

## INSIDE CANADA EDUCATION OF CHILDREN “HOW TO” BOOK

### EDUCATION ALLOWANCES – PREPARATION FOR THE MOVE WITHIN CANADA

This Part is effective 01 December 2008

Questions related to this Administrative Instruction are to be forwarded via Email to: [Dependent Education Management](#).

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For education allowance purposes, this chart shows Canadian secondary school graduation.

PROVINCE	Secondary Graduation
British Columbia	Grade 12
Alberta	Grade 12
Saskatchewan	Grade 12
Manitoba	Grade 12
Ontario	Grade 12
Quebec	CÉGEP II (General pre-university program) Student must be working towards a Diploma of College Studies (DCS)
New Brunswick	Grade 12
Prince Edward Island	Grade 12
Nova Scotia	Grade 12
Newfoundland	Grade 12
Territories	Grade 12
Outside Canada	Grade 12

#### SECTION 1: GENERAL

1.1 Parents who are moving to a new school district should spend some time researching the school district and schools that their children will attend. Initially, parents should determine which characteristics of a school and school district are most important for meeting the needs of their children. For instance, parents may be interested in the academic performance of students at the school, test scores, programs for special needs of students, courses offered, teacher turnover rates, graduation requirements, the availability of special resources, the size of the school population, the number of students per class, dropout rates, graduation rates, and other information. Parents may also want to know how parents whose children

attend the school, regard the school and how the school is regarded in the community. The secondary school experience is a very complicated and challenging landscape. This is even more the case for the highly mobile, military-connected student population. Secondary students will be most interested in records transfer, interpretation systems of credits at new school, subjects offered, school calendars, school schedules, school standards and opportunities, and extracurricular activities.

1.2 Each student is unique; they are children first and connected to the military second. Each new school situation brings a particular set of opportunities, challenges, and daunting unknowns. It is tough, regardless of the circumstance and the age of the student, to be the “new kid” over and over. Parents are the best counsellors. The parents are key to all this, the teachers and counsellors can only do so much. So as a parent get involved with your children and plan ahead. The bottom line is you really have to be involved with your children in order to make a transition smooth.

1.3 **Language of instruction** may be provided in the appropriate official language, i.e., the English or French language of instruction consistent with section 23 of the Minority Language Educational Rights prescribed by the [Canadian Charter of Rights and Freedoms](#).

1.4 **French Immersion (FI)** programs are optional programs for Anglophone pupils and are not contemplated under Section 23, Minority Language Educational Rights, [Canadian Charter of Rights and Freedoms](#) as a language of instruction. Such programs are not available outside Canada.

## SECTION 2: RESPONSIBILITY FOR EDUCATION IN CANADA

2.1 **Responsibility:** In Canada, there is no federal department of education and no integrated national system of education. Within the federal system of shared powers, Canada’s Constitution Act of 1867 provides that “[I]n and for each province, the legislature may exclusively make Laws in relation to Education.” In the 13 jurisdictions — 10 provinces and 3 territories, departments or ministries of education are responsible for the organization, delivery, and assessment of education at the elementary and secondary levels, for technical and vocational education, and for postsecondary education. Some jurisdictions have two separate departments or ministries, one having responsibility for elementary-secondary education and the other for postsecondary education and skills training.

2.2 **Regional Differences:** While there are a great many similarities in the provincial and territorial education systems across Canada, there are significant differences in curriculum, assessment, and accountability policies among the jurisdictions that express the geography, history, language, culture, and corresponding specialized needs of the populations served. The comprehensive, diversified, and widely accessible nature of the education systems in Canada reflects the societal belief in the importance of education. CCEM Education Chart, Canada’s Education Systems, illustrates the organization of the pre-elementary, elementary, secondary, and postsecondary education systems in each jurisdiction in Canada.

2.3 **Government Role:** Public education is provided free to all Canadians who meet various age and residence requirements. Each province and territory has one or two departments/ministries responsible for education, headed by a minister who is almost always an elected member of the legislature and appointed to the position by the government leader of the jurisdiction. Deputy Ministers, who belong to the civil service, are responsible for the operation of the departments. The ministries and departments provide educational, administrative, and financial management and school support functions, and they define both the educational services to be provided and the policy and legislative frameworks.

2.4 **Local Governance:** Local governance of education is usually entrusted to school boards, school districts, school divisions, or district education councils. Their members are elected by public ballot. The

power delegated to the local authorities is at the discretion of the provincial and territorial governments and generally consists of the operation and administration (including financial) of the group of schools within their board or division, curriculum implementation, responsibility for personnel, enrolment of students, and initiation of proposals for new construction or other major capital expenditures. According to Statistics Canada data, there are approximately 15,500 schools in Canada — 10,100 elementary, 3,400 secondary, and 2,000 mixed elementary and secondary — with an overall average of 350 students per school.

2.5 **Minority-Language Education:** Canada is a bilingual country, and the constitution recognizes French and English as its two official languages. According to the 2006 Census, more than 85 per cent of French-mother tongue Canadians lives in the province of Quebec: the minority language rights of French-speaking students living outside the province of Quebec and English speaking students living in the province of Quebec are protected in the *Canadian Charter of Rights and Freedoms*. The Charter defines the conditions under which Canadians have the right to access publicly funded education in either minority language. Each province and territory has established French-language school boards to manage the network of French-first-language schools. In the province of Quebec, the same structure applies to education in English-first language schools.

2.6 **Funding Sources:** Public funding for education comes either directly from the provincial or territorial government or through a mix of provincial transfers and local taxes collected either by the local government or by the boards with taxing powers. Provincial and territorial regulations, revised yearly, provide the grant structure that sets the level of funding for each school board based on factors such as the number of students, special needs, and location.

2.7 **Pre-Elementary Education:** All jurisdictions have some form of pre-elementary (kindergarten) education, operated by the local education authorities and offering one year of pre-grade 1, non-compulsory education for five-year-olds. Depending on the jurisdiction, kindergarten may be compulsory or pre-school classes may be available from age four or even earlier. At a pan-Canadian level, 95 per cent of five-year-olds attend pre-elementary or elementary school and over 40 per cent of four-year-olds are enrolled in junior kindergarten, with significant variations among the jurisdictions. In 2005–06, about 130,000 children were attending junior kindergarten, with more than 312,000 in kindergarten. The intensity of the programs varies, with full-day and half-day programs, depending on the school board.

2.8 **Elementary Education:** The ages for compulsory schooling vary from one jurisdiction to another, but most require attendance in school from age 6 to age 16. In some cases, compulsory schooling starts at 5, and in others it extends to age 18 or graduation from secondary school. In most jurisdictions, elementary schools cover six to eight years of schooling. The elementary school curriculum emphasizes the basic subjects of language, mathematics, social studies, science, health and physical education, and introductory arts; some jurisdictions include second language learning. In many provinces and territories, increased attention is being paid to literacy, especially in the case of boys, as test results have shown that their performance is falling behind that of girls in language.

2.9 **Secondary Education:** Secondary school covers the final four to six years of compulsory education. In the first years, students take mostly compulsory courses, with some options. The proportion of options increases in the later years so that students may take specialized courses to prepare for the job market or to meet the differing entrance requirements of postsecondary institutions. Secondary school diplomas are awarded to students who complete the requisite number of compulsory and optional courses. In most cases, vocational and academic programs are offered within the same secondary schools; in others, technical and vocational programs are offered in separate, dedicated vocational training centres. For students with an interest in a specific trade, programs varying in length from less than one year to

three years are offered, any of them leading to diplomas and certificates.

2.10 ***Separate and Private Schools:*** The legislation and practices concerning the establishment of separate educational systems and private educational institutions vary from jurisdiction to jurisdiction. Three jurisdictions provide for tax-supported separate school systems that include both elementary and secondary education. These separate school systems allow religious minorities to receive education in accordance with the tenets of their faiths, especially Roman Catholics and Protestants, some of whom have constitutionally protected rights in this area. Public and separate school systems that are publicly funded serve about 93 per cent of all students in Canada. Six jurisdictions provide partial funding for private schools if certain criteria, which vary among jurisdictions, are met. No funding for private schools is provided in the other jurisdictions, although they still may be regulated.

## **Postsecondary Education**

2.11 ***Range of Institutions:*** Postsecondary education is available in both government-supported and private institutions, which offer degrees, diplomas, certificates, and attestations depending on the nature of the institution and the length of the program. The postsecondary environment has evolved during the past few years, as universities are no longer the only degree-granting institutions in some jurisdictions. A recognized postsecondary institution is a private or public institution that has been given full authority to grant degrees, diplomas, and other credentials by a public or private act of the provincial or territorial legislature or through a government mandated quality assurance mechanism. Canada has 163 recognized public and private universities (including theological schools) and 183 recognized public colleges and institutes, including those granting applied and bachelor's degrees. In addition to the recognized institutions, there are 68 university-level institutions and 51 college-level ones operating as authorized institutions, at which only selected programs are approved under provincially established quality assurance programs.

2.12 ***Governance:*** Publicly funded universities are largely autonomous; they set their own admissions standards and degree requirements and have considerable flexibility in the management of their financial affairs and program offerings. Government intervention is generally limited to funding, fee structures, and the introduction of new programs. Most Canadian universities have a two-tiered system of governance that includes a board of governors and a senate. Boards are generally charged with overall financial and policy concerns. Academic senates are responsible for programs, courses, admission requirements, qualifications for degrees, and academic planning. Their decisions are subject to board approval. Students are often represented on both bodies, as are alumni and representatives from the community at large. In colleges, government involvement can extend to admissions policies, program approval, curricula, institutional planning, and working conditions. Most colleges have boards of governors appointed by the provincial or territorial government, with representation from the public, students, and instructors. Program planning incorporates input from business, industry, and labour representatives on college advisory committees.

2.13 ***University Degrees:*** Universities and university colleges focus on degree programs but may also offer some diplomas and certificates, often in professional designations. University degrees are offered at three consecutive levels. Students enter at the bachelor's level after having successfully completed secondary school or the two-year CÉGEP program in Quebec. Most universities also have special entrance requirements and paths for mature students. Bachelor's degrees normally require three or four years of full-time study, depending on the province and whether the program is general or specialized. A master's degree typically requires two years of study after the bachelor's degree. For a doctoral degree, three to five years of additional study and research plus a dissertation are the normal requirements. The *Canadian Degree Qualifications Framework* outlines the degree levels in more detail. In regulated professions, such as medicine, law, education, and social work, an internship is generally required in

order to obtain a licence to practise.

2.14 **College Activities:** There are thousands of non-degree-granting institutions in Canada. Of these, over 150 are recognized public colleges and institutes. Whether they are called public colleges, specialized institutes, community colleges, institutes of technology, colleges of applied arts and technology, or CÉGEPs, they offer a range of vocation-oriented programs in a wide variety of professional and technical fields, including business, health, applied arts, technology, and social services. Some of the institutions are specialized and provide training in a single field such as fisheries, arts, paramedical technology, and agriculture. Colleges also provide literacy and academic upgrading programs, pre-employment and pre-apprenticeship programs, and the in class portions of registered apprenticeship programs. As well, a wide variety of workshops, short programs, and upgrades for skilled workers and professionals are made available. At the college level, the focus is on teaching, but applied research is taking on greater importance.

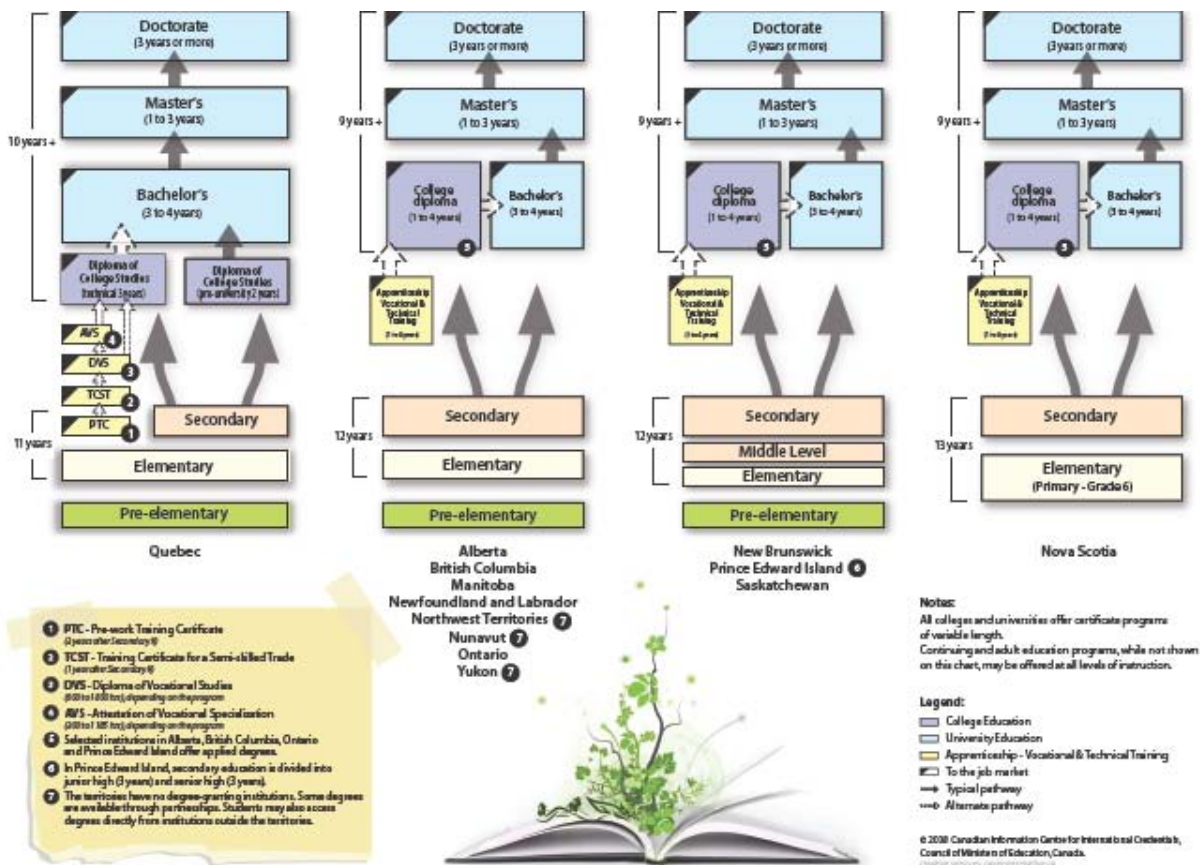
2.15 **College Recognition and Cooperation:** Diplomas are generally awarded for successful completion of two- and three-year college and institute programs, while certificate programs usually take up to one year. University degrees and applied degrees are offered in some colleges and institutes, and others provide university transfer programs. Les collèges d'enseignement général et professionnel (CÉGEPs) in Quebec offer a choice of two-year academic programs that are prerequisite for university study or three-year technical programs that prepare students for the labour market or for further postsecondary study. Colleges work very closely with business, industry, labour, and the public service sectors to provide professional development services and specialized programs and, on a wider basis, with their communities to design programs reflecting local needs.

2.16 **Prior Learning Assessment and Recognition:** About 80 per cent of colleges also recognize prior learning assessment and recognition (PLAR) in at least some of their programs. Some universities also recognize it, and a growing number of provinces offer PLAR to adults at the secondary school level. PLAR is a process that helps adults demonstrate and gain recognition for learning they have acquired outside of formal education settings.

## **Vocational Education and Training**

2.17 **Providers and Participation:** Vocational education refers to a multi-year program or a series of courses providing specialized instruction in a skill or a trade intending to lead the student directly into a career or program based on that skill or trade. It is offered in secondary schools and at the postsecondary level in public colleges and institutes, private for-profit colleges, and in the workplace, through apprenticeship programs. At the secondary level, vocational programs may be offered at separate, specialized schools or as optional programs in schools offering both academic and vocational streams. The secondary school programs prepare the student for the workforce, a postsecondary program, or an apprenticeship. The role of public colleges has been described above. Private colleges may be licensed by provincial governments or may operate as unlicensed entities. They may receive some public funding but are largely funded through tuition fees and offer programs in such areas as business, health sciences, human services, applied arts, information technology, electronics, services, and trades. Programs usually require one or two years of study, although some private career colleges offer programs of shorter duration. Apprenticeship programs in Canada have been generally geared toward adults, with youth becoming increasingly involved in some jurisdictions. The related industry is responsible for the practical training, delivered in the workplace, and the educational institution provides the theoretical components.

## CMEC EDUCATION IN CANADA



### SECTION 3: RESEARCH – REFERENCE INTERNET SITES

<p>Canadian Information Centre For International Credentials</p> <p>The Canadian Information Centre for International Credentials (CICIC) was established as an information and referral office after Canada ratified the UNESCO Convention on the Recognition of Studies, Diplomas and Degrees concerning Higher Education in the States belonging to the Europe Region, in 1990, to assist Canada in carrying out its obligations under the terms of this convention. The convention promotes international mobility by advocating wider recognition of higher education and professional qualifications.</p> <p>Canadian Information Centre For International Credentials - <a href="http://www.cicic.ca/">http://www.cicic.ca/</a></p>
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### Canadian Provincial Education Systems

Ontario Ministry of Education and Training - [www.edu.gov.on.ca](http://www.edu.gov.on.ca)  
 Review: "Program and Diploma Requirements"; "Common Course Codes"; "Choices into Action"; "Individual Education Plans"

Quebec Ministry of Education - [www.meq.gouv.qc.ca](http://www.meq.gouv.qc.ca)

Fédération des CÉGEPs - [www.fedecegeps.qc.ca](http://www.fedecegeps.qc.ca)  
Canadian Association of Independent Schools - [www.cais.ca](http://www.cais.ca)  
Alberta Ministry of Education - <http://ednet.edc.gov.ab.ca>  
British Columbia Ministry of Education - [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)  
Manitoba Ministry of Education - [www.gov.mb.ca/educate/index.html](http://www.gov.mb.ca/educate/index.html)  
New Brunswick Ministry of Education - [www.gov.nb.ca/education](http://www.gov.nb.ca/education)  
Newfoundland Ministry of Education - [www.gov.nf.ca/edu/](http://www.gov.nf.ca/edu/)  
Nova Scotia Ministry of Education - [www.ednet.ns.ca](http://www.ednet.ns.ca)  
Prince Edward Island Ministry of Education - [www.gov.pe.ca/educ/index.asp](http://www.gov.pe.ca/educ/index.asp)  
Saskatchewan Ministry of Education - [www.sasked.gov.sk.ca](http://www.sasked.gov.sk.ca)  
Provincial Secondary School Literacy Test: [www.eqao.com](http://www.eqao.com)  
Association of Universities and Colleges of Canada: [www.aucc.ca/index\\_e.html](http://www.aucc.ca/index_e.html)

#### Directorate Dependent Education Management

Dependent Education Management Web: [www.cmp-cpm.forces.gc.ca/dem-epcg](http://www.cmp-cpm.forces.gc.ca/dem-epcg)

#### World Education Sites

International Baccalaureate Organization [www.ibo.org/](http://www.ibo.org/)  
The College Board (for Advanced Placement and SATs) [www.collegeboard.org](http://www.collegeboard.org)

#### Post Secondary Education In Canada

Canadian Colleges and Universities <http://www.accc.ca/> for colleges and [www.aucc.ca/index\\_e.html](http://www.aucc.ca/index_e.html) for universities.

#### Distance Education Canadian Ministerial Programs

Alberta <http://ednet.edc.gov.ab.ca/lfb/default.html>  
British Columbia <http://www.openschool.bc.ca/de/>  
Manitoba [www.merlin.mb.ca/](http://www.merlin.mb.ca/)  
New Brunswick [www.learnmb.ca](http://www.learnmb.ca)  
Newfoundland [webmaster@edu.gov.nf.ca](mailto:webmaster@edu.gov.nf.ca)(questions on education in NF)  
Nova Scotia [www.lrt.ednet.ns.ca/](http://www.lrt.ednet.ns.ca/)  
Ontario [www.edu.gov.on.ca/](http://www.edu.gov.on.ca/)  
Prince Edward Island [education@gov.pe.ca](mailto:education@gov.pe.ca) (questions on education in PEI)  
Quebec [portailfad.qc.ca/en/home](http://portailfad.qc.ca/en/home)  
Saskatchewan [www.education.gov.sk.ca](http://www.education.gov.sk.ca)

#### Education Instruction At Home

Canadian Home Based Learning Resource Page <http://www.flora.org/homeschool-ca/>

#### Language Resource List

Adminet - The French Connection [www.adminet.com/](http://www.adminet.com/)  
Agriculture and Agri-Food Canada [www.agr.gc.ca/](http://www.agr.gc.ca/)  
Alberta Learning Technology Branch - [www.education.gov.ab.ca/lfb/default.html](http://www.education.gov.ab.ca/lfb/default.html)  
Astérix - Le site officiel [www.asterix.tm.fr/](http://www.asterix.tm.fr/)  
**Atomic Energy of Canada Ltd**

## Language Resource List

Brandon School Division No. 40 [www.brandonsd.mb.ca/](http://www.brandonsd.mb.ca/)  
Canada's Parliament [www.parl.gc.ca/](http://www.parl.gc.ca/)  
Canadian Broadcasting Corporation [www.cbc.radio-canada.ca/](http://www.cbc.radio-canada.ca/)  
Canadian Museum of Civilization Corporation <http://www.civilization.ca/>  
Canadian Museum of Nature [www.nature.ca/](http://www.nature.ca/)  
Clicnet - ressources pédagogiques <http://clicnet.swarthmore.edu/> (French Only Site)  
Discover Tintin [www.tintin.com/](http://www.tintin.com/)  
Fisheries and Oceans Canada [www.dfo-mpo.gc.ca/](http://www.dfo-mpo.gc.ca/)  
Foreign Languages for Travellers [www.travlang.com/languages/](http://www.travlang.com/languages/)  
France Ministry of Culture and Communication [www.culture.gouv.fr/](http://www.culture.gouv.fr/)  
French Language and Culture [www-as.phy.ohiou.edu/Departments/Mod\\_Lang/frenchlinks.html](http://www-as.phy.ohiou.edu/Departments/Mod_Lang/frenchlinks.html)  
French Language Course [www.jump-gate.com/languages/french/](http://www.jump-gate.com/languages/french/)  
Great Lakes St-Lawrence Seaway System [www.greatlakes-seaway.com/](http://www.greatlakes-seaway.com/)  
Human Resources and Development Canada <http://www.hrsdc.gc.ca/>  
Ici Radio Canada <http://radio-canada.ca/>  
Independent Learning Centre [/www.ilc.org/index-main.php](http://www.ilc.org/index-main.php)  
Industry Canada [www.ic.gc.ca/](http://www.ic.gc.ca/)  
Information Commissioner of Canada [www.infocom.gc.ca/](http://www.infocom.gc.ca/)  
Journal Le Devoir [www.ledevoir.com/](http://www.ledevoir.com/) (French Only Site)  
Journal Le Droit [www.cyberpresse.ca/le-droit](http://www.cyberpresse.ca/le-droit)  
Journal Le Monde Diplomatique [www.monde-diplomatique.fr/](http://www.monde-diplomatique.fr/)(French Only Site)  
Journal Le Soleil (de Québec) [www.cyberpresse.ca/soleil](http://www.cyberpresse.ca/soleil)  
Musée de la Télévision [www.mztv.com](http://www.mztv.com)  
National Aviation Museum [www.aviation.technomuses.ca](http://www.aviation.technomuses.ca)  
National Capital Commission [www.capcan.ca/](http://www.capcan.ca/)  
National Library of Canada [www.nlc-bnc.ca/](http://www.nlc-bnc.ca/)  
National Museum of Science and Technology [www.science-tech.nmstc.ca/](http://www.science-tech.nmstc.ca/)  
Natural Resources Canada - Geomatics Canada [ess.nrcan.gc.ca/geocan/index\\_e.php](http://ess.nrcan.gc.ca/geocan/index_e.php)  
Natural Resources Canada - Minerals and Metals Sector [www.nrcan-rncan.gc.ca/mms-smm/index-eng.htm](http://www.nrcan-rncan.gc.ca/mms-smm/index-eng.htm)  
Office of the Commissioner of Official Languages [www.ocol-clo.gc.ca/html/index\\_e.php](http://www.ocol-clo.gc.ca/html/index_e.php)  
Other Canadian Government Departments [www.gc.ca/](http://www.gc.ca/)  
Radio France International <http://town.hall.org/travel/france/rfi.html>  
Renfrew County District School Board [www.renfrew.edu.on.ca/](http://www.renfrew.edu.on.ca/)  
Via Rail Canada [www.viarail.ca/](http://www.viarail.ca/)

## English as a Second Language Resource List

Word2Word Language Resources [www.word2word.com](http://www.word2word.com)  
Language Magazine [www.languagemagazine.com](http://www.languagemagazine.com)  
Tower of English <http://towerofenglish.com>  
Poetry Today Online [www.poetrytodayonline.com](http://www.poetrytodayonline.com)  
TeacherVision [www.teachervision.com](http://www.teachervision.com)  
Education Index [www.educationindex.com](http://www.educationindex.com)  
The Digital History of Canadian Poetry [www.youngpoets.ca](http://www.youngpoets.ca)

#### SECTION 4: STUDENT MOBILITY

- Click here for the [Association of Universities and Colleges of Canada](#) for information on post secondary education in Canada.
- Click here for the [Canadian Millennium Scholarship Foundation](#)
- Click here for [Canada's Most Comprehensive Scholarship Portal](#)
- Click here for [Studentawards.com](#)

4.1 Military connected students move from school system to school system about three times more often than other students. It is important for student to have their academic passport in order prior to the move. Items that require attention would be:

- timely transfer of student records
- student should up date their Education Plan
- documentation of academic and extra-curricular performance
- copies of course descriptions and syllabi
- email address of school student guidance counsellor at old school
- check the new school on the Internet
- check out graduation requirements at the new school and discuss with your guidance counsellor at your old school
- check out the course catalogue at your new school
- contact your new school guidance department
- use the Internet, it is a great research tool.

4.2 Secondary graduation:

- Check on the Internet Ministry of Education Web Site for provincial secondary graduation requirement for the Province you will be moving to.
- Student should update Education Plan
- Consult <http://www.cmec.ca/> web page under elementary/secondary for an overview of each provincial education system, testing and grading practices and graduation requirements.
- Annual Education Plan – see example at <http://www.edu.gov.on.ca/>

4.3 **Links to Canadian Provincial Curriculum**

- Ontario Ministry of Education and Training - [www.edu.gov.on.ca](http://www.edu.gov.on.ca)  
Review: "Program and Diploma Requirements"; "Common Course Codes"; "Choices into Action"; "Individual Education Plans"
- Quebec Ministry of Education - [www.meq.gouv.qc.ca](http://www.meq.gouv.qc.ca)
- Fédération des CÉGEPs - [www.fedecegeps.qc.ca](http://www.fedecegeps.qc.ca)
- Canadian Association of Independent Schools - [www.caiss.ca](http://www.caiss.ca)
- Alberta Ministry of Education - <http://ednet.edc.gov.ab.ca>
- British Columbia Ministry of Education - [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)
- Manitoba Ministry of Education - [www.gov.mb.ca/educate/index.html](http://www.gov.mb.ca/educate/index.html)

- New Brunswick Ministry of Education - [www.gov.nb.ca/education](http://www.gov.nb.ca/education)
- Newfoundland Ministry of Education - [www.gov.nf.ca/edu/](http://www.gov.nf.ca/edu/)
- Nova Scotia Ministry of Education - [www.ednet.ns.ca](http://www.ednet.ns.ca)
- Prince Edward Island Ministry of Education - [www.gov.pe.ca/educ/index.asp](http://www.gov.pe.ca/educ/index.asp)
- Saskatchewan Ministry of Education - [www.sasked.gov.sk.ca](http://www.sasked.gov.sk.ca)
- Provincial Secondary School Literacy Test: [www.eqao.com](http://www.eqao.com)
- Association of Universities and Colleges of Canada: [www.aucc.ca/index\\_e.html](http://www.aucc.ca/index_e.html)

## SECTION 5: [INTERNATIONAL BACCALAUREATE](#)

5.1 IB provides an international pre-university curriculum and an international university entry qualification. It is gained by examination following two years of study at the end of upper secondary education (grade 11) and gives access to higher education on a worldwide basis. The International Baccalaureate organization is based in Geneva, Switzerland and is registered as an educational, charitable foundation under Swiss Law. Only students in affiliated IB schools and colleges can take the IB examinations. The IB diploma awarded upon successful completion of IB examinations fulfils the general matriculation requirements of most universities. The IB Diploma candidate must choose six subjects, one from each of the six categories, three at Higher Level (equivalent to GCE 'A' level or US Advanced Placement) and three at Subsidiary level (roughly equivalent to GCSE). The high standards implicit in the IB examinations assume high levels of achievement or pre-IB preparation at the middle school and junior high levels. The subjects that comprise the core of the IB curriculum are arranged according to six groups (two Language groups, Individuals and Societies, Experimental Sciences, Mathematics and an elective). The Diploma candidate is required to select one subject from each area. The student's selection of subjects will depend upon the range of IB subjects offered by the participating school. All IB Diploma candidates must also produce an extended essay of 4000 words, complete a course entitled "The Theory of Knowledge," and participate in extracurricular and community service activities. Those who do not satisfy the requirements of the full program are awarded a certificate for the examinations completed.

## SECTION 6: ADVANCED PLACEMENT (AP) PROGRAM

6.1 The Advanced Placement program is offered by the [College Board](#) and enables a student to complete college-level studies during secondary school, thus serving as an "academic bridge" that helps to smooth the transition from secondary school to college/university outside Canada. An AP exam can be written without following the AP course load, a student only needs to pay the fee. The AP examinations are given each May at participating schools. Exams are marked in June and in early July; the grades are reported to the students, their secondary schools, and the universities and colleges they may be entering. College board results do not determine/provide the pass/fail mark for a course at the secondary school attended in the United States, as AP courses/exams are not part of a high school graduation requirement. AP exams/testing, as provided for by the College Board, is used by a college/university to judge a common academic standard of applicants. The post secondary institution may also use them as a basis for determining academic credit and/or advanced course placement.

## SECTION 7: SCHOLASTIC APTITUDE TESTS (SAT)

7.1 SAT courses are offered by the [College Board \(www.collegeboard.org\)](http://www.collegeboard.org) in the United States. The College Board is a non-profit membership organization that provides tests and other educational services for students/schools/colleges. SAT results are designed to measure education outcomes common to all for use by a post secondary college/university. An outline of these courses/programs/tests follows:

- (a) Scholastic Aptitude Tests (SAT) - of the [College Board](#). A program of the College Board that provides college entrance tests and service for students planning to go to college in the United States. It provides for standardized testing, a yardstick into which to measure students from different state education programs. Some Canadian universities now use SAT testing for applicants who have graduated from an American curriculum. The SAT test is a multiple-choice that measures verbal, mathematical skills and Test of Standard written English (TSWE). The SAT is required for undergraduate admission to most American post secondary colleges/universities in the United States, as SAT testing is not a high school graduation requirement.

## SECTION 8: INSTRUCTION AT HOME

CANADIAN INSTRUCTION AT HOME - PAGE may be found at: [www.flora.org/homeschool-ca](http://www.flora.org/homeschool-ca)

## SECTION 9: SPECIAL EDUCATION

9.1 All students require support from teachers, classmates, family, and friends in order to thrive and to gain full benefits from their school experience. Some students have special needs that require additional support beyond that ordinarily received in the school setting. Children who have behavioral or communication disorders, or intellectual, physical or multiple disabilities, or who are gifted, may require special education services or special education programs in order to enable them to attend school and to benefit fully from their school experience. Such students may be formally identified as exceptional pupils.

9.2 Definition of special education program “an educational program that is based on and modified by the results of continuous assessment and evaluation and that includes a plan containing specific objectives and an outline of special education services that meet the needs of the exceptional pupil”. This implies setting educational goals with appropriate plan of action including accommodations and modifications.

9.3 Visit a websites below to find the right programs and organizations that can help you, your exceptional child or student.

**Association for Bright Children of Ontario** (<http://abcontario.ca>) provides information to parents about the social, emotional and intellectual needs of bright and gifted students. Learn more by visiting their website.

**Attention Deficit Disorder Ontario Foundation (ADDO)** ([http://vrl.tpl.toronto.on.ca/helpfile/he\\_a0003.html](http://vrl.tpl.toronto.on.ca/helpfile/he_a0003.html)) is a registered not-for-profit charitable organization that works to improve awareness and understanding of ADHD among the general public, educators and health professionals.

**Attention Deficit Information Network (AD-IN)** (<http://www.addinonetwork.com/>) offers support and information to families of children with ADD, adults with ADD, and others, including professionals. AD-IN also presents workshops for parents and professionals on current ADD research and treatments.

**Autism Ontario** (<http://www.autismontario.com/>) (formerly Autism Society Ontario) is the leading source of information and referral on autism and one of the largest collective voices representing the autism community. Members are connected through a volunteer network of Chapters throughout the Province of Ontario.

**Autism Society Canada**

([http://www.autismsocietycanada.ca/understanding\\_autism/resources/index\\_e.html](http://www.autismsocietycanada.ca/understanding_autism/resources/index_e.html)) was founded by a group of parents committed to advocacy, public education, information and referral and support. Visit their website for further information.

**Butte Publications** (<http://www.buttepublications.com/>) publishes educational materials for students who are deaf or hard of hearing, their teachers, parents and professionals in the field.

Canadian Association of Educators of the Deaf and Hard-of-Hearing (CAEDHH) (<http://www.stemnet.nf.ca/CAEDHH/>) provides a host of resources for teachers of the deaf and hard-of-hearing.

Canadian Hard of Hearing Association(CHHA) (<http://www.chha.ca/>) is a consumer-based organization formed by and for hard of hearing Canadians. CHHA works cooperatively with professionals, service providers and government bodies, and provides information about hard of hearing issues and solutions.

**Canada: Children and Adults with Attention Deficit Disorders (CH.A.D.D.)**

(<http://www.chaddcanada.org/>) is a not-for-profit parent-run organization that aims to help support, educate and ultimately better the lives of individuals with ADD and those who care for them.

**Canadian Association for Community Living** (<http://www.communitylivingontario.ca/>) is a Canada-wide association of family members and others working for the benefit of persons of all ages who have an intellectual disability.

**Canadian Hearing Society** (<http://www.chs.ca/>) provides services that enhance the independence of deaf, deafened and hard of hearing people, and that encourage prevention of hearing loss. Visit their website to find out more, including information on how you can get involved.

**Canadian Institute of Child Health (CICH)** (<http://www.cich.ca/>) is dedicated to promoting and protecting the health, well-being and rights of all children and youth through monitoring, education and advocacy.

**Child Care Resources** (<http://www.childcare.on.ca/Programs/RegionalPreschoolAutismProgram.aspx>) offers many services to parents, children and professionals to enhance and support a good quality of life for children in the early years and those with special needs. Parents will find a list of available programs and resources on their website.

**Council for Exceptional Children** (<http://www.cec.sped.org//AM/Template.cfm?Section=Home>) is the largest international professional organization dedicated to improving educational outcomes for individuals with exceptionalities, students with disabilities, and/or the gifted. CEC advocates for appropriate governmental policies, sets professional standards, provides continual professional development and helps professionals obtain conditions and resources necessary for effective professional practice.

**Down Syndrome Association of Ontario** ([www.dsao.ca](http://www.dsao.ca)) links you to local associations of the DSAO. Visit their website to find a chapter nearest you.

**Enable Link** ([www.enablelink.ca](http://www.enablelink.ca)) connects people with disabilities to a world of resources. Browse through their website to find a wealth of information on education, employment and other important topics.

**Epilepsy Canada** (<http://www.epilepsy.ca/>) enhances the quality of life for persons affected by epilepsy through promotion and support of research and facilitation of education and awareness initiatives that build understanding and acceptance of epilepsy.

**League for the Hard of Hearing** (<http://www.lhh.org/>) is the world's leading not-for-profit hearing rehabilitation and human services agency for infants, children and adults who are hard of hearing, deaf, and deaf-blind.

**Learning Disabilities Association of Ontario** (<http://www.ldao.ca/index.php>) works to improve the lives of children, youth and adults with learning disabilities. It offers many resources, services, information, venues and products designed to help people with LDs and ADHD, as well as parents, teachers and other professionals.

**Ministry of Education** (<http://www.edu.gov.on.ca/eng/general/elemsec/speced/speced.html>) informational website features specific resources about Special Education in Ontario. The site features detailed information about the Education Act, regulations and other information of interest to students, parents and teachers.

**Ontario Brain Injury Association** (<http://www.obia.on.ca/>) promotes awareness, understanding and prevention of brain injury through education, advocacy, research grants and community support services.

**SEAC Learning Site** (<http://www.seac-learning.ca/index2.htm>) is an information program that has been developed by the Ontario Ministry of Education to assist SEAC members to undertake the roles and responsibilities ascribed to them by legislation.

**SNOW: Special Needs Opportunity Window** (<http://snow.utoronto.ca/>), funded by the Ontario Ministry of Education, is a website that provides resources and professional development information for educators and parents of students with special needs. Please browse through SNOW's website to learn more.

**The Alexander Graham Bell Association for the Deaf and Hard of Hearing (AG Bell)** (<http://www.agbell.org/DesktopDefault.aspx>) is a lifelong resource, support network and advocate for listening, learning, talking and living independently with hearing loss.

**The Association of Parent Support Groups in Ontario** (<http://www.apsgo.ca/>) is an organization of parents of disruptive youth. The organization provides weekly meetings, workshops and other resources to assist parents in acquiring the skills to help themselves and their children.

**The Canadian National Institute for the Blind (CNIB)** (<http://www.cnib.ca/>) is the primary source of support, information and most importantly, hope, for all Canadians affected by vision loss.

**The Easter Seal Society of Ontario** ([www.easterseals.org](http://www.easterseals.org)) is dedicated to helping children with physical disabilities achieve their full individual potential and future independence. Easter Seal people make a

difference in the lives of the children and their families by providing direct services, programs, research, advocacy and public education.

**The Ontario Association of Children's Rehabilitation Services (OACRS)** (<http://www.oacrs.com/>) represents 20 children's treatment centres across Ontario. Not-for-profit and community-based, children's treatment centres serve about 40,000 children and youth with disabilities and their families.

**Tourette Syndrome Foundation of Canada** ([www.tourette.ca](http://www.tourette.ca)) promotes increased correct diagnoses, overall public knowledge and understanding of the disorder.

**VOICE for Hearing Impaired Children** ([www.voicefordeafkids.com](http://www.voicefordeafkids.com)) works to ensure that hearing impaired children have the right to develop their ability to listen and speak and have access to the support and services which will enable them to do so. VOICE also provides parent support, auditory-verbal therapy, educational programs, information resources and advocacy.

Learning Disabilities Association of Canada – ([www.ldac-taac.ca](http://www.ldac-taac.ca))