



**Canadian  
Southeastern  
Academy**

BSID: 882508

Academic Year 2025-26  
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# **Canadian Southeastern Academy**

## **ACADEMIC COURSE CALENDAR**

Grades 9-12  
January 2025



The **Academic Course Calendar** is an important source of information and a planning tool designed to assist parents and students in understanding high school and post-secondary programs and opportunities. It provides information on assessment and evaluation standards at the school, ways we assist in maximizing student potential, and strategies used to support children through the various learning processes. Ontario Ministry of Education requirements regarding the granting of secondary school diplomas (OSSD) are also outlined in the following pages.

Finally, you will find a comprehensive list of all the academic courses offered by **Canadian Southeastern Academy (CSA)**. CSA is a full-year, 4-semester, enriched academic program. We encourage all students to take advantage of the variety of opportunities provided at the school in all grades. We seek to teach and inspire a love of learning and emphasize process in all learning stages and modules. CSA offers a full range of courses at the academic and university preparatory levels that meet and surpass Ministry of Education guidelines.

Organizational keys, study skills, time management, and effective work habits are worked on daily. Our teachers are instinctively drawn to provide the extra help and support required to master material and concepts. Extra help, academic mentoring, and Guidance support are mainstays at CSA.

Our after-school programs are an essential part of our purpose and mandate, and we strongly encourage our young people to participate in everything from chess matches to championship hockey games in building their skill levels and personal relationships.

At CSA, students are encouraged to achieve to their highest potential, balancing academic, physical, and social pursuits within an enriched, structured, and disciplined environment. We are committed to academic excellence, while fostering integrity, creativity, and responsibility to self and community. We educate adolescents to develop positive personal relationships, to embrace differences of appearance and opinion, to underline daily the importance of civility and the sensitivities required to achieve it, and to grasp the necessity of diligence in realizing one's goals.

Students will have the guidance, nurturing, and adult role models to inspire their work and efforts on a daily basis.



## **THE SCHOOL'S OVERALL GOALS AND PHILOSOPHY**

### **VISION STATEMENT**

The Canadian Southeastern Academy envisions offering the best high school education in Ontario around 21st-century demands such as the development of academic, social, emotional, and moral competencies.

The Canadian Southeastern Academy will aspire to realize this vision through dedicated and motivated teachers, focus on care for Canadian values, research on recent educational developments, consideration of individual student targets and needs, instilling sensitivity to different cultures, cooperation with students, and a passion for implementing innovation in teaching and learning.

Students are inspired to reach their highest academic potential through an innovative curriculum that encourages them to become effective global citizens, innovators, and leaders of their chosen field. The incorporation of Higher Order Thinking skills to deepen knowledge, enable inquiry, innovation, and creativity allows students to become reflective thinkers, problem solvers, and confident, effective communicators and leaders.

### **MISSION STATEMENT**

Canadian Southeastern Academy prepares students for the academic, social, and career competencies of Canada and the USA with the knowledge, skills, attitude, and understanding filtered from the Growing Success document and Ontario Curriculum, and enriched with international experience to enable them to secure a strong position in their future careers and wherever their contributions may be needed.

The outcome of fulfilling our mission is to raise students who are:

1. Responsible
2. Organized
3. Independent
4. Collaborative
5. Initiative-taking

### **PHILOSOPHY**

We firmly believe in an education that combines academic knowledge with personal growth, suitable for the development of a successful career. Canadian Southeastern Academy has established objectives to ensure that each student has an optimal opportunity to:



### **1. Develop Intellectually**

We encourage and guide our students to learn beyond the basic bodies of knowledge; to learn independent and critical thinking, to be curious about the world they live in, and to be creative in expressing their thoughts.

### **2. Develop Social Skills**

We encourage and guide our students to have a better understanding of who they are as individuals. We celebrate our students' achievements, motivate them to take initiative, and help them develop a sense of social responsibility and respect for the beliefs of others.

### **3. Develop Career Skills**

We encourage our students to think ahead and identify their career objectives. We assist them in developing work habits and skills that match the ever-changing workplace.

We believe that secondary education plays a pivotal role in the transition of young individuals into productive and contributing members of society. As such, we remain committed to reaching every student. To achieve this, we rely on the mutual cooperation of students, teachers, parents, and the principal.



## SOFTWARE AND HARDWARE REQUIREMENTS

### General Technology Requirements for Remote/Online Courses

Category	Minimum Requirement
Device	Laptop or Desktop with Administrator permission
Storage	5 GB of free space (actual storage requirement depends on program and usage)
Web Browser	Google Chrome, Mozilla Firefox or Apple Safari
Operating System	Windows 10, macOS X 10.9+
Screen Resolution	1024 x 768
Memory	4 GB
Processor	Dual Core 3.6 Ghz or Higher (I3/I5/I7 or AMD Equivalent)

### Acceptable Use Policy

The purpose of this Policy is to ensure the efficient, safe, ethical, and legal use of the Canadian Southeastern Academy's Technology. This Policy applies to all student users of CSA Technology, as well as users who obtain their access privileges through association with CSA.

### Student and Parent Acknowledgement

Every student and his/her parent must electronically acknowledge the existence of this policy as a condition to receive access to CSA Technology. The Acknowledgement will remain in effect until such time as the student is no longer enrolled in CSA courses or a policy revision requires that a new acknowledgement form be signed.

### Educational Purposes

The purpose of CSA Technology is to serve as a resource for teaching and learning at CSA. CSA Technology may be used only for purposes consistent with the educational objectives of CSA. CSA Technology may not be used for recreational, personal, or commercial purposes.

Only authorized users may access CSA Technology. CSA Technology shall not constitute a public forum. CSA students will have the ability to contact other CSA students and employees via CSA Technology. All communications and information accessible via any CSA Technology may be accessed by CSA and treated as CSA property. This includes, but



is not limited to, email, chat text, voicemail, and course-related documents or other files. Users are responsible for ensuring that their activities must adhere to generally accepted educational standards. Inappropriate use includes all those activities prohibited to the user based on their allowed degree of access and any activity that violates the school's policies or procedures.

**Student Responsibilities may include but are not limited to:**

- Students should immediately notify their instructor or the CSA office of any violations of this Policy.
- Accessing, storing, or sending inappropriate or indecent websites, files, messages, or images.
- Cyber-bullying or using obscene language; harassing, insulting, defaming, threatening, or attacking others.
- Transmission of unsolicited advertising, promotional materials, or other forms of solicitation, including placing hyperlinks to non-CSA-related websites.
- Mass mailings within CSA without receiving permission from the Chief Information Officer.
- Gaining access to or attempting to modify employees', instructors', students', or third parties' folders, work, or files.
- Gaining unauthorized access to restricted resources or organizations.
- Spreading, creating, or using invasive software, such as computer viruses, worms, malware, or other detrimental technology.
- Misrepresenting oneself in any email communication or while accessing CSA Technology.
- Allowing third-party access to CSA Technology without prior authorization from the Chief Information Officer or Chief Executive Officer.
- Encrypting communications or files to avoid security review.
- Accessing, using, or distributing another user's login or password.
- Sharing personal passwords or personal information, or mishandling passwords, access codes, or other data in violation of any CSA policy.
- Inappropriate activities performed through a student's account will be considered to be the actions of the account holder.
- Involvement in any activity that is prohibited by this Policy, other CSA policies, or by applicable law.

**Personal Security**

In addition to following the acceptable use guidelines listed above, CSA recommends the following rules when students are outside CSA's online learning environment:

- Never arrange to get together with someone "met" online, unless you have parental permission.
- Do not respond to any illicit or suspicious activities, and immediately report them to CSA administration.



- Do not engage in any activity that may violate CSA's Pupil Safety and Violence Prevention Policy JICL.
- Beware of emails from anyone, particularly adults you do not know, asking for personal information, attempting to arrange meetings, or engaging in personal contact.
- Alert your instructor or another CSA employee of any message you receive that is inappropriate or makes you feel uncomfortable.
- Never say anything via email that you would not mind seeing in a local newspaper.

CSA cannot guarantee the appropriateness or accuracy of the information that students may access on the Internet outside of CSA Technology. For those students who access CSA Technology from a home computer, parents should be aware of this and monitor their children's communications and use of the Internet.

### **Consequences for Violation of the Policy**

Access to the Technology is a privilege, not a right. Users who abide by this Policy will be allowed to access CSA Technology and any other technological resources made available to them. Users who do not abide by the policies set forth herein may be denied access to the Technology. Acceptable use practices, policies, and guidelines apply to anyone who accesses CSA Technology.

### **CSA Rights**

CSA Technology is maintained and managed by the Chief Information Officer in such a way as to ensure its availability and reliability in performing its educational mission. Users have no reasonable expectation of privacy concerning any materials transferred over or stored with CSA Technology, even if protected by password. CSA reserves the right to:

- Monitor all activity and use of CSA Technology
- Make determinations on whether specific uses of CSA Technology are consistent with this Policy
- Log Technology use by users
- Determine what is appropriate use
- Remove user access to CSA Technology at any time it is determined that the user engaged in unauthorized activity or violated this Policy
- Any CSA administrator may terminate the account privileges of a student for any reason
- Cooperate fully with any investigation and law enforcement concerning or relating to CSA Technology activity

### **Definition and Scope of CSA Technology**

CSA Technology consists of all online computer accounts and applications owned or leased by CSA, and any configuration of computer hardware and software that connects the users to the Technology. The term includes all of the application software, stored text and data, voice, and image files. The term also includes computer accounts, electronic mail,



local databases, externally accessed databases, digitized information, communication technologies, and new technologies as they become available. Any computer, peripheral device, tablet computer, cell phone, pager, or other device not owned by CSA, but which has been permitted to access the Technology, or which accesses the Technology without permission, shall be governed by this Policy.

### **CSA's Limitation of Liability**

CSA makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through CSA Technology will be error-free or without defect. CSA will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. CSA is not responsible for the accuracy or quality of the information obtained through or stored on the system. CSA will not be responsible for financial obligations or repair costs arising from unauthorized use or intentional misconduct. CSA assumes no responsibility for any phone charges, line costs, or usage fees for connectivity to the Internet.

### **School's Term and Reporting Period**

Term	Duration	Grades	# of Classes	Reporting Period
Term 1	Sep. - Nov.	9-12	2	November
Term 2	Nov. - Feb.	9-12	2	February
Term 3	Feb. - Apr.	9-12	2	May
Term 4	Apr. - Jun.	9-12	2	July
Summer July	July	9-12	1	August
Summer July	August	9-12	1	September

## **STUDENT RIGHTS AND RESPONSIBILITIES**

In order to maintain a school climate in which all students can learn, it is vital for all students to assume responsibility for their behavior. To aid students in making appropriate decisions governing their behavior, the following code of conduct identifying standards and expectations has been developed based on provisions of the various Ontario Ministry of Education codes.

While the standards are not intended to be exclusive, they illustrate the types of behavior that are appropriate and necessary in a wholesome school climate. These expectations shall apply to all students and guests on the school property. In school, there are numerous opportunities for disagreement between people to arise. When such occasions occur, there must be someone who has the responsibility for settling the disagreements in order to avoid disorder in the school. Such a structure is necessary to facilitate the teaching-learning



process. The power and the responsibility for the settlement of disagreements have been given to the CSA Discipline Committee and, through them, to the principals and teachers.

In order for this power to be exercised fairly, and so that students know their responsibilities, it is necessary that each student's rights be stated.

1. All students have the right to be free from harassment and physical torment while in class, passing legitimately through the halls, or legitimately on the school grounds. Outward behavior (speech, actions, symbols, etc.) which is motivated by a bias revolving around any of the following—sexual/gender, race, age, disabilities—is expressly prohibited at CSA.
2. All students and staff members have the right to be treated with respect and, in turn, have the obligation to treat others respectfully. This respect and treatment includes not using vulgar, abusive, suggestive, or otherwise offensive language.
3. All students have the right to participate in curricular and extra-curricular activities as long as they have met the requirements of CSA.
4. All students have a right to a fair hearing on disciplinary matters with the understanding that the final decisions must be made by the school.
5. All students have the right to bring their concerns about school matters to the attention of the school administration.
6. Students violating the rights of others understand and accept the consequences made by the CSA Discipline Committee.

### **Canadian Southeastern Academy CODE OF CONDUCT**

CSA strives to provide a safe, caring, learning environment for children, staff, and families. We strive to provide an environment in which all children can develop socially, emotionally, physically, and cognitively. Our school is based on the belief that each and every child should have the same opportunity to grow and develop in a warm, kind, and caring environment at their own individual pace. We welcome children of all abilities into our programs and will, to the best of our ability, provide additional support for any child that needs it.

The following people are expected to behave in a respectful manner and comply with this Code of Conduct:

- The children who are registered at our school



- The parents/guardians of children enrolled
- The teachers
- All others, such as guests, visitors, and extended families, involved with our school

### **Guiding Principles for Appropriate Behavior:**

- Be Respectful
- We are respectful of the ideas and feelings of others.
- Be respectful of the environment, equipment, and materials.
- Be Safe
- Work and play safely to help keep ourselves and others from getting hurt.
- Be Cooperative
- Solve our problems by talking and listening to each other respectfully to find solution first.
- When we cannot solve a problem ourselves, we ask for help.

### **UNACCEPTABLE BEHAVIOURS**

The following behaviors by children, staff, parents, and others involved in our center are unacceptable:

- All forms of bullying (physical, verbal, emotional, social, or cyber bullying), including: comments, actions or visual displays that are intentional, harmful, and repetitive
- Harassment, including behavior that degrades, demeans, humiliates, or embarrasses someone that a reasonable person would know is unwelcome
- All forms of abuse (sexual, physical, or psychological), including verbal abuse, written abuse, or any actions that discriminate against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief, or physical or mental disability
- Actions that put another person at risk of harm, including violent physical acts (with or without a weapon)

**CSA creates a positive environment for children, parents, staff, and others involved in our school by:**



- Developing positive relationships, including making time to talk and listen
- Expecting volunteers to always show kindness in words and actions when dealing with each other, with the children, and with parents
- Expecting teachers, children, and parents to use good manners both verbally and in actions
- Establishing clear, consistent, simple limits
- Stating limits in a positive way and periodically reminding people
- Providing explanations for limits
- Working together to solve problems
- Modelling and encouraging appropriate behaviour

Each student begins a semester with **100 points**. Instances which will cause students to lose points, as well as the consequences of breaking rules and regulations, are as follows:

**Discipline is administered through the four-level system outlined below:**

#### **LEVEL ONE**

- 1.Reprimand and warning to student
- 2.Possibility of detention
- 3.Notification given to parents
- 4.Rule clarification to parent and student
- 5.Meeting with parent(s) if required
- 6.Involvement of counseling services
- 7.Deduction of 2 or 5 points

#### **LEVEL TWO**

- 1.Reprimand and warning to student
- 2.Possibility of detention
- 3.One to three days in-school suspension
- 4.Notification given to parents



- 5.Meeting with parent(s) if required
- 6.Rule clarification to parent and student
- 7.Deduction of 10 or 15 points

### **LEVEL THREE**

- 1.Reprimand and warning to student
- 2.Possibility of detention
- 3.One to three days out-of-school suspension
- 4.Notification given to parents
- 5.Parent conference required
- 6.Rule clarification to parent and student
- 7.Deduction of 20 or 25 points

### **LEVEL FOUR**

- 1.Notification given to parents
- 2.Parent conference required
- 3.Recommendation for expulsion for the remainder of the semester or a full calendar year to the Superintendent of Schools and the Board of Education
- 4.Deduction of 30 or 35 points

### **THESE "LEVELS" APPLY TO THE VIOLATIONS LISTED BELOW**

- Being late 15 minutes or more to the lesson checking section – Level 1
- One section absent without permission – Go to class after teacher – Level 2-3
- Incident entered in lesson report book – Level 1
- Not paying attention to the lesson: getting marks 00 or 01 – Level 1-2
- Wearing jewelry (the school will confiscate prohibited items and safeguard them for 3 months) – Level 1-2
- During lunch break: causing noise, disorder in the room – Level 1-2
- Loitering in the canteen or in the playground after lesson bell – Level 1-2
- One day absent without permission (without medical advice) – Level 1-2



- Littering at school – Level 1-2
- Climbing or jumping on the tables and chairs – Level 1-2
- Copying or talking while doing examinations/tests – Level 3
- Forging parents' signature to apply for an absence with permission – Level 3
- Swearing or gambling (inside or outside school) – *Level unspecified*
- Bringing a mobile phone, cassette, electronic games, or other kinds of device to school (the school will confiscate and safeguard for 1 to 3 months) – Level 1-3
- Evading learning section or being dismissed by subject teacher – Level 3
- Being dishonest and impolite to teachers or school staff – Level 1-2
- Improperly saluting or neglecting to salute during flag ceremony or extra school activities – Level 1-2
- Not informing parents about school invitations requiring parental involvement – Level 1-2
- Theft or destruction of school or private property (tables and chairs, lights, fans, lesson report book, etc.) – Level 3
- Bringing obscene material to school – Level 3
- Inciting violence – Level 3-4
- Breaking Ontario Province and Canada Federal laws – *Level unspecified*
- Alcohol possession/use/distribution – Level 3-4\*
- Noticeably under the influence of alcohol – Level 4
- "Counterfeit" alcohol possession/use – Level 4
- Making false bomb/disaster threats – Level 4
- Cheating/plagiarism – Levels 2-3-4
- Dress code violation – Levels 1-2-3-4
- Drugs – possession/use (including cannabis) – Level 4
- Drugs – sale or distribution – Level 4\*
- Drugs – evidence of use (no evidence of possession) – Level 2-3-4\*
- "Counterfeit" drugs possession or use (non-prescription) – Level 4
- Fighting – Levels 1-2-3-4\*
- Inappropriate language – Levels 1-2-3-4
- Inappropriate use of technology (note Appendix L) – Levels 1-2-3-4
- Theft – Levels 2-3-4
- Defiance of authority/insubordination – Levels 2-3-4
- Tobacco possession – Levels 2-3-4\*
- Tobacco use – Levels 3-4\*
- "Counterfeit" tobacco possession or use – Levels 1-2-3-4\*
- Truant – Levels 1-2-3-4
- Vandalism – Levels 2-3-4
- Weapons possession/use – Levels 3-4
- Bullying/harassment (including but not limited to sexual/gender, age, religion, race, color, disabilities, or national origin) – Levels 1-2-3-4\*
- Arson – Level 4\*
- Gambling – card playing – Levels 2-3-4\*



- Skipping class – Levels 1-2-3-4
- Skipping lunch/study hall – Levels 1-2-3-4
- Unauthorized use of safety equipment (false fire alarm, improper use of fire extinguisher or AED) – Levels 3-4\*
- Assault/battery – staff – Level 4\*
- Assault/battery – student – Levels 2-3-4\*
- Rules violation – Levels 1-2-3-4
- Contraband (includes lighters/incendiary devices) – Levels 1-2-3-4\*
- Being in an unauthorized area – Levels 1-2-3-4
- Threat against faculty – Levels 2-3-4\*
- Threat against student – Levels 1-2-3-4

**\* MAY INVOLVE REFERRAL TO LEGAL AUTHORITIES AND/OR REFERRAL TO NEW LIFE OR THE CENTER FOR ALCOHOL AND DRUG SERVICES.**

**NOTE:** Administrators reserve the right to maintain a safe, orderly environment. Disciplinary situations not covered in this handbook will be dealt with in a manner that follows the philosophy of CSA Board Policies.

## **TEACHER RESPONSIBILITIES**

## **CODE OF ETHICS**

- The teacher shall give foremost consideration to the student's well-being.
- The teacher shall direct his/her whole professional effort to assist the student to develop his/her whole personality, including his/her ability to work.
- The teacher shall act, and shall be seen to act, with justice and fairness.
- The teacher shall recognize that each student is an individual and that students can differ in what is required for the promotion of their education.
- The teacher shall recognize an obligation to assist all students under his/her charge to develop their talents suitably and to the fullest extent feasible.
- The teacher shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- The teacher shall not intentionally embarrass or disparage the students.
- The teacher shall not use professional relationships with students for private advantage.
- The teacher shall not change any period of his/her schedule with another lesson without the Administration Board's permission.
- The teacher shall not leave the classroom during the teaching period.
- The teacher shall not send any student out of the classroom.



- The teacher shall not arrange any extra lesson for students without the permission of Administration.

## **LESSON PREPARATION**

While preparing lessons, it would be good to consider the following points:

- What added value are you giving to the level of the student's educational achievement?
- How can you create ways of adding value to the students' education?
- How do you intend to test what has been achieved? Are the students informed about the success criteria?

## **PROVIDING DESCRIPTIVE FEEDBACK**

Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. Descriptive feedback helps students learn by providing them with precise information about:

- what they are doing well,
- what needs improvement,
- what specific steps they can take to improve.

According to Davies (2007, p. 2), descriptive feedback “enables the learner to adjust what he or she is doing in order to improve.” Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. As the teacher provides feedback, and as the student responds to it, the assessment information gathered is used to improve learning as well as instruction. Multiple opportunities for feedback and follow-up are planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers.

## **SCHOOL ACTIVITIES**

By getting involved in the school's activities, teachers will be contributing to the whole school issues rather than just curricular ones. School activities will give you the opportunity to develop relationships with other members of staff and with students across



the whole school. These relationships have a beneficial effect on your teaching through the mutual respect and trust gained from participating in an activity.

## **ACHIEVEMENT**

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

The report card provides the following skills demonstrated by the student in every course in the following categories:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

The learning skills and work habits are evaluated and reported separately from achievement of the curriculum expectations using a four-point scale:

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

The separate evaluation and reporting of achievement of the curriculum expectations will reflect their critical role in achievement of the curriculum expectations. Four categories for assessment and evaluations are:

- Knowledge and Understanding
- Thinking
- Communication
- Application

The evaluation of learning skills should not be considered in the determination of percentage grades.



## **PURPOSE OF ASSESSMENT**

*“The primary purpose of assessment is to improve student learning.”*

*(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grades 1–12, 2010, p. 6)*

Assessment for the purpose of improving student learning is seen as both **“assessment for learning”** and **“assessment as learning.”**

### **Evaluation Plan:**

At the beginning of each course, students will receive in writing an “Evaluation Plan” detailing how they will be evaluated. Seventy percent (70%) of the final grade will be based on evaluations conducted throughout the course. Thirty percent (30%) of the final grade will be based on culminating activities and/or final examinations. In each course, all students will be completing assessments:

- **for learning**, for which they will receive oral or written feedback from their teacher;
- **as learning**, for which they will receive oral or written feedback from their teacher;
- **of learning**, in which they will demonstrate the acquisition of skills and knowledge, for which they will receive marks and comments.

As part of assessment *for learning*, teachers provide students with descriptive feedback and coaching for improvement.

Teachers engage in assessment *as learning* by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in *assessment for learning* and *as learning*, teachers need to:

- Plan assessment concurrently and integrate it seamlessly with instruction;
- Share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- Gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- Use assessment to inform instruction, guide next steps, and help students monitor their progress toward achieving their learning goals;
- Analyze and interpret evidence of learning;
- Give and receive specific and timely descriptive feedback about student learning;
- Help students to develop skills of peer and self-assessment.



## **DEVELOPING LEARNING GOALS**

Assessment *for learning* and *as learning* requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.

Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.

## **ELICITING INFORMATION ABOUT STUDENT LEARNING**

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:

- Designing tasks that provide students with a variety of ways to demonstrate their learning
- Observing students as they perform tasks
- Posing questions to help students make their thinking explicit
- Engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking

## **GRADING**

Teachers then use the information gathered to adjust instruction and provide feedback.

Homework tasks designed to help students practice and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course.

In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others.



Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

A final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- **Seventy percent (70%)** of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- **Thirty percent (30%)** of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be 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.

The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Canadian Southeastern Academy grading rubric as below

Grade	Letter	Percentage Range	Grade	Letter	Percentage Ra
4+	A+	95.00–100.00	2+	C+	67.00– 69.99
4	A	87.00 – 94.99	2	C	63.00– 66.99
4–	A–	80.00 – 86.99	2–	C–	63.00– 66.99
3+	B+	77.00 – 79.99	1+	D+	57.00– 59.99
3	B	73.00 – 76.99	1	D	53.00– 56.99
3–	B–	70.00 – 72.99	1–	D–	50.00– 52.99
			0	F	0.00 – 49.99

### **Assessment for Learning and Assessment as Learning**

Assessment for learning and assessment as learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers—guided by the achievement chart for the



particular subject or discipline—identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card.

## **PLAGIARISM AND ACADEMIC DISHONESTY**

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating, plagiarism, and AI-generated assignments will not be condoned. It is also critical for all teachers and administrators to understand that in many cases, plagiarism and cheating occur for a variety of reasons and, if done intentionally, are often a last resort of students who have become overwhelmed.

In order to help prevent students from cheating and plagiarism, every effort must be made to ensure the following:

- Regular check-ins with the teacher to discuss the assignments, examine the research, and discuss rough drafts to ensure the process of completing the assignment is considered
- Wherever possible, the majority of the work and research should be completed during class time with the teacher
- Students must be taught about plagiarism, including how it can occur both inadvertently and intentionally
- Use of Google Docs and Google Assignment tools to allow documents to be shared and monitored by the teacher
- Ongoing conversations about the assignment to ensure students understand the material
- Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero on the test or examination and have the details of the cheating note in their school records (the principal will review each case individually with reference to the school policy on academic honesty). Any incident of plagiarism or cheating will result in a resubmission/rewrite of that particular assignment/test at the end of the course on the student's own time and at his/her own expense to pay for the creation and marking of a new assessment. This incident will be documented in the office. A second incident of plagiarism or cheating in any course will result in a mark of zero for that assignment. For example, if you cheat on a math test and then plagiarize an English essay, you will receive a zero on the essay.

### **Factors to consider include:**



- The grade level of the student
- The maturity of the student
- The number and frequency of incidents
- The individual circumstances of the student

**Possible penalties may include:**

- Deduction of marks or assignment of a grade of zero
- Having the student redo the work properly and resubmit it for full or reduced credit

All suspected plagiarism or AI-generated assignments will be examined using third-party software, and the results will be sent to the Academic Review Committee for individual examination. The Academic Review Committee will issue its findings.

**The results of the Academic Review Committee are FINAL and will not be reviewed or commented on further.**

The student, depending on the above-mentioned factors, will have every opportunity to either redo the assignment and learn how to improve their decision-making abilities.

Parents/Guardians will be contacted by the teacher to outline the incident and the penalty agreed upon with the Administration. This penalty will then be shared with the student. Following these discussions, the Administration will follow up with both the parents and the student.

**For students who plagiarize or cheat more than once, penalties will increase and may include expulsion.**

**First Offense**

- The teacher clearly reviews the meaning of plagiarism and how to avoid it.
- If more than **50%** of the assignment has been plagiarized, the student must redo the assignment, and the new assignment is marked out of **50%** of the original assignment.
- If less than **50%** has been plagiarized, the student must redo the assignment, and the new version is marked out of **80%** of the original mark.
- This approach allows the teacher to continue building a trusting relationship with the student, fostering honesty and accountability.

**Second Offense**

- The teacher documents the offense, and it is handled by the **Principal**.



- The assignment must be redone, and the new version is marked out of **50%** of the original mark.

### **Third Offense**

- The teacher writes this up and it is dealt with by the Principal.
- A student who commits an act of plagiarism will receive a zero for the assignment.
- The student will not be permitted to redo the assignment.

### **Canadian Southeastern Academy SAFE SCHOOL POLICY**

At Canadian Southeastern Academy, the Board of Directors and management team consider the health, safety, and welfare of staff and students to be an integral part of creating and maintaining a healthy and safe environment. It is a responsibility taken seriously; therefore, we are committed to achieving the effective implementation of CSA's Health and Safety Policy, specifically the objectives outlined below.

#### **Canadian Southeastern Academy:**

- Is committed to providing a safe learning and working environment for all students, staff, and visitors to our schools.
- Expects its students, parents/guardians, and employees to actively participate as partners in maintaining a safe learning and work environment on our campuses.
- Will not tolerate:
  - a. Violence of any kind;
  - b. The possession or presence of weapons;
  - c. Harmful, threatening, or actual acts of violence or other unlawful acts;
  - d. Verbal abuse in any form;
  - e. The presence of any intruder or any activity that places the safety of students, staff, or visitors at risk;
  - f. The possession of, use of, or trafficking in alcohol, illegal drugs, or unauthorized prescription drugs.
- Will ensure that school officials and staff respond appropriately, without delay and in a consistent fashion, when violent incidents threaten the safety and security of our schools and the well-being of our students and staff.
- Will ensure that there are serious consequences for any student who commits a violent act, up to and including expulsion.

#### **Principals provide a leadership role in the daily operation of a school by:**

- Demonstrating care and commitment to academic excellence and a safe teaching and learning environment.



**Students are to be treated with respect and dignity. In return, they must:**

- Attend all classes;
- Come to school prepared, on time, and ready to learn;
- Show respect for themselves, others, and those in authority;
- Refrain from bringing anything to school that may compromise the safety of others;
- Cooperate with the established rules and take responsibility for their actions.

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 this responsibility when they:

- Show an active interest in their child’s schoolwork and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed, and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child’s absence or late arrival;
- Become familiar with the Code of Conduct and school rules.

Statement	Action/Reporting Responsibility	Supporting Documents
<b>CSA Health &amp; Safety Policy</b>	Questions regarding the CSA Health and Safety Policy should be referred to the Health & Safety Committee, specifically the member on duty that day. Issues concerning building grounds, structures, or environmental issues should be directed to the Head of Operations.	<ul style="list-style-type: none"> <li>- Emergency Contact List</li> <li>- Procedure and Protocol Papers (updated annually)</li> <li>- Faculty/Staff/Parent-Student Handbooks</li> <li>- Temporary role designation email notifications</li> </ul>
<b>Communication Protocol</b>	All staff, parents, students, and visitors must adhere to the communication chain outlined in this policy. Clear communication before emergencies is	<ul style="list-style-type: none"> <li>- Emergency Protocol (evacuation and lockdown procedures in classrooms)</li> <li>- Communication Chain Flowchart</li> </ul>



	critical. In emergencies, report to Health & Safety Committee members or CSA staff, who escalate to Administration and BOD if necessary.	
<b>Compound Security</b>	CSA uses 24-hour CCTV surveillance, RFID card access for staff, and a visitor sign-in system (with ID badges). Visitors must ring the front door bell and proceed to the front office for entry approval.	<ul style="list-style-type: none"> <li>- Standard Operating Procedures</li> <li>- Visitor Logbook</li> <li>- Security Risk Assessment Reports</li> </ul>
<b>Risk Management Statement</b>	CSA maintains a medical facility on campus and a designated driver for emergencies. Risks (pollution, traffic, weather, etc.) are minimized through policies. Reporting chain: teachers → school secretary → principal → BOD.	<ul style="list-style-type: none"> <li>- Accident/Injury Report Forms</li> <li>- Health &amp; First Aid Kits</li> <li>- Fire Drill/Tornado/Lockdown Procedures</li> </ul>
<b>Staff Screening</b>	All staff, contractors, and suppliers undergo background checks, health screenings, and supervision. Hiring committee ensures compliance with child protection standards.	<ul style="list-style-type: none"> <li>- Staff Handbook (screening policies)</li> <li>- Parent/Student Handbook (visitor guidelines)</li> </ul>
<b>Field Trips (Local &amp; Overseas)</b>	Field trips require written plans submitted 3 weeks in advance. Permission forms must be signed by parents. Supervisors complete risk assessments and submit trip request forms for approval.	<ul style="list-style-type: none"> <li>- Field Trip Request Forms</li> <li>- Risk Assessment Templates</li> <li>- Parent Consent Letters</li> </ul>
<b>Code of Ethics</b>	CSA expects students and	- Staff Handbook (Code of



	staff to uphold a code of ethics. Behavioral violations are addressed promptly. Serious cases escalate to head teachers.	Ethics) - Student Handbook (Discipline Procedures)
<b>Drugs, Alcohol &amp; Cigarettes</b>	Possession/consumption of illegal drugs, alcohol, or cigarettes on school grounds is prohibited. Violations result in suspension/dismissal.	- Ontario Laws - Staff/Student Handbooks (substance policies)
<b>Emergency Drills</b>	Drills (fire, tornado, lockdown) occur at least once per term. Effectiveness reports are shared school-wide. Local emergency services are notified 1 hour prior to drills.	- Emergency Drill Procedures - Evacuation Route Maps - Lockdown Protocol Cards

## WITHDRAWING FROM A COURSE

Students who wish to withdraw from a course must submit a withdrawal request to the office in writing within 5 days of receiving their midterm report card. In such cases, the mark will not be entered in the student's transcript.

If the student is under 18 years of age, a signed letter from the parent/guardian is required. Upon receiving the cancellation request, the school will update the student's course load accordingly.

## REFUND POLICY

### 1. Course Fee

The Course Fee will **NOT** be refunded under the following circumstances:

#### (1) International Student for In-class Courses

- The \$500.00 Registration Fee;
- If the student has obtained or extended their student visa using documents issued by CSA;



- If the student is dismissed due to violation of school rules and policies;
- If the student needs to drop or withdraw from any course.

## **(2) Local Student for In-class Courses**

- The \$500.00 Registration Fee;
- If the student is dismissed due to violation of school rules and policies;
- If the student needs to drop or withdraw from any course.

## **(3) International/Local Student for Online Courses**

- The \$500.00 Registration Fee;
- The Course Fee for any course that has been opened and account information sent to the student;
- 50% of the Course Fee for courses not yet opened by the school.

## **2. Boarding Fee**

The boarding fee is charged for the entire academic year (September to June). Students arriving before September 1 or departing after June 30 may be charged for extra days on campus.

- Refund Condition: Boarding fee is refunded **ONLY** if the student's visa is rejected.

## **3. Guardianship Fee**

The Guardianship fee is refunded **ONLY** if the student's visa is rejected.

- Deduction: \$100 will be retained for notarization; the remaining amount will be refunded.

## **DIPLOMA AND CERTIFICATE**

### **The Ontario Secondary School Diploma (OSSD)**

- Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- Students must meet the provincial secondary school literacy requirement;
- Students must complete 40 hours of community involvement activities; and
- A minimum of 2 credits must be obtained through online study.

### **COMPULSORY CREDIT REQUIREMENTS (Total of 18 credits)**

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the



Grade 11 or the Grade 12 English compulsory credit requirement.

- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- 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 a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- **Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

**Note:** The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits: 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

## **OPTIONAL CREDIT REQUIREMENTS**



In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

## **THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT**

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

## **THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)**

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. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in Appendix 3, Section 3 (Ontario Schools Kindergarten to Grade 12). Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions as outlined in Appendix 3, Section 2 (Ontario Schools Kindergarten to Grade 12). For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. School boards should ensure that this policy is made known to students and to parents of



students who are planning to transfer from the English-language system to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board.

School boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies (see the guidance and career education curriculum policy document) or one on literacy skills (see the English curriculum policy document) for these students. For students who entered Grade 9 in the 1999–2000 school years, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

### **Additional Requirements to earn an Ontario Secondary School Diploma**

To earn an Ontario Secondary School Diploma, it depends on the year student started Grade 9 and diploma requirement details are as follows:

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

- 18 [compulsory credits](#)
- 12 [optional credits](#)
- the [literacy requirement](#)
- at least 2 [online learning credits](#)

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

- 17 [compulsory credits](#)
- 13 [optional credits](#)
- the [literacy requirement](#)
- at least 2 [online learning credits](#)

Everyone needs 40 hours of [community involvement activities](#) (volunteering) to get their high school diploma.

### **Deferrals of the Ontario Secondary School Literacy Test**

Deferrals are intended for students who are working towards an OSSD and who have not



yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- Students who have been identified as exceptional by an Identification or Placement;
- Students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- Students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis. The following procedures will be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral. To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.
- A principal may also initiate consideration of a deferral with the parent or adult student.
- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- If an additional deferral is required, the principal will review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student will be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students will be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- The decision to defer will be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral will be kept in the student's Ontario Student Record.

## **THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)**

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*. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. (Principals have the discretion to allow a student to enroll 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. *Not applicable for private school.*)

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. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodation required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading "Permitted Accommodations.") In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

### **NEW REQUIREMENT FOR THE OSSLT/OSSLC**

From Fall 2022, in-class students will be required to take the OSSLT to meet the literacy requirement, whereas online international students will be required to take the OSSLC to fulfill the requirement.

### **EXCEPTION FOR MATURE STUDENTS\***

Mature students have the option to enroll 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.

### **THE COMMUNITY INVOLVEMENT REQUIREMENTS AND PROCEDURE**

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required, as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays – and for keeping track of their activities under the guidance of the school.

#### **Community Involvement Activities not approved:**

1. Any paid activity (i.e. babysitting);
2. Cooperative education;
3. Any activities or programs organized by the school (i.e. cadets);
4. Playing on sport teams;
5. Any involving the operation of a motor vehicle or power tools or scaffolding;
6. Any involving the administration of medications or medical procedures to another person;
7. Any occurring in an unsafe or unsupervised environment;
8. Any displacing a paid worker;
9. Any in a logging or mining environment if the student is under 16 years old;
10. Any in a factory, if the student is under 15 years of age;
11. Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
12. Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
13. Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
14. Any involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;



15. Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
16. Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

**Community Involvement Activities approved:**

1. Fundraising for non-profit organizations
2. Coaching or assisting sports at the community level
3. Church activities such as helping teach Sunday school, bazaars, etc.
4. Assisting seniors with chores
5. Involvement in community committees, food banks, fairs, etc.
6. Participation in environment projects such as recycling projects, etc.

**SUBSTITUTION POLICY FOR COMPULSORY CREDIT REQUIREMENTS**

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. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

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. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff.

**The following are limitations on substitutions for compulsory credits:**

- 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.)
- No more than one learning strategies 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.

Each substitution will be noted on the student's Ontario Student Transcript.

### **THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)**

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

#### **7 required compulsory credits:**

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

#### **7 required optional credits:**

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits apply to the Ontario Secondary School Certificate.

### **THE CERTIFICATE OF ACCOMPLISHMENT**

In Ontario, the Certificate of Accomplishment is a certificate awarded to students who have not met the requirements for a high school diploma but have made significant progress towards achieving their educational goals.

It is usually granted to students who intend on continuing their education in the workforce, or have alternative learning needs, or those who have not accumulated enough credits to graduate with a regular high school diploma.

To be eligible for a Certificate of Accomplishment, students typically need to have completed a certain number of credits and have made a sincere effort to meet the diploma requirements. The specific requirements for the certificate might vary slightly depending on the school board or district policies.

If you or someone you know is seeking a Certificate of Accomplishment, I recommend reaching out to the guidance counselor or school administration. They will be able to provide you with the necessary information and guide you through the process.



## **THE GRANTING OF THE DIPLOMA AND CERTIFICATES**

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, night school or summer school, or e-learning, the diploma or certificate will be issued by the principal of the school that holds the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or the principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.

## **THE ONTARIO SCHOLAR PROGRAM**

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry-approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

The list of ministry-approved courses and the conditions for the granting of this award are given in the following ministry document: [www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf).

## **SECONDARY SCHOOL COURSES AND RELATED PROCEDURES**

### **The definition of a credit**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the Ministry.

A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with Ministry requirements as outlined in the curriculum policy documents. Partial credits may be granted for the successful completion of certain locally developed courses. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course.

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

### **Definitions of the types of courses available in the Ontario curriculum**



### **Grade 9 and 10 Courses:**

The following three types of courses are offered in Grades 9 and 10:

#### **· Academic**

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

#### **· Applied**

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

#### **· Open**

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

### **Grade 11 and 12 Courses:**

The following five types of courses are offered in Grades 11 and 12:

#### **· College preparation**

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

#### **· University preparation**

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

#### **· University/college preparation**

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.



### · **Workplace preparation**

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

### · **Open**

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their post-secondary pathways. In these grades, there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs (see Sections 8 and 9).

School boards are required to ensure that students in Grades 11 and 12 have access to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines.

### **Course Prerequisites**

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 will be identified as prerequisites. Canadian Southeastern Academy will 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. The principal may also initiate consideration of whether a prerequisite should be waived. The school has established a procedure for waiving a prerequisite that must be followed. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff. In case a prerequisite is waived, all the documents will be kept in the student's OSR.

### **An explanation of the course coding system**

The Ministry of Education has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students, when moving from school to school, seeking employment, or when submitting applications to post-secondary institutions.

All Ontario secondary school courses are coded with three letters and three numbers to indicate the subject, year or grade, and course content level of difficulty. The course code



consists of a course title and a five-character code. The Ministry of Education designates the first five characters; the school or board determines the sixth character.

Code Characters	Explanation	Example
1st, 2nd, and 3rd	Subject discipline of the course in letters	"ENG" indicates an English course
4th	Grade level as a number: <ul style="list-style-type: none"><li>• "1" = Grade 9</li><li>• "2" = Grade 10</li><li>• "3" = Grade 11</li><li>• "4" = Grade 12</li></ul>	"1" = Grade 9 or first year
5th	Type of course as a letter: <ul style="list-style-type: none"><li>• "D" = Academic (Grades 9 and 10)</li><li>• "P" = Applied (Grades 9 and 10)</li><li>• "O" = Open (All grades)</li><li>• "E" = Workplace Preparation (Grades 11 and 12)</li><li>• "U" = University Preparation (Grades 11 and 12)</li><li>• "C" = College Preparation (Grades 11 and 12)</li><li>• "M" = University/College Preparation (Grades 11 and 12)</li></ul>	"D" = Academic course

### **Description of all the courses offered by Canadian Southeastern Academy**

Some courses may not be offered due to low enrollment. A minimum of 3 students are required to offer an in-class course.

## **ART**

### **Media Art, Grade 10, Open (ASM2O)**

ASM2O online enables students to create media artworks by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communication skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. In ASM2O online, students will develop the skills necessary to create and interpret media artworks.

**Prerequisite:** None



### **Media Art, Grade 11, University / College (ASM3M)**

This course focuses on the development of media arts skills through the production of artworks involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media artworks, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

**Prerequisite:** ASM2O

### **Visual Arts, Grade 10, Open (AVI2O)**

Grade 10 Art encourages students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Throughout this course, students will apply various design elements and principles as they expand their creative process. They will also learn to critically reflect on and interpret art within personal, contemporary, and historical contexts.

**Prerequisite:** None

### **Visual Arts, Grade 11, University / College (AVI3M)**

AVI3M online enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. AVI3M online may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

**Prerequisite:** Visual Arts, Grade 9 or 10, Open

### **Media Arts, Grade 12, University (ASM4M)**

This course focuses on a practical approach to a variety of media arts challenges related to the interests of the student and provides students with opportunities to examine media arts in relation to the world of work. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in post-secondary work experiences. Students will critically analyse the role of media artists in shaping audience perceptions of identity, culture, and community values, particularly within the context of the workplace.

**Prerequisite:** Media Arts, Grade 11, Open

### **Visual Arts, Grade 12, University (AVI4M)**

AVI4M online focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional artworks using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to



deconstruct artworks and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

**Prerequisite:** Visual Arts, Grade 11, University/College Preparation

## **BUSINESS STUDIES**

### **Information and Communication Technology in Business, Grade 9, Open (BTT10)**

BTT10 online introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout BTT10, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

**Prerequisite:** None

### **Introduction to Business, Grade 9, Open (BBI10)**

BBI10 online introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. BBI10 online builds a foundation for further studies in business and helps students to develop the business knowledge and skills they will need in their everyday lives.

**Prerequisite:** None

### **Introduction to Business, Grade 10, Open (BBI20)**

This course introduces you to the world of business. You will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps you develop the business knowledge and skills you will need in your everyday life.

**Prerequisite:** None

### **Analyzing Current Economic Issues, Grade 12, University (CIA4U)**

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate and develop informed



opinions about economic trade-offs, growth, sustainability, and related economic issues.

**Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

**Business Leadership, Grade 12, University / College (BOH4M)**

BOH4M focuses on developing the leadership skills used in managing a successful business. Throughout this course, students will analyze the role of a leader in business, with a focus on managing group dynamics and motivating employees, dealing with workplace stress and conflict, as well as decision-making and planning.

**Prerequisite:** None

**International Business Fundamentals, Grade 12, University / College (BBB4M)**

Grade 12 International Business examines the importance of international business and trade for our global economy and explores factors influencing success in international markets. Throughout this course, students will discover the techniques and strategies associated with effective marketing, distribution, and managing of international business. This course prepares students for post-secondary programs in business, including international business, marketing, and management.

**Prerequisite:** None

**Entrepreneurship: The Venture, Grade 11, College Preparation (BDI3C) – In Development**

BDI3C course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

**Prerequisite:** None

**Communications Technology, Grade 11, University / College (TGJ3M) – In Development**

**Description:** This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

**Prerequisite:** None

**ENGLISH AS A SECOND LANGUAGE**



### **ESL, Level 1, Open (ESLAO)**

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

**Prerequisite:** None

### **ESL, Level 2, Open (ESLBO)**

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

**Prerequisite:** ESL Level 1 or equivalent

### **ESL, Level 3, Open (ESLCO)**

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

**Prerequisite:** ESL Level 2 or equivalent

### **ESL, Level 4, Open (ESLDO)**

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

**Prerequisite:** ESL Level 3 or equivalent

### **ESL, Level 5, Open (ESLEO)**

This course provides students with the skills and strategies they need to make the transition



to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

**Prerequisite:** ESL Level 4 or equivalent

## **FARSI**

### **Farsi Level 3, Grade 12, University (LYFDU)**

Grade 12 Farsi (Persian) (LYFDU) provides extended opportunities for students to communicate and interact in Farsi in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where Farsi is spoken and develop skills necessary for lifelong language learning.

**Prerequisite:** LYFCU or Assessment Test

## **COMPUTER SCIENCE**

### **Introduction to Computer Science, Grade 11, University (ICS3U)**

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

**Prerequisite:** None

### **Computer Science, Grade 12, University (ICS4U)**

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyze



algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

**Prerequisite:** ICS3U

## **SCIENCE**

### **Science, Grade 9, De-Streamed (SNC1W)**

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

**Prerequisite:** None

### **Science, Grade 10, Academic (SNC2D)**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter.

**Prerequisite:** Science, Grade 9, De-streamed

### **Biology, Grade 11, College (SBI3C)**

This course focuses on the processes that occur in biological systems. You will learn concepts and theories as you conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** SNC2D or SNC2P

### **Biology, Grade 11, University (SBI3U)**

Grade 11 Biology seeks to deepen students' understanding of the processes that occur in



biological systems. In this course, students will focus on the theoretical aspects of many of the major disciplines of biological study and will have multiple opportunities to refine their skills in conducting scientific investigations.

**Prerequisite:** SNC2D (Grade 10 Science)

### **Biology, Grade 12, University (SBI4U)**

This course provides students with the opportunity for in-depth study of the concepts and processes associated with biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on achievement of detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields.

**Prerequisite:** Grade 11 Biology, University Preparation (SBI3U)

### **Chemistry, Grade 11, University (SCH3U)**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

**Prerequisite:** Grade 10 Science, Academic

### **Chemistry, Grade 12, University (SCH4U)**

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

**Prerequisite:** Grade 11 Chemistry (SCH3U)

### **Physics, Grade 11, University (SPH3U)**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SNC2D, Science, Grade 10, Academic



### **Physics, Grade 12, University (SPH4U)**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyze, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** Physics, Grade 11 (SPH3U)

### **Physics, Grade 12, College (SPH4C)**

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. In this course, students will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

**Prerequisite:** SNC2D (Science, Grade 10, Academic) or SNC2P (Science, Grade 10, Applied)

## **ENGLISH**

### **English, Grade 9, De-streamed (ENL1W)**

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

**Prerequisite:** None

### **English, Grade 10, Academic (ENG2D)**

This course is designed to extend the range of 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 analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation



course.

**Prerequisite:** ENG1D, English, Grade 9, Academic or ENG1P, English, Grade 9, Applied

### **Presentation and Speaking Skills, Grade 11, Open (EPS3O)**

This course will allow students to gain the knowledge and skills to understand presentations and make effective presentations in formal and informal settings, such as reports, speeches, storytelling, interviews and multimedia presentations. Students will be able to identify elements of effective presentation and provide critical assessments on a variety of presentations. Students will learn the techniques of effective speaking, design and rehearsal of presentations for different audiences. They will use visual and technological aids to deliver their presentation.

**Prerequisite:** English, Grade 10, Academic or Applied

### **English, Grade 11, University (ENG3U)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

**Prerequisite:** ENG2D, Grade 10 English, Academic

### **English, Grade 12, University (ENG4U)**

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

**Prerequisite:** Grade 11 English, University Preparation

### **Ontario Literacy Course, Grade 12, Open (OLC4O)**

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.



**Prerequisite:** Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

### **The Writer's Craft, Grade 12, University (EWC4U)**

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

**Prerequisite:** ENG3U

## **MATHEMATICS**

### **Mathematics, Grade 9, Academic (MTH1W)**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** None

### **Principles of Mathematics, Grade 10, Academic (MPM2D)**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry, and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** Grade 9, Academic (MTH1W)

### **Functions, Grade 11, University (MCR3U)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions, and develop facility in determining



equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

**Prerequisite:** MPM2D or equivalent

### **Foundations for College Mathematics, Grade 12, College (MAP4C)**

MAP4C online enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions, and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. MAP4C online prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

**Prerequisite:** Grade 11 Mathematics (MBF3C or MCF3M)

### **Advanced Functions, Grade 12, University (MHF4U)**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

**Prerequisite:** Functions, Grade 11, University Preparation (MCR3U), or Mathematics for College Technology, Grade 12, College Preparation

### **Calculus and Vectors, Grade 12, University (MCV4U)**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

**Prerequisite:** Advanced Functions, Grade 12, University Preparation (MHF4U), must be taken prior to or concurrently with Calculus and Vectors

### **Mathematics of Data Management, Grade 12, University (MDM4U)**

This course broadens students' understanding of mathematics as it relates to managing data.



Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

**Prerequisite:** MCR3U, Grade 11 Functions, or MCF3M, Grade 11 Functions and Applications

## **HUMANITIES**

### **Challenge and Change in Society, Grade 12, University (HSB4U)**

Grade 12 *Challenge & Change* focuses on the use of social science theories, perspectives, and methodologies to understand and explain the societal impact of shifts in attitudes and behavior. Throughout this course, students will critically analyze how and why cultural, social, and behavioral patterns change over time. They will explore the ideas of social theorists and use these ideas to analyze causes of, and responses to, challenges such as technological change, deviance, and global inequalities.

**Prerequisite:** Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **Health and Nutrition, Grade 12, University (HFA4U)**

HFA4U online examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. In HFA4U online, students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

**Prerequisite:** Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **Philosophy, The Big Questions, Grade 11, University/College (HZB3M)**

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyze the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy.

**Prerequisite:** None

## **CANADIAN AND WORLD STUDIES**



### **Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)**

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

**Prerequisite:** None

### **Career Studies, Grade 10, Open (GLC2O) – 0.5 Credit**

This course teaches you how to develop and achieve personal goals for future learning, work, and community involvement. You will assess your interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares you for managing work and life transitions, and helps you focus on your goals through the development of a career plan.

**Prerequisite:** None

### **Civics and Citizenship, Grade 10, Open (CHV2O) – 0.5 Credit**

CHV2O online explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments.

**Prerequisite:** None

### **Canadian History Since World War I, Grade 10, Academic (CHC2D)**

CHC2D online explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence when investigating key issues and events in Canadian history since 1914.

**Prerequisite:** None



### **Families in Canada, Grade 12, University (HHS4U)**

HHS4U online enables students to draw on sociological, psychological, and anthropological theories and research to analyze the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools to assess factors affecting families and consider policies and practices intended to support them. Students will develop investigative skills required to conduct and communicate the results of research in this field.

**Prerequisite:** Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

### **Canadian and World Issues, Grade 12, University (CGW4U) – In Development**

This course draws on geographic concepts, skills, methods, and technologies to analyse significant issues facing Canadians as citizens of an interdependent world. Students will examine the challenges of creating a sustainable and equitable future through the study of a range of topics, including economic interdependence, geopolitical conflict, regional disparities in meeting basic human needs, and protection of the planet's life-support systems.

**Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

## **HEALTH AND ARTS**

### **Healthy Active Living, Grade 9, Open (PPL10) – In Development**

Grade 9 *Healthy Living* equips students with the knowledge and skills they need to make healthy choices and lead healthy, active lives. Through participation in a range of physical activities, students will develop the personal fitness skills that provide a foundation for active living. They will also acquire an understanding of the factors that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them.

**Prerequisite:** None

### **Music, Grade 10, Open (AMU2O) – In Development**

This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

**Prerequisite:** None

## **ACCESS TO COURSE INFORMATION**



### **Access to School Calendar and Outlines of the Courses of Study**

Parents and/or students who want to review Canadian Southeastern Academy's Course Calendar or Course Outlines may do so by contacting the school office.

### **Access to Ontario Curriculum Policy Documents**

Parents and/or students who require access to Ontario Curriculum policy documents may contact the principal or visit:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

### **POLICY REGARDING STUDENT WITHDRAWAL FROM COURSES IN GRADE 11 AND 12**

The **Course Withdrawal Deadline** is the last day students may withdraw from courses to avoid a possible academic penalty. Course Withdrawal Deadlines are set at 5 instructional days following the issue of the first provincial report card in a semester or 2 instructional days in a non-semester school.

To avoid academic penalty, all students must submit a **Course Withdrawal Form** in writing to the school office. The form is available at Canadian Southeastern Academy's office. If a student is under the age of 18, the signature of a parent or guardian is required.

### **PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)**

#### **General Information**

Prior learning includes the knowledge and skills that students have acquired, both formally and informally, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as **Prior Learning Assessment and Recognition (PLAR)**, students enrolled in Ontario secondary schools (including the Independent Learning Centre and inspected private schools that choose to implement PLAR) may have their skills and knowledge evaluated against the **overall expectations** outlined in provincial curriculum policy documents in order to earn credits toward the Ontario Secondary School Diploma.

PLAR procedures are carried out under the direction of the **school principal**, who grants the credits.

### **PLAR FOR REGULAR DAY SCHOOL STUDENTS**



- Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students:
  - A maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses;
  - For classical languages, only Levels 1, 2, and 3 apply;
  - For international languages, Levels 2, 3, and 4;
  - For Native languages, Levels 3, 4, and 5.
- No more than 2 credits may be granted in one discipline.

### **STUDENTS TRANSFERRING FROM HOME SCHOOLING, A NON-INSPECTED PRIVATE SCHOOL, OR A SCHOOL OUTSIDE ONTARIO**

For secondary students transferring from homeschooling, a non-inspected private school, or a school outside Ontario:

- The principal will determine, as equitably as possible, the total credit equivalency of the student's previous learning.
- The number of compulsory and optional credits still to be earned will be identified.
- This information will be entered on the student's Ontario Student Transcript (OST).
- Students must still meet the Ontario Secondary School Literacy Requirement.
- The principal will determine the number of community involvement hours the student must complete.

Final placement decisions are made by the **principal** in consultation with the student, staff, and parents. The rationale for placement will be communicated to all parties and recorded in the student's **Ontario Student Record (OSR)**.

### **Requirements to Qualify for the Ontario Secondary School Diploma (OSSD)**



Requirement	Grade 9	Grade 10	Grade 11	More than Grad
Number of years successfully completed	1	2	3	More than 3
Minimum number of total credits to be earned	22	14	7	4
Minimum compulsory credits to be earned and requirements:				
- English	3	2	1	1a
- Mathematics	2	1	0	0
- Science	1	0	0	0
Literacy Graduation Requirement	Required	Required	Required	Required
Community Involvement	40 hours	—	—	—

a-The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.

b-The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

### **Prior Learning Assessment and Recognition (PLAR) for Mature Students**

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. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following individual assessments.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:



- (1) They may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process (currently, Canadian Southeastern Academy does not offer this option);
- (2) They may present education and/or training credentials for assessment through the equivalency process;
- (3) They may take the course.

It should be noted that:

- Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively;
- Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively;
- Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the courses at a secondary school. Mature students who have previously accumulated 26 or more credits toward the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

### **Full Disclosure**

The Ontario Ministry of Education has instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped, or failed will appear on a student transcript along with the marks earned in the program.

We follow the rules set in “dropping a course.” Student needing a certified copy of their Ontario Student Transcript are required to contact the Canadian Southeastern Academy office.

If the student is currently attending another school—public or private—and is simply taking a single course from Canadian Southeastern Academy, then that student's OSR will reside at the school that the student is attending as a full-time student. Canadian Southeastern Academy establishes or obtains the student OSR containing the OST only if the student becomes the sole responsibility of Canadian Southeastern Academy.

### **Full Disclosure: Withdrawal**



The Ministry of Education has mandated what is known as the Full Disclosure Policy, applying to the Ontario Student Transcript. Starting in June 2000, and for all subsequent years, all the courses which a student takes in grades 11 and 12 appear on the transcript. This includes failures and all courses dropped any later than 5 days after mid-term report cards are issued (2 days in a non-semester). For students who have withdrawn from a course later than the specified time, the student's percentage grade at the time of withdrawal shall be entered on the OST. The withdrawal is recorded on the OST by entering a "W" in the Credit Column.

## **Supports and Resources**

### **Supports for English Language Learners**

English language learners are students whose first language is a language other than English. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs.

Following written and verbal tests, we place them in one of: ESLAO, ESLBO, ESLCO, ESLDO, or ESLEO. Canadian Southeastern Academy ensures that programs and supports are in place for these students as they develop proficiency in English. All teachers share in the responsibility for the English language development of these students. Teachers adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

### **Attendance Policy**

It is the expectation that students will attend all classes. If there is a reason for your absence, the student must contact the school and provide that reason.

There is a limit to how many classes a student can miss without a valid reason before some form of action will be taken to help remedy the situation. The limit per course is 3 absences, which is approximately 10 hours. For online courses, it is required for students to log in at least 3 times a week to complete course work. Failure to log in a minimum of 3 times a week will be considered an absence.

If a student is absent for 4–5 days, then a meeting will be set up with the student, parents, teacher, and the academic advisor to discuss and create an action plan. Part of this plan might include the student paying for the teacher to help them make up the missed course material.

If a student is absent for 6 or more days, then the student will be automatically removed from the course and will be given the opportunity to retake the course when it is offered again.



We contact the student if they are late to class, making sure that they are aware they are late or missing class. A record will be kept of the dates, reasons, and any appropriate actions taken. This will be kept in the student's file.

### **Missed and Late Assessments Policy**

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

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

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

### **Online Learning Graduation Requirement and Opt-out Process**

#### **Purpose**

Memorandum 167 provides direction is to provide direction to Ontario schools on the implementation of the online learning graduation requirement and opt-out process.

This requirement is designed to support students to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning within a modernized education system that prepares them to succeed in a digital and ever-changing world.



Ontario students have been using online learning to earn high school credits towards their diploma since 2004. Expanding access to high-quality, Ontario teacher-led online learning will enable students to:

- access a wider variety of courses no matter where they live or go to school, allowing them to shape their education based on their individual needs and goals
- learn in engaging new ways, such as through hands-on, interactive features, simulations and collaboration with peers across the province
- increase their digital fluency and gain transferable skills to support lifelong learning and employment opportunities

We live in an increasingly digital world and students require the skills necessary to operate in both the physical and digital space. By expanding and modernizing online learning, students will have greater flexibility, more choice, and will graduate with skills needed in all aspects of their lives, including to enter the workforce. Employers are looking for people who understand the importance of technology and can use it in ways that will help their businesses thrive in a competitive, globally connected economy. Online learning is one important way that students can develop these skills and become lifelong learners.

### **Online learning graduation requirement**

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the [requirements for an Ontario Secondary School Diploma](#) unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement in accordance with the processes described in this memorandum.

Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement, yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

### **Eligible credits**

*Online learning courses* or *online learning credits*, also known as “e-learning” courses or



credits, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for:

- examinations and other final evaluations
- access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, 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 (please refer to *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* for more information on these credits).

All online learning credits earned at a school authorized to offer credits towards an Ontario Secondary School Diploma may count towards the graduation requirement.

In online learning courses delivered by Ontario's publicly funded secondary schools, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online. School boards may, for example, use the ministry's Virtual Learning Environment (VLE) for this purpose, which is available for publicly funded school boards to use at no cost.

Students from the same online class may follow different timetables and be from different schools or school boards. In publicly funded secondary schools, students complete their online coursework with the support of a certified Ontario educator who provides instruction, ongoing feedback, assessment, evaluation, and reporting including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

### **Ineligible credits**

Credits that shall not count towards the online learning graduation requirement include those earned through:



- **in-person learning**, in which students are physically present with other students in the same course and their educator in the school environment
- **blended learning**, in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online
- **flipped classrooms**, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment
- **remote learning**, characterized by minimum synchronous learning requirements, among other requirements as defined in [Policy/Program Memorandum 164](#)

### **Exception: remote learning credit earned in 2020-21**

The ministry recognizes the extraordinary circumstances of the COVID-19 pandemic. As a result, this Policy/Program Memorandum recognizes up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement. Schools should select one of these credits and record it in the system they use locally for tracking the requirement and reflect the completion of the selected credit when reporting through the Ontario School Information System (OnSIS) towards the student's online learning graduation requirement. The course itself does not need to be flagged as an "online course". It will be counted under the "Diploma Requirements" "Online Learning Graduation Requirement" section of the provincial report card template.

### **Responsibilities for reporting**

#### **Reporting requirements**

The principal of the school holding the student's Ontario Student Record will be ensuring that a determination has been made whether the student has met the online learning graduation requirement and if so, will be ensuring this is indicated on the Ontario Student Transcript and the student's report card. If the graduation requirement does not apply, for example due to an opt-out, this will also be indicated on both the Ontario Student Transcript and report card. This will be recorded on the transcript as "Online Learning Graduation Requirement - Non-Applicable".

Each student's progress towards the graduation requirement will be tracked by the school, including which credits were completed through online learning. Progress towards the



completion will be communicated to parents/guardians, or the student if they are 18 years of age or older or 16 or 17 years of age and have withdrawn from parental control. This may be communicated, for example, through the student's report card.

Any required reporting on the graduation requirement and opt-outs must be completed through OnSIS. School boards currently report online learning data through OnSIS using specific course delivery types intended for online learning or e-learning courses. It is expected that school boards will continue to report online learning data in this way through OnSIS.

### **Recording of grades**

All reporting and recording of student information for online courses remains the same as for courses delivered through classroom instruction, per [Growing success: assessment, evaluation and reporting in Ontario schools \(2010\)](#). The marks reporting schedule of an online learning course will be that of the school delivering the online learning course in accordance with the reporting schedules outlined in Growing Success. The same criteria for full disclosure that apply to in-person courses will also apply to online learning courses as outlined in the [Ontario student transcript manual](#).

The school delivering the online learning course(s) will ensure mid-term and final grades are sent both to the school holding the student's Ontario Student Record and the parent/guardian or student if they are 18 years of age or older or 16 or 17 years of age and have withdrawn from parental control. This may be communicated, for example, through the provincial report card. The school holding the student's Ontario Student Record is responsible for including the report in the student's Ontario Student Record and the credit information on the Ontario Student Transcript.

### **Student transfers**

If a student transfers to the school from outside of a publicly funded school board, the principal will be ensuring a determination is made regarding how many online learning credits towards the graduation requirement may be considered completed based on their evaluation of the student's learning. As with all determinations of credit equivalency, the principal will be ensuring that a record of this determination and the rationale is kept in the student's Ontario Student Record.

If a student transfers from outside of a publicly funded school board where they were previously exempted from the online learning graduation requirement, a new opt-out form will need to be completed.

### **Principal's discretion**



The principal of the school holding the student's Ontario Student Record will have the discretion to exempt students under 18 years old and still under parental control from the online learning graduation requirement without parental consent if they determine the need is pressing and in the best interests of the student and the parent cannot be reached. However, this authority shall not be used to circumvent parent/guardian choice.

Where principals make a determination to exempt a student, if possible the parent/guardian shall be electronically or physically mailed a notification by the principal in writing with a rationale outlining why the exemption was made, and a copy of the notification must be included in the student's Ontario Student Record. Once the notification is included in the student's Ontario Student Record, the graduation requirement shall not apply to the student.

### **Availability of school supports**

Supports that are usually available to students will continue to be made available to the students at the school while they are enrolled in online learning.

### **Opt-out process**

The students will be opted out of the online learning graduation requirement:

- at the request of their parent(s)/guardian(s)
- at the student's request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control)

### **Minimum requirements**

A digital and/or paper-based "opt-out form" is available that a parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may use to record their decision to opt out of the graduation requirement. The school board may use the sample form provided in the Appendix to this memorandum or create their own form if it contains, at a minimum, the information in the sample form.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. Please contact the school for further information on this process.

## **Form for Opting Out of e-Learning Graduation Requirement**

Website: [www.southeasternacademy.ca](http://www.southeasternacademy.ca)

Email: [info@southeasternacademy.ca](mailto:info@southeasternacademy.ca)

Address: 977 Pantera Dr #201, Mississauga, ON L4W 2W6, Canada



## **The New e-Learning Graduation Requirement**

Students are required to earn two e-Learning credits to graduate from secondary school, beginning with students who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement.

The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Meeting the e-Learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking e-Learning courses will have access to the supports they need through their school including guidance and services for English Language Learners.

Parents/guardians may choose to opt their child out of the mandatory e-Learning courses required for graduation. Students 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control may also opt out of the graduation requirement. Students and parents/guardians may choose to opt back into the e-Learning graduation requirement should their decision change.

Schools are currently in the process of determining what e-Learning courses they will offer in the 2022-2023 school year. That information will then be shared with students, parents/guardians/caregivers. You may wish to make a decision on opting out/withdrawing once the school provides the e-Learning plan for next year.

If you have decided now to opt your child or yourself (18 years of age or older or student who is 16 or 17 years of age and has withdrawn from parental control), please complete and submit this form at this time.

## **Form for Withdrawing from e-Learning Graduation Requirement**

I agree with the following statements:

- Having reviewed the e-Learning graduation requirement and the availability of supports for e-Learning through this school, I would like to opt my child/myself out of this requirement.
- The benefits of e-Learning have been shared with me by the school, including how the development of digital literacy and other important transferable skills are intended to help prepare students for success after graduation and in all aspects of their lives.



I understand the following statements:

- Upon receipt of this form by my child’s school/my school, my child/I will not be required to earn two e-Learning credits to earn an Ontario Secondary School Diploma.
- My child/I will face no academic penalties for opting out of this graduation requirement.
- My child/I will continue to complete all other applicable graduation requirements.
- My child/I has/have the opportunity to opt back into the e-Learning graduation requirement.
- This will be recorded on my child’s/my transcript as “Online Learning Graduation Requirement - Non-Applicable.”

**Confirmation of Opting Out of e-Learning Graduation Requirement**

\_\_\_\_\_  
Student’s Last Name, First Name

\_\_\_\_\_  
Student OEN

\_\_\_\_\_  
Parent/Guardian Last Name, First Name (if applicable)

\_\_\_\_\_  
Date (YYYY/MM/DD)

\_\_\_\_\_  
Signature of Parent/Guardian or Student Age 18 or older, or Student who is 16 or 17 and has withdrawn from parental control

Please note: When you return this form, it will be included in your child’s/your Ontario Student Record. For additional information about the opt-out process, please contact your school.

**Reach Ahead Program**

Canadian Southeastern Academy does not offer Reach Ahead Program.