of the above amounts.
For more information, go to www.cra.gc.ca/northernresidents.

Additional tax to be deducted

You may want to have more tax deducted from each payment, especially if you receive other income, including non-employment income such as CPP or QPP benefits, or old age security pension. By doing this, you may not have to pay as much tax when you file your income tax return. To choose this option, state the amount of additional tax you want to have deducted from each payment. To change this deduction later, fill out a new Form TD1.

$ _____

Reduction in tax deductions

You can ask to have less tax deducted on your income tax return if you are eligible for deductions or non-refundable tax credits that are not listed on this form (for example, periodic contributions to a registered retirement savings plan (RRSP), child care or employment expenses, charitable donations, and tuition and education amounts carried forward from the previous year). To make this request, fill out Form T1213, *Request to Reduce Tax Deductions at Source*, to get a letter of authority from your tax services office. Give the letter of authority to your employer or payer. You do not need a letter of authority if your employer deducts RRSP contributions from your salary.

Personal information is collected under the *Income Tax Act* to administer tax, benefits, and related programs. It may also be used for any purpose related to the administration or enforcement of the Act such as audit, compliance and the payment of debts owed to the Crown. It may be shared or verified with other federal, provincial/territorial government institutions to the extent authorized by law. Failure to provide this information may result in interest payable, penalties or other actions. Under the *Privacy Act*, individuals have the right to access their personal information and request correction if there are errors or omissions. Refer to Info Source at **www.cra.gc.ca/gncy/tp/nfsrc/nfsrc-eng.html**, Personal Information Bank CRA PPU 047.

Certification

I certify that the information given on this form is correct and complete.

Signature _____ Date _____ YYYY/MM/DD

It is a serious offence to make a false return.

Blyth
ACADEMY

Blyth
Electronic Fund Transfer (EFT) Form

Please include a VOID cheque, or a direct deposit form from your bank with the EFT form for verification

Last Name | First Name | Initial

Address

City | Province | Postal Code

Action Requested (check one only) ☐ Start ☐ Change

Banking Information for EFT Transfer

Name of Financial Institution
Mandatory

Institution
Mandatory **3 Digits**

Bank Address

Bank Phone Number

Account
Mandatory

Financial Institution Transit Routing Number
Mandatory **5 Digits**

AGREEMENT

I hereby authorize Blyth to remit payments via Electronic Fund Transfer (EFT), and I authorize the above named financial institution to credit payments to the account listed. If necessary, I also authorize Blyth and the above named banking institution to initiate debit entries and adjustments for any payments made in error to the account listed above. I understand that a new authorization form must be completed if I close the referenced bank account, or if I wish to designate a different bank account. This authorization is to remain in effect until Blyth receives written notification from me on its termination or upon termination of my employment/service contract with Blyth.

Name (please print)

Signature | Date

Please send complete form to Campus Administrator

September 2016

ePost for Pay Statements and Tax Forms

All employees and independent contractors are paid through the Ceridian pay system.
Pay statements and Tax Forms (T4 & T4A) are available electronically through ePost.
ePost (offered by Canada Post) is a digital mailbox used to receive, store and manage all of your household bills and statements in one place.
Please follow the instructions that are attached to sign up for ePost.

**ePost requires that you enter an Employee Number. Office and administrative staff will receive this number from Head Office hr@blytheducation.com
All teachers will receive this number from the Campus Administrator at their campus.

Please note that hard copies of pay statements and tax documents will not be provided by Blyth. It is strongly recommended to sign up for ePost as soon as possible to ensure receipt of up-to-date paystubs. Blyth will not reissue pay stubs that were missed due to a delay in signing up for ePost.

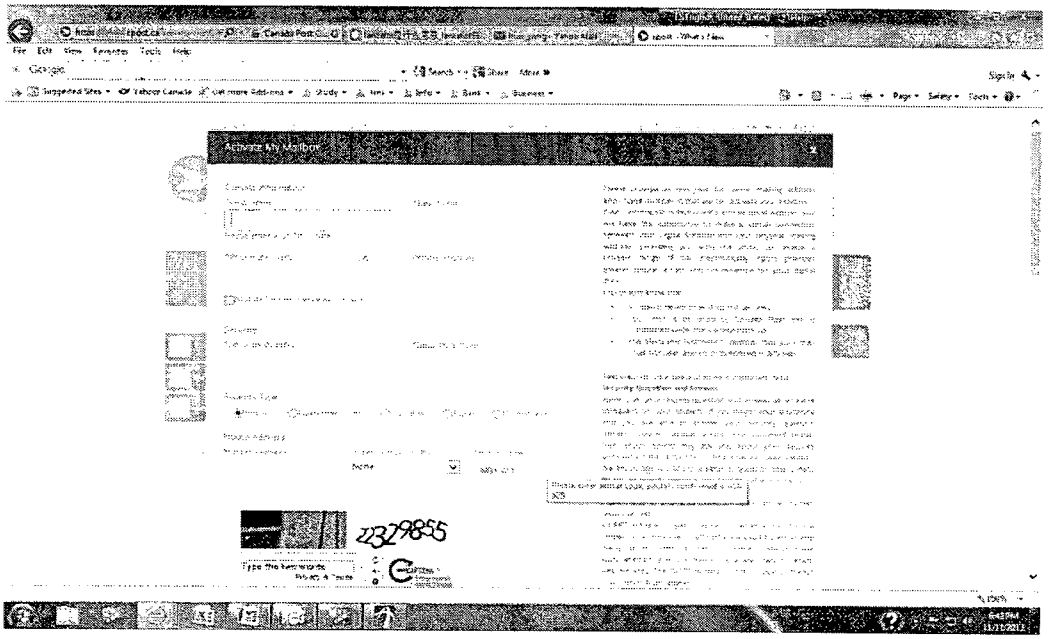
September 2016

Setting up Epost... How does the Customer do this?

After the EPost signal has been entered by Ceridian the rest is up to the employer and their employees. Simply follow these steps and the employee will be signed up! Remember to let the customer know that they can sign up for other "Mailers" (companies) to receive bill's this way as well; ie. Bell Canada, Rogers, Consumers Gas, etc.

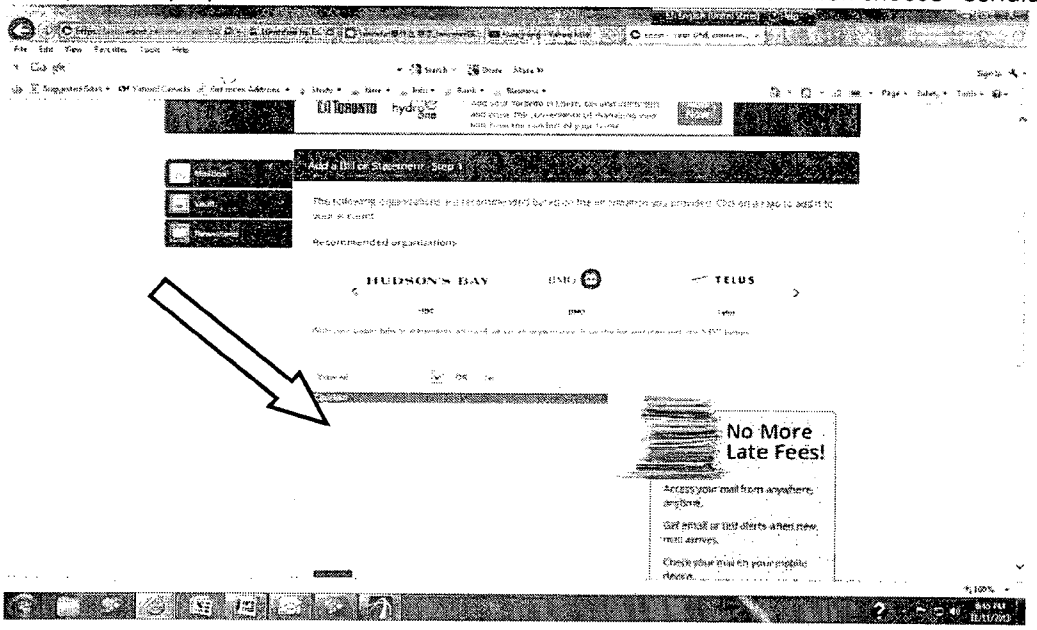
1) Customer visits www.epost.ca on the internet
2) New users to ePost click on "Create Account." If you already have an Epost account, skip to step 5 below and add Ceridian as a mailer.
3) Use your PERSONAL email-not work email.

4) The Employee would now fill out this screen based on their personal information;



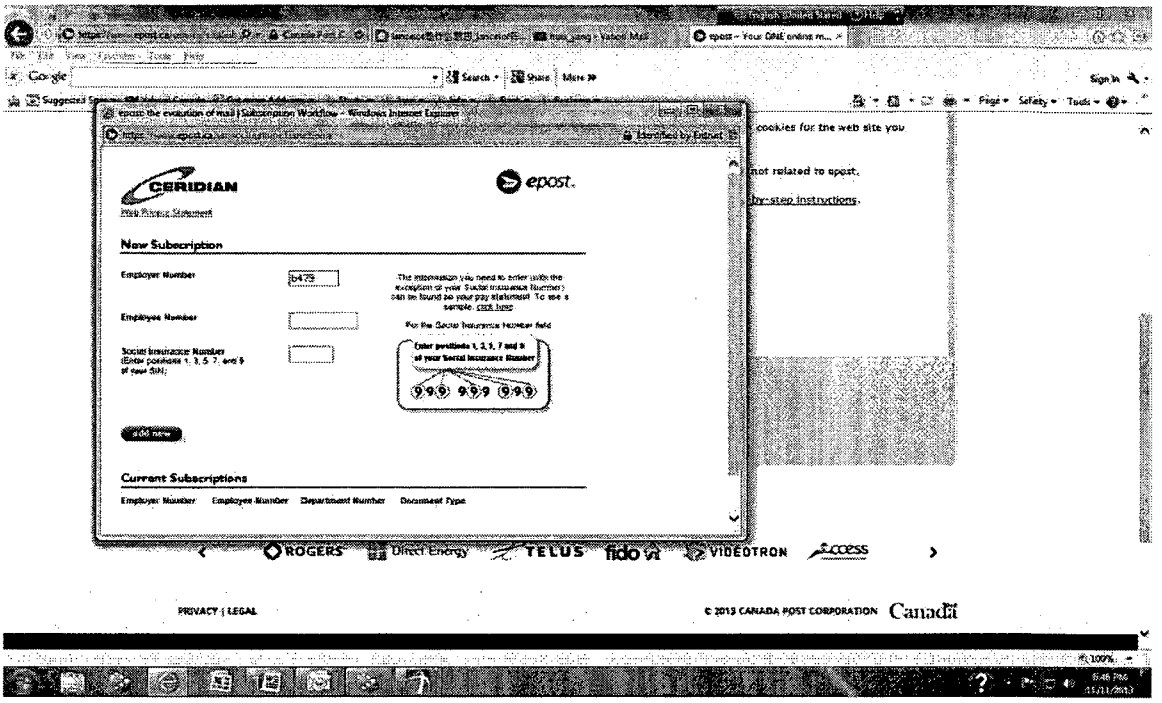
5) After this the Employee will select a USER NAME and password and ACCEPT the Terms and Conditions from Epost Canada.

6) The Employee would then select ADD BILLS & STATEMENTS. Then choose "Ceridian."

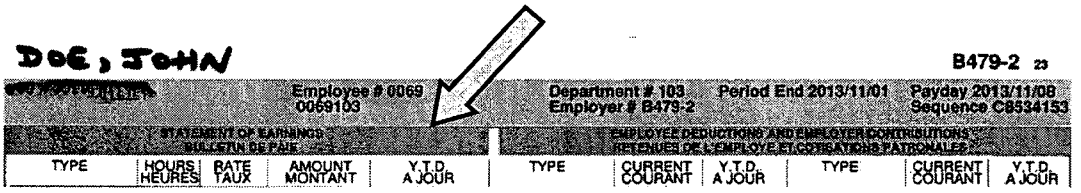


7) The Final step is to fill out the Employee Pay Stub information. Employer Number, Employee Number and enter the 1st, 3rd, 5th, 7th and 9th numbers of their Social Insurance Number. The Employer number for Blyth is **B479**

a) check box for Pay stub and box for Tax Forms(T4,T4A).



Your "Employee Number" can be found on your payslip. It is a four digit number.



8) Once this is done the employee selects the "ADD NEW" button and they are done! Remember that if there are issues after this that they can always contact the Toll Free Epost help line 24/7 at 1-877-376-1212 or email them at service@to.epost.ca

Blyth Education Absence Form

Employee Name: _____

Employee Number: _____

Department: _____

Manager: _____

Date: _____

☐ Personal Day ☐ Vacation ☐ Other _____

Dates of Absence: From: _____ To: _____

Total Days Taken: _____

- *A request for absence, other than sick leave, must be requested one week prior to the first day you will be absent.*
- *Absences must be recorded in half day (0.5 day) increments at a minimum.*
- *Personal Days cannot be used adjacent to vacation days – in such cases the absence will deemed to be additional vacation.*
- *The maximum number of Personal Days per year is 3 – personal days in excess of 3 days, must be recorded as mVacation or Time Off Without Pay*
- *Consecutive personal days are only allowed with the prior approval from your manager.*
- *Personal days cannot not be carried over from one vacation year to the next and have no cash value.*
- *If you leave the company before you have earned all the vacation days you have used, they will be deducted from your final pay.*

Employee Signature *Date*

Manager Approval

Comments:

Manager Signature *Date*

Principal Signature *Date*

September 2016

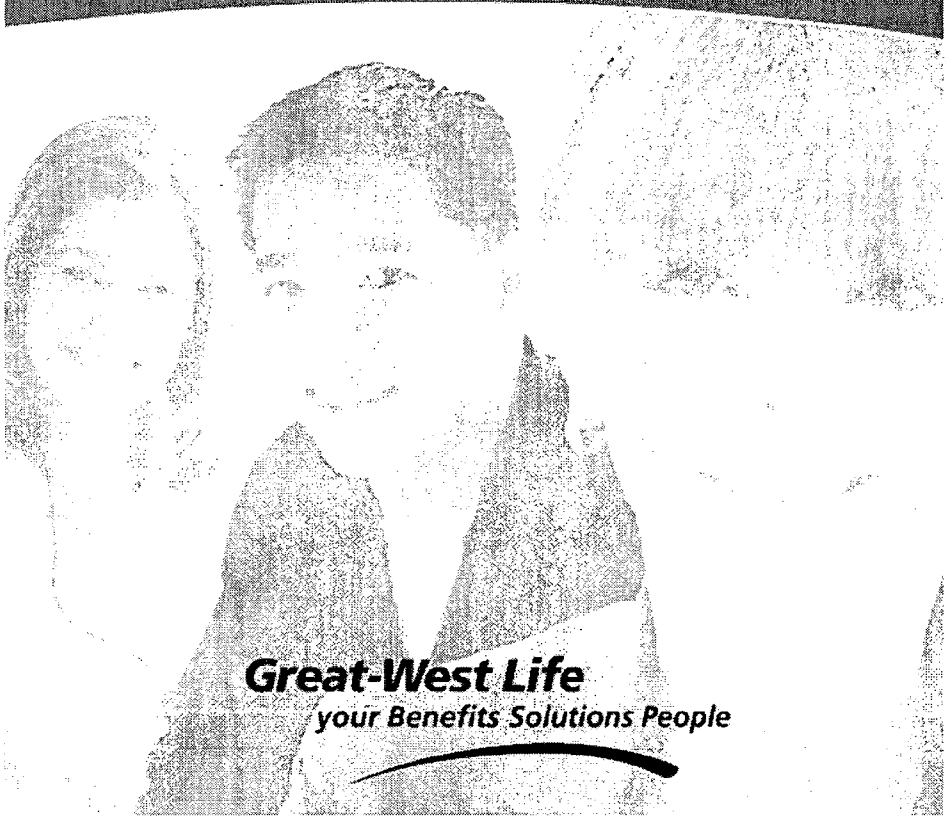
Blyth ACADEMY

Pay Dates - fixed term salaried teachers

Pay #	Pay Period		Time Sheet & Document Deadline	Pay Date
	Start Date	End Date		
0	Aug. 22, 2016	Sep. 02, 2016	Sep. 02, 2016	Sep. 09, 2016
1	Sep. 03, 2016	Sep. 16, 2016	Sep. 16, 2016	Sep. 23, 2016
2	Sep. 17, 2016	Sep. 30, 2016	Sep. 30, 2016	Oct. 07, 2016
3	Oct. 01, 2016	Oct. 14, 2016	Oct. 14, 2016	Oct. 21, 2016
4	Oct. 15, 2016	Oct. 28, 2016	Oct. 28, 2016	Nov. 04, 2016
5	Oct. 29, 2016	Nov. 11, 2016	Nov. 11, 2016	Nov. 18, 2016
6	Nov. 12, 2016	Nov. 25, 2016	Nov. 25, 2016	Dec. 02, 2016
7	Nov. 26, 2016	Dec. 09, 2016	Dec. 09, 2016	Dec. 16, 2016
8	Dec. 10, 2016	Dec. 23, 2016	Dec. 23, 2016	Dec. 30, 2016
9	Dec. 24, 2016	Jan. 06, 2017	Jan. 06, 2017	Jan. 13, 2017
10	Jan. 07, 2017	Jan. 20, 2017	Jan. 20, 2017	Jan. 27, 2017
11	Jan. 21, 2017	Feb. 03, 2017	Feb. 03, 2017	Feb. 10, 2017
12	Feb. 04, 2017	Feb. 17, 2017	Feb. 17, 2017	Feb. 24, 2017
13	Feb. 18, 2017	Mar. 03, 2017	Mar. 03, 2017	Mar. 10, 2017
14	Mar. 04, 2017	Mar. 17, 2017	Mar. 17, 2017	Mar. 24, 2017
15	Mar. 18, 2017	Mar. 31, 2017	Mar. 31, 2017	Apr. 07, 2017
16	Apr. 01, 2017	Apr. 14, 2017	Apr. 14, 2017	Apr. 21, 2017
17	Apr. 15, 2017	Apr. 28, 2017	Apr. 28, 2017	May. 05, 2017
18	Apr. 29, 2017	May. 12, 2017	May. 12, 2017	May. 19, 2017
19	May. 13, 2017	May. 26, 2017	May. 26, 2017	Jun. 02, 2017
20	May. 27, 2017	Jun. 09, 2017	Jun. 09, 2017	Jun. 16, 2017
21	Jun. 10, 2017	Jun. 23, 2017	Jun. 23, 2017	Jun. 30, 2017
22	Jun. 24, 2017	Jul. 07, 2017	Jul. 07, 2017	Jul. 14, 2017

Please note that the above dates represent the regularly scheduled Blyth Academy pay dates. Teachers are advised to consult their contracts for their individual pay schedule, or seek clarification from the Campus Administrator. Blyth Academy will not issue payments outside of the regularly scheduled pay dates listed above.

Group Benefit Plan



Blyth

Blyth Education

BENEFIT DETAILS

Great-West Life is a leading Canadian life and health insurer. Great-West Life's financial security advisors work with our clients from coast to coast to help them secure their financial future. We provide a wide range of retirement savings and income plans; as well as life, disability and critical illness insurance for individuals and families. As a leading provider of employee benefits in Canada, we offer effective benefit solutions for large and small employee groups.

Great-West Life Online

Visit our website at www.greatwestlife.com for:

- information and details on Great-West Life's corporate profile and our products and services
- investor information
- news releases
- contact information
- claim forms and the ability to submit certain claims online

Great-West Life Online Services for Plan Members

As a Great-West Life plan member, you can also register for GroupNet™ for Plan Members at **www.greatwestlife.com**. To access this service, click on the GroupNet for Plan Members link. Follow the instructions to register. Make sure to have your plan and ID numbers available before accessing the website.

This service enables you to access the following and much more, within a user friendly environment twenty-four hours a day, seven days a week:

- your benefit details and claims history
- personalized claim forms and cards
- online claim submission for many of your claims, as outlined in the Healthcare and Dentalcare sections of this booklet
- extensive health and wellness content

Using our GroupNet Mobile app, you can access certain features of GroupNet for Plan Members to:

- submit many of your claims online – part of our industry-leading GroupNet online services
- access personalized coverage information about benefits, claims and more – quickly and easily, any time
- view card information
- locate the nearest provider who has access to Provider eClaims, through a built-in GPS mapping tool

In addition, by using GroupNet Text, you can get immediate information that is specific to your benefits. GroupNet Text allows you to use your mobile device to access detailed plan information, including:

- plan and member identification numbers
- coverage details (details available depend on your plan design)
- reimbursement amounts
- benefit maximums, balances and more

You can sign up for GroupNet Text on GroupNet for Plan Members under the Your Profile tab.

To use GroupNet Text, go to GroupNet for Plan Members and select the Your Profile tab, then text certain keywords to 204-289-1667. You will receive an instant text back providing information on your coverage. For a complete list of keywords, text Help. For a brief description of the type of information that a keyword provides, text Help along with the specific keyword.

Compatibility of GroupNet Text may vary by mobile device or operating system.

Great-West Life's Toll-Free Number

To contact a customer service representative at Great-West Life for assistance with your medical and dental coverage, please call 1-800-957-9777.

This booklet describes the principal features of the group benefit plan sponsored by your employer, but **Group Policy Nos. 168521 and 168522** issued by Great-West Life are the governing documents. If there are variations between the information in the booklet and the provisions of the policies, the policies will prevail.

This booklet contains important information and should be kept in a safe place known to you and your family.

The Plan is underwritten by

THE
Great-West Life
ASSURANCE COMPANY

01-16

Access to Documents

You have the right, upon request, to obtain a copy of the policy, your application and any written statements or other records you have provided to Great-West Life as evidence of insurability, subject to certain limitations.

Legal Actions

Every action or proceeding against an insurer for the recovery of insurance money payable under the contract is absolutely barred unless commenced within the time set out in the Insurance Act or other applicable legislation (e.g. *Limitations Act, 2002* in Ontario, Quebec Civil Code).

Appeals

You have the right to appeal a denial of all or part of the insurance or benefits described in the contract as long as you do so within one year of the initial denial of the insurance or a benefit. An appeal must be in writing and must include your reasons for believing the denial to be incorrect.

Benefit Limitation for Overpayment

If benefits are paid that were not payable under the policy, you are responsible for repayment within 30 days after Great-West Life sends you a notice of the overpayment, or within a longer period if agreed to in writing by Great-West Life. If you fail to fulfil this responsibility, no further benefits are payable under the policy until the overpayment is recovered. This does not limit Great-West Life's right to use other legal means to recover the overpayment.

Protecting Your Personal Information

At Great-West Life, we recognize and respect the importance of privacy. Personal information about you is kept in a confidential file at the offices of Great-West Life or the offices of an organization authorized by Great-West Life. Great-West Life may use service providers located within or outside Canada. We limit access to personal information in your file to Great-West Life staff or persons authorized by Great-West Life who require it to perform their duties, to persons to whom you have granted access, and to persons authorized by law. Your personal information may be subject to disclosure to those authorized under applicable law within or outside Canada.

We use the personal information to administer the group benefits plan under which you are covered. This includes many tasks, such as:

- determining your eligibility for coverage under the plan
- enrolling you for coverage
- investigating and assessing your claims and providing you with payment
- managing your claims
- verifying and auditing eligibility and claims
- creating and maintaining records concerning our relationship
- underwriting activities, such as determining the cost of the plan, and analyzing the design options of the plan
- preparing regulatory reports, such as tax slips

We may exchange personal information with your health care providers, your plan administrator, any insurance or reinsurance companies, administrators of government benefits or other benefit programs, other organizations, or service providers working with us or the above when relevant and necessary to administer the plan.

As plan member, you are responsible for the claims submitted. We may exchange personal information with you or a person acting on your behalf when relevant and necessary to confirm coverage and to manage the claims submitted.

You may request access or correction of the personal information in your file. A request for access or correction should be made in writing and may be sent to any of Great-West Life's offices or to our head office.

For a copy of our Privacy Guidelines, or if you have questions about our personal information policies and practices (including with respect to service providers), write to Great-West Life's Chief Compliance Officer or refer to www.greatwestlife.com.

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Benefit Summary

This summary must be read together with the benefits described in this booklet.

Employee Basic Life Insurance	100% of annual earnings to a maximum of $250,000, reducing by 50% at age 65
Optional Life Insurance	Available in $10,000 units to a maximum of $500,000, for you or your spouse, subject to approval of evidence of insurability If you are covered under this plan as both an employee and a spouse, you are limited to the $500,000 maximum
Employee Accidental Death, Dismemberment and Specific Loss (Principal Sum)	An amount equal to your Basic Life Insurance

Healthcare

Covered expenses will not exceed customary charges

Deductible	Nil
Reimbursement Levels	
In-Canada Prescription Drug Expenses	
- Base Plan	80%
- Supplementary Plan	50%
All Other Expenses	100%
Basic Expense Maximums	
Hospital	Semi-private room
Home Nursing Care	$25,000 every 24 months
Ambulance	
- Ground	Included
- Air	$4,000 each calendar year
Medical Travel in Canada	$750 every 24 months
In-Canada Prescription Drugs	$2,500 each calendar year
Hearing Aids	$500 every 48 months
Custom-fitted Orthopedic Shoes	$225 each calendar year
Custom-made Foot Orthotics	$200 each calendar year
Myoelectric Arms	$10,000 per prosthesis
External Breast Prosthesis	1 every 12 months
Surgical Brassieres	2 every 12 months
Mechanical or Hydraulic Patient Lifters	$2,000 per lifter once every 5 years
Outdoor Wheelchair Ramps	$2,000 lifetime
Blood-glucose Monitoring Machines	1 every 4 years
Transcutaneous Nerve Stimulators	$700 lifetime
Extremity Pumps for Lymphedema	$1,500 lifetime
Custom-made Compression Hose	$250 each calendar year
Wigs for Cancer Patients	$200 lifetime
Accidental Dental Injury Treatment	$2,000 every 12 months

Paramedical Expense Maximums	
Acupuncturists	$300 each calendar year
Audiologists	$300 each calendar year
Chiropractors	$300 each calendar year
Dieticians	$300 each calendar year
Massage Therapists	$300 each calendar year
Naturopaths	$300 each calendar year
Osteopaths	$300 each calendar year
Physiotherapists	$300 each calendar year
Podiatrists	$300 each calendar year
Psychologists/Social Workers	$600 each calendar year
Speech Therapists	$600 each calendar year

Visioncare Expense Maximums	
Eye Examinations	
- dependent children under age 19	$75 every 12 months
- all others	$75 every 24 months
Glasses, Contact Lenses and Laser Eye Surgery	
- dependent children under age 19	$200 every 12 months
- all others	$200 every 24 months

Lifetime Healthcare Maximum	Unlimited

Dentalcare

Covered expenses will not exceed customary charges

Payment Basis	The dental fee guide in effect in your province of residence on the date treatment is rendered
Deductibles	
Individual	$25 each calendar year
Family	$50 each calendar year
Reimbursement Level	
Basic Coverage	100%
Plan Maximums	
Basic Treatment	$2,000 each calendar year

COMMENCEMENT AND TERMINATION OF COVERAGE

You are eligible to participate in the plan after 3 months of continuous employment. You are considered continuously employed only if you satisfy the actively at work requirement throughout the eligibility waiting period.

- You and your dependents will be covered as soon as you become eligible.

  You may waive health and/or dental coverage if you are already covered for these benefits under your spouse's plan. If you lose spousal coverage you must apply for coverage under this plan. If you do not apply within 31 days of loss of such coverage, or you were previously declined for coverage by Great-West Life, you and your dependents may be required to provide evidence of insurability acceptable to Great-West Life to be covered for health benefits, and may be declined for or offered limited dental benefits.

- You must be actively at work when coverage takes effect, otherwise the coverage will not be effective until you return to work.

  Increases in your benefits while you are covered by this plan will not become effective unless you are actively at work.

- Temporary, part-time and seasonal employees may not join the plan.

Your coverage terminates when your employment ends, you are no longer eligible, or the policy terminates, whichever is earliest.

- Your dependents' coverage terminates when your insurance terminates or your dependent no longer qualifies, whichever is earlier.

- When your coverage terminates, you may be entitled to an extension of benefits under the plan. Your employer will provide you with details.

Survivor Benefits

If you die while your coverage is still in force, the health and dental benefits for your dependents will be continued for a period of 2 years or until they no longer qualify, whichever happens first.

DEPENDENT COVERAGE

Dependent means:

- Your spouse, legal or common-law.
- Your unmarried children under age 21, or under age 25 if they are full-time students.

  Children under age 21 are not covered if they are working more than 30 hours a week, unless they are full-time students.

  Children who are incapable of supporting themselves because of physical or mental disorder are covered without age limit if the disorder begins before they turn 21, or while they are students under 25, and the disorder has been continuous since that time.

BENEFICIARY DESIGNATION

You may make, alter, or revoke a designation of beneficiary as permitted by law. You should review any beneficiary designation made under this policy from time to time to ensure that it reflects your current intentions. You may change the designation by completing a form available from your employer.

EMPLOYEE BASIC LIFE INSURANCE

On your death, Great-West Life will pay your life insurance benefits to your named beneficiary. If you have not named a beneficiary or there is no surviving beneficiary at the time of your death, payment will be made to your estate. Your employer will explain the claim requirements to your beneficiary.

- Your life insurance terminates when you reach age 75 or when you retire, whichever is earlier.

- If you are under age 65 and have been disabled for 6 months or more, you may be entitled to have your life insurance continued without premium payment until you reach age 65. You are considered disabled if injury or disease prevents you from being gainfully employed in any job. Great-West Life will determine your qualification for waiver of premium benefits. If you believe you may be eligible, contact your employer for claim forms. You must apply for waiver of premium benefits within 12 months of becoming eligible.

- If any or all of your insurance terminates on or before your 65th birthday, you may be eligible to apply for an individual conversion policy without providing proof of your insurability. You must apply and pay the first premium no later than 31 days after your group insurance terminates. See your employer for details.

OPTIONAL LIFE INSURANCE

Optional Life Insurance allows you to choose additional coverage for yourself and your spouse. Check the **Benefit Summary** for the amount of Optional Life Insurance available. When you apply for Optional Life Insurance, you must provide proof of insurability, and the application must be approved by Great-West Life. If you or your spouse dies within two years after applying for Optional Life Insurance, Great-West Life has the right to verify any medical information you or your spouse provided. If any inconsistencies are discovered, the claim will be denied and any premiums paid will be refunded.

On your death, Great-West Life will pay your life insurance to your named beneficiary. If you have not named a beneficiary or there is no surviving beneficiary at the time of your death, payment will be made to your estate. Your employer will explain the claim requirements. If your spouse dies you will be paid the amount for which he or she was insured.

- If you are approved for waiver of premium on your basic life insurance, any optional life insurance for yourself or your spouse will also continue without premium payment as long as your basic life insurance continues but not beyond the date your optional insurance would otherwise terminate.

- If your or your spouse's optional life insurance terminates, you or your spouse may be eligible to apply for an individual conversion policy without providing proof of insurability. You must apply and pay the first premium no later than 31 days after your group insurance terminates. See your employer for details.

- Your optional life insurance terminates when you reach age 65. Your spouse's coverage terminates at the same time, or when he or she reaches age 65 or is no longer your spouse, whichever comes first.

Limitation

No benefit is paid for suicide within the first two years of initial or increased optional life coverage. In such a situation, Great-West Life refunds the premiums that have been received.

ACCIDENTAL DEATH, DISMEMBERMENT AND SPECIFIC LOSS (AD&D) INSURANCE

If you suffer one of the losses listed below as the result of an accident which occurs while you are insured, you will be paid the factor or portion of the Principal Sum shown opposite the loss in the table below. The loss must occur no later than 365 days after the accident. For loss of use, the loss must be continuous for 365 days. If you suffer multiple losses to the same limb as the result of the same accident, only the loss providing the highest amount payable will be paid.

If you die as a result of an accident, Great-West Life will pay the Principal Sum to your named beneficiary. If you have not named a beneficiary or there is no surviving beneficiary at the time of your death, payment will be made to your estate. Your employer will explain the claim requirements to your beneficiary.

The Principal Sum is the maximum amount that will be paid for all injuries resulting from the same accident. For paraplegia, hemiplegia, and quadriplegia, the maximum amount that will be paid for all injuries resulting from the same accident is two times the Principal Sum.

Loss	**Amount Payable**
Life	Principal Sum
Both hands or both feet	Principal Sum
Sight of both eyes	Principal Sum
One hand and one foot	Principal Sum
One hand and sight of one eye	Principal Sum
One foot and sight of one eye	Principal Sum
Speech and Hearing in both ears	Principal Sum
One arm or one leg	3/4 Principal Sum
One hand or one foot or sight of one eye	1/2 Principal Sum
Speech	1/2 Principal Sum
Hearing in both ears	1/2 Principal Sum
Thumb and index finger or at least 4 fingers of one hand	1/4 Principal Sum
All toes of one foot	1/8 Principal Sum

Loss of Use

Both arms and both legs (quadriplegia)	2 X Principal Sum
Both legs (paraplegia)	2 X Principal Sum
One arm and one leg on the same side of the body (hemiplegia)	2 X Principal Sum
One arm and one leg on different sides of the body	Principal Sum
Both arms or both hands	Principal Sum
One hand and one leg	Principal Sum
One leg or one arm	3/4 Principal Sum
One hand	1/2 Principal Sum

Your AD&D insurance terminates when you reach age 75 or when you retire, whichever is earlier.

Surgical Reattachment

If you suffer the loss of a limb that is surgically reattached, Great-West Life will pay 50% of the amount that would have been payable if the loss had been permanent, regardless of the amount of use regained. The balance of the benefit will be payable if the reattachment fails and the reattached part is removed within one year after the reattachment was performed.

Repatriation

If you die as the result of an accident that is at least 150 kilometres away from your home, Great-West Life will pay up to $2,500 for the preparation and transportation of your body to the place of burial or cremation less any amounts paid under this plan's global medical assistance benefit.

Educational Benefit for Dependent Children

If benefits are payable under this benefit provision for your death, Great-West Life will pay the tuition fees for enrolling your dependent children as full-time students at a post-secondary institution. To qualify for an educational benefit, a dependent child must have been enrolled as a full-time student at a post-secondary institution at the time of the accident causing your death, or he must have been enrolled as a full-time student at the secondary school level at the time of the accident causing your death and enrols as a full-time student at a post-secondary institution within 365 days after the accident.

Great-West Life will pay up to 5% of the Principal Sum, or $5,000, whichever is less, for each year of full-time post-secondary school enrolment. Great-West Life will pay the educational benefit each year for a maximum of 4 consecutive years upon receipt of proof of full-time enrolment.

No benefits will be paid for tuition expenses incurred before the accident, or room or board or other ordinary living, travelling, or clothing expenses.

Family Transportation Benefit

If you are hospitalized more than 150 kilometres from your home as a result of an injury for which benefits are payable under this benefit provision, Great-West Life will pay the actual expense incurred less any amount paid for the same expenses under this plan's global medical assistance benefit, up to $2,000, for transportation and lodging expenses for one family member to join you.

Benefits for lodging are limited to moderate quality accommodation for the area of hospitalization. Telephone expenses and taxicab and car rental charges are included. Meal expenses are not covered.

Transportation expenses are limited to round trip economy class transportation. If a private vehicle is used, expenses are limited to $.44 per kilometre travelled.

Occupational Training Benefit for Spouses

If benefits are payable under this benefit provision for your death, Great-West Life will pay for expenses associated with your spouse's enrolment in an accredited occupational training program. The purpose of the training program must be to provide the spouse with at least the minimum qualifications required for employment in an occupation for which the spouse would not otherwise qualify.

Great-West Life will pay up to 10% of the Principal Sum, or $10,000, whichever is less.

No benefits will be paid for expenses incurred more than 3 years after the accident causing your death, or room or board or other ordinary living, travelling, or clothing expenses.

Educational Benefit

If benefits are payable under this benefit provision for an injury that requires you to change occupations, Great-West Life will pay the tuition fees for enrolling you as a student at a post-secondary institution for training in a new occupation. To qualify for an educational benefit, you must enrol at a post-secondary institution within 365 days after the accident. Great-West Life will pay up to $10,000.

No benefits will be paid for tuition expenses incurred before the accident, expenses incurred more than 2 years after the accident causing the injury, or room or board or other ordinary living, travelling, or clothing expenses.

Wheelchair Benefit

If benefits are payable under this benefit provision for an injury that requires the use of a wheelchair for you to be ambulatory, Great-West Life will pay for alterations to your principal residence to make it wheelchair accessible and habitable, and modifications to a motor vehicle you use to make it accessible to and driveable by you.

Benefits for home alterations are payable only if the person or persons making the changes are experienced in home alterations for wheelchairs, and recommended by an organization recognized for providing support and assistance to wheelchair users.

Benefits for vehicle modifications are payable only if the person or persons making the changes are experienced in vehicle modification for wheelchairs, and the modifications are approved by the provincial vehicle licensing authority.

Great-West Life will pay the actual expense incurred less any amount paid for the same expenses under this plan's healthcare benefit, up to $10,000 for all home and vehicle modifications combined.

No benefits will be paid for expenses incurred more than 365 days after the accident, or for subsequent alterations to your home or vehicle after an initial claim for benefits has been made under this wheelchair benefit provision.

Limitations

No benefits are paid for injury or death resulting from:

- Intentionally self-inflicted injury or suicide
- Viral or bacterial infections, except pyogenic infections occurring through the injury for which loss is being claimed
- Any form of illness or physical or mental infirmity
- Medical or surgical treatment, except surgical reattachment

- War, insurrection or voluntary participation in a riot
- Service in the armed forces of any country
- Air travel serving as a crew member, or in aircraft owned, leased or rented by your employer, or air travel where the aircraft is not licensed or the pilot is not certified to operate the aircraft

How to Make a Claim

- To claim benefits for yourself, ask your employer for a claim form. Complete it and return it to your employer.
- If you die accidentally, your employer will explain the claim requirements to your beneficiary.
- Claims should be submitted as soon as possible, but no later than 15 months after the loss.

HEALTHCARE

A deductible may be applied before you are reimbursed. All expenses will be reimbursed at the level shown in the **Benefit Summary**. Benefits may be subject to plan maximums and frequency limits. Check the **Benefit Summary** for this information.

The plan covers customary charges for the following services and supplies. All covered services and supplies must represent reasonable treatment. Treatment is considered reasonable if it is accepted by the Canadian medical profession, it is proven to be effective, and it is of a form, intensity, frequency and duration essential to diagnosis or management of the disease or injury.

Except to the extent otherwise required by law, your healthcare coverage terminates when you reach age 75 or when you retire, whichever is earlier.

Covered Expenses

- Ambulance transportation to the nearest centre where adequate treatment is available

- Semi-private room and board in a hospital or the government authorized co-payment for accommodation in a nursing home is covered when provided in Canada and the treatment received is acute, convalescent or palliative care.

  - Acute care is active intervention required to diagnose or manage a condition that would otherwise deteriorate.

  - Convalescent care is active treatment or rehabilitation for a condition that will significantly improve as a result of the care and follows a 3-day confinement for acute care.

  - Palliative care is treatment for the relief of pain in the final stages of a terminal condition.

Semi-private room and board in an out-of-province hospital is covered when the treatment received is acute, convalescent or palliative care. For out-of-province accommodation, any difference between the hospital's standard ward rate and the government authorized allowance in your home province is also covered.

The plan also covers the hospital facility fee related to dental surgery and any out-of-province hospital out-patient charges not covered by the government health plan in your home province.

Residences established primarily for senior citizens or which provide personal rather than medical care are not covered.

- Home nursing services of a registered nurse, a registered practical nurse if you are a resident of Ontario or a licensed practical nurse if you are a resident of any other province, when services are provided in Canada. No benefits are paid for services provided by a member of your family or for services which do not require the specific skills of a registered or practical nurse

  You should apply for a pre-care assessment before home nursing begins

- Drugs and drug supplies described below when prescribed by a person entitled by law to prescribe them, dispensed by a person entitled by law to dispense them, and provided in Canada. Benefits for drugs and drug supplies provided outside Canada are payable only as provided under the out-of-country emergency care provision.

  - Drugs which require a written prescription according to the Food and Drugs Act, Canada or provincial legislation in effect where the drug is dispensed, including contraceptive drugs and products containing a contraceptive drug

  - Injectable drugs including vitamins, insulins and allergy extracts. Syringes for self-administered injections are also covered

  - Disposable needles for use with non-disposable insulin injection devices, lancets and test strips

- Extemporaneous preparations or compounds if one of the ingredients is a covered drug

- Certain other drugs that do not require a prescription by law may be covered. If you have any questions, contact your plan administrator before incurring the expense.

Covered drugs and drug supplies are categorized as either base plan drugs or supplementary plan drugs for benefit payment purposes.

The base drug plan consists of:

- those drugs listed in the National Formulary or Special Authorization (SA) drug list established by the pharmacy benefits manager in effect on the date of purchase,

- diabetic supplies, and

- vaccines and toxoids.

The supplementary drug plan consists of all covered drugs and drug supplies not included in the base drug plan.

Unless the prescriber has prescribed a drug by its brand name and has specified in writing that the product is not to be interchanged, the plan will cover only the cost of the lowest priced equivalent generic drug.

For drugs eligible under a provincial drug plan, coverage is limited to the deductible amount and coinsurance you are required to pay under that plan.

- Rental or, at Great-West Life's discretion, purchase of certain medical supplies, appliances and prosthetic devices prescribed by a physician

- Custom-made foot orthotics and custom-fitted orthopedic shoes, including modifications to orthopedic footwear, when prescribed by a physician

Hearing aids, including batteries, tubing and ear molds provided at the time of purchase, when prescribed by a physician

- Diabetic supplies prescribed by a physician: Novolin-pens or similar insulin injection devices using a needle, blood-letting devices including platforms but not lancets. Lancets are covered under prescription drugs
- Blood-glucose monitoring machines prescribed by a physician
- Diagnostic x-rays and lab tests, when coverage is not available under your provincial government plan
- Treatment of injury to sound natural teeth. Treatment must start within 60 days after the accident unless delayed by a medical condition

  A sound tooth is any tooth that did not require restorative treatment immediately before the accident. A natural tooth is any tooth that has not been artificially replaced

  No benefits are paid for:

  - accidental damage to dentures
  - dental treatment completed more than 12 months after the accident
  - orthodontic diagnostic services or treatment
- Out-of-hospital services of a qualified acupuncturist
- Out-of-hospital services of a qualified audiologist
- Out-of-hospital treatment of muscle and bone disorders, including diagnostic x-rays, by a licensed chiropractor
- Out-of-hospital treatment of nutritional disorders by a registered dietician

- Out-of-hospital services of a qualified massage therapist
- Out-of-hospital services of a licensed naturopath
- Out-of-hospital services of a licensed osteopath, including diagnostic x-rays
- Out-of-hospital treatment of movement disorders by a licensed physiotherapist
- Out-of-hospital treatment of foot disorders, including diagnostic x-rays, by a licensed podiatrist
- Out-of-hospital treatment by a registered psychologist or qualified social worker
- Out-of-hospital treatment of speech impairments by a qualified speech therapist

Visioncare

- Eye examinations, including refractions, when they are performed by a licensed ophthalmologist or optometrist, and coverage is not available under your provincial government plan
- Glasses and contact lenses required to correct vision when provided by a licensed ophthalmologist, optometrist or optician
- Laser eye surgery required to correct vision when performed by a licensed ophthalmologist

For information on available discounts on eyewear and vision care services, refer to the Preferred Vision Services section of this booklet following the Healthcare benefit.

Medical Travel In Canada

The plan will pay for the following expenses if you are referred away from home by your physician for treatment by another physician within your own province or elsewhere in Canada and the round trip distance is 1,000 kilometres or more.

- Travelling expenses for the person requiring the treatment and one companion if recommended by the attending physician. Benefits are limited to either round trip economy class travel or automobile fuel expenses. Taxicab, car rental charges and automobile repair charges are not covered.

- Lodging expenses for the person requiring the treatment and one companion. Benefits are limited to moderate quality accommodation for the area in which the expense is incurred. Telephone and meal expenses are not covered.

Transportation and lodging expenses associated with in-Canada medical travel are limited to $750 every 24 months.

Global Medical Assistance Program

This program provides medical assistance through a worldwide communications network which operates 24 hours a day. The network locates medical services and obtains Great-West Life's approval of covered services, when required as a result of a medical emergency arising while you or your dependent is travelling for vacation, business or education. Coverage for travel within Canada is limited to emergencies arising more than 500 kilometres from home. You must be covered by the government health plan in your home province to be eligible for global medical assistance benefits. The following services are covered, subject to Great-West Life's prior approval:

- On-site hospital payment when required for admission, to a maximum of $1,000

- If suitable local care is not available, medical evacuation to the nearest suitable hospital while travelling in Canada. If travel is outside Canada, transportation will be provided to a hospital in Canada or to the nearest hospital outside Canada equipped to provide treatment

  When services are covered under this provision, they are not covered under other provisions described in this booklet

- Transportation and lodging for one family member joining a patient hospitalized for more than 7 days while travelling alone. Benefits will be paid for moderate quality lodgings up to $1,500 and for a round trip economy class ticket

- If you or a dependent is hospitalized while travelling with a companion, extra costs for moderate quality lodgings for the companion when the return trip is delayed due to your or your dependent's medical condition, to a maximum of $1,500

- The cost of comparable return transportation home for you or a dependent and one travelling companion if prearranged, prepaid return transportation is missed because you or your dependent is hospitalized. Coverage is provided only when the return fare is not refundable. A rental vehicle is not considered prearranged, prepaid return transportation

- In case of death, preparation and transportation of the deceased home

- Return transportation home for minor children travelling with you or a dependent who are left unaccompanied because of your or your dependent's hospitalization or death. Return or round trip transportation for an escort for the children is also covered when considered necessary

- Costs of returning your or your dependent's vehicle home or to the nearest rental agency when illness or injury prevents you or your dependent from driving, to a maximum of $1,000. Benefits will not be paid for vehicle return if transportation reimbursement benefits are paid for the cost of comparable return transportation home

Benefits payable for moderate quality accommodation include telephone expenses as well as taxicab and car rental charges. Meal expenses are not covered.

Out-Of-Country Emergency Care

The plan covers medical expenses incurred as a result of a medical emergency arising while you or your dependent is outside Canada for vacation, business or education purposes. To qualify for benefits, you must be covered by the government health plan in your home province.

A medical emergency is a sudden, unexpected injury or an acute episode of disease.

- The following services and supplies are covered when related to the initial medical treatment:

  - treatment by a physician
  - diagnostic x-ray and laboratory services
  - hospital accommodation in a standard or semi-private ward or intensive care unit, if the confinement begins while you or your dependent is covered
  - medical supplies provided during a covered hospital confinement
  - paramedical services provided during a covered hospital confinement
  - hospital out-patient services and supplies
  - medical supplies provided out-of-hospital if they would have been covered in Canada
  - drugs
  - out-of-hospital services of a professional nurse
  - ambulance services by a licensed ambulance company to the nearest centre where essential treatment is available
  - dental accident treatment if it would have been covered in Canada

  If your medical condition permits you to return to Canada, benefits will be limited to the amount payable under this plan for continued treatment outside Canada or the amount payable under this plan for comparable treatment in Canada, plus return transportation, whichever is less.

Other Services and Supplies

Great-West Life can, on such terms as it determines, cover services or supplies under this plan where the service or supply represents reasonable treatment.

Limitations

Great-West Life can decline a claim for services or supplies that were purchased from a provider that is not approved by Great-West Life.

Great-West Life can limit the covered expense for a service or supply to that of a lower cost alternative service or supply that represents reasonable treatment.

Except to the extent otherwise required by law, no benefits are paid for:

- Expenses private insurers are not permitted to cover by law
- Services or supplies for which a charge is made only because you have insurance coverage
- The portion of the expense for services or supplies that is payable by the government health plan in your home province, whether or not you are actually covered under the government health plan
- Any portion of services or supplies which you are entitled to receive, or for which you are entitled to a benefit or reimbursement, by law or under a plan that is legislated, funded, or administered in whole or in part by a government ("government plan"), without regard to whether coverage would have otherwise been available under this plan

  In this limitation, government plan does not include a group plan for government employees
- Services or supplies that do not represent reasonable treatment

- Services or supplies associated with:
  - treatment performed only for cosmetic purposes
  - recreation or sports rather than with other daily living activities
  - the diagnosis or treatment of infertility
  - contraception, other than contraceptive drugs and products containing a contraceptive drug
- Services or supplies associated with a covered service or supply, unless specifically listed as a covered service or supply or determined by Great-West Life to be a covered service or supply
- Extra medical supplies that are spares or alternates
- Services or supplies received outside Canada except as listed under Out-of-Country Emergency Care and Global Medical Assistance
- Services or supplies received out-of-province in Canada unless you are covered by the government health plan in your home province and Great-West Life would have paid benefits for the same services or supplies if they had been received in your home province

  This limitation does not apply to Global Medical Assistance
- Expenses arising from war, insurrection, or voluntary participation in a riot
- Chronic care
- Podiatric treatments for which a portion of the cost is payable under the Ontario Health Insurance Plan (OHIP). Benefits for these services are payable only after the maximum annual OHIP benefit has been paid
- Visioncare services and supplies required by an employer as a condition of employment

In addition under the prescription drug coverage, no benefits are paid for:

- Atomizers, appliances, prosthetic devices, colostomy supplies, first aid supplies, diagnostic supplies or testing equipment
- Non-disposable insulin delivery devices or spring loaded devices used to hold blood letting devices
- Delivery or extension devices for inhaled medications
- Oral vitamins, minerals, dietary supplements, homeopathic preparations, infant formulas or injectable total parenteral nutrition solutions
- Diaphragms, condoms, contraceptive jellies, foams, sponges, suppositories, contraceptive implants or appliances
- Smoking cessation products
- Fertility drugs
- Any drug that does not have a drug identification number as defined by the Food and Drugs Act, Canada
- Any single purchase of drugs which would not reasonably be used within 34 days. In the case of certain maintenance drugs, a 100-day supply will be covered
- Drugs administered during treatment in an emergency room of a hospital, or as an in-patient in a hospital
- Non-injectable allergy extracts
- Drugs that are considered cosmetic, such as topical minoxidil or sunscreens, whether or not prescribed for a medical reason
- Drugs used to treat erectile dysfunction

Prior Authorization

In order to determine whether coverage is provided for certain services or supplies, Great-West Life maintains a limited list of services and supplies that require prior authorization.

These services and supplies, including a listing of the prior authorization drugs, can be found on the Great-West Life website as follows: http://greatwestlife.com/001/Client_Services/Group_Plan_Members/Forms/Prior_Authorizations_Forms/index.htm

Prior authorization is intended to help ensure that a service or supply represents a reasonable treatment.

If the use of a lower cost alternative service or supply represents reasonable treatment, Great-West Life may require you or your dependent to provide medical evidence why the lower cost alternative service or supply cannot be used before coverage may be provided for the service or supply.

Health Case Management

If you or one of your dependents apply for prior authorization of certain supplies or services, Great-West Life may contact you to participate in health case management. Health case management is a program recommended or approved by Great-West Life that may include but is not limited to:

- consultation with you or your dependent and the attending physician to gain understanding of the treatment plan recommended by the attending physician;
- comparison with the attending physician, of the recommended treatment plan with alternatives, if any, that represent reasonable treatment;
- identification to the attending physician of opportunities for education and support; and
- monitoring your or your dependent's adherence to the treatment plan recommended by the attending physician.

In determining whether to implement health case management, Great-West Life may assess such factors as the service or supply, the medical condition, and the existence of generally accepted medical guidelines for objectively measuring medical effectiveness of the treatment plan recommended by the attending physician.

Health Case Management Limitation

Great-West Life can, on such terms as it determines, limit the payment of benefits for a service or supply where:

- Great-West Life has implemented health case management and you or your dependent do not participate or cooperate; or
- you or your dependent have not adhered to the treatment plan recommended by the attending physician with respect to the use of the service or supply.

Health Case Management Expense Benefit

Expenses associated with health case management may be paid for by Great-West Life at its discretion. Expenses claimed under this provision must be pre-authorized by Great-West Life.

Designated Provider Limitation

For a service or supply to which prior authorization applies or where Great-West Life has recommended or approved health case management, Great-West Life can require that a service or supply be purchased from or administered by a provider designated by Great-West Life, and:

- limit the covered expense for a service or supply that was not purchased from or administered by a provider designated by Great-West Life to the cost of the service or supply had it been purchased from or administered by the provider designated by Great-West Life; or
- decline a claim for a service or supply that was not purchased from or administered by a provider designated by Great-West Life.

Patient Assistance Program

A patient assistance program may provide financial, educational or other assistance to you or your dependents with respect to certain services or supplies.

If you or your dependents are eligible for a patient assistance program, Great-West Life can require you or your dependent to apply to and participate in such a program. Where financial assistance is available from a patient assistance program in which Great-West Life requires participation in, Great-West Life can reduce the amount of a covered expense for a service or supply by the amount of financial assistance you or your dependent is entitled to receive for that service or supply.

How to Make a Claim

- **Out-of-country claims (other than those for Global Medical Assistance expenses)** should be submitted to Great-West Life as soon as possible after the expense is incurred. It is very important that you send your claims to the Great-West Life Out-of-Country Claims Department immediately as your Provincial or Territorial Medical Plan has very strict time limitations.

  Access GroupNet for Plan Members to obtain a personalized claim form or obtain form M5432 (Statement of Claim Out-of-Country Expenses form) from your employer. You must also obtain the Government Assignment form, and residents of British Columbia, Quebec and Newfoundland & Labrador must also obtain the Special Government Claim form. The Great-West Life Out-of-Country Claims Department will forward the appropriate government forms to your attention when required.

  You should complete all applicable forms, making sure all required information is included. Attach all original receipts and forward the claim to the Great-West Life Out-of-Country Claims Department. Be sure to keep a copy for your own records. The plan will pay all eligible claims including your Provincial or Territorial Medical Plan portion. Your Provincial or Territorial Medical Plan will then reimburse the plan for the government's share of the expenses.

Out-of-country claims must be submitted within a certain time period that varies by province or territory. For the claims submission period applicable in your province or territory or for any other questions or for assistance in completing any of the forms, please contact Great-West Life's Out-of-Country Claims Department at 1-800-957-9777.

- **Claims for expenses incurred in Canada, for paramedical services and visioncare**, may be submitted online. To use this online service you will need to be registered for GroupNet for Plan Members and signed up for direct deposit of claim payments with eDetails. For online claim submissions, your Explanation of Benefits will only be available online.

  Online claims must be submitted to Great-West Life as soon as possible, but no later than 6 months after you incur the expense.

  You must retain your receipt for 12 months from the date you submit your claim to Great-West Life as a record of the transaction, and you must submit it to Great-West Life on request.

- **For all other Healthcare claims**, access GroupNet for Plan Members to obtain a personalized claim form or obtain form M635D from your employer. Complete this form making sure it shows all required information.

  Attach your receipts to the claim form and return it to the Great-West Life Benefit Payment Office as soon as possible, but no later than 15 months after you incur the expense.

- **For drug claims**, your employer will provide you with a prescription drug identification card. Present your card to the pharmacist with your prescription.

  Before your prescription is filled, an Assure Claims check will be done. Assure Claims is a series of seven checks that are electronically done on your drug claim history for increased safety and compliance monitoring. This has been designed to improve the health and quality of life for you and your dependents. Checks done include drug interaction, therapeutic duplication and duration of therapy, allowing the pharmacist to react prior to the drug being dispensed. Depending on the outcome of the checks, the pharmacist may refuse to dispense the prescribed drug.

  When your coverage ends, return your direct pay drug identification card to your employer.

PREFERRED VISION SERVICES (PVS)

Preferred Vision Services (PVS) is a service provided by Great-West Life to its customers through PVS which is a preferred provider network company.

PVS entitles you to a discount on a wide selection of quality eyewear and lens extras (scratch guarding, tints, etc.) when you purchase these items from a PVS network optician or optometrist. A discount on laser eye surgery can be obtained through an organization that is part of the PVS network.

PVS also entitles you to a discount on hearing aids (batteries, tubing, ear molds, etc.) when you purchase these items from a PVS network provider.

You are eligible to receive the PVS discount through the network whether or not you are enrolled for the healthcare coverage described in this booklet. You can use the PVS network as often as you wish for yourself and your dependents.

Using PVS:

- Call the **PVS Information Hotline** at **1-800-668-6444** or visit the **PVS Web site** at **www.pvs.ca** for information about PVS locations and the program
- Arrange for a fitting, an eye examination, a hearing assessment or a hearing test, if needed
- Present your group benefit plan identification card, to identify your preferred status as a PVS member through Great-West Life, at the time the eyewear or the hearing aid is purchased, or at the initial consultation for laser eye surgery
- Pay the reduced PVS price. If you have vision care coverage or hearing aids coverage for the product or service, obtain a receipt and submit it with a claim form to your insurance carrier in the usual manner.

DENTALCARE

A deductible may be applied before you are reimbursed. All expenses will be reimbursed at the level shown in the **Benefit Summary**. Benefits may be subject to plan maximums and frequency limits. Check the **Benefit Summary** for this information.

The plan covers customary charges to the extent they do not exceed the dental fee guide level shown in the **Benefit Summary**. Denturist fee guides are applicable when services are provided by a denturist. Dental hygienist fee guides are applicable when services are provided by a dental hygienist practising independently.

All covered services and supplies must represent reasonable treatment. Treatment is considered reasonable if it is recognized by the Canadian Dental Association, it is proven to be effective, and it is of a form, frequency, and duration essential to the management of the person's dental health. To be considered reasonable, treatment must also be performed by a dentist or under a dentist's supervision, performed by a dental hygienist entitled by law to practise independently, or performed by a denturist.

Your dentalcare coverage terminates when you reach age 75, or when you retire, whichever is earlier.

Treatment Plan

- Before incurring any large dental expenses, ask your dental service provider to complete a treatment plan and submit it to Great-West Life. Great-West Life will calculate the benefits payable for the proposed treatment, so you will know in advance the approximate portion of the cost you will have to pay.

Basic Coverage

The following expenses will be covered:

- Diagnostic services including:
  - one complete oral examination every 36 months
  - limited oral examinations twice every 12 months, except that only one limited oral examination is covered in any 12-month period that a complete oral examination is also performed
  - limited periodontal examinations twice every 12 months
  - complete series of x-rays every 36 months
  - intra-oral x-rays to a maximum of 15 films every 36 months and a panoramic x-ray every 36 months. Services provided in the same 12 months as a complete series are not covered
- Preventive services including:
  - polishing and topical application of fluoride each twice every 12 months
  - scaling, limited to a maximum combined with periodontal root planing of 8 time units each calendar year

    A time unit is considered to be a 15-minute interval or any portion of a 15-minute interval
  - oral hygiene instruction once in a person's lifetime
  - pit and fissure sealants on bicuspids and permanent molars every 60 months
  - space maintainers including appliances for the control of harmful habits
  - finishing restorations

- interproximal disking
- recontouring of teeth

- Minor restorative services including:
  - caries, trauma, and pain control
  - amalgam and tooth-coloured fillings. Replacement fillings are covered only if the existing filling is at least 2 years old or the existing filling was not covered under this plan
  - retentive pins and prefabricated posts for fillings
  - prefabricated crowns for primary teeth
- Endodontics. Root canal therapy for permanent teeth will be limited to one course of treatment per tooth. Repeat treatment is covered only if the original treatment fails after the first 18 months
- Periodontal services including:
  - root planing, limited to a maximum combined with preventive scaling of 8 time units each calendar year
  - occlusal adjustment and equilibration, limited to a combined maximum of 4 time units every 12 months

    A time unit is considered to be a 15-minute interval or any portion of a 15-minute interval
- Denture maintenance, including:
  - denture relines for dentures at least 6 months old, once every 36 months
  - denture rebases for dentures at least 2 years old, once every 36 months
  - resilient liner in relined or rebased dentures after the 3-month post-insertion care period has elapsed, once every 36 months

- denture repairs and additions and resetting of denture teeth after the 3-month post-insertion care period has elapsed
- denture adjustments after the 3-month post-insertion care period has elapsed, once every 12 months

- Oral surgery
- Adjunctive services

Limitations

No benefits are paid for:

- Duplicate x-rays, custom fluoride appliances, audio-visual oral hygiene instruction and nutritional counselling
- The following endodontic services - root canal therapy for primary teeth, isolation of teeth, enlargement of pulp chambers and endosseous intra coronal implants
- The following periodontal services - desensitization, topical application of antimicrobial agents, subgingival periodontal irrigation, charges for post surgical treatment and periodontal re-evaluations
- The following oral surgery services - implantology, surgical movement of teeth, services performed to remodel or recontour oral tissues (other than minor alveoloplasty, gingivoplasty and stomatoplasty) and alveoloplasty or gingivoplasty performed in conjunction with extractions
- Hypnosis or acupuncture
- Crowns (other than prefabricated crowns), bridgework, dentures or repairs to bridgework
- Orthodontic treatment

- Services or supplies covered under Healthcare. If the amount payable would be greater under this Dentalcare benefit, then benefits will be paid under Dentalcare and not Healthcare
- Expenses private plans are not permitted to cover by law
- Services and supplies you are entitled to without charge by law or for which a charge is made only because you have insurance coverage
- Services or supplies that do not represent reasonable treatment
- Treatment performed for cosmetic purposes only
- Congenital defects or developmental malformations in people 19 years of age or over
- Temporomandibular joint disorders, vertical dimension correction or myofacial pain
- Expenses arising from war, insurrection, or voluntary participation in a riot

How to Make a Claim

- **Claims for expenses incurred in Canada** may be submitted online. Access GroupNet for Plan Members to obtain a personalized claim form or obtain form M445D from your employer and have your dental service provider complete the form. The completed claim form will contain the information necessary to enter the claim online. To use the online service you will need to be registered for GroupNet for Plan Members and signed up for direct deposit of claim payments with eDetails. For online claim submissions, your Explanation of Benefits will only be available online.

  Online claims must be submitted to Great-West Life as soon as possible, but no later than 6 months after the dental treatment.

  You must retain your receipt for 12 months from the date you submit your claim to Great-West Life as a record of the transaction, and you must submit it to Great-West Life on request.

- **For all other Dentalcare claims**, access GroupNet for Plan Members to obtain a personalized claim form or obtain form M445D from your employer. Have your dental service provider complete the form and return it to the Great-West Life Benefit Payment Office as soon as possible, but no later than 15 months after the dental treatment.

COORDINATION OF BENEFITS

- Benefits for you or a dependent will be directly reduced by any amount payable under a government plan. If you or a dependent are entitled to benefits for the same expenses under another group plan or as both an employee and dependent under this plan or as a dependent of both parents under this plan, benefits will be co-ordinated so that the total benefits from all plans will not exceed expenses.

- You and your spouse should first submit your own claims through your own group plan. Claims for dependent children should be submitted to the plan of the parent who has the earlier birth date in the calendar year (the year of birth is not considered). If you are separated or divorced, the plan which will pay benefits for your children will be determined in the following order:

  1. the plan of the parent with custody of the child;
  2. the plan of the spouse of the parent with custody of the child;
  3. the plan of the parent without custody of the child;
  4. the plan of the spouse of the parent without custody of the child

  You may submit a claim to the plan of the other spouse for any amount which is not paid by the first plan.

DIAGNOSTIC AND TREATMENT SUPPORT SERVICES (BEST DOCTORS® SERVICE)

This service is designed to allow access to the expertise of specialists, resources, information and clinical guidance.

You, your dependents and your and your dependent's physician can access this service if the physician has made a diagnosis of a serious physical illness or condition for which there is objective evidence, or if the covered person or his or her physician suspects that the person has this illness or condition. This service is made up of a unique step-by-step process that may help address questions or concerns about a serious physical illness or condition. This may include confirming the diagnosis and suggesting the most effective treatment plan by drawing on a global database of up to 50,000 peer-ranked specialists.

How it works

- Access diagnostic and treatment support services by calling 1-877-419-BEST (2378) toll-free.
- The person accessing the service will be connected with a member advocate who will be dedicated to his or her case and will provide support through the process. The member advocate will take the necessary medical history and answer the person's questions. Any information provided is not shared with either your employer or the administrator of your health plan.
- Based on the information provided, the member advocate determines the optimal level of service required.
- The member advocate may provide information, resources, guidance and advice individually tailored to meet the covered person's health needs, and can help identify individual community supports and resources available.

- If it is appropriate, the member advocate may arrange for an in-depth review of the covered person's medical file to assist in confirming the diagnosis and help develop a treatment plan. This review may include collecting, deconstructing and reconstructing medical records, pathology retesting and analyzing test results. A written report outlining the conclusions and recommendations of the specialists will be forwarded to the person accessing the service. Generally, this process takes 6 to 8 weeks. Timeframes may vary depending on the complexity of the case and amount of medical records to collect.

- If the covered person decides to seek treatment by a different physician, the member advocate can help identify a specialist qualified to meet his or her specific medical needs. Expenses incurred for travel and treatment are not covered by this service.

- If the covered person decides to seek treatment outside Canada, the member advocate can arrange referrals and can help book accommodations. The member advocate can also assist in accessing hospital and physician discounts, arrange for the forwarding of medical information and monitor the treatment process. Expenses incurred for travel and treatment are not covered by this service.

- The member advocate may identify a Best Doctors specialist suited to answer basic questions about health concerns and treatment options. Answers will be provided in a written report sent by email to the person accessing the service.

These services are not insured services. Great-West Life is not responsible for the provision of the services, their results, or any treatment received or requested in connection with the services.

THE Great-West Life ASSURANCE COMPANY

APPLICATION FOR GROUP COVERAGE

For GWL H[840] Use Only

GWL Certificate Number

Please print clearly and complete both sides of this form, in INK. Section 1 is to be completed by the plan administrator and sections 2 through 7 are to be completed by the plan member.

1. Plan Sponsor Section

This section is to be completed by the plan administrator.

Angela Haase

Plan number: 168521 Division number: 1 Benefit class: 1

Plan sponsor: Blyth Educational

Plan member ID: _____ Cost centre (if applicable): _____

Eligible date of employment: Month: _____ Day _____ Year _____

Effective date of coverage: Month: _____ Day _____ Year _____

Occupation: _____ Earnings: $_____ per _____ (year/month/week)

Plan member province of residence: _____ Plan member province of employment: _____

2. Plan Member Information

This section is to be completed by the plan member.

Please print clearly, in INK.

Plan member name (print): _____
last name first name middle initial

Gender: (Male/Female) _____ Date of birth: (m/d/y) _____

Plan member mailing address:

Street address: _____

City: _____ Province: _____ Postal code: _____

Do you have a spouse (married, common-law or civil union spouse)? (yes/no) _____

Do you have dependant children, including full time students or disabled adults? (yes/no) _____

How many dependants in total, including spouse? _____

3. Refusal of Benefits

This section is to be completed by the plan member.

Note: Health and/or dental coverage can only be refused if you and/or your dependants are covered by duplicate group benefits through your spouse's employer

I understand the plan of group benefits offered to me, but **I decline** to participate in:

Healthcare for ☐ myself and my dependants ☐ my dependants only

Dentalcare for ☐ myself and my dependants ☐ my dependants only

Spousal insurer's name: _____ Plan number: _____

If you lose spousal coverage you must apply for coverage within 31 days of loss of such coverage. If you do not apply within 31 days you and your dependants may be required to provide proof of insurability acceptable to Great-West Life to be covered. If you are approved, coverage for dental benefits may be limited.

Please see your plan administrator for details.

4. Beneficiary Designation

This section is to be completed by the plan member.

This section must be completed to designate a beneficiary for your life benefits, if applicable.

The original of this form will be required for a life claim.

Crossed out beneficiary designations must be initialed.

Please print clearly, in INK.

Beneficiary Designation

Beneficiary's name(s)			Percent allocated	Relationship to plan member
last name	first name	middle initial		
last name	first name	middle initial		
last name	first name	middle initial		

To be divided as follows: ☐ As per the percentages indicated above, or
☐ In equal shares to the survivor(s)

You may change this beneficiary designation at any time upon notice to Great-West Life. If you wish to make the beneficiary designation irrevocable (meaning you may not change the designation or make certain changes to your coverage under the plan without the written consent of the beneficiary) please complete form #M6348 BIL.

Note: Where Québec law applies and you have designated your married spouse or civil union spouse as beneficiary, the designation will be irrevocable unless you check the circle marked "Revocable", below.

I hereby make the above beneficiary designation:

☐ **Revocable,** I may change this beneficiary designation at any time

If designating a beneficiary who is a minor or who lacks legal capacity you may wish to appoint a trustee/administrator by completing form #M6242 BIL. This appointment may not be suitable for all purposes.

If you are designating a trustee/administrator, we recommend you consult with a legal advisor, and with any proposed trustee/administrator.

CONTINUE ON REVERSE SIDE

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To be completed by the plan administrator

Plan number: _____ Plan member name: _____ Plan member ID: _____

5. Dependant Information

This section is to be completed by the plan member.

Complete this section if the plan includes health and/or dental coverage and you have not refused such coverage for your dependants in section 3.

If there are more than four dependants, please attach a separate list. Please print clearly, in INK.

Spouse Information

last name | first name | middle initial

Date of birth (month/day/year)

Gender (Male / Female)

What group benefits coverage does your spouse have through his/her employer?

	Single	Family	Waived	None
HEALTHCARE	☐	☐	☐	☐
DENTALCARE	☐	☐	☐	☐
VISIONCARE	☐	☐	☐	☐

Where applicable, benefit payments will be coordinated between this plan and your spouse's plan.

Dependant Information

last name	first name	middle initial	Date of birth month / day / year	Gender (Male/Female)	Full time student Yes	Disabled dependant Yes
					☐	☐
					☐	☐
					☐	☐
					☐	☐

6. Privacy

This section explains Great-West's commitment to privacy.

Protecting Your Personal Information

At **The Great-West Life Assurance Company (Great-West),** we recognize and respect the importance of privacy. When you apply for coverage, we establish a confidential file that is kept in the offices of Great-West Life or the offices of an organization authorized by Great-West Life. We limit access to personal information in your file to Great-West Life staff or persons authorized by Great-West Life who require it to perform their duties, to persons to whom you have granted access, and to persons authorized by law. We use the personal information to determine your eligibility for coverage and to administer the group benefits plan.

7. Authorizations and Declarations

This section must be signed and dated in INK by the plan member.

Authorizations and Declarations

I hereby apply for coverage under the group benefits plan issued by Great-West Life.

I authorize:

- My plan sponsor to deduct from my pay and remit to Great-West Life the plan member contributions required under the plan, if applicable;
- Great-West Life to use my social insurance number for tax reporting purposes and as an identification number where it is required in the administration of the plan;
- Great-West Life, any healthcare provider, my plan administrator, other insurance or reinsurance companies, administrators of government benefits or other benefits programs, other organizations, or service providers working with Great-West Life to exchange personal information, when necessary to determine my eligibility for coverage and to administer the plan.

If applying for coverage for my spouse and/or dependants, I confirm that I am authorized to act on their behalf.

I agree that a photocopy or electronic copy of this Authorizations and Declarations section is as valid as the original.

I certify that the information given is true, correct and complete to the best of my knowledge.

For Québec applicants: I request that this form be in English.
Je demande que ce formulaire me soit remis en anglais.

Plan member signature: _____ **Date:** _____

Remember to print and sign.
Return signed copy to angelahaase@blytheducation.com.

Blyth
ACADEMY

BLYTH ACADEMY POLICIES

Blyth ACADEMY

Asthma Friendly Schools

Bill 20: Ryan's Law-Ensuring Asthma Friendly Schools-2015

In reference to Bill 135, otherwise known as Ryan's Law (Ensuring Asthma Friendly Schools), 2015, schools are required to establish and maintain an asthma policy, which must include, among other things, strategies to reduce risk of exposure to asthma triggers, a communication plan for the dissemination of information on asthma, regular training on recognizing and managing asthma, a requirement that every school principal develop an individual plan for each pupil who has asthma and a requirement that every school principal maintain a file for each pupil with asthma.

Asthma triggers may include poor air quality, mold, dust, pollen, viral infections, animals, smoke and cold air. Symptoms of asthma are variable and can include coughing, wheezing, difficulty breathing, shortness of breath and chest tightness. The symptoms can range from mild to severe and sometimes could be life threatening.

Blyth Academy will:

- ensure that all students have easy access to their prescribed reliever inhaler(s) medications;
- identify asthma triggers in classrooms, common school areas and in planning field trips and implement strategies to reduce the risk of exposure;
- establish a communication plan to share information on asthma to parents/guardians, students, school staff and include any other person who has direct contact with a student with asthma;
- provide asthma education and regular training opportunities on recognizing and preventing asthma triggers, recognizing when symptoms are worsening and managing asthma exacerbations for all school staff and others who are in direct contact with students on a regular basis;
- require that every school principal establish a process to identify students with asthma at time of registration or following diagnosis and gather necessary asthma related information from the parents/guardians and student;
- require that every school principal maintain a file for each student diagnosed with asthma. The file may contain personal medical information, treatment plans and/or other pertinent information about the student, if that information is obtained with the consent of the student or the parent/guardian, in accordance with applicable legislation, including relevant privacy legislation. This file shall also include current emergency contact information;
- require that every school principal inform school personnel and others who are in direct contact on a regular basis with a student with asthma about the contents of the student's asthma management plan;
- review asthma policy as part of its regular policy review cycle.

Under this law, parents/guardians and students are required to supply information on this life-threatening condition. For us to meet this requirement of the Act, please complete the information below.

Blyth ACADEMY

Asthma Friendly Schools

Bill 20: Ryan's Law-Ensuring Asthma Friendly Schools-2015

Name of Teacher/Staff Member: _____

a) Do you suffer from Asthma? ☐ Yes ☐ No

b) If your answer to the above question is YES, please list the triggers that may cause you to have an attack:

-
-
-
-

c) Has a medical professional advised that you require a reliever inhaler or stand-by medication? ☐Yes☐No

d) Will you be travelling with these? ☐Yes☐No

e) Will you be providing a backup reliever inhaler or stand-by medication to the school? ☐Yes☐No

f) May the campus administrative staff contact you to discuss your Asthma Management Plan? ☐Yes☐No

Name of Teacher/Staff Member: _____

Signature of Teacher/Staff Member: _____

Date: _____

Blyth ACADEMY

Sabrina's Law

Bill 3, January 1, 2006
OS 2011: Healthy Schools, 1.1.3

In reference to Bill 3, otherwise known as Sabrina's Law 2005, new Provincial legislation was enacted January 1st, 2006 to protect students in school settings.

'Anaphylactic shock' is a severe allergic reaction, which may be fatal, and it occurs when an allergic individual is exposed to a particular material such as peanut products, nuts, eggs, fish or is stung by an insect such as a bee, hornet or wasp.

Contents of the anaphylaxis policy for Blyth Academy include the following:

1. Strategies that reduce the risk of exposure to anaphylactic causative agents in classrooms and common school areas.

2. A communication plan for the dissemination of information on life-threatening allergies to parents, pupils and school staff.

3. Regular training on dealing with life-threatening allergies for all school staff and others who are in direct contact with pupils on a regular basis.

4. A requirement that every school principal develop an individual plan for each pupil who has a severe anaphylactic allergy.

5. A requirement that every school principal ensure that, upon registration, parents, guardians and pupils shall be asked to supply information on life-threatening allergies.

6. A requirement that every school principal create and maintain an individual student plan for each anaphylactic pupil of current treatment and other information, including a copy of any prescriptions and instructions from the pupil's physician or nurse and a current emergency contact list.

Contents of individual student plans:

An individual plan for a pupil with an anaphylactic allergy will be consistent with Blyth Academy's policy and will include:

1. Details informing staff and others who are in direct contact with the pupil on a regular basis of the type of allergy, monitoring and avoidance strategies and appropriate treatment.

2. A readily accessible emergency procedure for the pupil, including emergency contact information.

3. Storage for epinephrine auto-injectors, where necessary.

Administration of medication

Staff may be preauthorized to administer medication or supervise a pupil while he or she takes medication in response to an anaphylactic reaction, if the school has up-to-date treatment information and the consent of the parent, guardian or pupil, as applicable.

Obligation to keep school informed

It is the obligation of the pupil's parent or guardian and the pupil to ensure that the information in the pupil's file is kept up-to-date with the medication that the pupil is taking and any changes to their condition.

Emergency administration of medication

If staff has reason to believe that a pupil is experiencing an anaphylactic reaction, the staff member may administer an epinephrine auto-injector or other medication prescribed to the pupil for the treatment of an anaphylactic reaction, even if there is no preauthorization to do so under subsection (1) of the Act.

Blyth ACADEMY

Sabrina's Law

Bill 3, January 1, 2006
OS 2011: Healthy Schools, 1.1.3

Immunity

No action for damages shall be instituted respecting any act done in good faith or for any neglect or default in good faith in response to an anaphylactic reaction in accordance with this Act, unless the damages are the result of an employee's gross negligence

Under this new law, parents/guardians and students are required to supply information on life-threatening allergies. For us to meet this requirement of the Act, please complete the information below.

Blyth ACADEMY

Sabrina's Law

Bill 3, January 1, 2006
OS 2011: Healthy Schools, 1.1.3

Name of Teacher/Staff Member: _____

a) Does you have any life threatening allergies? ☐ Yes ☐ No

b) If your answer to the above question is YES

i. Please list the substance(s) (food, insect etc.) to which you are allergic:

_____

_____

_____

c) Has a medical doctor advised that you may require epinephrine, adrenaline, EpiPen or Twinjet for use in school? ☐ Yes ☐ No

d) Will you be travelling with these? ☐ Yes ☐ No

e) Will you be supplying the school with additional back-up medication? ☐ Yes ☐ No

i. If yes please indicate what medication you will be supplying the school with.

_____

f) Do you authorize the school staff to administer an epinephrine auto-injector or other medication prescribed to you for the treatment of an anaphylactic reaction in case of emergency?

☐ Yes ☐ No

g) May the school administrative staff contact you to discuss your **Anaphylaxis** Management Plan? ☐ Yes ☐ No

Name of Teacher/Staff Member: _____

Signature of Teacher/Staff Member: _____

Date: _____

Blyth ACADEMY

Code of Conduct Agreement

Teachers

OUR COMMITMENT

Blyth Academy is committed to providing a healthy learning and working environment by promoting respect, civility, safety, responsible citizenship and academic excellence. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment.

The Blyth Academy Code of Conduct is developed in accordance with the *Education Act*, the Provincial Code of Conduct, and all other Blyth Academy operational procedures.

PRINCIPLES

a) According to the Provincial Code of Conduct a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promote positive behaviours and interactions. Equity, inclusion and respect are critical components embedded in the learning environment. Actions that jeopardize the emotional well-being or physical safety of any person in Blyth Academy shall not be condoned.

b) The standards of behaviour outlined in this procedure shall apply to all members of the school community, including students, parents and guardians, teachers or other school staff members, volunteers and visitors:

- on school property designated by Blyth Academy;
- while travelling on a school bus that is owned by or that is under contract to Blyth Academy;
- in-school sports activities;
- in off-site school-sponsored activities; or
- in circumstances where engaging in an activity will have an impact on the school climate.

PRACTICES

Standards of Behaviour:

a) Respect, Civility, and Responsible Citizenship

Under the Provincial Code of Conduct, all members of the school community must:

- respect and comply with all applicable federal, provincial, and municipal laws in Canada and countries visited;
- 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 and promote a positive school climate that is inclusive and accepting of all pupils, including of any race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, gender identity, gender expression, age, marital status, family status or disability;
- respect the rights of others;
- show proper care and regard for school property and the property of others;

- take appropriate measures to help those in need;
- seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- respect all members of the school community, especially persons in positions of authority;
- respect the need of others to work in an environment that is conducive to learning and teaching; and
- not swear at a teacher or at another person in a position of authority.

b) Safety

Under the Provincial Code of Conduct, all members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property as designated by Blyth Academy, or to property visited and used by Blyth Academy.

ROLES AND RESPONSIBILITIES

a) Teachers and Support Staff Members

Under the leadership of the Principal, teachers and support staff members maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and support staff shall uphold these high standards by:

- helping students work to their full potential and develop their sense of self-worth;
- empowering students to be positive leaders in their classroom, school, and community;
- communicating regularly and meaningfully with parents;
- maintaining consistent standards of behaviour for all students;
- demonstrating respect for all students, staff, parents, volunteers, and the members of the school community;
- preparing students for the responsibilities of citizenship.

Teachers and support staff shall also assist the Principal in maintaining close cooperation with the school community and in establishing and maintaining consistent disciplinary practices in the school. In addition, teachers and support staff shall assist the Principal by reporting incidents that may lead to a suspension, by responding to all incidents and when necessary assisting the Principal in conducting investigations.

b) Students

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

Students shall also:

- 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 of teachers;
- show respect for school property;
- understand and comply with Blyth Academy Code of Conduct.

c) Parents and Guardians

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role by:

- showing an active interest in their child's school work and progress;
- showing respect for the Principal and school staff;
- communicating regularly with the school;
- ensuring that their child attends class regularly and on time;
- showing that they are familiar with the Code of Conduct and school rules;
- encouraging and assisting their child in following the rules of behaviour;
- assisting school staff in dealing with disciplinary issues involving their child.

PROGRESSIVE DISCIPLINE

When students breach the Code of Conduct, consequences will be consistent with Blyth Academy's Progressive Discipline policy. Progressive discipline is a whole-school approach that 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. Blyth Academy will utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make good choices.

Interventions (in no particular order) may include:

- Discussion with a teacher, member of the support staff, or principal
- Attendance / performance/ behaviour contracts
- Time Out
- Reflection Essay
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school/evening activities
- Peer mediation
- Individual or group counseling
- Assessment
- Detention
- Restitution for damage or stolen property
- Community service
- Restorative justice practices

Student breaches of Blyth Academy Code of Conduct on school grounds or within reasonable proximity of the school will be dealt with in accordance with the following:

SUSPENSION

The behaviours for which the Principal may consider are in school suspension or grounding of a student include:

- Uttering a threat to inflict serious bodily harm on another person;
- Possessing alcohol, illegal drugs, or prescription drugs prescribed to someone other than you;
- Being under the influence of alcohol illegal drugs, or prescription drugs prescribed to someone other than you;
- Swearing at a teacher or at another person in a position of authority;
- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;
- Bullying;
- Willful destruction of school property; vandalism causing damage to school property;
- Use of profane or improper language;
- Use of an Electronic Smoking Device;
- Theft;
- Aid/incite harmful behaviour;
- Physical assault;
- Being under the influence of illegal drugs;
- Fighting;
- Possession or misuse of any harmful substances;
- Extortion;
- Inappropriate use of electronic communications or media devices; and
- An act considered by the Principal to be a breach of Blyth Academy Code of Conduct.

EXPULSION

The behaviours for which the Principal will consider recommending to the Vice President Academics and/or the Managing Vice Principal of Blyth Academy that a student be expelled include:

- Possessing a weapon, including possessing a firearm;
- Using a weapon to cause or to threaten bodily harm to another person;
- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;
- Committing a sexual assault;
- Trafficking in weapons or in illegal drugs;
- Committing robbery;
- Supplying alcohol to a minor;
- Bullying if,
    i. the pupil has previously been suspended/or grounded for engaging in bullying, and
    ii. the pupil's continuing presence in the school creates an unacceptable risk to the safety of another person;
- Sexual harassment;
- Racial harassment;
- Hate-motivated occurrences;
- Distribution of hate material;
- Possession of explosive substance;
- Any activity motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor; and

- An act considered by the Vice President Academics, or Managing Vice Principal to be a serious breach of the Blyth Academy Code of Conduct.

Blyth ACADEMY

Code of Conduct Agreement Teachers

I acknowledge that I have received and read the Blyth Academy Code of Conduct. I understand that it is my responsibility to abide by all the rules contained in this policy and to report any incidents of abuse as set forth in this policy.

Date: _____

Teacher/Staff Member Name: _____

Teacher/Staff Member Signature: _____

Blyth ACADEMY

Policy Addressing Abuse and Neglect of Students

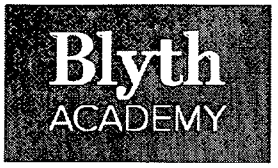
The safety and security of our students is of primary importance. This policy is created to ensure that all students are safe from harm and injury that may result from inappropriate conduct by adults. The School is committed to complying with the laws addressing abuse and neglect of minors. School employees including teachers, coaches, counselors, and nurses are considered mandated reporters under Ontario and Federal law and as such are obligated to report their concerns of child abuse and/or neglect to the authorities. Abuse and or neglect may be imposed by a parent/guardian or other adults in the child's life such as an older sibling, relative or friend of the family. Unfortunately, such abuse or neglect may be caused by an employee of the school. In all of these situations the school will act in compliance with the law as well as in a manner that is responsive to the needs of the child and others involved in the matter.

There are times when administrators have been notified of family circumstances or other factors that are confidential but should be considered when determining how and when to report to the authorities. As example, if the school is notified that one parent has very limited visiting rights and may be inclined to abduct the child should those rights be challenged the school will want to make certain that the authorities are made aware of the concern and/or prior to reporting to the authorities the student is in the hands of the other parent or safe adult. In addition, on occasion incidents exist that on their own, do not create the need to report, but when put together established a clear picture of inappropriate – or even illegal – conduct and are subject to the mandatory reporting obligations.

While the school recognizes the reporting obligations of each mandated reporter, in order to ensure that the factors that may impact the time and or manner of reporting employees suspecting abuse or neglect should first report their concerns to the Principal. The Principal in collaboration with the person raising the concern and other parties as may be appropriate shall decide the best strategy for reporting to the authorities as well as dealing with the concerns within the school. In responding to the issues of concern the school may consider limiting the adult's access to the school and the school's students and participation in school activities whether on or off campus. The school may also conduct an investigation to determine whether other actions are appropriate and or necessary. The investigation will be conducted with respect for the privacy of all parties and sensitivity to the delicate nature of such allegations.

Employees are expected to maintain appropriate and professional boundaries with students. While school culture is founded on creating close relationships with students, employees are expected to act in a manner that is appropriate both inside and outside of School. That includes when communicating through email, text, and through social media as these tools can serve to blur the boundaries between employees and students. What might start off as innocent banter may turn into inappropriate contact or have the appearance of inappropriate behavior. Employees should monitor their own behaviour and the conduct of their peers to ensure the safety of students as well as to prevent potential allegations of misconduct against the employee.

The school's first line of defense is to prevent the employment of individuals with a history of engaging in inappropriate or illegal conduct with minors. The school conducts a thorough background



screening of applicants. The school gathers information related to an applicant's criminal history as well as work history and other factors that may provide insight into their past behavior. These searches are conducted in accordance with the local and federal laws and in a manner that provides the school with the information needed to make wise and safe hiring decisions.

As a community of adults with a shared commitment to safeguarding students, the school has included in the parent student handbook a request that parents share in the school's commitment and vigilance by reporting concerns they may have to the Principal.

The steps for reporting are as follows:

1) Should a mandatory reporter observe or suspect abuse or neglect of a student either physical or emotional the individuals should quickly report the concern to the Principal or the Principal's designee in his/her absence;
2) The Principal in collaboration with the reporting adult and other individuals that may have information or be appropriate shall establish a strategy for addressing the concern which will include reporting to the authorities as well as conducting an internal investigation if appropriate;
3) The strategy shall also include the need for other steps such as limiting the adult's access to the school and its students both during and after the school day and on or off campus;
4) When reporting to the authorities the individual designated as the reporter shall make note of the date and time the call was made, the person the allegation was reported to and the general description of the allegation;
5) The written report shall be maintained in a file designated for such records.

Blyth ACADEMY

Police Vulnerable Sector Check (PVSC)

A Police Vulnerable Sector Check (PVSC) is restricted to applicants seeking employment and/or volunteering with vulnerable individuals.

Vulnerable individuals are people who, because of their age, a disability or other circumstances, whether temporary or permanent, are in a position of dependence on others or are otherwise at a greater risk than the general population of being harmed by persons in a position of authority or trust relative to them.

A PVSC is a collection of offence information, including convictions, non-convictions and other relevant police contact information available from a local police agency's records management system and other systems/records where authorized. This check will include sexual offence convictions for which the individual has received a pardon where authorized by the Minister of Public Safety and Emergency Preparedness.

The Police Vulnerable Sector Check will include the following information:

- Criminal convictions (summary and indictable) from CPIC and/or local databases.
- Outstanding entries, such as charges and warrants, judicial orders, Peace Bonds, Probation and Prohibition Orders. As per CPIC policy, information obtained from the Investigative Databank must be confirmed and authorized for release by the contributing agency.
- Absolute and conditional discharges from local database only.
- Family Court Restraining Orders.
- Charged and processed by other means such as diversion.
- Dispositions including, but not limited to, Withdrawn, Dismissed, and cases of Not Criminally Responsible by Reason of Mental Disorder.
- A review of all available police contacts including but not limited to theft, weapons, sex offences, or violent, harmful or threatening behavior which may or may not have involved a mental health incident.
- As authorized for release by the Minister of Public Safety all pardoned criminal convictions, including non sex offences, identified as a result of a VS query.

All teachers – without exception – are required to have obtained an acceptable police records check with vulnerable sector screening. This screening is required bi-annually by Blyth.

Police records checks must be:

- Dated within the past 12 months;
- Include a vulnerable sector screening;
- Be a photocopy of the original document and;
- Issued through your local police station.

Once Blyth has a copy of the PVSC on record, the Teacher may submit a Blyth Academy Criminal Offence Declaration form in lieu of an updated PVSC. The PVSC must be updated every 24 months at a minimum.

Applying for the records check:

When visiting a police station to apply for a police records check, ensure that you bring everything you need for the application process. Contact your local police service to determine what documentation is needed to apply for a records check with vulnerable sector screening.

Please be aware that police services have different application processes depending on the region.

We advise that you make extra copies of your records check

We recommend that you apply for a police records check as soon as possible. The processing time for a check with vulnerable sector screening can be quite lengthy.

Contact or visit the website of the police service you will be going to beforehand to know what documentation you will need to start the process (i.e., forms, letters, identification, etc.);

Please note that it is your responsibility to show (or submit) your completed check to your campus.

If you have further questions regarding the required police records check please contact the Campus Administrator at your campus.

Links to various Police Regions in Ontario:

Durham
http://www.drps.ca/internet_explorer/over_the_counter/index.asp?Do_What=fetch&ID=5&Category_ID=3&Page=1

Halton Regional
http://www.hrps.on.ca/RecordsCourts/Records/PoliceRecordsChecks/Pages/default.aspx

London Regional
http://police.city.london.on.ca/d.aspx?s=/Services/Background_Checks/Police_Vulnerable_Sector_I.htm

York
http://www.yrp.ca/en/services/vulnerable-sector-check.asp

Niagara
http://www.niagarapolice.ca/en/index.asp

Peel
http://www.peelpolice.on.ca/en/services/vulnerableemploymentcheck.asp

South Simcoe
http://www.southsimcoepolice.on.ca/police-vulnerable-sector-check.html

London
http://www.police.london.ca/d.aspx?s=/Services/Background_Checks/Police_Vulnerable_Sector_I.htm

Ottawa
http://www.ottawapolice.ca/en/contact-us/Request-a-Background-Check-or-Police-Report.asp#vulnerable

Kingston
https://policechecks.kpf.ca/

Guelph
http://www.guelphpolice.ca/en/services-and-reporting/police-vulnerable-sector-check.asp

Waterloo
http://www.wrps.on.ca/records-police-checks/police-record-checks/police-vulnerable-sector-check

Woodstock
http://www.woodstockpolice.ca/index.php/community-service/criminal-records-check-fingerprint

Brantford
http://www.brantfordpolice.ca/police-records

September 2016

Blyth ACADEMY

OFFENCE & BOUNDARY TRAINING DECLARATION

NAME:

_____

POSITION:

_____

I DECLARE, since the last Criminal Record Check collected by **Blyth** or since the last Offence Declaration given by me to the **Blyth** that:

_____ I have no convictions under the *Criminal Code of Canada* up to and including the date of this declaration for which a pardon has not been issued or granted under the *Criminal Records Act (Canada)*.

OR

_____ I have been convicted of the following criminal offence(s) under the *Criminal Code of Canada* for which a pardon under Section 4.1 of the *Criminal Records Act (Canada)* has not been issued or granted to me.

OFFENCE

Date: _____

Court Location: _____

Conviction: _____

_____ _____

Signature of Employee Date

Please forward this declaration to your **Campus Administrator.**

September 2016

Blyth ACADEMY

September 2016

Workplace Health and Safety – Teachers

Dear Blyth Academy Teachers,

In accordance with The Ministry of Labour's rules and regulations, all staff are required to complete Workplace Health and Safety Awareness Training. This is completed through an e-learning module. It takes approximately 45-60 minutes. It contains videos which can be viewed with sound, or with no sound and a transcript. Once you have successfully completed the training, it will ask you to input your name for the certificate. Please make sure you save the certificate pdf and email it to the Campus Administrator at your Campus **within three weeks of starting at Blyth Academy**. This step is extremely important. We must have a record that you have completed the training, or you will have to repeat it. This training module can be completed during regular business hours.

The e-learning module can be accessed through this link - http://www.labour.gov.on.ca/english/hs/elearn/worker/index.php

Please ensure to complete the training, as this is a requirement for compliance. If you have already completed the training please email the certificate to the Campus Administrator within three weeks of starting at Blyth Academy.

Thank you,

Blyth Academy

September 2016

Accessibility for Ontarians with Disabilities Act (AODA)

Dear Blyth Academy Teachers,

In accordance with the Accessibility for Ontarians with Disabilities Act (AODA) requirements, every employee of Blyth Education must receive training on the relationship between the AODA and the Ontario Human Rights Code.

Below is a link to a 20 minute e-learning video which satisfies the training requirements for section 7 of the Integrated Accessibility Standards of the AODA. The training video is followed by a brief quiz.

Please follow the link below and click "next":

http://www.ohrc.on.ca/en/learning/working-together-code-and-aoda

Upon completion of the training and quiz, a certificate will be issued.

Every staff member must complete this training within **three weeks of starting at Blyth Academy** and forward a screenshot or printout of this certificate to the Campus Administrator (Please put "AODA – your campus - your name" in the subject line. Eg. AODA – Head Office – Alissa Tonkikh). Please retain a copy for yourself.

Thank you,

Blyth Academy

This is Exhibit "40" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail

Karen Walmsley <karenwalms@gmail.com>

Reminder: Midterm report cards due Thursday, Oct. 11th (tomorrow)

5 messages

Yvonne Reitmeier <yvonnereitmeier@blytheducation.com> Wed, Oct 7, 2015 at 3:14 PM
To: Avia Sang <avia.sang@gmail.com>, Chris Coates <chriscoates@blytheducation.com>, David Reibetanz <dpc.reibetanz@gmail.com>, Ian Fraser <fraseri186@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Mark Cannata <teachercannata@gmail.com>, Megan Patullo <meganpatullo@gmail.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, Sanja Resanovic <sresanov@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, Sebastian Major <sebastian.a.major@gmail.com>, Viktor Nemethy <vnemethy@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Greetings all,

I hope everyone is feeling positive about the last days before our four day holiday!

I just wanted to remind everyone of tomorrow's deadline for midterm report card comments and learning skills.

Nili and I will be reading midterm comments throughout the day tomorrow and on Friday, however, report cards will not actually be printed until noon on Tuesday. Therefore, if you have marks you would like to input or change, this can be done until noon on Tuesday. Please ensure that once you have finalized all your comments, learning skills, and marks, that you "submit" your Gradebook (see instructions in the attached document entitled *Inputting Learning Skills and Report Card Comments*). This attached document will also guide you through the process of inputting the learning skills and comments. Please note that there will be a new process for inputting final report card comments and skills. You will receive a second instruction package later in the term.

It is critical that the comments are submitted in a timely manner as we will need time to proofread and let you know if any changes need to be made. If you are unable to meet tomorrow's deadline, please email me as soon as possible with a revised deadline. When creating your comments, please use the attached document *Creating Strong Report Card Comments* to assist you. Remember that your comments should focus on academic achievement based on the curriculum expectations. Avoid discussing the student's learning skills. If you have concerns regarding a student's learning skills or work habits, this should be addressed in an email to the student's parents.

Two other quick reminders:

- Parents' Night is next Thursday from 4:10pm until 8pm. All appointments must be booked through Bernadette. In your next email home, please take a moment to remind parents of the event and ask them to phone or email Bernadette Bernadette.Mahoney@blytheducation.com to schedule an appointment.

- There will be a brief staff meeting before Parents' night. A meeting agenda and schedule for Thursday's classes will be sent out shortly.

Finally, if there is a parent that you would really like to speak to on Parents' Night, please let us know as soon as possible so that we can reach out to them.

Have a great evening,

Yvonne

Yvonne Reitmeier

Director of Part-time & Private Studies Program

Guidance Department

Blyth Academy Yorkville

85 St. Nicholas St, Toronto ON

P: 647-347-0958 | F: 647-343-1393

yvonnereitmeier@blytheducation.com

www.blythacademy.ca

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2 attachments

Creating Strong Report Card Comments.pdf
244K

Inputting Learning Skills and Report Card Comments.pdf
496K

Karen Walmsley <karenwalms@gmail.com> Wed, Oct 7, 2015 at 10:02 PM
To: Yvonne Reitmeier <yvonnereitmeier@blytheducation.com>

Hi Yvonne,

I will be late submitting my report card comments because I have just learned that the ones I created don't follow the format used at Blyth and need to rewrite them.

Here is a sample of how I had previously written them (for one of the top students):

[redacted] is achieving with a high level of success in Grade 12 English so far this term. His persuasive speech demonstrated a very strong understanding of rhetoric, and an excellent mixture of logic and emotion to interest and convince his audience. His A Rose for Emily essay showed a strong understanding of the story as well as a need for practice applying this knowledge to an academic writing structure. [redacted] is an active participant in the class, shows initiative and is generous in collaborating with his classmates. I look forward to continuing to support [redacted]s achievement in this course.

I am still struggling to understand the expectations and was wondering if you could send me an exemplar so I understand what they should look like as the one in "creating strong report card comments" is for primary and I can't

figure out how to apply it. The amount of work I have to do to bring them up to Blyth standards will determine when I get them in, so I can't really give you an estimate at present. I will do my best to have them in ASAP.

Thanks in advance,

Karen

[Quoted text hidden]

Yvonne Reitmeier <yvonnereitmeier@blytheducation.com> Thu, Oct 8, 2015 at 2:04 PM
To: Karen Walmsley <karenwalms@gmail.com>

Hello Karen,

I actually think your comments are very well done and do focus on academic achievement (not learning skills by and large). Unfortunately, they will not fit in the space you have. Please keep as much as possible and don't re-write anything.

Let me know when you finish and I will proofread them.

All the best,

Yvonne

From: Karen Walmsley [mailto:karenwalms@gmail.com]
Sent: October-07-15 10:02 PM
To: Yvonne Reitmeier
Subject: Re: Reminder: Midterm report cards due Thursday, Oct. 11th (tomorrow)

[Quoted text hidden]

Karen Walmsley <karenwalms@gmail.com> Thu, Oct 8, 2015 at 2:15 PM
To: Yvonne Reitmeier <yvonnereitmeier@blytheducation.com>

Hi Yvonne. I am finished. I had to go straight to the meat of it, but I managed to make them fit.
[Quoted text hidden]

Yvonne Reitmeier <yvonnereitmeier@blytheducation.com> Thu, Oct 8, 2015 at 2:16 PM
To: Karen Walmsley <karenwalms@gmail.com>

Great work! You rock!

Thank you for getting them in so quickly!

From: Karen Walmsley [mailto:karenwalms@gmail.com]
Sent: October-08-15 2:16 PM

[Quoted text hidden]

[Quoted text hidden]

This is Exhibit "41" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Appropriate Verbs to use for the Four Categories (student products)

Knowledge	Understanding	Thinking (Analysis)	Creative Thinking (Synthesis)	Evaluation (Critical Thinking)	Application	Communication
Define Describe Discover Identify Label list Locate Match Name Observe Outline Recall Recognize Reproduce Select State Tell Uncover	Conclude Connect Convert Describe Distinguish Example Explain Give Paraphrase Restate Rewrite Show Summarize Translate	Categorize Classify Compare Contrast Deduce Determine Differentiate Distinguish Divide Isolate Reduce Relate Role-play Separate Simplify Subdivide Survey	Add to Alter Compose Create Design Dramatize Estimate Extend Imagine Infer Invent Predict Propose Reconstruct Reorganize Revise Translate	Assess Conclude Criticize Debate Decide Defend Determine Discuss Editorialize Evaluate Interpret Judge Justify Predict Recommend Role-play Solve	Apply Chart Collect Code Compute Construct Discover Experiment Graph Illustrate Manipulate Map Model Order Organize Record Relate Report Survey	Blog Brief Call out Clarify Convey Critique Debate Discuss Express Précis React Relay Repeat Report Respond Retell Share Speak Summarize Tell

Product Suggestions for Knowledge and Understanding		Product Suggestions for Thinking	Product Suggestions for Creative Thinking	Product Suggestions for Communications	Product Suggestions for Application
Advertisement Audiotape Book Brochure Checklist Commercial Diagram Diary Model Newspaper Poem Poster Song Videotape	Chart Collage Comic strip Concept map Display Mural Outline Play Plot diagram Speech Venn diagram Web	Chart Diagram Essay Flow chart Graph Outline Photo essay Questionnaire Report Simulation Survey	Commercial Dramatization Essay Invention Matrix Myth Puppet show Recipe Radio show Script Scenario Song	Chart Court trial Critique Debate Discussion Editorial Essay Letter Panel discussion Rating Rubric Speech Survey Time capsule Video	Database Demonstration Diary Diorama Game Illustration Map Mobile Report Photograph Scrapbook Sculpture Timeline

This is Exhibit "42" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail **Karen Walmsley <karenwalms@gmail.com>**

Start of term 2

1 message

Nili Isaacs <nisaacs@blytheducation.com> Mon, Nov 16, 2015 at 8:04 AM
To: Avia Sang <avia.sang@gmail.com>, Chris Coates <chrisquotes@gmail.com>, David Reibetanz <dpc.reibetanz@gmail.com>, Entela Seferi <entelaseferi@gmail.com>, Ian Fraser <fraseri186@gmail.com>, Jenna Hilborn <jenna.hilborn77@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Mark Cannata <teachercannata@gmail.com>, Megan Patullo <meganpatullo@gmail.com>, Melodie Lepine <melodie.blyth@outlook.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, Sanja Resanovic <sresanov@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, Sebastian Major <sebastian.a.major@gmail.com>, Viktor Nemethy <vnemethy@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Morning,

I just wanted to send out a note in regards to the new term which starts on Thursday with a normal school day.

A reminder of the daily schedule including breaks:

Period 1: 8:40 to 10:55

(**break** 9:45-9:50)

Period 2: 11:00 to 1:15

(**break** 12:05-12:10)

Period 3: 1:45 to 4:00

(**break** 2:50-2:55)

Wednesday (November 18th) is exam review day for term one classes in the morning and a staff meeting and prep time in the afternoon. The schedule for the day:

Exam review: 9-12 (all term one teachers are expected to be at school and available to meet with students during this time unless you have spoken to me to make other arrangements. If you have spoken to me please email all students and parents to ensure that they know when you are available.)

Staff Meeting: 12:15 in room 2 please let me know if you have any topics that you would like covered. This meeting will focus on term two prep, Moodle and program planning considerations. There will be time in the afternoon to finish prep for Thursday.

In preparation for term two all classes have been set up in Rediker (except for PSK4U as we need to get the code added to the database) and students have been added to classes. There will be changes to your class lists over the next few days and we will do our best to keep Rediker as up to date as possible.

If you are teaching new classes this term you were added to the moodle class this weekend (except for photography 10, studies in lit and classical civ as those courses are just being added.) If when you login you don't see your term two classes let me know. New staff for term two should have received an email with login details. We can review at the meeting on Wednesday.

I will send out templates for your course of study for this term so that you can prepare. I am working on the term calendar and will send it out as soon as possible so that you can prepare your pacing guide.

My schedule for this week is that I am at school every day except for Friday when I will be at meetings at head office.

Thanks,

Nili Isaacs

Principal

Blyth Academy Yorkville

Blyth International Summers

P: 647-347-0958; F: 647-343-1393

nisaacs@blytheducation.com

www.blythacademy.ca

Blyth

Stay Connected

This is Exhibit "43" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail **Karen Walmsley <karenwalms@gmail.com>**

FW: Teachers and Classes

4 messages

Bernadette Mahoney <Bernadette.Mahoney@blytheducation.com> Thu, Nov 12, 2015 at 11:26 AM

To: "meganpatullo@gmail.com" <meganpatullo@gmail.com>, Chris Coates <chriscoates@blytheducation.com>, Avia Sang <avia.sang@gmail.com>, David Reibetanz <dpc.reibetanz@gmail.com>, "sebastian.a.major@gmail.com" <sebastian.a.major@gmail.com>, "teachercannata@gmail.com" <teachercannata@gmail.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Viktor Nemethy <vnemethy@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, "fraseri186@gmail.com" <fraseri186@gmail.com>, "keldawells@aim.com" <keldawells@aim.com>, Karen Walmsley <karenwalms@gmail.com>, Lauren Lancaster <lauren.lancaster@uoit.net>, Sanja Resanovic <sresanov@gmail.com>

Good Morning

I understand that Guidance has sent your class lists for Term 2.

Squibbs has been asking for the book list and I hope that you can send it to me ASAP. Your list of classes is below and the sooner you send to me I would truly appreciate it.

Thanks

Bernadette Mahoney

Academic Administrator

Blyth Academy – Yorkville

bernadette.mahoney@blytheducation.com

P: 647-347-0958 ext. 10

www.blytheducation.com

From: Jessica Lewis
Sent: Thursday, November 12, 2015 11:07 AM
To: Bernadette Mahoney
Subject: FW: Teachers and Classes

Jessica Lewis

Guidance Counselor

Blyth Academy Yorkville

T: 647-347-0958 - F: 647-343-1393

Jessica.Lewis@blytheducation.com

www.blythacademy.ca

From: Jessica Lewis
Sent: Wednesday, November 11, 2015 4:32 PM
To: Bernadette Mahoney
Subject: Teachers and Classes

Megan Patullo- Philosophy 12 HZT4U (12)

Families In Canada HHS4U (13)

Chris Coates- Intro to Anthropology, sociology and psychology HSP3U (10)

Writer's Craft EWC4U (10)

Avia Sang- Calculus and Vectors MCV4U (11)

Advanced Functions MHF4U (14)

Doc- Studies In Literature ETS4U (14)

English 12 ENG4U(14)

Major- English 12 ENG4U (14)

Canadian Law CLN4U (9)

Cannata- Math 10 MPM2D (8)

Physics 11 SPH3U (7)

Laliberte- Exercise Science PSK4U (8)

Biology 12 SBI4U (5)

Nikki Lasso- Equity and Social Justice HSE4M (11)

Marcio- Photography 10 (11)

Computer technology (13)

Viktor- Economics CIA4U (11)

Business Leadership (10)

Covey- Canadian History (15)

Fraiser- Media Studies EMS3O (14)

Wells- Physics 12 SPH4U (8)

Data Management (10)

Walmsley- English 11 ENG3U (14)

Lancaster- World Religions HRT3M (6)

Sanja- Chemistry 12 SCH4U (10)

Chemistry 11 SCH3U (5)

Entela –Math gr 10 MPM2D (7)

Melodie –French FSF4U (7)

Jessica Lewis

Guidance Counselor

Blyth Academy Yorkville

T: 647-347-0958 - F: 647-343-1393

Jessica.Lewis@blytheducation.com

www.blythacademy.ca

No virus found in this message.
Checked by AVG - www.avg.com
Version: 2015.0.6176 / Virus Database: 4460/10985 - Release Date: 11/12/15

Karen Walmsley <karenwalms@gmail.com> Thu, Nov 12, 2015 at 11:58 AM
To: Jessica.Lewis@blytheducation.com

Hey Jessica,

Why does this say that I am teaching ENG3U? Is it a typo, or was I misinformed about teaching ENG4U?

Thanks,

Karen
[Quoted text hidden]

Jessica Lewis <Jessica.Lewis@blytheducation.com> Thu, Nov 12, 2015 at 1:16 PM
To: Karen Walmsley <karenwalms@gmail.com>

Hi Karen,

Who told you that you are teaching grade 12 English? You have been assigned to grade 11 English period 1.

Jessica Lewis

Guidance Counselor

Blyth Academy Yorkville

T: 647-347-0958 - F: 647-343-1393

Jessica.Lewis@blytheducation.com

www.blythacademy.ca

From: Karen Walmsley [mailto:karenwalms@gmail.com]
Sent: Thursday, November 12, 2015 11:59 AM
To: Jessica Lewis
Subject: Re: FW: Teachers and Classes

[Quoted text hidden]

Karen Walmsley <karenwalms@gmail.com> Tue, Nov 17, 2015 at 3:15 PM
To: Bernadette Mahoney <Bernadette.Mahoney@blytheducation.com>

Hi Bernie,

I apologise for not sending this to you sooner. There was confusion over what I was going to be teaching at the time

of the last email. The books I need for ENG3U are :

1984 by George Orwell,
Othello by William Shakespeare.
Goodnight Desdemona Good morning Juliet by Anne Marie Macdonald.

I have 12 students if that info is needed.

Best,

Karen Walmsley

On Thu, Nov 12, 2015 at 11:26 AM, Bernadette Mahoney <Bernadette.Mahoney@blytheducation.com> wrote:
[Quoted text hidden]

This is Exhibit "44" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail **Karen Walmsley <karenwalms@gmail.com>**

Reminders

1 message

Nili Isaacs <nisaacs@blytheducation.com> Thu, Sep 17, 2015 at 5:37 PM
To: Avia Sang <avia.sang@gmail.com>, Chris Coates <chriscoates@blytheducation.com>, David Reibetanz <dpc.reibetanz@gmail.com>, Ian Fraser <fraseri186@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Mark Cannata <teachercannata@gmail.com>, Megan Patullo <meganpatullo@gmail.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, Sanja Resanovic <sresanov@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, Sebastian Major <sebastian.a.major@gmail.com>, Viktor Nemethy <vnemethy@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Hi all,

I know that it has been a busy and exhausting first week of classes but hopefully a really positive one. We have lots of engaged students who are really excited about their new courses.

I have a number of updates/reminders. I know that this is a long email but please read to the end as the information is important.

1. Reminder that tomorrow in photo day in the student lounge. We will come and get your class when it is time for photos. All students need to have their photos taken whether they want to buy a package or not as the photos are used to produce student ID cards.

2. Thanks for sending out welcome emails to families. If you haven't sent one out yet please do so today and remember to cc yorkville@blytheducation.com. If you send out a mass email then please bcc the parents/students.

3. Your class lists should be up to date in Rediker by tomorrow . If you notice any errors email yorkville@blytheducation.com right away so that we can make sure they are accurate. If you have a split class, make sure that each student is on the right list.

4. We will be emailing Rediker usernames and passwords to parents and students tomorrow so your mark book should be ready to view.

5. It has come to my attention that there is a lot of stress around access to projectors. We have requested a budget to add to our technology resources and are exploring the options that might make the most sense. If you have any thoughts please feel free to share them with me. In the meantime, please share what we have and know that we are working on getting more.

6. We are exploring options around getting some locked space for each teacher to leave things. It is a bit

of process but know that I am aware that many staff would like this and will do what I can to make something happen.

7. Please stick to the posted break times. The breaks are 5 mins in the middle of class and 5 mins between classes. It is important that we are all consistent on this. The only exception to following the posted break times is if your class has a test or a lab and needs to take the break at a different time. The break in that case still needs to be 5 mins.

Period 1: 8:40 to 10:55 (break 9:45-9:50)

Period 2: 11:00 to 1:15 (break 12:05-12:10)

Period 3: 1:45 to 4:00 (break 2:50-2:55)

8. Next Friday is the Ontario University Fair- a field trip for all grade 12 students and some grade 11 students. Details will follow.

9. If you have students who are arriving late to class please email the student, parent and cc Yorkville. It is important that we clamp down on chronic lateness right away and the first step needs to come from you as the teacher. As an admin team we meet every Monday and review the worst offenders.

I appreciate all of the time and energy that you have put in to making the first full week of class really dynamic for the students and the effort that you have made to make all of our new students feel welcome.

Thanks,

Nili Isaacs

Principal

Blyth Academy Yorkville

Blyth International Summers

P: 647-347-0958; F: 647-343-1393

nisaacs@blytheducation.com

www.blythacademy.ca

Blyth

Stay Connected

This is Exhibit "45" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Rediker SOFTWARE

Rediker Gradebook Teacher Manual

Instructions for Teachers

Creating Your Rediker Gradebook

Setting up your Rediker Gradebook

Before you set up your Rediker Gradebook you must determine:
- The exact number of each type of assessment. This includes determining the total number of pretests, tests, assignments, and other assessments.

This is necessary so to produce a comprehensive and accurate final mark for your students.

For Example: English 12 (ENG4U)

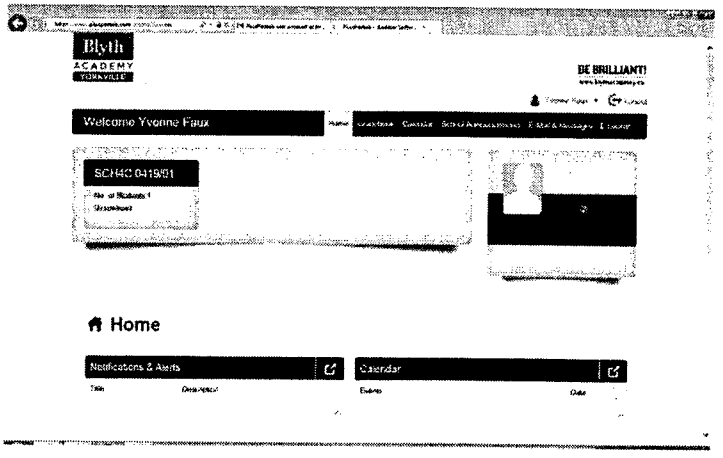
Assessment Type	**Value**	**Percent of Final Mark** *(Total should add to 100%)*
Essay #1	10%	10%
Tests (5 in Total)	5% each	25%
Essay #2	35%	35%
ISU	10%	10%
Final Exam	20%	20%

Using PortalPlus to Access Your Rediker Gradebook

1. Begin by navigating to the PlusPortals URL distributed to you via email or handout.

2. Login using your credentials. These will be sent to you via email by your Campus Admin. *PW resets can be done directly through the Portal.* (Remember: Your user name is an email address).

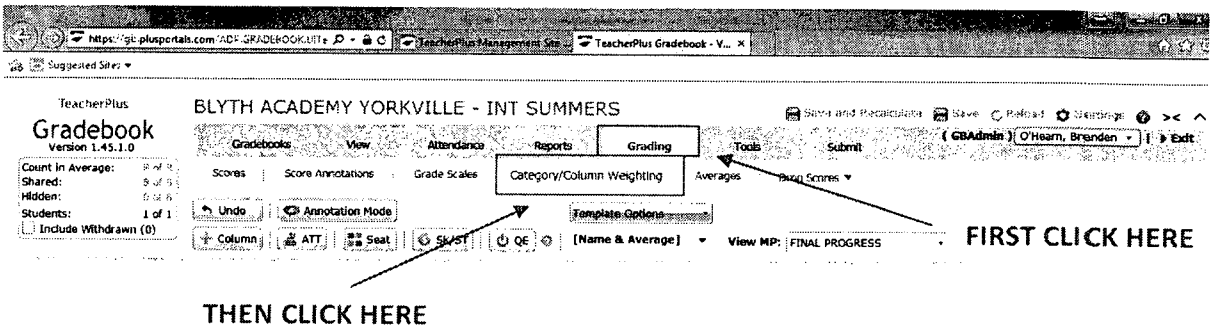
3. Open your Gradebook by clicking on the one of the two **Gradebook** options.



Please note that the Gradebook MUST be accessed from Internet Explorer or Safari

4. Once inside your Gradebook, you can add assessments, input the Learning Skills levels, and also include your comments/narratives.

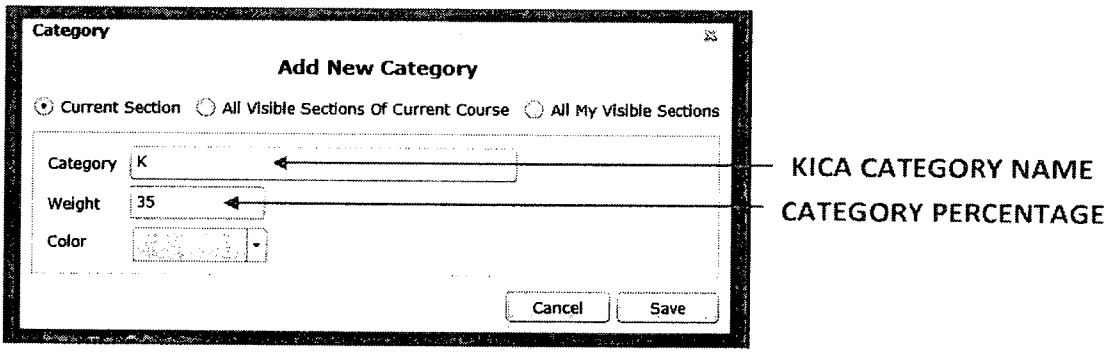
5. Once your Gradebook is open, you need to create your new KICA categories. These categories will be weighted to reflect the KICA weightings of your course. Start by selecting the **Grading** option, then the **Add/Weight Categories** option.



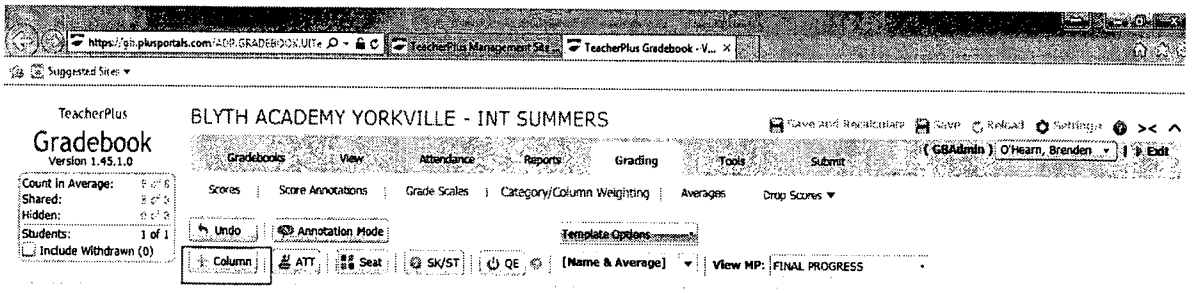
6. A pop-up window will appear. Then, select the **Add New Category** option.

The **Category** is the name of each KICA category (K, I, C, A).
The **Weight** is the value (percentage) that each KICA category is worth overall.
(Total should add to 100%)

For Example:
The "Knowledge" category for ENG4U is worth 35%.
You will enter Category = "K" and Weight = "35" and colour code your category as you wish.

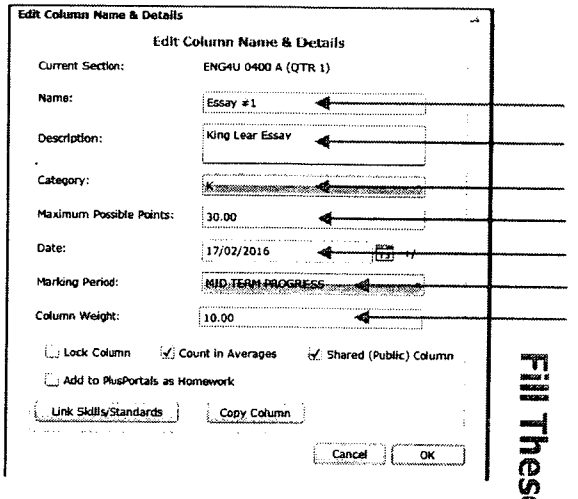


Next, click the "**+Column**" option to create a column wherein you will input marks.



7. Another pop-up will appear in which you can create a column for your assessment.

   In this window, input the following:



   a. **Name:** The name of your assessment.

   b. **Description:** Optional but very useful for parents.

   c. **Category**:
   Select one of the KICA categories relevant to this assessment.

   d. **Maximum Possible Points:**
   The total possible score *(denominator)* of that specific KICA-category for that assessment.

   e. **Date:**
   By inputting all your assessments according to the dates outlined in your pacing guide, students and their parents will be able to see what assessments are coming up and thus, plan accordingly.

   f. **Marking Period:**
   IF the assessment is PRIOR to the mid-point of the course, then:
   Marking Period = MID TERM PROGRESS
   IF the assessment is AFTER to the mid-point of the course, then:
   Marking Period = FINAL PROGRESS

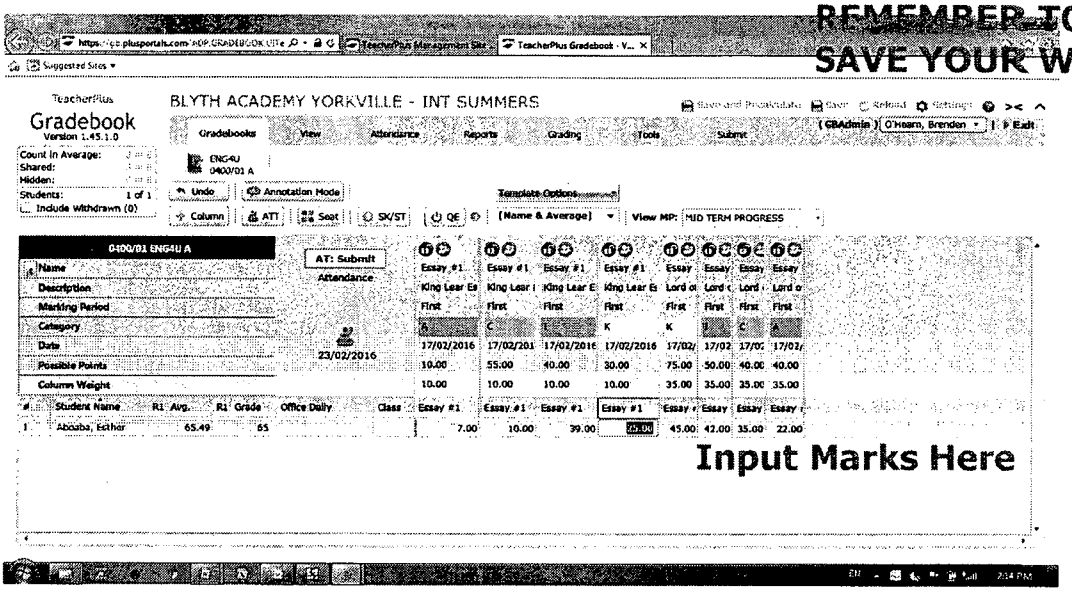
   g. **Column Weight:** This is the overall weight of the assessment (Essay #1), in relation to the course. Therefore, Column Weight = 10.00, means this assessment is worth 10% of the student's overall course grade.

   h. Repeat Steps A-G for each relevant KICA category for the GIVEN assessment. Some assessments may or may not contain all four (4) KICA categories.

   i. Repeat Steps A-H for ALL course assessments.

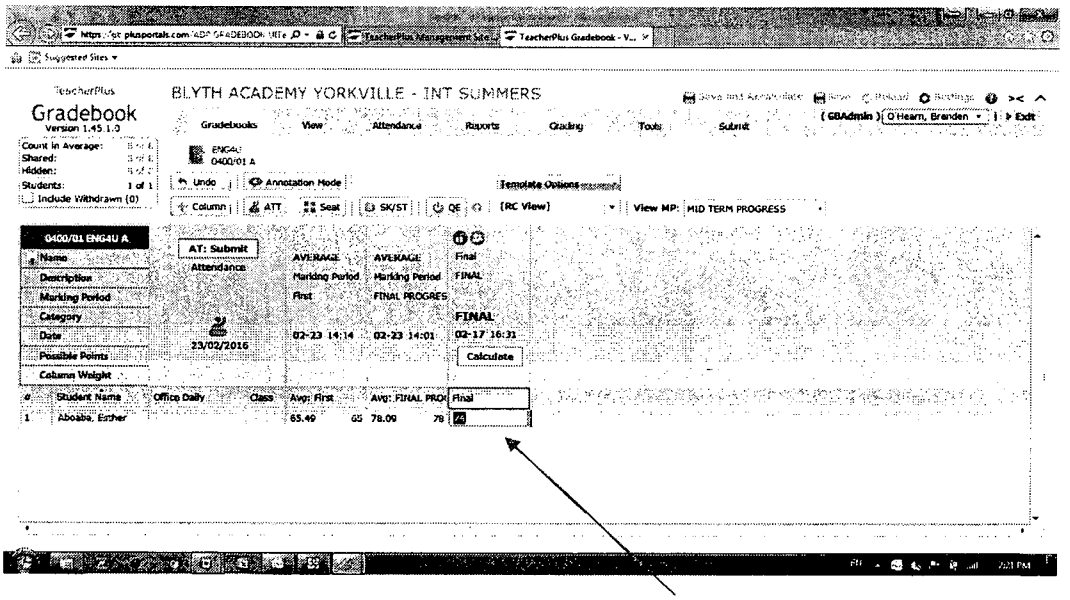
Fill These In

8. Input the marks for your student(s), for each assessment column.



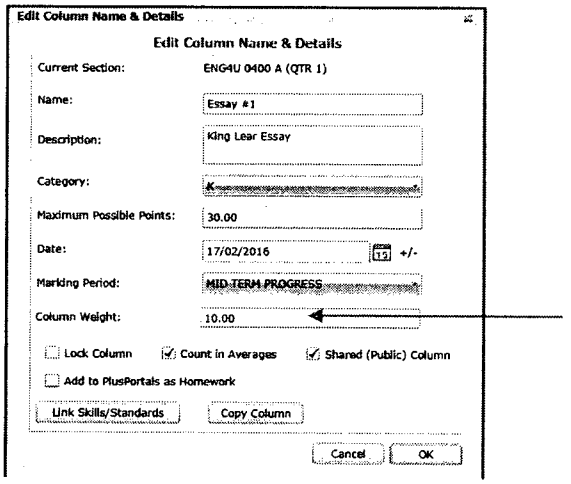
9. Remember that as per Growing Success, the student's final mark should be reflective of most recent and most consistent performance and you should use your professional judgment (supported by evidence collected over the course) to determine the final grade.

   You can override the final grade in Rediker by typing over the final mark that was determined mathematically.



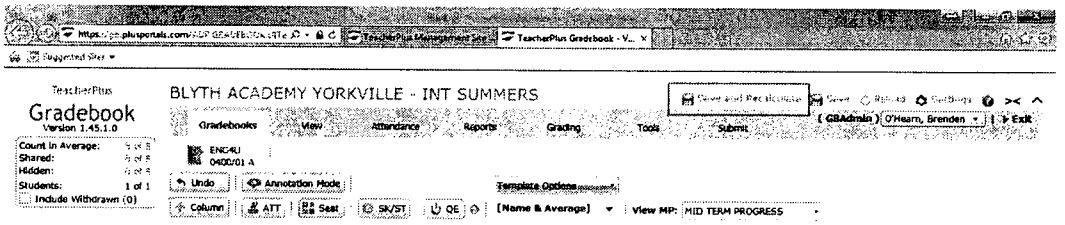
How to Change an Assessment Weight

If during your course, a need arises to change the overall weighting of one or multiple assessments, simply click the desired assessment column(s) for all KICA categories relevant to that assessment and change the **Column Weight.**



EDIT COLUMN WEIGHT FOR ALL ASSESSMENT KICA CATEGORIES

Once the adjustments have been made, click **Save and Recalculate** to have the changes reflected throughout your Gradebook.



REMEMBER: These categories MUST sum to 100%, so any adjustments in one category will need to be offset in one or multiple other categories.

BEFORE:

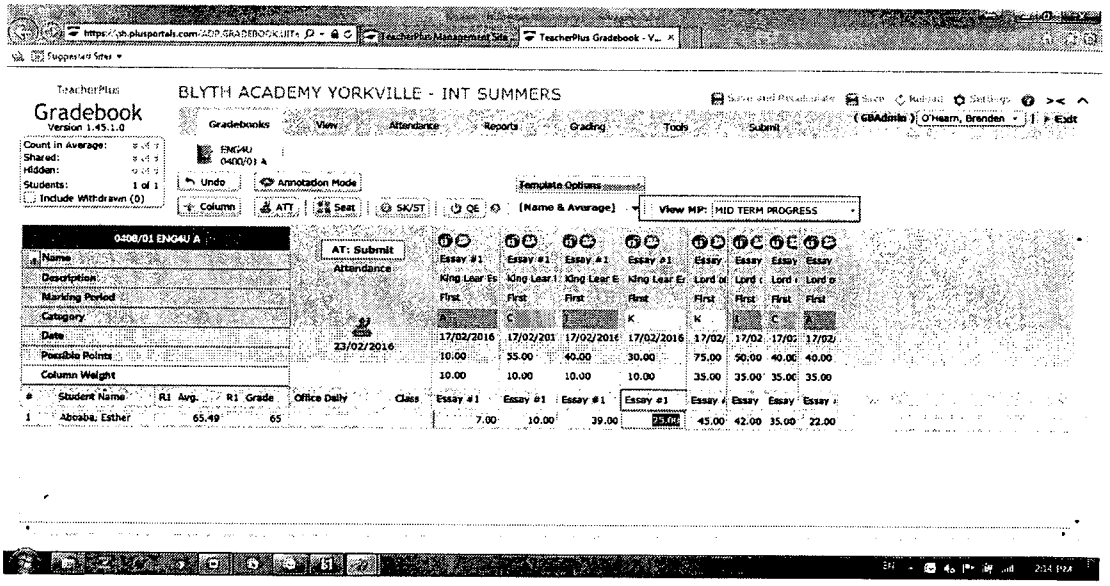
Assessment Type	**Value**	**Percent of Final Mark** *(Total should add to 100%)*
Essay #1	10%	10%
Tests (5 in Total)	5% each	25%
Essay #2	35%	35%
ISU	10%	10%
Final Exam	20%	20%

AFTER:

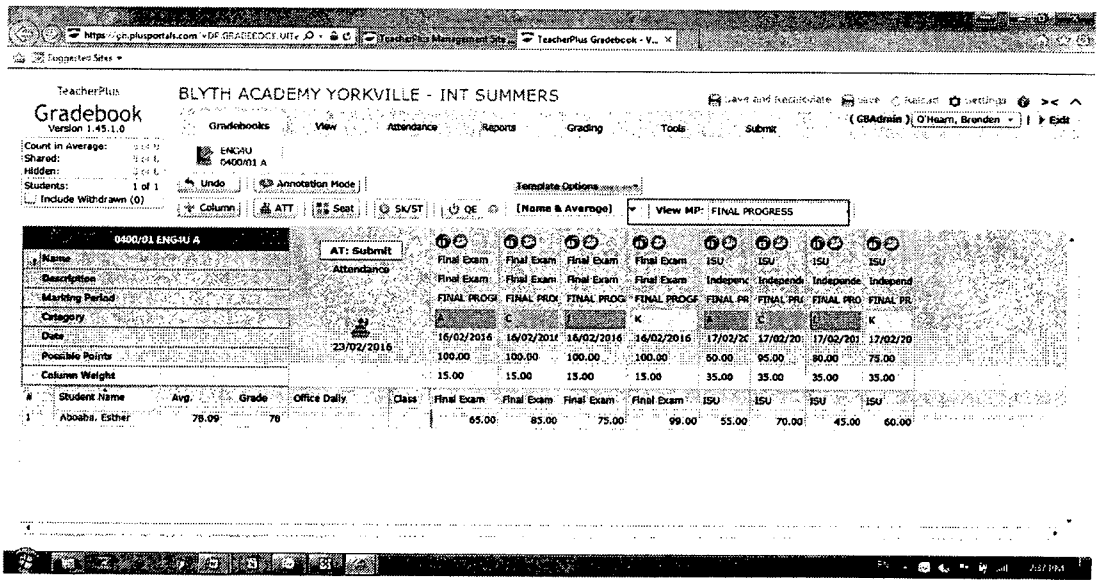
Assessment Type	**Value**	**Percent of Final Mark** *(Total should add to 100%)*
Essay #1	10%	10%
Tests (5 in Total)	4% each	20%
Essay #2	40%	40%
ISU	10%	10%
Final Exam	20%	20%

Report Cards in PlusPortals

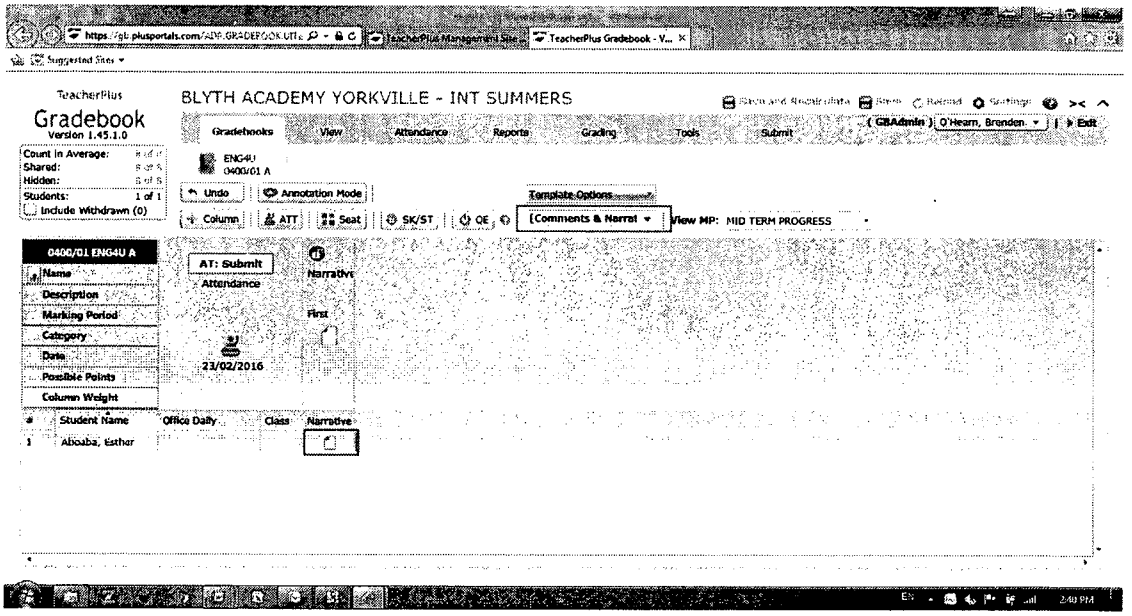
1. Go to your Teacher Gradebook for the desired course
2. IF the assessment is PRIOR to the mid-point of the course, then:
   Marking Period = MID TERM PROGRESS



IF the assessment is AFTER to the mid-point of the course, then:
Marking Period = FINAL PROGRESS

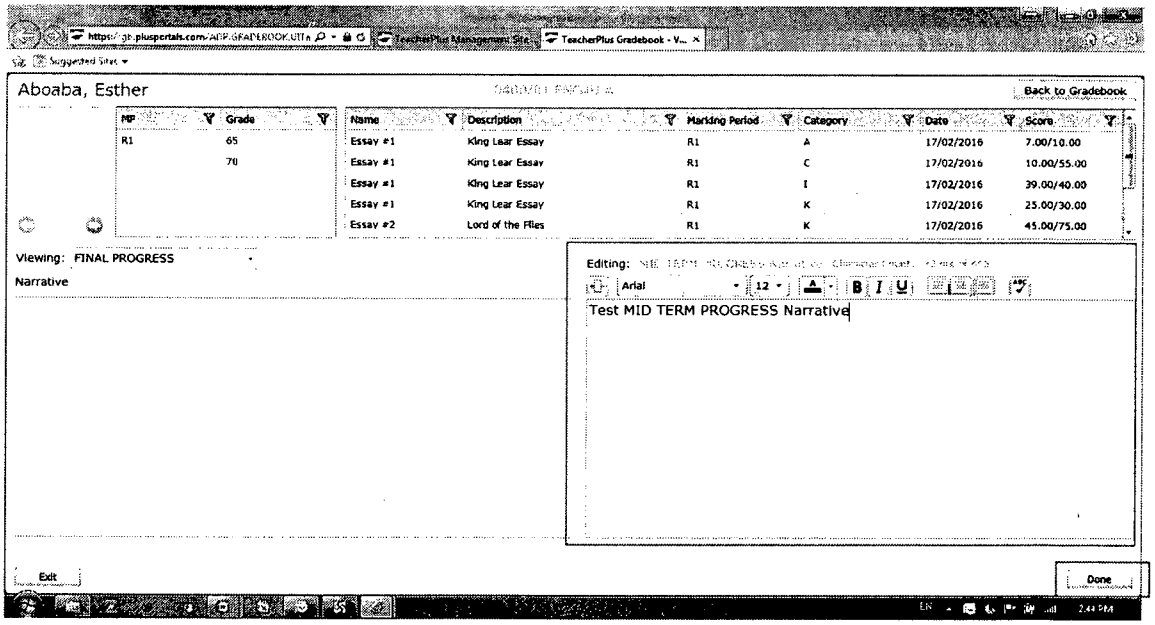


3. Under Template Options there is a list of categories - select **Comments & Narratives**

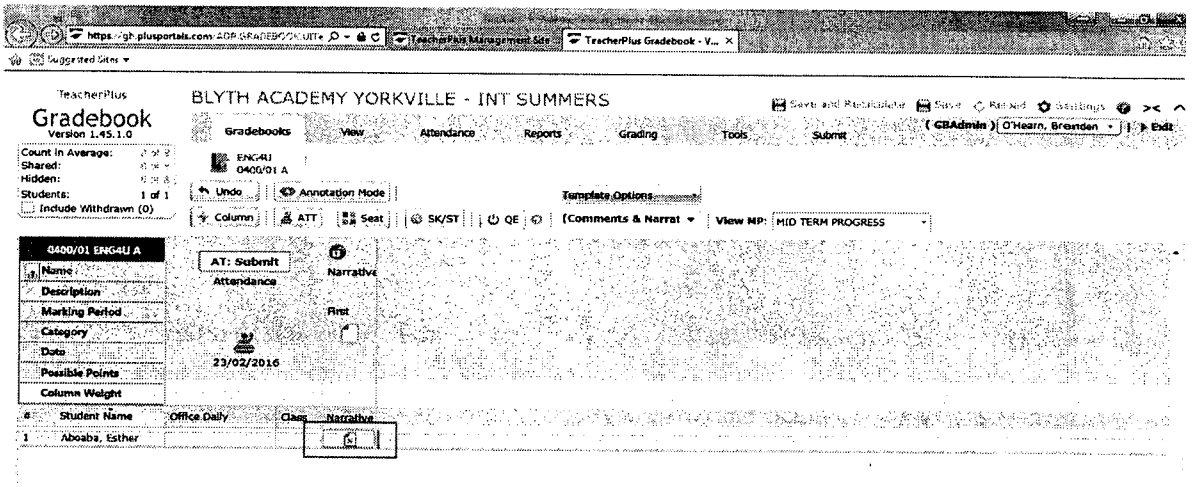


In the middle of the screen click on the "Page" icon highlighted here

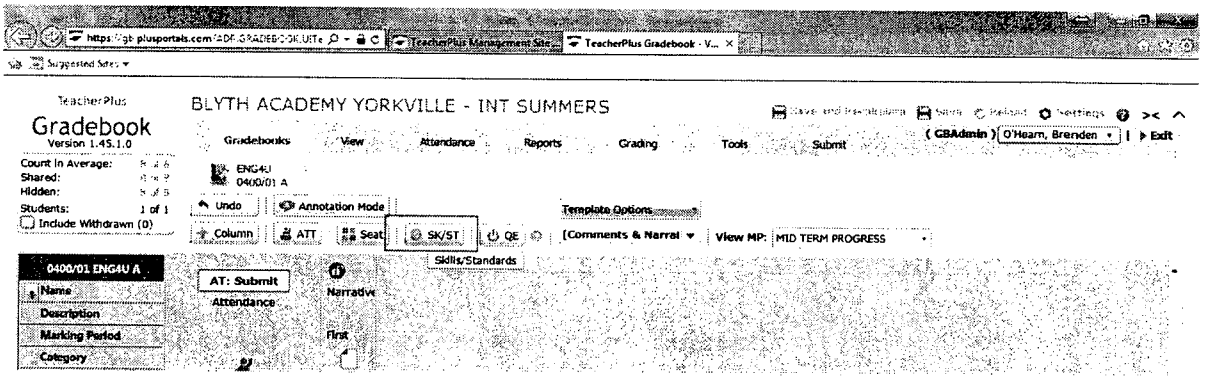
4. Write the comment in the box to the **RIGHT-HAND SIDE of the screen** and then click **Done** to save and go to the next student. Please note comments have been limited to 455 characters to ensure space is not overrun when Report Cards are printed.



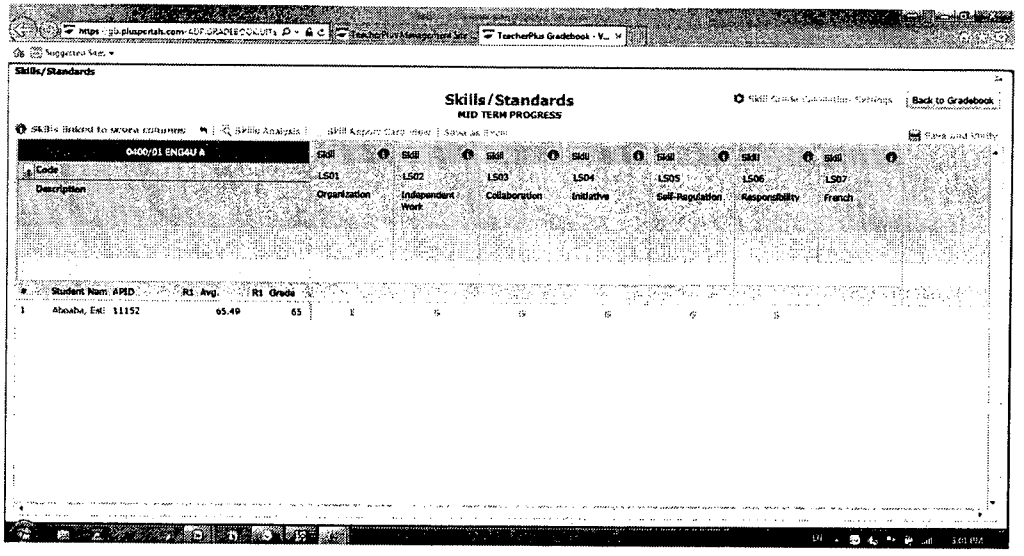
5. You will then be back to the main Narrative page and a red "N" will be displayed to indicate you have successfully entered a Report Card comment.



6. To enter the Learning Skills, click on the **"SK/ST" button**



7. Fill in Learning Skills for each student and do not forget to click "Save & Verify" once you are done. **Leave the French Learning Skill blank, unless it is a French course.**



IMPORTANT TO REMEMBER:

MID TERM PROGRESS and FINAL PROGRESS are unique marking periods for entering course assessment columns, Learning Skills, and Comments/Narratives.

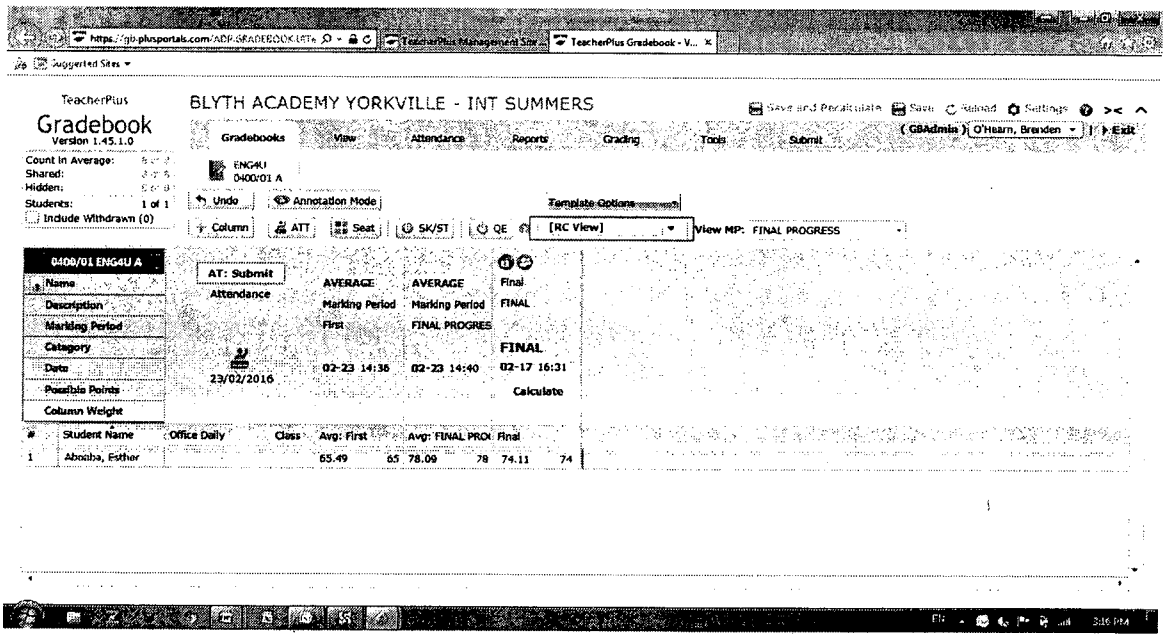
Therefore you will need to Repeat Steps #1-7 for both MID TERM PROGRESS and FINAL PROGRESS to record unique values for each.

MID TERM PROGRESS = Evaluation of the 1st half of the course
FINAL PROGRESS = Evaluation of the 2nd half of the course

Every student should have two unique sets of Learning Skills and Comments/Narratives recorded in your Gradebook. Refer to Page 7 of this manual as a refresher on how to quickly toggle between the MID TERM PROGRESS and FINAL PROGRESS marking periods.

8. At the end of the course, and prior to your submission to Blyth Head Office, the MID TERM PROGRESS and FINAL PROGRESS grades need to be aggregated to produce an overall FINAL grade which will be reflected on the student's FINAL RC.

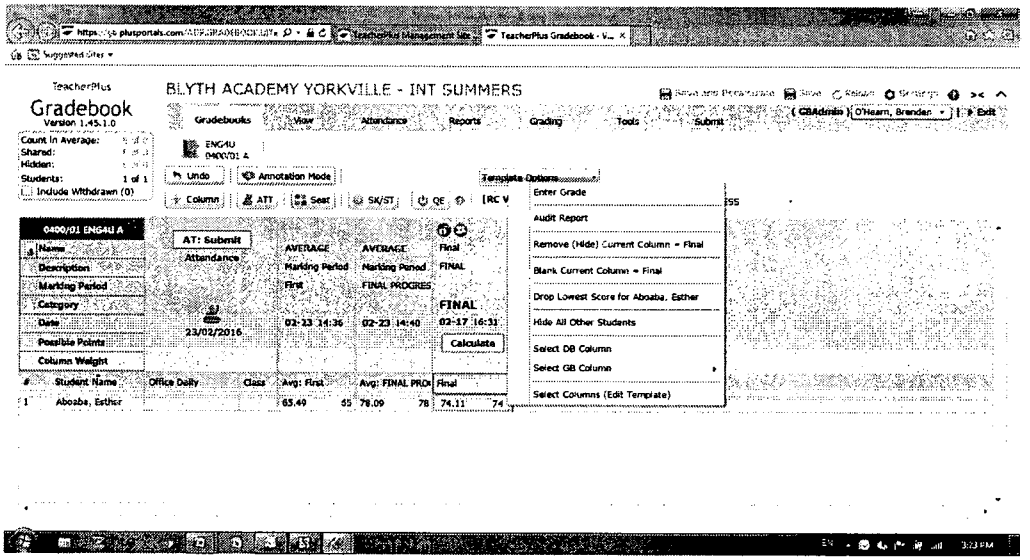
   To accomplish this, under Template Options there is a list of categories - Select **RC View.**

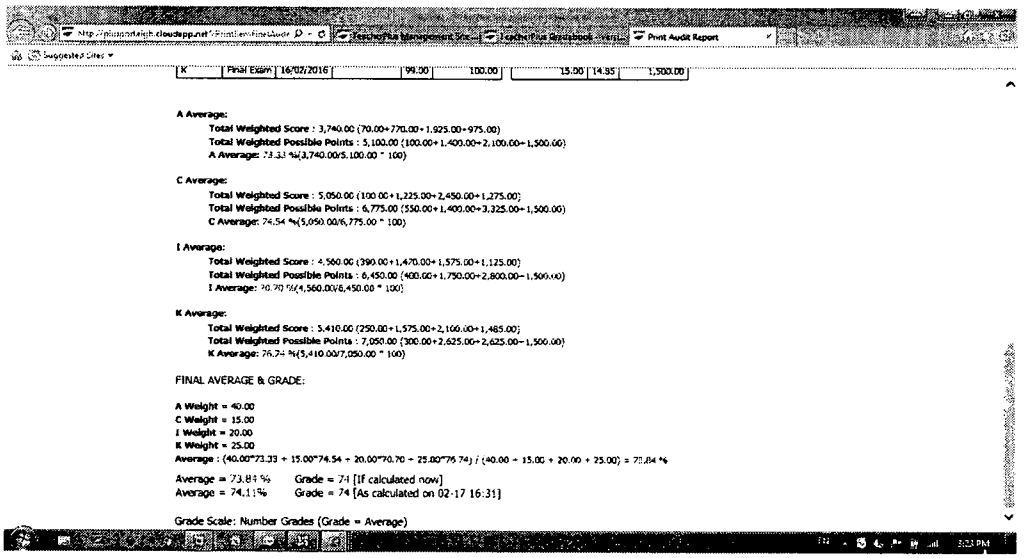


Then click the **Calculate** button to aggregate the two marking periods into one (1) consolidated grade.

HOW TO GENERATE A GRADE AUDIT REPORT:

If you are interested in the math behind how a particular student's grade is being calculated, you can right-click and select the **Audit Report** feature to review the various assessment columns, KICA category weights, and overall aggregation methodology.





- **Please Note:** Both students and parents will have unique accounts and can view/access information independently. All PW resets can be done directly within the portal by the user(s).

This is Exhibit "46" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Links to Rediker Videos 2016/17

How to Login - https://youtu.be/nsN0zaVUnL8
How to setup KICA categories- https://youtu.be/gQW5a2TyUnQ
How to add an Assessment - https://youtu.be/krbEuxwkCdM
How to edit an Assessment - https://youtu.be/wR1Y4LdaIn8
Understanding Importance of Marking Periods - https://youtu.be/PXt-XgAjoLc

This is Exhibit "47" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

PLUS PORTAL REPORTING

Blyth Academy uses the Plus Portal online system to keep parents and students up to date on all grades and class attendance on an ongoing basis. Click below to access Plus Portal.

Blyth Academy (Ontario Campuses) and their Plus Portal Links

Blyth@CIHA: https://www.plusportals.com/BlythAcadCIHA

Burlington Campus: https://www.plusportals.com/BlythAcadBurlington

Downsview Park Campus:
https://www.plusportals.com/BlythAcadDownsview

Lawrence Park Campus:
https://www.plusportals.com/BlythAcadLawrencePark

London Campus: https://www.plusportals.com/BlythAcadLondon

Mississauga – Adamson Campus:
https://www.plusportals.com/BlythAcadPortCredit

Mississauga – Cawthra Campus:
https://www.plusportals.com/BlythAcadCawthra

Ottawa Campus: https://www.plusportals.com/BlythAcadOttawa

Thornhill Campus: https://www.plusportals.com/BlythAcadThornhill

Waterloo Campus: https://www.plusportals.com/BlythAcadWaterloo

Whitby Campus: https://www.plusportals.com/BlythAcadWhitby

Blyth ACADEMY YORKVILLE

WWW.BLYTHACADEMY.CA

Login

User Name

Password

☐ Remember Me

Can't access your account?

(/Account/ForgotPassword?

SchoolLink=BlythAcadYorkville)

Sign In

Powered by **Rediker Software, Inc.**

Translate Select Language ▼

Yorkville Campus: https://www.plusportals.com/BlythAcadYorkville

Blyth Academy (Global High School):
https://www.plusportals.com/BlythAcadGlobal

Blyth International Summers:
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Info Sessions
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This is Exhibit "48" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail

Karen Walmsley <karenwalms@gmail.com>

Thursday- Town hall with Sam

1 message

Nili Isaacs <nisaacs@blytheducation.com> Mon, Oct 26, 2015 at 6:09 PM
To: Avia Sang <avia.sang@gmail.com>, Chris Coates <chriscoates@blytheducation.com>, David Reibetanz <dpc.reibetanz@gmail.com>, Ian Fraser <fraseri186@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Mark Cannata <teachercannata@gmail.com>, Megan Patullo <meganpatullo@gmail.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, Sanja Resanovic <sresanov@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, Sebastian Major <sebastian.a.major@gmail.com>, Viktor Nemethy <vnemethy@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Hi all,

On Thursday we will be holding a town hall meeting with Sam Blyth. There are two parts to this- one with students and one with staff. Please read below carefully to make sure that you are clear on the plan.

Thursday, October 29th @ 12:15-1: Town hall for students with Sam Blyth in the hallway upstairs. (Similar to what happened with the assembly last week all students in classes upstairs during period two will move their chairs into the upstairs hallway for a 40 minute meeting with Sam. He will want to meet with the students without any staff present so you will have a little bit of a break. If you are in a class upstairs and have an assessment during that period please try to switch for that day with a class on the downstairs floor. Once students return from break at 12:10 we will get them all set up in the hallway for the meeting. You should have students back for the last 15 minutes of class.) The town hall is a chance for Sam to check in with the students on how things are going so far, suggestions for improvements etc.

Thursday, October 29th @ 1:15-1:45: Meeting with teaching staff and Sam in room 2. Sam would like to meet with all of the teachers teaching a full time class in term one to get to know you and check in on how things are going, suggestions for improvements etc. It is important that you all attend. If there are any issues please let me know ASAP.

I will be at head office on Thursday during the day so Yvonne will coordinate these two things. I will be back late afternoon for the open house at 5pm.

On Wednesday, October 28th and on Thursday, October 29th we have events at the school at 5pm. On Wednesday, it is an information meeting for parents on post secondary applications and on Thursday it is

the open house for prospective new students. PLEASE make sure that your room is extra tidy on these two days. We won't have very much time between school ending and families arriving to get set up.

Thanks,

Nili Isaacs

Principal

Blyth Academy Yorkville

Blyth International Summers

P: 647-347-0958; F: 647-343-1393

nisaacs@blytheducation.com

www.blythacademy.ca

Blyth

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This is Exhibit "49" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

Gmail **Karen Walmsley <karenwalms@gmail.com>**

Breaks

1 message

Nili Isaacs <nisaacs@blytheducation.com> Mon, Sep 14, 2015 at 8:34 AM
To: Avia Sang <avia.sang@gmail.com>, Chris Coates <chriscoates@blytheducation.com>, David Reibetanz <dpc.reibetanz@gmail.com>, Ian Fraser <fraseri186@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, "marcio.sargento@blytheducation.ca" <marcio.sargento@blytheducation.ca>, Mark Cannata <teachercannata@gmail.com>, Megan Patullo <meganpatullo@gmail.com>, Nicole Laliberte <nlaliberte11@gmail.com>, Nikki Lasso <nikkilasso@gmail.com>, Sanja Resanovic <sresanov@gmail.com>, "Sarah Covey (sarah.e.covey@gmail.com)" <sarah.e.covey@gmail.com>, Sebastian Major <sebastian.a.major@gmail.com>, Sue Bell <suebellcolour@hotmail.com>, Viktor Nemethy <vnemethy@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Hi all,

Here is the schedule for the day with breaks.

Period one: 8:40-10:55 (break 9:45-9:50)

Period two: 11-1:15 (break 12:05-12:10)

Lunch: 1:15-1:45

Period three: 1:45-4 (break 2:50-2:55)

(Foundations 1:45-3:30 break 2:30-2:35)

Thanks,

Nili Isaacs

Principal

Blyth Academy Yorkville

Blyth International Summers

P: 647-347-0958; F: 647-343-1393

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This is Exhibit "50" referred to in the Affidavit of Karen Walmsley sworn March 20, 2018

Commissioner for Taking Affidavits (or as may be)

KALEY DUFF

906

Stephen Moreau - Fwd: Resources for today's meeting

From: Karen Walmsley <karenwalms@gmail.com>
To: Stephen Moreau <smoreau@cavalluzzo.com>
Date: 21/06/2017 4:45 PM
Subject: Fwd: Resources for today's meeting
Attachments: Annotated CoS.docx; Appropriate Verbs and Evidence of Learning.docx; Assessment Tracker.docx; Blended Learning Policy.docx; Blyth Academy Field Trip Proposal.docx; Common learning differences and best practices.pptx; Evidence of Learning.docx; Experiential Learning.pptx; Final Submission Checklist 2016-17.docx; Highlights from Supporting Minds.docx; Learning Skills tracking sheet.docx; Links to Rediker Videos 2016.docx; Obs & Cons Tracking Sheet.docx; Rediker Teacher Gradebook Help Manual.pdf; Staff Meeting Agenda.docx; Student Feedback Survey_v 4 0.docx; Textbooks 2016_7DRAFT-REV.docx; Workplace Safety Training.pdf; Yorkville School Year Calendar 2016-17.doc; Lesson Plan 2016_17.docx; Unit Plan 2016_17.doc; Blended Learning at Blyth.docx; Blended Learning at Blyth.docx

[redacted]

---------- Forwarded message ----------
From: **Nili Isaacs** <nisaacs@blytheducation.com>
Date: Tue, Sep 6, 2016 at 7:33 AM
Subject: Resources for today's meeting
To: "(sarah.hansen86@gmail.com)" <sarah.hansen86@gmail.com>, Avia Sang <avia.sang@gmail.com>, Carla Poulton <carlapoulton@gmail.com>, Chris Arena <chris.arena2@gmail.com>, Chris Coates <chriscoates@blytheducation.com>, David Reibetanz <dpc.reibetanz@gmail.com>, David Trochanowski <david.trochanowski@gmail.com>, Erika <e.szakonyi@live.ca>, Ian Fraser <fraseri186@gmail.com>, Jamie Fatigati <jamie.fatigati@gmail.com>, Jamie Fatigati <Jamie.Fatigati@blytheducation.com>, Jenna Hilborn <jenna.hilborn77@gmail.com>, "Karen Walmsley (karenwalms@gmail.com)" <karenwalms@gmail.com>, Kelda Wells <keldawells@aim.com>, Kyle Webb <kyle.c.r.webb@gmail.com>, "lauren.lancaster@uoit.net" <lauren.lancaster@uoit.net>, Peter Kearney <Peter.Kearney@blytheducation.com>, Peter Kearney <pkearney14@gmail.com>, Viktor Nemethy <vnemethy@gmail.com>, Virginia Willems-Rossman <vswillems@gmail.com>
Cc: Yorkville - Campus <yorkville@blytheducation.com>

Morning all,

Attached are all of the resources that we are going to use/review during the meeting today. I am not going to print copies of very many of them in an effort to be conscious of the environment. I will have a projector set up so that you can follow along even if you don't have your own laptop/tablet at the meeting.

Thanks,

Nili Isaacs

Principal

Blyth Academy Yorkville

Blyth International Summers

P: 647-347-0958; F: 647-343-1393

nisaacs@blytheducation.com

www.blythacademy.ca

Blyth ACADEMY YORKVILLE

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KAREN WALMSLEY
Plaintiff (Moving Party)

-and-

2016169 ONTARIO INC., et al.
Defendants (Responding Parties)

Court File No. CV-17-584523

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Stephen J. Moreau, LSUC# 48750Q
Alex St. John, LSUC# 72406H
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Lawyers for the Plaintiff (Moving Party)