



THE EDUCATORS ACADEMY

School Course Calendar

2021-2022

A Journey to Excellence

Table of Contents

| | |
|---|----|
| 1. General Information | 5 |
| 1.1. The Educators’ Values..... | 5 |
| 1.2. The Educators’ Overall Goals and Policies..... | 5 |
| 1.3. The Educators’ Objectives..... | 6 |
| 1.4. Important Notes to Parents/ Guardians | 6 |
| 1.5. Preferences for Students to make Decision for University | 6 |
| 1.6. School Organization..... | 7 |
| 2. The Ontario Secondary School Diploma Requirement and Related Procedures | 7 |
| 2.1 Requirements for the Ontario Secondary School Diploma | 7 |
| 2.1.1. Compulsory Credits | 8 |
| 2.1.2. Optional Credits | 8 |
| 2.1.3. Requirement and Procedure of Community Involvement | 8 |
| 2.1.3.1. List of Approved Community Involvement Activities | 9 |
| 2.1.3.2. Roles and Responsibilities of the Principal | 10 |
| 2.1.3.3. Roles and Responsibilities of Students | 10 |
| 2.1.4.4. Roles and Responsibilities of Sponsors in the Community | 10 |
| 2.1.4. Provincial Secondary School Literacy Test | 10 |
| 2.2. Substitutions for Compulsory Credit Requirements..... | 11 |
| 3. The Organization of Courses at The Educators Academy | 11 |
| 3.1. The Credit System | 11 |
| 3.2. Courses Offered in the school | 11 |
| 3.3. Course Selection..... | 12 |
| 3.3.1. The Process..... | 12 |
| 3.3.2. 2021-2022 Asynchronous e-Learning..... | 13 |
| 3.3.3. Benefits of e-Learning and Registration Process..... | 13 |
| 3.4. Requirements for the Ontario Secondary School Diploma..... | 14 |
| 3.4.1. The Course Coding System..... | 15 |
| 3.4.2. Course Prerequisites..... | 15 |
| 3.4.3. Transfer Courses..... | 15 |
| 3.4.4. Types of Courses..... | 15 |
| 3.4.4.1. Choosing Courses for Grade 9 and 10..... | 15 |
| 3.4.4.2. Courses Beyond Grade 10..... | 16 |
| 3.4.5. Substitution Policy for Compulsory Credits..... | 17 |
| 3.5. Ontario Secondary School Certificate Requirements..... | 17 |
| 3.6. Certificate of Accomplishment..... | 18 |
| 3.7. List of Academic and University Preparation Courses Offered with Codes and Prerequisites | 18 |
| 3.8. Prerequisite Courses | 34 |
| 3.9. Policies and Procedures for Waiving Prerequisites | 34 |

| | | |
|-----------|--|-----------|
| 3.10. | Accommodations..... | 35 |
| 3.11. | Cooperative Education..... | 36 |
| 4. | Assessment and Evaluation of Student Achievement | 36 |
| 4.1. | Definitions and Policies of Assessment and Evaluation | 37 |
| 4.2. | Achievement Levels | 38 |
| 4.3. | Grading Policy | 39 |
| 4.4. | Policies and Procedures for Communicating Student Achievement | 40 |
| 4.4.1 | The Provincial Report Card..... | 40 |
| 4.4.2 | The Ontario Student Transcript..... | 40 |
| 4.5. | Attendance | 41 |
| 4.6. | Policies and Procedure for Prior Learning Assessment and Recognition (PLAR) | 42 |
| 4.7 | Student Transfers | 43 |
| 4.7.1 | Procedures for Students Transferring from Another Ontario Secondary school to The Educators | 43 |
| 4.7.2 | Procedures for Students Transferring from a Non-inspected Private School or a School outside Ontario to The Educators | 43 |
| 4.8. | Procedures for Students Who Fail or Who Do Not Complete Courses | 44 |
| 4.9. | Withdrawal from a Course..... | 44 |
| 4.9.1. | Grade 9 and 10..... | 44 |
| 4.9.2. | Grade 11 and 12..... | 44 |
| 4.9.3. | Repetition of Course..... | 44 |
| 5. | Experimental Learning Programs..... | 44 |
| 5.1. | Cooperative Education..... | 45 |
| 5.2. | Alternative Methods (e-Learning, Independent Learning Centers) to Earn Credits..... | 45 |
| 6. | Ontario Student Record (OSR) | 45 |
| 6.1. | Access to the OSR | 46 |
| 6.2. | Access to Student Information | 46 |
| 6.3. | Use and Maintenance of the OSR..... | 46 |
| 6.4. | Transfer of the OSR | 47 |
| 6.5. | Retirement of a Student | 47 |
| 6.6. | Retention, Storage, and Destruction of Information in the OSR | 48 |
| 6.7. | Correction or Removal of Information in the OSR | 48 |
| 6.8. | Change of Surname | 49 |
| 7. | Academic Policies | 49 |
| 7.1. | Course Registration | 49 |
| 7.2. | Change of Courses | 50 |
| 7.3. | Add/Drop Courses | 50 |
| 7.4. | Program Postponement | 50 |
| 7.5. | Tests and Assignments Policy | 51 |

| | |
|---|-----------|
| 7.6. Retaking of Failed Subjects | 51 |
| 7.7. Examinations Policy | 52 |
| 7.8. Academic Honesty | 52 |
| 7.9. Cheating and Plagiarism | 52 |
| | |
| 8. Guidance and Career Education..... | 53 |
| | |
| 9. The Educators Support Services and Resources..... | 53 |
| 9.1. Supports for English Language Learners..... | 53 |
| 9.2. Computer Labs and Resource Centre/ Library..... | 53 |
| | |
| 10. Accommodations..... | 54 |
| | |
| 11. Students' Code of Conduct | 54 |
| 11.1. General Guidelines | 55 |
| 11.2. Illegal Drugs, Smoking, and Alcoholic Beverages | 55 |
| 11.3. Possession of Firearms and Weapons | 55 |
| 11.4. Racism | 55 |
| 11.5. Sexual Harassment | 55 |
| 11.6. Compliance with Fire Safety Regulations | 56 |
| 11.7. Obligations of Students | 56 |
| 11.8. Physical Aggression..... | 56 |
| 11.9. The Academy Property | 57 |
| 11.10. Reinforcement of the Code of Conduct | 57 |
| 11.11. Mandatory Consequences | 57 |

Course Calendar for The Educators Academy

2021-2022

1. General Information

The selection of courses and programs in secondary school depends on a partnership between students, parents/guardians, the school, and the community.

1.1. The Educators' Values

The Ontario Ministry of Education asserts in “Achieving Excellence: A Renewed Vision for Education in Ontario”, that “vibrant communities and a prosperous society are built on the foundation of a strong education system”. The Educators Academy with BSID # 888750, believes in the importance and value of completing a secondary education. Our school philosophy includes a commitment to reach every student to help him or her achieve a successful outcome from their learning experience at The Educators Academy. The concept of completing a secondary education is essential. Obtaining a high school diploma has become an increasingly important prerequisite for economic and social mobility in the world. Young people with a high school education are much better equipped for the modern life. They are more likely to be permanently employed and/or to be admitted to post-secondary institutions to further their education and become active members of our society.

In Ontario, students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma. Students who successfully complete high school will be awarded the Ontario Secondary School Diploma (OSSD) from the Ontario Ministry of Education. Students need to achieve at least 30 credits between grades 9-12. Eighteen credits are compulsory courses and 12 credits are elective subjects which allow students to choose courses from other areas of interest. Furthermore, students must also complete 40 hours of community service and pass the Ontario Literacy Test in order to fulfill all OSSD requirements. Students, who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take Ontario Secondary School Literacy Course (OSSLC) to achieve both a Grade 12 credit and their literacy credential for graduation.

1.2. The Educators' Overall Goals and Policies

Since its inauguration, The Educators Academy has adopted a mission statement and principles which reflects its overall goals and philosophy:

The mission of The Educators Academy is to seek promising students from Canada and to educate them, through rigorous discipline and learning experience, to develop their full intellectual, moral, and human potential. The Educators Academy provides academic support and learning strategies through services, resources and collaborations with our dedicated and professional team and parents that help the students to achieve their aims and goals. Our mission is to empower the students by providing a positive environment where they can enhance their skills and become successful learners for university and

college programs in future. Our institution established and provided professional range of learning solutions to focus the needs of the school, college and university students.

Our mission is to create a positive learning environment where students, parents, and teachers work together to promote student achievement. Students are encouraged to keep their parents informed of daily progress at academy, and seek clarification or assistance from teachers as needed.

Parents are encouraged to learn more about our procedures and activities by contacting teachers and attending information evenings.

Teachers communicate with parents on an on-going basis to ensure that parents are informed and can assist students at home. Good communication and a strong partnership among parents, students, and teachers will support student learning.

Our academy has a maxim: **“A journey to Excellence.”**

1.3. The Educators’ Objectives



The Educators Academy is committed to helping students acquire the knowledge, skills, values and attitudes which are useful both now and in later life. The Educators Academy has the following objectives:

1. to provide each student with quality educational opportunities through an excellent selection of academic programs.
2. to meet the individual needs of each student, whether he or she is planning post secondary education in Canada or outside the Canada.
3. to create an environment which encourages learning, enhances positive human relations, provides a disciplined systematic approach to tasks and develops industriousness, independent thinking, character and leadership.

1.4. Important Note to Parents/Guardians

The main purpose of the school course calendar is to provide students and their parents with detailed, accurate, and up-to-date information about the requirements of the Ontario Secondary School Diploma (OSSD), the program and the courses, the academic policies and the services offered by The Educators Academy so that they can become fully informed. It is available to students and their parents upon request. The Educators Academy encourages students to plan their high school pathway in such a way that will maximize achievement, post-secondary opportunities and personal satisfaction.

The Ministry of Education put in place a 34 credit threshold. Following secondary school, students may join us through:

-  Summer School
-  Adult Day School

Also, please note that 34 credit threshold does not apply:

- If the student has an Individual Education Plan (IPP)
- If the student is not enrolled in secondary school,

This Course Calendar will assist students and parents/guardians in making those important course and program selections. It is important to emphasize, however, that the Course Calendar is not the only source of information. Teachers and administrators can provide valuable assistance in all matters related to

course selection, program and career planning. Students and parents/guardians are encouraged to seek advice and assistance from these professionals.

1.5. Preferences for Students to make Decision for University

At the present time, all of the students are currently registered in the university preparation courses leading towards obtaining an Ontario Secondary School Diploma. The Educators Academy offers Grade 10 Academic, Applied and Grade 11 and 12 University Preparation and College Courses. To accommodate different needs derived from different situations, The Educators Academy provides its students different options of choice to university placement:

Our first option focuses to those students who have already earned an equivalent of the Ontario Secondary School Diploma. Upon reviewing the previous educational documents, the Principal will grant a certain number of equivalent credits, in which case the students will need to complete a minimum of 6 OSSD Grade 12 University Preparation credits to qualify for admission into Canadian universities. For the students whose education goals are university placements in the Arts and Commerce Stream, Grade 12 English (university preparation), Grade 12 Advanced Functions (university preparation), and Grade 12 Calculus and Vectors (university preparation), Analyzing Current Economic Issues (Grade 12 university preparation courses), are compulsory. Those students who intend to be admitted into university programs in the Science and Engineering Stream must complete Grade 12 English (university preparation), Grade 12 Advanced Functions (university preparation), and Grade 12 Calculus and Vectors (university preparation), Grade 12 Chemistry (university preparation), Grade 12 Biology (university preparation) and Grade 12 Physics (university preparation).

Our second option is designed for those students who are admitted to The Educators Academy with the educational goal to earn an Ontario Secondary School Diploma and to be placed in a university undergraduate degree program afterwards. Students who are enrolled in this option of the programs at The Educators Academy must satisfy the four requirements of Ontario Secondary School Diploma and follow the related procedures to obtain the OSSD and to be admissible to a university degree program in Canada.

Students will be provided with a clear description of the two options in plain English. They will then be assigned to one of the above two options. At this point, students will be informed about the OSSD requirements, including the Ontario Provincial Secondary School Literacy Test and community involvement.

Students who have chosen Option One of pathway to university are NOT required to meet the Ontario Literacy requirement. NOR will they have to complete the mandatory Community Involvement Activities. Consequently they will NOT be granted an Ontario Secondary School Diploma. In most cases, students enrolled in this option will have to satisfy the English Proficiency requirement set up by each university they wish to be admitted into the future.

1.6. School Organization

The Educators Academy offers non-semester courses from September to the month of June. Classes run every day Monday to Friday for three hours a day. Each class has duration of 75 minutes. Students must have to complete 110 hours before writing their exams. There are regular Parent-Teacher interviews and information nights at The Educators Academy. For a more definitive schedule of actual dates, please visit The Educators Academy's website. The timetables are also available on this website. Parents may request progress reports throughout the term. Students' final marks are available and can be accessed by contacting to the administration.

2. The Ontario Secondary School Diploma Requirement and Related Procedures

2.1. Requirements for the Ontario Secondary School Diploma

Students in Grades 9 -12 are subject to the diploma requirements of the Ministry of Education, as described in the section for these grades. More details can be found in Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, copies of which are available on the Ministry of Education website at www.edu.gov.on.ca.

The most authoritative source for course descriptions, course prerequisites and graduation requirements is the Ministry of Education website.

To earn an Ontario Secondary School Diploma (OSSD), a student enrolled at The Educators Academy must:

- ✚ Earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- ✚ Meet the provincial secondary school literacy requirement;
- ✚ Complete 40 hours of community involvement activities.

2.1.1. Compulsory Credits

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The following list constitutes a breakdown of the 18 compulsory credits students must earn in order to obtain the Ontario Secondary School Diploma:

- ❖ 4 credits in English (1 credit per grade)
- ❖ 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- ❖ 2 credits in science
- ❖ 1 credit in the arts
- ❖ 1 credit in Canadian geography
- ❖ 1 credit in Canadian history
- ❖ 1 credit in French as a second language
- ❖ 1 credit in health and physical education
- ❖ 0.5 credit in career studies
- ❖ 0.5 credit in civics.

Also:

- ❖ 1 additional credit in English, 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
- ❖ 1 additional credit in French as a second language, the Arts, Business studies, Health and Physical education, Cooperative education
- ❖ 1 additional credit in French as a second language, Science (Grade 11 or 12), Computer Studies, Technological Education, Cooperative Education

2.1.2. Optional/ Elective Credits

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 in the school course calendar.

2.1.2. Requirement and Procedure of Community Involvement

The community involvement requirement has been authorized by the Ministry of Education to reinforce student civic responsibility through constructive contributions to the community; strengthen student self-confidence and enrich individual experience; cultivate productive relationships for future employment.

Hence, students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. For mature students, the Principal will determine the number of hours of community involvement activities required.

Students will be informed about the community involvement requirement, and the completion procedures upon registration. Students, in collaboration with their counselor, may use their annual education plan to identify possible activities they might undertake.

Community involvement activities may take place in a variety of different settings (e.g., businesses, non-profit organizations), and may be completed at any time during Grade 11 and 12 outside students' normal instructional hours (e.g., lunch hours, after school).

Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the Registrar by the student. This documentation must include the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and the person (or a representative of the organization) involved. The Principal or any school officer he/she designates will decide whether the student has met the requirements of the Ministry.

2.1.3.1. List of Approved Community Involvement Activities

Since September 1st, 1999, one of the requirements for all students in Ontario is to complete 40 hours of community involvement in order to receive an Ontario Secondary School Diploma (OSSD). The purpose of this requirement is to encourage students to develop an understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents/guardians and as part of the Individual Pathways Plan process. It must be completed any time during the secondary school program, beginning in the summer before they enter Grade 9, and prior to graduation.

The activities listed below are approved by The Educators Academy for the completion of the community involvement requirement in accordance with the guidelines of the Ontario Ministry of Education.

- Organize special school events as authorized by the Principal
- Help in the library (shelve books, tidy up, change bulletin boards)
- Tutor other students (help with homework, review difficult concepts)
- Volunteer with social service agencies
- Volunteer with Animal Care agencies
- Get involved in Arts/Culture activities (galleries, playing music, museums and heritage sites)

- Assist with children/youth (drop-in centers, breakfast programs, after school programs, summer playgrounds and camps, child care centers)
- Volunteer in clubs and Youth Organizations
- Sit on committees (neighborhood associations, regional associations)
- Facilitate community events
- Participate in community projects (food banks, support services for seniors)
- Participate in environmental projects (community clean-up, flower/tree planting, recycling program)
- Get involved in fundraising (canvassing, walk-a-thons, gift wrapping, gala events, flower sales)
- Do Office/Clerical work (reception, computer work, mailings, newsletters, pamphlet delivery)
- Get involved in Sports activities (coaching, Special Olympics, pool assistant)
- Provide service at a Senior's Residence/Centre (serving snacks, helping with crafts, pottering, visiting, reading)

2.1.3.2. Roles and Responsibilities of the Principal

The Principal or any school officer he/she delegates is responsible for the implementation of community involvement activities at The Educators Academy. The Principal is required to provide information about the community involvement requirement to parents, students, and community sponsors. After the student completes 40 hours of community involvement and submits all documentation of completion, the Principal will decide whether the student has met the community involvement requirement and, if so, will keep a hard copy of all the submitted documents on file and then record it as completed on the student's official transcript.

2.1.3.3. Roles and Responsibilities of Students

Before beginning any activity, students will provide the Principal with a completed "Notification of Planned Community Involvement Activities" signed form, indicating the activity or activities that they plan to do.

A "Completion of Community Involvement Activities" completed by the student, and the student counselor, supervisor, person or organization that provided the community involvement opportunity for the student. The student must submit the form to the Principal upon completion of the 40 hours or at appropriate intervals determined by the Principal.

2.1.3.4. Roles and Responsibilities of Sponsors in the Community

As a part of the requirement for graduation, all students entering Grade 9 must complete a minimum of 40 hours of community involvement during their four years of secondary school in order to obtain an Ontario Secondary School Diploma (OSSD). This diploma requirement is designed to encourage civic responsibility, promote community values, support students' career explorations, develop their interests and skills, and reinforce the importance of volunteering. It will encourage students to develop an understanding of the various roles they can play in their communities, help them to develop a greater sense of belonging within those communities, and recognize the positive affects they can have in them. Community involvement must occur outside of scheduled instructional time that is part of the normal school day and may include a broad range of unpaid activities.

Students will select one or more community involvement activities in consultation with their parents/guardian. Selection of activities must take into account the age, maturity and ability of the student,

the location and environment of the proposed activity and the need for any special training, equipment and preparation. The safety of students is paramount. Students with special needs as well as other selected students may have Individual Education Plans (IEP's) that outline accommodations and/or modifications related to this component.

The person overseeing the student's activity must verify the dates and the number of hours completed on the "Completion of Community Involvement Activities" form.

2.1.4. The Provincial Secondary School Literacy Test

The Ontario Ministry of Education establishes the Ontario Secondary School Literacy Test (OSSLT) as one of the requirements for granting an Ontario Secondary School Diploma (OSSD). The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in spring. Students who have been eligible to write the OSSLT and who have been unsuccessful are eligible to take the Ontario Secondary School Literacy Course to meet the provincial literacy requirement. This arrangement will be made by the Principal upon the receipt of the OSSLT results.

All students at The Educators Academy who are not high school graduates are expected to take and successfully meet the Ontario Secondary School Literacy requirements in order to receive their diplomas. The Principal reserves the right to grant deferral in accordance with the Ministry of Education guidelines. Students, who have been eligible to write the Ontario Secondary School Literacy Test at least twice an attempted and been unsuccessful at least once, are eligible to take the Ontario Literacy Course (OLC4O). Upon successful completion of this course, the student will meet the literacy requirement for graduation

At The Educators Academy, accommodations may be made only for students with IEPs, and in accordance with EQAO policies. Students whose Individual Education Plans indicate that they are not working towards a Secondary School Diploma may, with parental/guardian consent and the approval of the Principal, be exempted from writing the test.

Students who might benefit from deferral of the test may include those who have been identified as exceptional and students registered in English as a Second Language courses. Parents/guardians may request such deferral, as The Educators Academy, in consultation with Parents/Guardians, may initiate deferral. In order to achieve an Ontario Secondary School Diploma, deferred students must successfully complete the test.

2.2. Substitutions for Compulsory Credit Requirements

The Educators Academy prides itself on providing an individualized program for its students. As such, the Principal of The Educators Academy has developed a procedure for substitution of compulsory credits, where up to three (3) compulsory credits may be substituted, in accordance with the ministry guidelines. (Ontario Schools, Kindergarten to Grade 12, 2016 - section 6.2)

For example, in order to accommodate our students' French credit requirement, a substitution process will be in place. Each student's transcript will be carefully evaluated prior to making a final decision on substitution, and will be approved by the Principal.

Any substitution approved by the Principal will be recorded and marked 'X' in the note column on the Ontario Student Transcript. (Ontario Schools, Kindergarten to Grade 12, 2016 - section 6.2)

3. The Organization of Courses at The Educators Academy

3.1.The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course. Credits are granted by the Principal on behalf of the Minister of Education 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.

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.

3.2. Courses Offered in the School

Academic and university preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will highlight theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

Given the nature of the educational goals of its students, The Educators Academy offers both in person and online credits for Grade 9 and 10 Academic and Applied, 11 and 12 University and College Preparation Courses for the 2021-2022 Academic year. All of these courses have been developed by the Ministry of Education to provide students with the knowledge and skills they need to satisfy the entrance requirements for university and college undergraduate degree programs.

3.3. Course Selection

The courses offered by The Educators Academy have been developed according to the requirements of the Ontario Ministry of Education. Course outlines are available both online and in the main office for viewing by parents or guardians. Curriculum documents detailing each course are available from the Ministry of Education website www.edu.gov.on.ca.

Choose your courses carefully, in consultation with your parents.

3.3.1. The Process

1. Read all of the sections of this course calendar that may apply to you. Invite your parent(s)/guardian(s) to read it also.
2. Complete the selection process, complete your registration form and return it to your school with a parent/guardian signature.
3. If you are selecting any online course, please fill the online Registration Form, attach the required documents and email it to the school.

A reminder is that Grade 12 students planning to apply to Canadian universities must have at least **six (6)** Grade 12 U/M courses. Courses ending in O do not count as 1 of the required 6 U/M Grade 12 courses.

Your Next Steps:

Before completing the registration form, students, with their parents/guardians, should:

1. Read the High School Graduation Requirements section carefully.
2. Read the course descriptions in this course calendar. Visit www.educatorsacademy.ca for Course Outlines or the Ministry of Education website.

Discuss the choices at home. Students wishing more information may talk with principal, and/or administration.

In case of online course selection, once all the requirements are completed, students will receive a welcome package from the school with the log in instructions.

School officials will advise but the ultimate responsibility for course selection lies with the students and their parents.

Note. Choose your courses carefully, in consultation with the teachers and your parents. Grade 9 students **do not** have to make any subject choices. All courses offered for Grade 9 will count as Compulsory Credits. (8 credits)

3.3.2. 2021-2022 Asynchronous e-Learning

The Educators Academy recognizes the needs of 21st century learners. In support of these needs, The Educators Academy will offer a number of Secondary e-Learning credit courses during the 2021-2022 school year. Each participating student will fill the online Registration Form, attach the required documents and email it to the school.

3.3.2.1 Benefits of e-Learning and Registration Process

Asynchronous Learning has multiple benefits:

- Enables students to learn in an environment that is flexible and engaging
- Opportunities for differentiated instruction and assessment
- Increases the probability of students obtaining their first choice in course selections
- Gives students access to courses that may not be available at their home school

Successful e-Learning Students are:

- Independent learners
- Academically motivated
- Comfortable with technology
- Collaborative
- Have good time management skills

Online Courses at The Educators Academy meet the Ministry of Education curriculum expectations. These courses are compliant with the Ministry of Education policies and procedures. Our qualified and

experienced teachers are passionate to teach them in a way that students can understand them without any troubles. These courses will be part of a student's timetable and appear on the student's transcript upon completion.

The Educators Academy teachers interact with students online and consistently monitor their progress. This teacher-mediated system contains a wide range of collaborative and administration tools such as discussion rooms, quizzes, multimedia resources, internal email and student tracking. For these courses, all course material will be delivered in an e-Learning (fully online) format and therefore it requires students to have access to a computer with internet access. Students will receive a login and password instructions after registration. Final exams will be written either by In Person Proctoring or online proctoring.

For Registration, students will click on the link below:

<https://www.educatorsacademy.ca/how-to-apply.php>

Please contact the school administration, if you have any queries.

3.4. Requirements for the Ontario Secondary School Diploma (OSSD)

The OSSD diploma is granted, on the recommendation of the Principal of the secondary school last attended, to a student who has accumulated a minimum of thirty (30) credits. This includes 18 compulsory credits and 12 optional credits. Forty hours of community involvement and successful completion of the literacy requirement must also be achieved.

3.4.1. The Course Coding System

Courses are identified by three letters followed by a number and a letter. For example, "ENG2P" means English for Grade 10 students, an applied course.

The first character indicates the subject area:

- A Arts
- B Business
- C Canadian and World Studies
- E English
- F French
- G Guidance and Career Education
- H Social Sciences and the Humanities
- I Computer Studies
- L Classical and International Languages
- M Mathematics
- N First Nations, Métis and Inuit Studies
- P Health and Physical Education
- S Science
- T Technological Studies

The next two characters differentiate between subjects within the subject area: CGC means "Issues in Canadian Geography", while CHC means "Canadian History Since World War I"

The first number indicates the grade level of the course:

- 1 Grade 9

2 Grade 10

3 Grade 11

4 Grade 12

The letter following the first number indicates the type of course and the course pathway:

D Academic

L Locally Developed Compulsory Credit

O Open

P Applied

C College

E Workplace

M University/College

U University

T College Delivered Dual Credit

In order to complete these credit courses students must have to complete 40 hours of community involvement activities and the provincial literacy requirement.

3.4.2. Course Prerequisites

Some courses extend or build upon the knowledge and skill developed in another course. The course that gives the required background and training is a prerequisite of the course that follows. If a course has a prerequisite, it will be noted at the end of the course description. The prerequisite course must be successfully completed before the student may register in the next course. Course Flow Charts which include prerequisites are found in this course calendar. Students and parents/guardians should consult these charts to determine the appropriate pathway.

3.4.3. TRANSFER COURSES

A student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. Transfer courses offer students a means of transferring from one type of course to another (from applied to academic or from college preparation to university preparation) if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit based and are counted towards the 30 credits required to meet diploma requirements.

In The Educators Academy, when a student plans to switch from one course type in Grade 9 Math to another course type in Grade 10 Math, students must complete a transfer course. A student wishing to change course-stream types between Grades 10 and 11, and/or Grades 11 and 12 may, for example:

- take a course of another type (e.g. academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take.

Students who would like to move from an applied to academic course of study without having taken the corresponding prerequisite may apply for a prerequisite exemption or apply to Waive Prerequisite.

3.4.4. Types of Courses

3.4.4.1. Choosing Courses for Grade 9 and 10

Students in Grade 8 and 9 will choose courses of one or more types: Academic, Applied, Locally Developed Compulsory Credit, and Open. They will make their choices primarily on the basis of their goals, interests, learning preferences, needs and achievement. The following is a brief description of the types of courses that are available in the different subjects:

Academic Courses

These courses focus on essential concepts and include additional related materials. Greater emphasis is placed on theory and abstract thinking than on practical applications. Students in Grade 9 who successfully complete these courses may choose either the academic or the applied course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

Applied Courses

These courses focus on essential concepts, with greater emphasis placed on practical hands-on applications of the concepts. Students in Grade 9 who successfully complete these courses may choose either the applied or the academic course in the same subject in Grade 10 except in Mathematics. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination.

Locally Developed Compulsory Credit Courses

These courses focus on literacy, mathematical literacy, essential job skills and essential concepts. These courses are available in English, French, Mathematics, Science and History only. Students may be placed in these courses specially designed for students who have been working on expectations that are below the course grade level. Students who successfully complete these courses may choose the Grade 9 Applied, Academic, or the Workplace course in the same subject in Grade 11.

Open Courses

Open courses are offered in all secondary grades and are designed to prepare students for further study in certain subjects and to enrich their education generally.

Enriched Programs- Grade 9 Mathematics & English

In these courses, the assessments, evaluations and curriculum expectations are comparable to Academic courses. Class material is presented in a way that encourages students to explore and investigate learning beyond the curriculum. These courses are well-suited for students who may be passionate about the subject, are identified as gifted, plan to pursue the International Baccalaureate stream in grades 11 and 12 or enjoy learning through inquiry to deeply understand big ideas. Credits granted are the same as for Academic English and Mathematics courses.

3.4.4.2. Courses beyond Grade 10

In grades 11 and 12, courses offered prepare students for their post-secondary destinations including: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses. Open courses are also offered in Grades 11 and 12.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet success in college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers.

University/College Courses

University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and context of the courses offered will allow students to prepare for a variety of jobs, training programs and careers.

3.4.5. Substitution Policy for Compulsory Credits

In order to ensure that all students can qualify for the OSSD, principals may substitute among the compulsory credits as follows:

- Up to three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory.
- A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement.
- Up to three of the Grade 9, 10 and 11 English compulsory credits may be replaced by English as a Second Language or English Literacy Development credits.

Parent/Guardian approval of such a substitution shall be provided in writing by The Educators Academy. Each substitution shall be noted on the Ontario Student Transcript.

Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents or guardians and principal are best served by such substitution.

3.5. Ontario Secondary School Certificate (OSSC) Requirements

In order to earn an Ontario Secondary School Certificate (OSSC), a student must earn 14 credits 7 compulsory credits and 7 optional credits.

Students must earn the following credits to obtain the Ontario Secondary School Certificate:

2 credits in English

- 1 credit in Canadian Geography or Canadian History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical
- 1 credit in the Arts or Technological education
- 7 elective credits

The provisions for making substitutions for compulsory credits described in section 3.4.5 also apply to the Ontario Secondary School Certificate. In order to earn an OSSC, a student is not required to complete 40 hours of community involvement or pass the Ontario Secondary School Literacy Test.

3.6. The Certificate of Accomplishment

Students who leave school without fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

3.7. List of Academic and University Preparation Courses Offered at The Educators Academy with Codes, Descriptions, and Prerequisites

1. English

English Grade 9, Academic, ENG 1D

Prerequisites: None

Course Description:

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

English Grade 9, Applied, ENG 1P

Prerequisites: None

Course Description:

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students'

comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

English Grade 10, Academic, ENG 2D

Prerequisites: English, Grade 9, Academic or Applied

Course Description:

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 analyse 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.

English Grade 10, Applied, ENG 2P

Prerequisites: English, Grade 9, Academic or Applied

Course Description:

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

English Grade 11, University, ENG 3U

Prerequisites: English, Grade 10, Academic

Course Description:

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse 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.

English Grade 11, College, ENG 3C

Prerequisites: English, Grade 10, Applied

Course Description:

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

English Grade 12, University, ENG 4U

Prerequisites: English, Grade 11, University Preparation

Course Description:

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 analyse 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.

English Grade 12, College, ENG 4C

Prerequisites: English, Grade 11, College Preparation

Course Description:

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

2- Science

Science Grade 9, Academic, SNC1D

Prerequisites: None

Course Description:

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the

properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Science Grade 9, Applied, SNC1P

Prerequisites: None

Course Description:

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity.

Science Grade 10, Academic, SNC2D

Prerequisites: Science, Grade 9, Academic or Applied

Course Description:

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.

Science Grade 10, Applied, SNC2P

Prerequisites: Science, Grade 9, Academic or Applied

Course Description:

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

Biology Grade 11, University, SBI3U

Prerequisites: Science, Grade 10, Academic

Course Description:

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Biology Grade 11, College, SBI3C

Prerequisites: Science, Grade 10, Academic or Applied

Course Description:

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they 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.

Biology Grade 12, University, SBI4U

Prerequisites: Biology, Grade 11, University Preparation

Course Description:

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in 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 the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Chemistry Grade 11, University, SCH3U

Prerequisites: Science, Grade 10, Academic

Course Description:

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 behaviour 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.

Chemistry Grade 12, University, SCH4U

Prerequisites: Chemistry, Grade 11, University Preparation

Course Description:

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.

Chemistry Grade 12, College, SCH4C

Prerequisites: Science, Grade 10, Academic or Applied

Course Description:

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Physics Grade 11, University, SPH3U

Prerequisites: Science, Grade 10, Academic

Course Description:

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 analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Physics Grade 12, University, SPH4U

Prerequisites: Physics, Grade 11, University Preparation

Course Description:

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 analyse, 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.

Physics Grade 12, College, SPH4C

Prerequisites: Science, Grade 10, Academic or Applied

Course Description:

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. They 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.

3- Mathematics

Math Grade 9, Academic, MPM1D

Prerequisites: None

Course Description:

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.

Math Grade 9, Applied, MFM1P

Prerequisites: None

Course Description:

This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations, and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Math Grade 10, Academic, MPM2D

Prerequisites: Principles of Mathematics MPM1D or Foundations of Mathematics MFM1P Grade 9

Course Description:

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.

Math Grade 10, Applied, MFM2P

Prerequisites: Principles of Mathematics MPM1D or Foundations of Mathematics MFM1P Grade 9

Course Description:

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Functions Grade 11, University, MCR3U

Prerequisites: Principles of Mathematics MPM2D, Academic

Course Description:

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.

Functions and Applications, Grade 11, University/ College Preparation, MCF3M

Prerequisites: Principles of Mathematics MPM2D or Foundations of Mathematics MFM2P Grade 10 Applied

Course Description:

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Functions for College Mathematics, Grade 11, University/ College Preparation, MBF3C

Prerequisites: Foundations of Mathematics, Grade 10, Applied

Course Description:

This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Advance Functions, Grade 12, University Preparation, MHF4U

Prerequisites: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Course Description:

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.

Calculus and Vectors, Grade 12, University Preparation, MCV4U

Prerequisites: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Course Description:

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 modelling 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.

Mathematics of College Technology, Grade 12, College Preparation, MCT4C

Prerequisites: Functions and Applications, Grade 11, University/College Preparation, or Functions, Grade 11, University Preparation

Course Description:

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Foundations for College Mathematics, Grade 12, College Preparation, MAP4C

Prerequisites: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Course Description:

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse 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. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

4- Business Studies

Introduction to Business, Grade 9 or 10, Open, BBI1O, BB12O

Prerequisites: None

Course Description:

This course 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. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Information and Communication Technology, Grade 9 or 10, Open, BTT1O, BTT2O

Prerequisites: None

Course Description:

This course 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 the course, 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.

Introduction to Computer Studies, Grade 11, University Preparation, ICS3U

Prerequisites: None

Course Description:

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Financial Accounting Fundamentals, Grade 11, University/ College Preparation, BAF3M

Prerequisites: None

Course Description:

This course 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 the course, 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.

International Business Fundamentals, Grade 12, University/ College Preparation, BBB4M

Prerequisites: None

Course Description:

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

5- French

Core French, Grade 9, Academic, FSF1D

Prerequisites: Minimum of 600 hours of French instruction, or equivalent

Course Description:

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Core French, Grade 9, Applied, FSF1P

Prerequisites: Minimum of 600 hours of French instruction, or equivalent

Course Description:

This course provides opportunities for students to communicate and interact in French in structured situations, with a focus on everyday topics, and to apply their knowledge of French in everyday situations. Students will develop listening; speaking, reading, and writing skills introduced in the elementary Core French program, through practical applications and concrete examples, and will use creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Core French, Grade 10, Academic, FSF2D

Prerequisites: Core French, Grade 9, Academic or Applied

Course Description:

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Core French, Grade 10, Applied, FSF2P

Prerequisites: Core French, Grade 9, Academic or Applied

Course Description:

This course provides opportunities for students to communicate in French about everyday matters and topics of personal interest in real-life situations. Students will exchange information, ideas, and opinions with others in structured, guided, and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through using

language learning strategies for understanding texts and communicating clearly. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Core French, Grade 11, University, FSF3U

Prerequisites: Core French, Grade 10, Academic

Course Description:

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They also broaden their understanding and appreciation of diverse French-speaking communities, and develop skills necessary for lifelong language learning.

Core French, Grade 12, University, FSF4U

Prerequisites: Core French, Grade 11, University Preparation

Course Description:

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They also broaden their understanding and appreciation of diverse French-speaking communities, and develop skills necessary for lifelong language learning.

6- Social Sciences and Humanities

Food and Nutrition, Grade 9, Open, HFN10/ 20

Prerequisites: None

Course Description:

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

7- Canadian and World Studies

Canadian History since World War I, Grade 10, Academic, CHC2D

Prerequisites: None

Course Description:

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students 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. They 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.

Canadian History since World War I, Grade 10, Applied, CHC2P

Prerequisites: None

Course Description:

This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity. 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 the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.

Civics and Citizenship, Grade 10, Open, CHV2O

Prerequisites: None

Course Description:

This course 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 of 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 that are both of significance in today's world and of personal interest to them.

American History, Grade 11, University, CHA3U

Prerequisites: Canadian History since World War I, Grade 10, Academic or Applied

Course Description:

This course explores key aspects of the social, economic, and political development of the United States from pre-contact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

World History to the end of Fifteen Century, Grade 11, University/College, CHW3M

Prerequisites: Canadian History since World War I, Grade 10, Academic or Applied

Course Description:

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Canada History, Identity and Culture, Grade 12, University, CHI4U

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

Course Description:

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from pre-contact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

World History since the Fifteen Century, Grade 12, University, CHY4U

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

Course Description:

This course traces major developments and events in world history since approximately 1450. Students explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They extend their

ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

The Individual and the Economy, Grade 11, University/College, CIE3M

Prerequisites: Canadian History since World War I, Grade 10, Academic or Applied

Course Description:

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Analyzing Current Economic Issues, Grade 12, University, CIA4U

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

Course Description:

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students 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, and sustainability and related economic issues.

8- Health and Physical Education

Health for Life, Grade 11, College, PPZ3C

Prerequisites: None

Course Description:

This course enables students to examine the factors that influence their own health practices and behaviours as well as those factors that contribute to the development of healthy communities. It emphasizes the concept of wellness, which addresses all aspects of well-being – physical, cognitive, emotional, spiritual, and social – and promotes healthy eating, physical activity, and building and maintaining a positive sense of self. Students develop the skills necessary to make healthy choices and create a personal wellness plan. They also design initiatives that encourage others to lead healthy, active lives. The course prepares students for college programs in health sciences, fitness, wellness, and health promotion.

Introduction to Kinesiology, Grade 12, College, PSK4U

Prerequisites: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 courses in health and physical education

Course Description:

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

3.8. Prerequisite Courses

The Ministry curriculum guidelines identify specific prerequisites for all Grades 9, 10, 11 and 12 courses, and no courses apart from these may be identified as such. Even though these courses are mandatory for meeting the requirements of the program, a parent/guardian or a mature student may request for the prerequisite to be waived. If a parent/guardian or an adult student requests that a prerequisite be waived, the Principal will determine whether or not this should be approved. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the parent/guardian or mature student and appropriate school staff. In cases where the parent/guardian or mature student disagrees with the decision of the Principal, the parent/guardian or mature student may ask the appropriate supervisory officer from or designated by the ministry to review the matter. The decision made by this supervisory officer shall be final.

3.9. Policies and Procedure for Waiving Prerequisites

A course is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. Prerequisites are maintained in order to ensure students have achieved the academic ability to take the target courses. In case of students who came from a different educational background and system of education, The Educators Academy will give consideration to waive the prerequisites of certain courses to accommodate the learning ability of individual students. It is the student's responsibility to make sure that he/she complete the prerequisite course or apply to the Principal to have it waived before he/she is permitted to take the selected university preparation credit course.

The student has to initiate in written form the procedure for waiving prerequisite by either submitting a letter of request or the Application Form for Waiving Prerequisites to the school Principal stating the reasons for such a request or an application. The letter must indicate which course prerequisites are intended for consideration. The student also has to present in the letter his or her educational background and work experience if applicable, which would substantiate his/her readiness and capability to take the intended courses. In some cases, the student may have to provide the Principal with supportive documents.

At The Educators Academy, Ontario Schools Policy and Program Requirement document is used as a guide to evaluate student's previous learning. The student's academic transcripts and diplomas as well as course descriptions from all institutions he/she has previously attended will be studied very carefully. The

curricula of all the courses intended as waived prerequisites shall be compared to the equivalent OSSD credit courses to determine whether they contain the same expectations of the skills and knowledge in order to be granted credit equivalencies.

The Principal will review the student's request and all the supporting documentation and, in consultation with the course instructors arrive on a decision. The decision of the Principal is final and can be reverted only if the student brings in new information proving that he/she is ready and capable of taking those courses.

Within seven business days, after filing a written request, the student will receive an official letter or a call informing him/her whether approval was granted and, in case of the positive outcome, the student will be allowed to register in the courses of his or her intention. Documentation for each waived prerequisite course will be included in each student's OSR.

3.10. Accommodations

The Educators Academy's philosophy of Special Education the provision of appropriate learning environments and experiences for exceptional students and for students who have special needs is based on the following beliefs:

- All students educated have an opportunity to learn, to live and to contribute as responsible citizens in any society.
- All students have a right to participate fully in opportunities for learning and growth, appropriate to their needs and gifts.
- Students who have exceptional needs are more like other students than they are different.
- It is our responsibility as an educator and parents to provide for these students the opportunity to share the school experience, which their brothers, sisters and friends enjoy.
- An attitude of welcome acceptance and indeed celebration, of individual differences and unique gifts is to be encouraged and supported among pupils, parents and staff of this Academy.

The commitment of The Educators Academy is to these beliefs are expressed by the manner in which exceptional students and students with special needs are welcomed and provided for in our Academy. Our responsibilities for developing regulations and procedures to promote:

- effective and ongoing communication among parents/guardians and Academy staff basic to a relationship of trust and mutual respect
- shared responsibility among teachers, parents and students, to enhance the participation of exceptional students in the life of the Academy
- recognition that the Ontario Curriculum is designed for all students; and that programs must reflect the abilities, needs, interests and learning styles of students of both genders and all racial, linguistic and ethno-cultural groups
- the concept that regular classroom settings with age appropriate peers is the optimum learning environment for students to experience community; together

The Educators Academy will accommodate students who have an official IEP (Individual Education Plan) from their home school or school board. Some general guidelines for these accommodations are as follows:

1. Students must submit an official copy of their IEP to The Educators Academy office, and information in the IEP will be shared with the teachers.
2. Any student who is granted an appropriate accommodation will only receive that accommodation in that specific way. For example, for students who are granted extra time to complete their exam, they will only receive that accommodation the day of the exam.
3. It is highly recommended that parents submit their children's IEP as soon as they register, or contact The Educators Academy office well in advance of any quiz, test, exam or project and discuss any necessary accommodations.

3.11. Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

The Educators Academy does not offer a Cooperative Education Program at this time.

4. Assessment and Evaluation of Student Achievement

The Educators Academy is using the assessment, evaluation, and reporting system, which is based on the Ontario Ministry of Education curriculum policies. It establishes high standards of student achievement and lends the process of teaching substance and liability.

Students will be evaluated in a variety of ways, in order to give an accurate picture of what they have learned, and how they have progressed. Assessment and evaluation will be based on achievement of the overall curriculum expectations and separately on the development of the learning skills and work habits as outlined in all courses of study. An evaluation outline for each course in which the student is enrolled is provided at the beginning of the semester and copies of these are available to parents/guardians upon request.

Parents/Guardians will continue to be informed of their child's progress through a regular schedule of report cards. A Report Card will be used to provide information regarding academic progress and development of the learning skills and work habits, in a consistent way throughout all schools. Parents/Guardians are encouraged to contact their school by phone or email for information or advice on the progress of their child at any time during the school year.

4.1. Definitions and Policies of Assessment and Evaluation

The *Growing Success* document, issued by the Ontario Ministry of Education, states that assessment is the process of gathering information that accurately reflects student progress with regard to the curriculum expectations of a subject or course. The information for student learning development constitutes the primary focus of the assessment process.

Assessment requires the gathering of student performance evidence over a period of time to measure learning and understanding. Evidence of learning could take the form of dialogue, journals, written work, portfolios, research projects, and tests along with many other learning tasks.

The *Growing Success* document distinguishes three types of assessment:

- Assessment for learning
- Assessment as learning
- Assessment of learning

Assessment for learning (diagnostic) records student's prior knowledge, and helps assess future goals for individual improvement with respect to course curriculum expectations. It occurs through observation, before instruction and determines students' readiness to learn new knowledge and skills; it also obtains information about students' interests and learning preferences.

Assessment as learning (formative) illustrates student's progress through self-monitoring and self-critical assessment of learning. In assessment as learning teachers help all students to develop their independent learning skills, ability to set individual goals, and measure and reflect on personal progress.

Assessment of learning (summative) reports on student progress at the end of the task/unit/course in relation to curriculum learning outcomes; student's application of key concepts, knowledge, skills, and attitudes are measured through culminating activities. This assessment occurs at or near the end of a period of learning, and may be used to inform further instruction.

Evaluation, on the other hand, occurs when a mark is assigned after the completion of an assignment, a unit test, a culminating activity or final examination. A mark on a unit test, for example, will determine if the student has met the requirements of a particular unit and is ready to move forward. Hence, evaluation refers to the process of determining the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

Evaluation accurately summarizes and communicates to parents (as described earlier) other teachers, institutions of further education, and students themselves, the status of their knowledge and skills with respect to the overall curriculum expectations.

Teachers will use their professional judgment to determine which specific expectations are relevant to overall expectations achievement evaluation, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

Assessment and evaluation measure whether or not learning and their objectives are being obtained. Assessment would demonstrate a sense of more permanent learning and clearer picture of a student's ability.

The leading goal of The Educators Academy's assessment and evaluation system is to improve student learning. Through well-designed assessment and evaluation criteria, instructors at The Educators Academy are able to gather information to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. Teachers also adapt the curriculum and their instructional approaches to students' needs and assess the overall effectiveness of programs and classroom practices.

The Educators Academy uses both assessment and evaluation methods to certify and report student achievement. Assessment is realized through a variety of sources (including assignments, demonstrations, projects, performances, and tests and virtual labs) in order to reflect accurately the degree of student achievement with regard to curriculum expectations in a course. As part of assessment, instructors provide students with descriptive feedback in an attempt to reduce the gap between the student's current level of knowledge and skills and the learning goals.

Descriptive feedback aims at providing students with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. While assessment is more of a qualitative approach, evaluation focuses more on judging the quality of student work on the basis of established success criteria, and assigning a value to represent that quality. The value is in the form of a percentage grade.

Ontario provincial curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline serve as platform for The Educators Academy assessment and evaluations methods.

In order to ensure that assessment and evaluation is valid and reliable, and that student learning improvement is accomplished, teachers at, The Educators Academy, strictly follow practices and procedures that are fair, transparent, and equitable; support the students whose first language is not the language of instruction; are carefully planned in relations to the curriculum expectations and learning goals; are clearly communicated to students and parents throughout the academic year; are ongoing and diverse providing descriptive and meaningful feedback; are assisting in developing student's self assessment skills.

4.2. Achievement Levels

The Educators Academy sets its levels or degrees of achievement according to the curriculum expectations that are described in the achievement charts in the secondary curriculum policy documents. The Levels of Achievement are organized into broad categories of knowledge and skills and teachers provide students with detailed descriptions of each level of achievement. The achievement levels provide a reference point for all assessment practice and serve as a guide for assessment and evaluation of student's performance. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students themselves and their parents.

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

- Level 1: (50-59%) Achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
- Level 2: (60-69%) Achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- Level 3: (70-79%) Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- Level 4: (80-100%) Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

(OS K-12, 2016, p.70)

A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

4.3. Grading Policy

The assessment and evaluation strategies and methods teachers apply at The Educators will vary according to the curriculum expectations of each discipline and the assessment needs of each course.

Teachers at The Educators Academy are required to announce the grading scheme (i.e. types of assignments, essays, exams, etc.) in the course outline of each subject and make it available to students in writing, within the first week of class. As an inseparable part of the course outline, all curriculum expectations and the assessment and evaluation strategies and methods should be written in concise, plain and accurate English.

Course work, such as written assignments, tests, independent study unit, major essays, formal presentations, etc., shall account for seventy percent (70%) of the overall grade. The final course-end evaluation shall constitute thirty per cent (30%) of the final grade for each credit course. This evaluation may consist of a combination of a final exam, performance, essay or other evaluation method suitable for the course content. All forms of course work and evaluation must assess and evaluate students' achievement of the curriculum expectations of each course. The final grade will be determined through teacher's professional judgment and interpretation of evidence reflecting the student's most consistent and most recent level of achievement.

Assessment Strands:

Knowledge and Understanding (K/U)

Thinking and Inquiry (T/I)

Communication (C)

Application (A)

Evaluation Instruments/ Strategies:

- ✦ Rubrics
- ✦ Checklist
- ✦ Peer
- ✦ Self
- ✦ Group

- Observation
- Project Work
- Interviewing
- Researching
- Conferencing

Assessment and Evaluation:

Course Work = 70%

Final Exam = 30%

Final Assessment and Evaluation = 100%

4.4. Policies and Procedures for Communicating Student Achievement

It is teacher's responsibility to submit a report card and a final grade for each student for his/her assigned subject to the Principal at the end of course. After reviewing the reports, the Principal will sign for approval signature before he/she keeps the hardcopies away in the central filing storage. The final grades of all the courses each student has completed will be recorded in the Provincial Report Card and shall be accessible to the student at the end of each course.

The information on student achievement gathered through assessment and evaluation will be communicated to students and parents at regular intervals and in a variety of informal and formal ways. In addition, parents will be informed of the policies, procedures, and criteria involved in the assessment and evaluation of student achievement, and of policies concerning student's promotion from one course to the next. Informal communication of student achievement includes ongoing feedback to students based on assessment strategies implemented throughout the course, as well as feedback to parents through ongoing email communication.

The Provincial Report Card is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the secondary school diploma requirements.

4.4.1 The Provincial Report Card

At The Educators Academy, student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card documents the student's achievement in every course, at particular points in the school year, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher (reflecting achievement at level 1 or above). The final grade for each course will be based on the above stated assessment and evaluation procedures.

4.4.2 The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement. At The Educators Academy, the credits that a student has earned towards fulfillment of the diploma requirements will be recorded on the OST. This record will include all the credits gained by the student using any of the means described in the Ministry's policy documents. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- A list of all courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course; the withdrawal from the course is not recorded if a student drops the course within 5 instructional days following the issue of the first provincial report card);
- Identification of any course that has been substituted for one that is a diploma requirement;
- Confirmation that the student has completed the community involvement requirement;
- The student's successful completion of literacy requirements;

In addition to recording the number of credits earned, The Educators Academy may indicate on a student's transcript any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the students' achievement in a Grade 11 or 12 courses. It is at the Principal's discretion to make a decision regarding the recording of such information on the OST.

4.5. Attendance

Regular attendance at school is vital to the student's learning and achievement of course expectations. To encourage regular attendance by students, The Educators Academy ensures that students and their parents are informed about the school's policy on attendance.

Depending on the Principal's judgment, if a student's frequent absences from school are jeopardizing his/her successful completion of the course, school staff will meet with the student and communicate with his/her parents to explain the potential consequences of absences including failure to gain credits, and discuss steps that could be taken to improve attendance.

Several ways in which the school can ensure that parents know the importance of attendance in school:

- Sending a summary of the attendance policy through e-mail/mail at the start of the student's program signed and returned in form of a statement indicating that the policy has been read and understood.
- Emphasizing that parents need to respond immediately to any e-mail/letter from school regarding their child's absenteeism
- Encouraging parents to discuss the attendance policy with their children, reinforcing the school's expectations for excellent attendance.

Students' attendance is recorded daily by the teachers and is reported to the administration. If a student arrives to class within the first 15 minutes, he/she will be recorded late on the attendance sheet; if a student comes to class after the first 15 minutes, those specific hours would be deducted from the time frame and also there would be a fine of \$5-\$10. Also, if a student is frequently late, there is a possible suspension for 3 days and a parent-administration meeting is called for further discussion.

The class name list is generated according to course registration record and a new attendance sheet is printed on a weekly basis. Teachers are responsible for submitting a full week attendance sheet every Monday morning to the administration.

Students who present an advanced notice and a proof of an acceptable reason will not be penalized. For absence without a reason, the hours will be deducted toward the credit required hours. Hence, the number of absences shall not exceed 18 hours per each full credit course (8 hours per half-credit course).

On the day of the student's absence, the administration will phone the student's home and/or mobile phone. Reminder message will be given at the first contact. A written warning will be issued on an absence of three consecutive days without a reason. An absence of five consecutive days without a reason will be recorded as voluntary withdrawal from a course. Where circumstances allow (e.g., documented chronic illness, hospitalization, special illness treatments) the student may be granted permission to continue with his/her studies. The following are the examples of accepted reasons for being absent from class:

Excused – the student must call/inform the school the day of absence until 10 A.M. After that time, the administration will start calling the students.

-the student must substantiate within 1 day with doctor's note/or in case of acute illness upon return (no later than the current week of school)

Reasons: – illness/hospitalization/special illness treatments

- i. health appointments that cannot be made outside school hours
- ii. home emergency (e.g., water flood, fire, etc)
- iii. circumstances that can cause reasonable concern for the safety of the student
- iv. Unexcused – reason for disciplinary action:
 - v. failure to substantiate absence within 1 day/or current week
 - vi. absence from school without permission
 - vii. in or around the school, but not in scheduled classes
- viii. non-medical, non-emergency appointments (e.g. driving license tests, going to the bank, sleep-in).
- ix. fail to attend a scheduled assembly (e.g., school field trips)
- x. family celebrations or travel on a cheaper fare

Students are responsible for course work and assignments while absent.

However, in no way should attendance constitute part of a student's assessment and evaluation or his/her final grade in a course which should only be based on the student's achievement of the curriculum expectations.

4.6. Policies and Procedure for Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the Principal who grants credits.

The PLAR process is developed by The Educators Academy in compliance with the Ministry policy. Equivalency credits are granted to the students for placement only.

In order to earn equivalent credits towards OSSD, the student who registers at The Educators Academy provides the academy with the educational documents of his/her prior learning experience for assessment and evaluation. An original or a certified copy of the official transcript(s) and an official description of the courses from each educational institution attended must be submitted, translated into English. Upon the evaluation a Prior Learning Assessment and Recognition Form will be completed and signed by the Principal. This record will be kept in the OSR.

The total number of equivalent credits and the corresponding number of compulsory credits will be recorded in the OST. The equivalent credits are entered as a total, and the required items of information appear as follows: “Equivalent Credits” entered in the “Course Title” column; “PLE” in the “Course Code” column; “EQV” in the “Percentage Grade” column; the total number of credits in the “Credit” column; and the total number of compulsory credits in the “Compulsory” column.

The equivalency procedure is available to mature students – that is, students who are eighteen years of age or over (i.e., adults) who are returning to school to earn a diploma after being out of high school for at least one year – but requirements concerning application of these procedures differ for this group because of their broader life experience. The Principal will determine the number of credits, including compulsory credits that a mature student needs in order to meet diploma credit requirements.

Mature students working towards the OSSD must also satisfy the diploma requirements with regard to the provincial secondary school literacy test. The Principal will determine the number of hours of community involvement activities that a mature student will have to complete.

4.7 Student Transfers

4.7.1 Procedures for Students Transferring to The Educators Academy from another Ontario Secondary School

Students who transfer from one Ontario secondary school to The Educators Academy will have their credits transferred with them. The Principal may award credit for work started in the previous school but completed at The Educators Academy. Where this work cannot be completed at The Educators Academy, the Principal may, after consultation with the Principal of the sending school, award a partial credit in recognition of the student’s achievement of some of the course expectations.

If a student transfers from a school where French is the main language of instruction, he or she must successfully complete at least one compulsory Grade 12 English courses.

4.7.2 Procedures for Students Transferring to The Educators Academy from a Non-inspected Private School or a School outside Ontario

Where students who do not have Ontario credits are transferring to The Educators Academy from a non-inspected private school or a school outside Ontario, the Principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the provincial secondary school literacy test. The Principal will determine the number of hours of community involvement activities that the student will have to

complete. The Principal will note the results of his or her assessment and deliberations in the student's Ontario Student Record (OSR).

4.8. Procedures for Students Who Fail or Who Do Not Complete Courses

When a student has not been able to meet the necessary curriculum expectations for any given course, the Principal and teaching staff, in consultation with the parents and the student, should determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available to the student:

Where possible, the student should be allowed to repeat only the material relating to the expectations not achieved. The student may choose to achieve these expectations in summer school, through independent study, through an individualized remediation program, or through distance education. If available, the student can enroll in a remedial program designed for a group of students with similar needs. The student's work will be evaluated to determine whether the expectations have been successfully completed.

The student may decide to repeat the entire course.

With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents and school staff) should be informed of the consequences for meeting diploma requirements. The program options available to the student to enable him or her to meet the requirements should be outlined, and possible alternative courses identified. The OST policies shall govern the procedures related to the recording of course attempts and withdrawals.

4.9. Withdrawal from a Course

4.9.1. Grades 9 and 10

Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

4.9.2. Grades 11 and 12

If a student withdraws from a course after five instructional days following the issue of the mid-term report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Withdrawals prior to that time are not recorded.

4.9.3. Repetition of a Course

Students, who repeat a course that they have previously completed successfully, can earn only one credit for the course. However, in Grades 11 and 12, each attempt and percentage grade obtained is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) along with the lower percentage grade.

5. Experimental Learning Programs

Experiential Learning includes all planned learning experiences that take place outside of the classroom including cooperative education, work experience, job twinning and job shadowing. This unique form of learning can assist all students (including exceptional students) to develop the knowledge, skills and attitudes that are essential in today's society. Regardless of the post-secondary destination students choose (apprenticeship, college, community living, university or the workplace), Experiential Learning can help them to make key decisions and potential career choices.

All of The Educators Academy's courses comply with Ministry of Education policies and guidelines in which there is a minimum of 110 hours of instruction in accordance with Ontario Secondary Schools Program Diploma Requirements (OSS).

Through The Educators Academy course students will be completing experiential requirements that are tied directly to their courses. These include seminars, weekend retreats, guest lectures, etc., and are completed outside of the regular class hours. The students will be completing evaluations of these upon completion of each experience they attend and bringing it all together through a written report that connects the sessions to the course expectations. It is a cumulative application project that combines course expectation and content which demonstrates the students understanding of various course topics.

5.1. Cooperative Education

Co-operative Education is one form of experiential learning that allows students to gain career awareness while developing their personal portfolio while earning credits towards their OSSD through practical work experience. It is designed in such a way that structured out-of-school activities complement in-school learning. In this way, theory and practice can be combined in an educationally beneficial manner. Students participate in a variety of career education and planning activities during pre-placement and reflective learning sessions as part of the co-op program.

Co-operative Education allows the student to:

1. Explore potential career choices;
2. Develop employability skills needed in today's job market;
3. Improve qualifications for future employment;
4. Have access to equipment not available in schools;
5. Earn secondary school credits while gaining practical work experience;
6. See the relevance of in-school theory as it applies to practical work application;
7. Understand the importance of education to a particular career;
8. Develop skills related to a specific career by working with trained professionals.

There is no formal restriction on the number of credits a student may obtain through the co-operative education mode of delivery; however, students should maintain a reasonable balance between in-school and out-of-school credits. The Educators Academy does not offer co-operative education.

5.2. Alternative Methods (e-Learning, Independent Learning Centre) to Earn Credits

The Educators Academy offers a distance Learning Program. The Educators Academy offers alternative methods of Learning (such as distance education programs by Asynchronous Learning) to earn credits.

6. Ontario Student Record

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Educators Academy has developed policies and procedures according to the guidelines of the Ontario Ministry of Education with regard to the establishment, maintenance, use, retention, transfer, and disposal of the OSR. When a student enrolls in the University Preparation program requiring the completion of a number of credit courses, an OSR will be established for him/her in order to keep his/her academic records. The Ontario Student Record folder (OSR) includes Ontario Student Transcript (OST), exact copies of Report Cards and Documentation File, if applicable. The OSR contains information on biographical data, schools previously attended, parent's information, special health information, photographs, information on school activities and other information if applicable.

The Principal is responsible for establishing, maintaining, and retaining the information in the OSR as well as ensuring its security.

6.1. Access to the OSR

Both the Municipal Freedom of Information and Protection of Privacy Act and the Freedom of Information and Protection of Privacy Act prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances. These circumstances are defined in the legislation, and it is up to the Principal to decide whether or not to grant access to personal information in such circumstances. The Educators Academy's policies on access to OSRs are developed in accordance with the above-mentioned legislations.

The Educators Academy requires the consent of the parents or adult student for the release of information from the OSR.

Students may have the access to the OSR upon their request. The parents of students who are not adults (age eighteen) have the right to access the OSR under the Children's Law Reform Act and the Divorce Act of 1985. Teachers and other educational personnel of The Educators Academy may have access to the OSR as per principal's approval to ensure equal educational standards for all students.

6.2 Access to Student Information

Student information refers to information related to a student's academic record at the Academy, as well as to biographical and personal information. By applying for admission to The Educators Academy, you accept the Office of the Administration's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and to assist the College in the academic and financial administration of its affairs.

The Educators Academy is committed to taking every reasonable step to protect the confidentiality and privacy of your personal information.

6.3. Use and Maintenance of the Ontario Student Record (OSR)

The school will open a new Ontario Student Record to a student who is NOT coming from an Ontario Secondary School. The Academy Administration will collect the required information and documents for the OSR at the time of Registration of the student. The OSR will be kept in the locked metal cabinets in the Administration's Office. Only the Academy Administration, the Principal and the Director have the keys to the OSR cabinets.

For students who are coming from an Ontario School, the Academy Administration will request a transfer of the student's OSR from the previous school in registered mail. Acknowledgement will be sent to the previous school upon receipt of the transferred OSR. The Academy Administration is the person, either Principal, for the open use, update, review, maintenance and disposal of the OSR contents and folders or Director.

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment. A written request from the student or parent for such a report is required by the Academy Administration.

The contents of the OSR are reviewed by the Academy Administration on a regular basis according to the policies established by the Ministry and The Educators Academy to ensure that they remain conducive to the improvement of the instruction of the student.

6.4. Transfer of the OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario.

When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

If the original OSR is being transferred to a public school or to another private school, it must be transferred by Priority Post or an equivalent delivery method that maintains confidentiality and guarantees prompt delivery.

When The Educators Academy is transmitting OSR information electronically or by means of facsimile, the Principal must make arrangements to ensure the secure and confidential transfer of the information.

Before the Principal transfers an original OSR to another inspected private school, a non-inspected private school in Ontario, the Principal must have received a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with the Ministry's guideline; and a written statement indicating consent to the transfer, which is signed by the parents/ guardians of the student if he or she is not an adult, or by the student if he or she is an adult.

An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the Principal of an educational institution outside Ontario after the Principal who is responsible for the OSR has received a written request for the information from the principal of the educational institution outside Ontario; and a written statement indicating consent to the transfer, which is signed by the parents of the student if he or she is not an adult, or by the student if he or she is an adult.

6.5. Retirement of a Student

A student retires from The Educators Academy when he or she ceases to be enrolled. A student is not considered to have retired if he or she withdraws for a temporary period with the written consent of the Principal, or transfers to another school in Ontario.

When a student retires from The Educators Academy that maintained an OSR for the student, the Principal will give the following to the parent of the student if he or she is not an adult or to the student if he or she is an adult:

- ✓ an up-to-date copy of the student's OST, if applicable
- ✓ the information and materials stored in the OSR folder that are not required to be retained under the retention schedule

6.6. Retention, Storage, and Destruction of Information in the OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, The Educators Academy retains any personal information placed in an OSR for at least one year after use, unless the Principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from The Educators Academy:

- ❖ report cards
- ❖ the documentation file, where applicable
- ❖ additional information that is identified by the Principal as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be effected under conditions that ensure the complete and confidential disposal of the record.

6.7. Correction or Removal of Information in the OSR

When certain information or material in an OSR folder is determined to be no longer conducive to the improvement of the instruction of the student, the Principal will have the information or material removed from the OSR folder. Such information will be given to the parents of a student who is not an adult or to the student if the student is an adult, or it will be destroyed.

If the parents or adult student are of the opinion that the information contained in the student's OSR is inaccurately recorded or that it is not conducive to the improvement of the instruction of the student, the parents or adult students may request in writing that the Principal correct the alleged inaccuracy or remove the information from the record. If the Principal complies with the request, the material will be corrected or will be removed from the file and destroyed or returned to the parents or the adult student, and no record of the request will be retained in the OSR.

If the Principal refuses to comply with the request, the parents or the adult students may request in writing that the Principal refer the request to a person designated by the Minister of Education who will either require that the principal comply with the request, or by hold a hearing, which the principal and the persons who made the request will attend. After the hearing, the person designated by the Minister will make a decision on the matter. This decision will be final and binding. If the person designated by the Minister requires that the Principal comply with the request, no record of the request will be retained in the OSR. If the person designated by the Minister denies the request, the original request, including the date on which it was made, and the statement of this final decision will be retained in the documentation file.

Freedom of information legislation also permits persons to request that recorded personal information be corrected.

The Principal will ensure that no OSR discloses the contravention or alleged contravention by a student of any statute or regulation to which the Young Offenders Act or Part V- A of the Provincial Offences Act applies, or the disposition of any proceedings brought under those statutes or regulations. If an entry in an OSR does disclose such information, the Principal will ensure that the entry is altered appropriately or deleted from the OSR.

6.8 Change of Surname

There are three reasons for change of surname: change by repute, change by marriage, and change by law. In accordance with the ministry guidelines a student must provide a written request and accurate and relevant documentation in order to proceed with change of surname on The Educators Academy records.

7. Academic Policies

7.1. Course Registration

As students of The Educators Academy, you are responsible for the continuing completeness and accuracy of your registration. Your OSR can be updated in person at any time at the Office of the Registrar or by mail.

It is your responsibility to make sure that you meet prerequisite requirements for courses you take. The Educators Academy will only record course changes when you have initiated the process by following the drop and add procedures.

Registration consists of completing the registration forms accurately at the required times, having them approved by the Principal of The Educators Academy, and paying the required application fee.

By applying for admission to The Educators Academy you accept the right of the Principal as well as the right of the Administrator to collect pertinent personal information. This information is used for the purposes of admission, registration and to assist the Institute in the academic and financial administration of its affairs.

You agree that all documentation that you submit to the Institute in support of your application for admission becomes the property of The Educators Academy.

An electronic record of your achievements at The Educators Academy is preserved permanently, as is the record of academic offences, but all other documentation contained in your file may be destroyed when no longer required.

Every Grade 10 academic and Grade 11 or 12 university preparation course has a prerequisite course which is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. It is the student's responsibility to make sure that he/she complete the prerequisite course or apply to the Principal to have it waived before he/she is permitted to take the selected UP credit course.

7.2. Change of Courses

Provided that class size and balance among academic units can make a change possible, a student may transfer from one course to another prior to the beginning. Students wishing to make a change must have written permission from a parent or guardian if under the age of eighteen. Once a course is started, students who still wish to change a course are permitted to do so only during the second week of classes.

In order to request a course change, the student must complete a course change application form and have it approved by the Principal, the teachers of courses, his parent or guardian if under the age of eighteen, and the Administrator. Students are not permitted to change courses or academic units based on teacher preference.

7.3. Add/Drop Courses

Before a session begins, you should obtain a list of courses offered in the particular session from the administration for those courses you wish to take. In the situation when the course you are interested in is not offered, write a request to the Principal of The Educators Academy. We will make arrangements to offer a course that has been requested in writing by at least ten students. We reserve the right to cancel a course with low student registration.

For add/drop deadlines, consult the Academic Calendar. Adds and drops should be made on a course add/drop form and submitted in person to the administration for approval. Permission and signature of the instructor are required to add a course, and you must produce proof of the tuition being paid in advance for any additional credits involved.

If you wish to take more than four 110-hour university preparation courses, the principal's signature is required.

Under unforeseeable circumstances, if a student performed unsatisfactorily on a course or courses, upon providing the school with a written request and acceptable explanations, the student would be permitted to repeat/retake the same courses. The student is responsible for the additional cost of repeating a course or courses.

7.4. Program Postponement

You are allowed to postpone your program for one session (approximately 12 weeks) every two years. To postpone your program you should apply to the Principal of The Educators Academy in writing. If your request is granted, any money you have paid towards your tuition will stay in your tuition account until you commence your program at The Educators Academy. You cannot postpone your program twice within two years.

If program postponement was not approved by Principal in writing, failure to attend classes will result in cancelled registration. You are responsible for the continuing completeness and accuracy of your

registration. Your OSR can be updated in person at any time at the Office of the Administration or by mail.

It is your responsibility to make sure that you meet prerequisite requirements for courses you take. The Educators Academy will only record course changes when you have initiated the process by following the drop and add procedures.

7.5. Tests and Assignments Policy

A test is considered to be an assessment that requires study time, is written under test conditions, and scheduled in advance. The new Ontario Ministry of Education Guidelines prescribes a number of different ways of evaluating students' performance.

Grade 11 and 12 students will write no more than two tests per day. Tests should not regularly exceed 60 minutes. Shorter tests are encouraged.

You must arrive on time for tests and all final examinations. All instructions and corrections will be made at the beginning of the test/assignment period and will not be repeated.

If you missed a test due to a plausible reason (in the professional judgment of the Instructor) or if you have a documented reason for missing a test, you can rewrite the test at the date arranged with the Instructor and approved by the Director.

The Instructors are encouraged to use a number of strategies to prevent absenteeism during tests/assignment periods. For example, it is a common practice for Instructors to help students with their organizational and time management skills in order to avoid late and missed assignments. The Instructors are responsible to provide students with clear instructions and deadlines for tests and assignments.

A student who misses a test without any prior permission from the Administration will receive a mark of zero. The student in question may appeal the instructor's decision to The Educators' Director within 10 business days after the original test/assignment date.

If a student knows he/she will be absent for a test, he is required to notify the teacher in advance and, if possible, write the test before the rest of the class. If a student missed a test because of a medical reason, then the test will be written before the next scheduled period for which he/she is present. In such case, the student must submit a written request for a retake of the test to the Director and at the same time produce a certificate issued by a licensed surgeon or physician to substantiate the medical reason for the absence.

Any work submitted late or not submitted at all for evaluation will be recorded on the Report Card as part of the evaluation of students' skills and work habits.

Tests are designed to help instructors assess students' progress and problematic areas. Talking, copying, using dictionaries (unless given permission by the instructor) and using cheat sheets hinder this process and students doing so during tests will be given an automatic zero. As well, using third party writing services, copying, and downloading, plagiarizing or otherwise submitting work that are not the exclusive work of the student is a serious offence. Work deemed suspicious will be reported to the Director. In the case of dispute, the work will be reviewed by the Principal. If an offense is considered serious, the student may be removed from the course/program.

7.6. Retaking of Failed Subjects

Students can retake subjects they have failed up to three times. Each time the subject retake fee will be charged as specified in the tuition and refund policies. You cannot retake a subject in which you scored more than 50%.

7.7. Examinations Policy

Final evaluation accounts for the 30% of your final grade. Instructors are responsible for informing student about the course grade breakdown by providing them a course outline previously reviewed and approved by the Principal. A student cannot waive a final examination.

You will see the examination schedule posted on the Information Board two weeks prior to the examination period. It is your responsibility to check the examination schedule and notify the Administration of any conflicts within your schedule. You are responsible for being on time and prepared for the examination on the scheduled day and hour. All instructions and corrections will be made at the beginning of the examination period and will not be repeated.

Only illness or unforeseen circumstances clearly beyond your control will be considered as valid reasons for a missed examination. For an illness to be recognized as a legitimate excuse, a certificate from a licensed doctor is mandatory. If you claim other unforeseen circumstances as an excuse for missing an examination, you must apply for academic consideration to the Director within two business days from the date of the scheduled exam. If the Director recognizes your excuse for missing the exam as legitimate, you will be evaluated by other means, which may include another examination at the date arranged with the instructor. It is your responsibility to seek remedy for a missed examination.

For online students, Final exams will be written by In Person Proctoring. The student may select a proctor to meet with in person for the purpose of invigilating the exam. The student must apply to write the final exam a minimum of two weeks prior to the proposed exam date by submitting an application to The Educators Academy.

In order to be approved, any in-person exam proctor must meet all of the following criteria:

- Must not be related to the student in any way
- Must not be a student at any level of study
- Must not be a tutor
- Must have a university/ college degree
- Must be able to read and speak in the English language
- Must have a valid business email address

If the proctor is approved, both the proctor and student will be provided with detailed exam instructions via email. The approved proctor and student may then proceed with the final exam as scheduled. Once the exam has been written, the proctor must sign and return it to The Educators Academy.

7.8. Academic Honesty

Honesty is fundamental to all aspects of the operations of The Educators Academy as an educational institution. Maintaining academic integrity is the responsibility of all members of a scholastic community, and students at The Educators Academy are held to the highest standards of conduct in this regard.

The Educators Academy is authorized to undertake the responsibility to prepare students for university and to instill in them the habits, standards and sense of academic integrity. Academic dishonesty is

considered a serious disciplinary matter in all educational institutions in Canada; any offence against academic honesty will always compromise a student's grades and good standing.

At The Educators Academy, cheating, plagiarism and all forms of academic dishonesty are serious violations which undermine and compromise both the student's education and the integrity of this learning community. Therefore, the Director promotes the Code of Academic Honesty and is determined to enforce it without any mitigation.

An offence against academic honesty is judged to have been committed knowingly if the students ought reasonably to have known that the conduct was an offence.

7.9. Cheating and Plagiarism

Instructors are responsible for teaching students the appropriate methods of research and citation criteria in accordance with the Ministry's standards. Teachers will identify any suspicious work and will bring it to the attention of the academy administration at which point an investigation will begin. Students must understand that any work (assignments/essays/tests/ etc.) they complete and submit for evaluation during their study time at The Educators Academy must be their own work. It is student's responsibility to provide their authentic work to the Instructor for evaluation purposes. If the student submits work that is not his/her own he/she will receive a mark of zero.

At The Educators Academy cheating is understood as the following acts:

- ✚ use unauthorized notes or other aids, or to copy from or be influenced by someone else's work, during a quiz, test or examination;
- ✚ give unauthorized aid to someone else; and allow someone else to copy or use one's quiz, test, or examination or assignment, essay or homework;
- ✚ use help on homework or take-home tests beyond the limits specified by the teacher;
- ✚ submit the same work for credit to more than one teacher, unless both teachers have given their permission in advance;
- ✚ use translations of texts studied in class without the permission of the teacher;
- ✚ use help or contract someone else to write essay, term paper or thesis on the student's own behalf;
- ✚ contract or retain someone else to write any external test or exam on the student's own behalf

At The Educators Academy Plagiarism is understood as the following acts:

- ❖ submit work as his/her own, any part of which was written or created by someone else;
- ❖ submit work as his/her own, any part of which was copied directly from a source without being placed in quotation marks and without due acknowledgement, or paraphrased from a source without due acknowledgement;
- ❖ submit work as his/her own, any part of which was based on an idea or research unique to a particular source without due acknowledgement.

8. Guidance and Career Education

The Educators Academy does not offer school guidance services. However, for basic guidance, our teachers assist the students in making wise choices from a wide array of post-secondary options.

9. The Educators Support Services and Resources

Students at The Educators Academy have computers to help them with communicating with the other schools, doing assignments, research and note taking.

9.1. Supports for English Language Learners

The Educators Academy offers courses in English as a second language to assist in the integration of students who come from other parts of the world. In addition to learning English and upgrading their language skills, these courses give students the opportunity to share their own cultures and learn about Canadian traditions and customs. As well, students learn about the Ontario school system and available resources within the academy and community. Our teachers will support them to make friends and reach their full potential in a new cultural setting. The Educators Academy offers a variety of resources and supports to help them to continue to develop the English language skills they need to be successful in their studies.

9.2. Computer Labs and Resource Centre/ Library

The school library program can help to build and transform students' knowledge to support lifelong learning in our information- and knowledge-based society. The Educators Academy supports student success across the language curriculum by encouraging students to read widely, teaching them to read for understanding and enjoyment, and helping them to improve their research skills and to use information gathered through research effectively.

The Educators Academy library program enables students to:

- develop a love of reading for learning and for pleasure;
- acquire an understanding of the richness and diversity of literary and informational texts produced in Canada and around the world;
- obtain access to programs, resources, and integrated technologies that support all curriculum areas;
- understand and value the role of public library systems as a resource for lifelong learning.

The Educators Academy has computers' access for their students. All the students have a wide access in the supervision of their teachers to do research and other course related activities to enhance their knowledge and skills.

10. Accommodations

In planning courses for students with special education needs, The Educators Academy will begin by examining the current achievement level of the individual student, the strengths and learning needs of the student, and the knowledge and skills that all students are expected to demonstrate at the end of the course, in order to determine which of the following options is appropriate for the student:

- ❖ no accommodations or modifications; or
- ❖ accommodations only; or
- ❖ modified expectations, with the possibility of accommodations; or
- ❖ alternative expectations, which are not derived from the curriculum expectations for a course and which constitute alternative programs and/or courses.

There are three types of accommodations:

- Instructional accommodations are changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- Environmental accommodations are changes that the student may require in the classroom and/or school environment, such as preferential seating or special lighting.
- Assessment accommodations are changes in assessment procedures that enable the student to demonstrate his or her learning, such as allowing additional time to complete tests or assignments or permitting oral responses to test questions

If a student requires “accommodations only” in courses, assessment and evaluation of his or her achievement will be based on the appropriate course curriculum expectations and the achievement levels outlined in this document. The IEP box on the student’s Provincial Report Card will not be checked, and no information on the provision of accommodations will be included.

11. Students’ Code of Conduct

11.1. General Guidelines: Respect and Responsible Behavior

All members of The Educators Academy community must:

- ❖ respect and comply with all applicable federal, provincial and municipal laws;
- ❖ demonstrate honesty and integrity;
- ❖ respect differences in people, their ideas and opinions;
- ❖ treat one another with dignity and respect at all times, and especially when there is disagreement;
- ❖ respect the rights of others and persons who are in a position of authority.

No members of The Educators Academy community shall be subject to any physical, sexual, psychological or verbal harassment or abuse.

11.2. Illegal Drugs, Smoking and Alcoholic Beverages

- i. You cannot store, possess, consume, or be under the influence of illegal drugs and/or alcoholic beverages on any property under the control of The Educators Academy.
- ii. Smoking of any material is prohibited in all facilities of The Educators Academy.
- iii. You cannot store, possess, consume, or be under the influence of illegal drugs and/or alcoholic beverages on any property under the control of The Educators Academy.
- iv. Smoking of any material is prohibited in all facilities of The Educators Academy.

11.3. Possession of Firearms and Weapons

No firearms, weapons, ammunition or explosive substances are allowed on lands or in premises which are leased, owned, operated or otherwise controlled by The Educators Academy. You must neither cause injury to any person with an object nor use any object to threaten or intimidate another person.

The terms Firearms, Weapons, Ammunition and Explosive Substances shall have the meanings given to them under the Criminal Code of Canada from time to time.

Anyone found to have contravened with the restrictions set out herein, shall be disciplined and/or prosecuted and all offending firearms, weapons, ammunition or exploding substances may be confiscated.

11.4. Racism

At The Educator Academy, we firmly believe that the racial and ethno cultural diversity of its community is a source of excellence, enrichment and strength. We affirm the principle of human rights that every member of The Educator Academy community has a right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity. The Educator Academy is committed to fostering fairness and respect, to creating and maintaining a positive working and learning environment and to promoting anti-racism. Anyone in The Educator Academy community who infringes a right protected by the Ontario Human Rights Code shall be subject to complaint procedures, remedies and sanctions in the Institute's policies, codes, and regulations as they exist from time to time, and to such discipline (including rustication or discharge) as may be appropriate in the circumstances.

11.5. Sexual Harassment

The Educator Academy strives to provide an environment wherein all students, faculty and staff are able to learn study, teach and work, free from sexual harassment, including harassment on the basis of gender identification and sexual orientation.

Sexual harassment is:

1. Unwanted sexual attention of a persistent or abusive nature, made by a person who knows or ought reasonably to know that such attention is unwanted;
2. The making of an implied or express promise of reward for complying with a sexually oriented request;
3. The making of an implied or express threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually oriented request;
4. Sexually oriented remarks and behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Incidents of sexual harassment, including harassment on the basis of gender identification and sexual orientation shall be investigated and dealt with by the Institute in accordance with guidelines and procedures put in place for that purpose from time to time.

Students, faculty and staff who, it is determined, have sexually harassed other members of the Institute community will be subject to discipline and sanctions as are appropriate in the circumstances.

11.6. Compliance with Fire Safety Regulations

You must know and comply with the Fire Safety Plan. The unauthorized use, abuse, or interference with fire protection equipment, firefighting personnel, or warning devices may result in suspension from The Educators Academy. If you discover a fire,

- Leave the fire area closing all doors behind you.
- Activate the building fire alarm system using the nearest fire alarm pull station.
- Evacuate the building using the nearest safe exit. If the nearest exit is impassable, try an alternate exit.
- Call 911.
- Obey instructions from the Fire Department personnel, the Fire Safety Director, the Assistant Fire Safety Director, Floor Warden and the Assistant Floor Warden.

If you hear an Intermittent Fire Alarm Signal (first Stage fire Alarm). The signal indicates a fire alarm has been initiated somewhere in the building. Prepare to leave the floor area or the building. When it is necessary to leave a floor area and follow the procedures specified for the continuous alarm signal.

If you hear a Continuous Fire Alarm Signal (Second Stage Fire Alarm). Evacuate using the nearest exit. Call 911 giving the correct building address

11.7. Obligations of Students

You are responsible for knowing and complying with the regulations of The Educators Academy. Regulations may be obtained from the Administration's Office. We expect you to conduct yourself at all times with due regard for the rights of others and show respect for other students, faculty members and administrative staff. Coming to academy prepared, on time and ready to learn is your responsibility.

11.8. Physical Aggression

The Educators Academy prohibits physical aggression. You should resolve all conflicts by non-violent means. Physically or verbally aggressive behaviors are not acceptable. If you violate this policy, you may be removed from The Educators Academy's premises and may face disciplinary action including expulsion and/or criminal prosecution. If you have been subject to physical aggression or you have witnessed physical aggression, you should promptly notify your class instructor or administrative staff. Please report any behavior that poses a potential for aggression.

11.9. The Property of The Educators Academy

You must show proper care and regard for the property of The Educators Academy and the property of others. In case you cause any damage to the property of the Institute, either intentionally or unintentionally, The Educators Academy reserves the right to demand compensation for the losses which shall be more than the cost of a replacement of the damaged property.

11.10. Reinforcement of the Code of Conduct

The Educators Academy's students who are charged with violations of this Code shall be subject to disciplinary action decided by a committee designated for that purpose. The committee has the authority to issue warnings, impose penalties and recommend expulsion.

Visitors, Invitees, or Trespassers whose behavior violates the maintenance of order within the school community will be asked to leave The Educators Academy's premises. Failure to leave promptly upon request will result in the school using all reasonable means, including but not limited to calling for assistance of the police, to effect removal. You may be held accountable for the acts of misconduct of your guests while on the academy premises.

11.11. Mandatory Consequences

The police will be involved in case of serious offences (possession of illegal drugs, possession of weapons, trafficking in drugs or weapons, inflicted serious bodily harm, vandalism, sexual assault, robbery, etc.) , and the student will be immediately suspended and proceed to an expulsion hearing for the following:

- possession of a weapon, including, but not limited to firearms;
- trafficking in drugs or weapons;

- robbery;
- use of a weapon to cause bodily harm, or to threaten serious harm;
- physical assault causing bodily harm requiring professional medical treatment;
- sexual assault;
- providing alcohol to minors.
- Immediate Suspension will be the minimum penalty faced by a student for:
- uttering a threat to inflict serious bodily harm;
- possession of illegal drugs;
- acts of vandalism causing extensive damage to the Institute property or property located on the academy premises.

A student will be immediately suspended for:

- swearing at a teacher, or other person in authority;
- being in possession of alcohol or other illegal substances;
- being under the influence of alcohol or other illegal substance