Canadian Academy of Secondary Studies

School Course Calendar: 2026-2027

Goals and Philosophy

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. Canadian Academy of Secondary Studies has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students.

Canadian Academy of Secondary Studies is organized to provide students with opportunities to pursue combinations of Academic, Business, and Technological Studies, as well as courses in the Arts, Physical and Health Education and Career Education. Canadian Academy of Secondary Studies is committed to helping students acquire the knowledge, skills, values and attitudes, which are useful both now and in later life. Our school is committed to helping every student achieve a successful outcome.

The Importance and Value of Completing a Secondary Education

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information is essential to succeed in this ever-changing global economy. One has to constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides students with the analytical skills necessary to pursue a wide range of career objectives.

The Requirement to Remain in Secondary School until 18 or Obtained OSSD

Under Ontario's Education Act compulsory learning age is raised to 18 or until a student graduates. Students must continue in school or participate in an approved "equivalent learning" option such as an apprenticeship or workplace training program until they graduate or turn 18. This is to encourage more students to graduate and fewer to leave school without adequate preparation for work or further studies.

School Organization

The school operates a continuous-intake online delivery model. Students may enrol in and complete courses at different times throughout the school year, subject to the school's course-completion timelines. Accordingly, individual student course start dates, completion dates, reporting dates, and designated examination periods may vary.

Ontario Secondary School Diploma: If you started Grade 9 in 2023 (or previously)

In order to earn the Ontario Secondary School Diploma a student must:

- Earn 18 compulsory credits
- Earn 12 additional optional credits
- Complete 40 hours of community involvement activities
- Successfully meet the Ontario provincial literacy requirement
- At least 2 online learning credits

Compulsory Credits:

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

4 credits in English (1 credit per grade)

• The Ontario Secondary School Literacy Course (OSSLC) may be used as an additional English credit (to meet either the Grade 11 or 12 English credit) or a Group 1 compulsory credit.

• The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.

• For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

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

2 credits in science

1 credit in the arts

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

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

• Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

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

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

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

• A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

• A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional Credits:
In addition to the 18 compulsory credits (7 for the OSSC), students must earn 12 optional credits (7 for the OSSC). Of these 12 optional credits, up to 4 may include credits earned through approved dual credit courses. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available at Canadian Academy of Secondary Studies.

Please note that Canadian Academy of Secondary Studies does not currently offer a dual credit program; however, eligible dual credits legitimately earned through an approved program may be recognized toward the OSSD in accordance with Ministry of Education requirements.

Ontario Secondary School Diploma: If you started Grade 9 in 2024-2025 or Later

In order to earn the Ontario Secondary School Diploma a student must:

- Earn 17 compulsory credits
- Earn 13 additional optional credits
- Complete 40 hours of community involvement activities
- Successfully meet the Ontario provincial literacy requirement
- Meet the online learning graduation requirement

Starting Grade 9 in 2024 (or later), you need the following to earn your OSSD.

Compulsory Credits:
You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections:

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

- STEM-related course group

Of the 17 Compulsory Credits, you must complete 1 from the following STEM group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional Credits:

- You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.
- Optional credits may include up to 4 credits earned through approved dual credit programs.

Please note that Canadian Academy of Secondary Studies does not currently offer a dual credit program; however, eligible dual credits legitimately earned through an approved program may be recognized toward the OSSD in accordance with Ministry of Education requirements.

Financial Literacy Graduation Requirement

Beginning in the 2026–2027 school year, students who entered Grade 9 in the 2025–2026 school year or later are required to successfully complete the Financial Literacy Graduation Requirement as part of the compulsory Grade 10 Career Studies course (GLC2O) in order to earn the Ontario Secondary School Diploma (OSSD). The requirement consists of financial literacy learning modules and assessment questions developed by TVO and provided to schools to administer. The requirement assesses core financial literacy concepts from the Grades 1 to 9 curriculum and complements the learning in the Grade 10 Career Studies course.

Students will have up to two attempts during GLC2O to successfully complete the Financial Literacy Graduation Requirement and must achieve a mark of 70% or higher to meet the requirement. The results of the financial literacy modules will account for 5% of the student's final grade in GLC2O. Where a student completes more than one attempt during the course, the highest mark achieved will be used in calculating the student's final GLC2O grade.

Once a student successfully completes the Financial Literacy Graduation Requirement, completion of the requirement will be recorded on the Ontario Student Transcript (OST). A student who has previously completed the Financial Literacy Graduation Requirement or who is exempt from the requirement in accordance with Ministry of Education policy will not have the 5% Financial Literacy Graduation Requirement component included in the calculation of their final GLC2O grade.

Students who are unsuccessful after their first attempt will be provided with additional opportunities and supports to prepare for their second attempt. Students who do not successfully complete the requirement after two attempts during GLC2O will be provided with alternative opportunities to meet the graduation requirement in accordance with Ministry of Education policy.

The school will administer the Financial Literacy Graduation Requirement in accordance with Ministry of Education requirements, including applicable requirements respecting administration, assessment, accommodations, reporting, and opportunities for students who do not initially meet the graduation requirement.

Online Administration and Proctoring: As an inspected private school offering GLC2O through online learning, the school may administer the Financial Literacy Graduation Requirement through online proctoring. The school will establish and maintain procedures designed to ensure the security and integrity of the assessment and will communicate applicable administration requirements to students and parents/guardians, where applicable, in advance.

Timing of Administration: The Financial Literacy Graduation Requirement will normally be administered within the first half of GLC2O. Where a second attempt is required, it will normally be administered within the third quarter of the course. In the school's continuous-intake delivery model, these administration periods will be determined relative to each student's individual course progression and enrolment timeline.

The school will communicate the administration schedule, results, subsequent attempts, supports, and alternative completion options to students and parents/guardians, where applicable, within the timelines prescribed by Ministry policy.

Online Learning Graduation Requirement Opt-Out Process

Students working toward the OSSD are required to earn the number of online learning credits prescribed by Ministry of Education policy, unless they have been opted out of the requirement in accordance with Ministry procedures. A parent/guardian may request an opt-out for a student under 18. A student who is 18 years of age or older, or who is 16 or 17 and has withdrawn from parental control, may request an opt-out on their own behalf. Requests will be documented with an Online Learning Opt-Out Form and retained in accordance with Ministry requirements. The submitted form will be subsequently stored in the respective student's Ontario Student Record (OSR).

Please Note: If you do not wish to opt-out of mandatory online courses, you do not need to complete this form.

The Ontario Secondary School Certificate (OSSC)

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

7 required compulsory credits

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

7 required optional credits

- 7 credits selected by the student from available courses

The substitution policy for OSSC compulsory credits is the same as that for the OSSD.

The Certificate of Accomplishment

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

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

Community Involvement

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

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays – and for keeping track of their activities under the guidance of Canadian Academy of Secondary Studies principal. Students must choose an activity that is approved by Canadian Academy of Secondary Studies such as helping classmates with school work, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community.

Student activities are not to displace workers or to be during scheduled classroom time. Grade 8 students are allowed to start their volunteer hours when they complete their Grade 8 academic studies.

Approved Activities:

Students can seek opportunities in the community by offering assistance to service clubs, community groups, charities, conservation groups, health agencies and others. For example:

- Fundraising (not-for-profit organizations)

- Community sports coaching
- Helping to organize community events
- Participating in environmental projects
- Assisting Seniors
- Participating on committees
- Participating on community project

Ineligible Activities:

- Any activity where you are paid
- Co-operative education experiences
- Any required activities of a course or program
- Playing on a school or recreational sports team
- Activities which are regular family responsibilities
- Court-ordered community service programs
- Alternative measures program
- Any diversionary program that uses community service
- Any activity in an unsafe, unsupervised environment

The Secondary School Literacy Graduation Requirement

To meet Ontario's literacy graduation requirement, students must either pass the Ontario Secondary School Literacy Test (OSSLT) or complete the Ontario Secondary School Literacy Course (OSSLC); mature students may enrol directly in the OSSLC without taking the test first. The OSSLT is administered online during windows set by EQAO. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). Canadian Academy of Secondary Studies principal has the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Students who pass the course are considered to have met the literacy graduation requirement. The literacy requirements are in the best interest of the students. The result is recorded on the student transcript.

Accommodations

The accommodations provided for students writing the OSSLT are in the categories of:

- Setting
- Time
- Presentation Format (formats for administration of test)
- Response Format (permitted formats for student responses)
- Audio Recording of Responses
- Verbatim Scribing of responses
- Video Recording of Responses (reading only)

Deferrals

The student who is working toward an OSSD but will not participate in the test, because:

- The student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate.
- The student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided.
- The student has not yet acquired the reading and writing skills appropriate for Grade 9 or
- The student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to Canadian Academy of Secondary Studies, and appropriate accommodations cannot be provided.

To make a deferral decision it must be done:

- Prior to the test.
- For each student individually and in consultation with the student and parents or guardians or the adult student, and with the appropriate teaching staff.

Exemption

The student is not working toward an OSSD (and this is indicated in the IEP).
To make an exemption decision must be done:

- Prior to the test.
- For each student individually and in consultation with the student and parents or guardians or adult student, with the appropriate teaching staff and with the consent of the parents or guardians or adult student.

Substitutions for Compulsory Credits

To allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of Canadian Academy of Secondary Studies that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

Prerequisite Courses

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At Canadian Academy of Secondary Studies, students must complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion is mandatory prior to course registration.

Waiving Prerequisites

If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make their decision in consultation with the parents and appropriate school staff. The principal's decision is final and there is no further

avenue of appeal. As part of the consideration of whether the prerequisite may be waived, the student may be asked to take a special test or examination.

Credit System and Courses

The Credit System:

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours of scheduled instructional time has been provided and in which the student has achieved a final grade of 50% or higher. Credits are granted to students by Canadian Academy of Secondary Studies principal, on behalf of the Minister of Education.

Types of Courses:

Ontario credit courses have a common course code system: e.g., ENG4U, BBB4M
1. The first 3 characters represent the course name: e.g., ENG = English, BBB=Introduction to International Business.
2. The 4th Character indicates the grade or language level: e.g., 1=Grade 9; 2=Grade 10; A=Level
3. The last character indicates the course type: e.g., C= College; D= Academic; M= College; University; U= University or W = De-streamed.

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

- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind (Example: ATC1O).
- De-streamed, as a result of feedback from education stakeholders and partners this type of course has been designed with a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society (Example: CGC1W).
- An academic course develops students' knowledge and skills through the study of theory and abstract problems. This type of course focuses on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate (Example: FSF1D)

The following three types of courses are offered in Grade 10:

-Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate (Example: ENG2D).
-Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study (Example: MFM2P).
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind (Example: GLC2O).

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

- College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs (Example: BDI3C).
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs (Example: MCV4U).
- University/College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges (Example: BBB4M).
- Workplace Preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs (Example: BAN4E).
- Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind (Example: CPC3O).

Changing Course Types

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

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, he or she may waive the prerequisite.

Cooperative Education

Canadian Academy of Secondary Studies may provide students with the opportunity to extend their knowledge through cooperative education programs. Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience.

A cooperative education course is based on a related course (or courses) from an Ontario curriculum policy document in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component.

The cooperative education teacher will develop the student PPLP.

Cooperative education will not be provided during this academic year.

Remedial Programs

When necessary, Canadian Academy of Secondary Studies will provide its students with tutoring services (online or on-site).

For the purpose of remediation, the principal may decide to add instructional hours to a course, in addition to the mandated 110 hours of instruction.

Canadian Academy of Secondary Studies operates a summer school during the months of July and August. Students who would like to repeat courses or upgrade marks may attend Canadian Academy of Secondary Studies during this time. All summer school courses must not begin before July 1st and be completed by no later than August 31st of the same year.

Achievement - Curriculum Expectations

The expectations, or content standards identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on assessments, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific expectations. The ***overall expectations*** describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The ***specific expectations*** describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum.

Assessment and Evaluation of Student Achievement

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (student products such as assignments and tests, observations of student performance, and conversations with students) that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, or performance standards and assigning a level of achievement to represent that quality.

Assessment and evaluation will be based on the content standards and the performance standards outlined in this document and in the curriculum policy document for each discipline.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of

curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- *are fair, transparent, and equitable for all students.*
- *support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit.*
- *are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.*
- *are communicated clearly to students and parents at the beginning of Canadian Academy of Secondary Studies year or course and at other appropriate points throughout Canadian Academy of Secondary Studies year or course.*
- *are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning.*
- *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.*
- *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

Assessment *for* Learning - we provide feedback and coaching
Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

Assessment *as* Learning - we help students monitor progress, set goals, reflect on their learning
Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

Assessment *of* Learning – we use assessments as ways of providing evaluative statements about the level of achievement of students
Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

<u>Performance Standards</u>
Levels or degrees of achievement are organized into broad learning categories. These include communication, knowledge/understanding, application and thinking. While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information

and act as a framework used to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents.

Determination of the Final Grade

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student achieves a final grade of 50% or higher. Beginning in the 2026–2027 school year, the final percentage grade for each course will be determined in accordance with the mandatory assessment and evaluation requirements established by the Ontario Ministry of Education.

For students in Grades 9 and 10, the final grade will be determined as follows:

- **Sixty-five per cent (65%)** of the final grade will be based on classroom work completed throughout the course and evidence of the student's achievement of the curriculum expectations.
- **Twenty per cent (20%)** of the final grade will be based on mandatory final evaluation(s). Depending on the subject area, the final evaluation may consist of a written examination, a culminating task, or a prescribed combination of both, in accordance with Ministry of Education requirements.
- **Fifteen per cent (15%)** of the final grade will be based on attendance and participation. Excused absences will not negatively affect a student's attendance and participation mark.

For students in Grades 11 and 12, the final grade will be determined as follows:

- **Sixty-five per cent (65%)** of the final grade will be based on classroom work completed throughout the course and evidence of the student's achievement of the curriculum expectations.
- **Twenty-five per cent (25%)** of the final grade will be based on mandatory final evaluation(s). Depending on the subject area, the final evaluation may consist of a written examination, a culminating task, or a prescribed combination of both, in accordance with Ministry of Education requirements.
- **Ten per cent (10%)** of the final grade will be based on attendance and participation. Excused absences will not negatively affect a student's attendance and participation mark.

To recognize the impact that student presence in class has on achievement, final student grades will reflect attendance and participation. Excused absences do not negatively affect a student's mark. Excused absences are absences from school that are permitted under legislation or school policy, as outlined in Ontario's enrolment register instructions Policy. These may include illness or other unavoidable circumstances, such as inclement weather or approved absences such as cultural days and holy days.

Mandatory written final examinations will be administered in accordance with Ministry of Education requirements for the applicable grade, course, and subject area. Where a course is

exempt from the mandatory written examination requirement, the required final evaluation may include other forms of evaluation such as projects, presentations, portfolios, or other appropriate culminating evaluations. Where permitted by Ministry of Education requirements, final examinations may be administered through secure online proctoring in accordance with the school's established examination procedures.

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. The purpose of the achievement chart is to:

- Provide a common framework that encompasses all curriculum expectations for
- All courses outlined in this document.
- Guide the development of quality assessment tasks and tools (including rubrics);
- Help teachers to plan instruction for learning.
- Assist teachers in providing meaningful feedback to students.
- Provide various categories and criteria with which to assess and evaluate students' learning.

Categories of Knowledge and Skills

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are: Knowledge and Understanding, Thinking, Communication, and Application.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

The categories of knowledge and skills are described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools,* as follows:

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

Report Cards

At the end of each course a Report Card will be given to the student with the percentage final grade achieved, credit earned, attendance details and a record of the learning skills demonstrated by the student. Students, and the homeschool, receive a mid-term report when they have completed half of their course of study.

Semestered schools are required to provide formal written reports to parents two times per semester. Non-semestered schools are required to provide formal written reports to parents three times a year. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.

Report cards will include evaluation of students' Learning Skills and Work habits as follows:

Learning Skills and Work Habits

Responsibility	**Organization**
• Fulfils responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour.	• Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	**Collaboration**
• Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision.	• Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.
Initiative	**Self-Regulation**
• Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks • Demonstrates curiosity and interest in learning • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others.	• Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges.

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

Percentage Mark	Achievement of the Provincial Curriculum Expectations
80-100	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
70-79	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
60-69	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
50-59	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
Below 50	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
I	Insufficient evidence to assign a percentage mark (for Grade 9 and Grade 10 courses only)
W	The student has withdrawn from the course.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario Secondary School. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR Challenge and Equivalency may be granted by the principal according to Ministry guidelines for PLAR, and Canadian Academy of Secondary Studies procedure manual. Ontario's PLAR policy is governed by two memoranda. PPM 129 applies to regular day-school students in Grades 9–12 and explicitly does not apply to mature students. PPM 132 sets the mandatory PLAR requirements for mature students, recognizing adults' prior formal and informal learning. Canadian Academy of Secondary Studies's PLAR program follows these policies by offering both an equivalency process—assessing credentials from other jurisdictions—and a challenge process where students demonstrate prior learning to earn credits.

Reporting

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record in respect of each pupil enrolled in Canadian Academy of Secondary Studies and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of

supervisory officers and the principal and teachers of Canadian Academy of Secondary Studies for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

Ontario Student Transcript (OST)
The Ontario Student Transcript (OST) was developed in 1983 to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

Since the 1999–2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses.1 Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.
- confirmation that the student has successfully completed the financial literacy requirement

Full Disclosure
If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.
If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student's learning plan.

Reporting Student Achievement to Parents

Regular progress reports will be provided to the parents of students who are under 18 years of age. Report cards will be provided to parents at the end of each course. Students, and the homeschool, receive a mid-term report when they have completed half of their course of study. Students who are 18 years of age and older will have to give permission to the teachers to communicate with their parents about their academic progress.

Student success is based also on their ability to maintain a high standard when it comes to learning skills and work habits in their regular studies. These are based on 6 established criteria. These are:

- Responsibility: The student is willing to act independently and make decisions without authorization.
- Organization: The student is able to plan, arrange, coordinate, administrate and manage the workload.
- Independent Work: The student shows self-governance, self-determination and autonomy when independently completing all tasks.
- Collaboration: The student can effectively work with others to produce or create something.
- Initiative: The student can act to take charge and shows ingenuity, originality and enterprise.
- Self-Regulation: The student has control of oneself and can act independently

School Services

Computers

All school students must have access to reliable computers and internet.

Guidance

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate-courses and in making application to post-secondary institutions. Canadian Academy of Secondary Studies principal is also the guidance teacher.

Education and Career Planning Supports

When students begin at their studies at Canadian Academy of Secondary Studies, they review with the principal their educational goals and become familiarized with the Individual Pathways Plan (IPP) to best plan their educational direction. Upon completion of their studies, they will again sit with the principal to prepare a personalized transition plan either for their home-school, or post-secondary directions (university, college or the workplace).

Education Support for Parents

Parents and students may request a learning pathway form at any time to complete and review with the principal. They may also request to review curriculum documents, course descriptions and prerequisites and discuss their implications with the principal.

Student Accommodations and Modifications

At school, no modifications are made to any of the courses. Canadian Academy of Secondary Studies is committed to providing appropriate accommodations to enable students with identified learning needs to access the curriculum and demonstrate their learning. Accommodations may include instructional, environmental, and assessment accommodations and will be determined on an individual basis in accordance with applicable Ministry of Education policy, the student's Individual Education Plan (IEP), where applicable, and other relevant documentation. Accommodations do not alter the provincial curriculum expectations for the course.

English Language Learners

At school, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all subject areas. Teachers provide instructional programs, which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

Library and Community Resources

Students are encouraged to uses their local public libraries and their home-school library for their research projects.

Student Responsibilities

Guiding Principles

All members of Canadian Academy of Secondary Studies community are to be treated with respect and dignity, especially persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of Canadian Academy of Secondary Studies community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Members of Canadian Academy of Secondary Studies community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others. Alcohol and illegal drugs are addictive and present a health hazard. Canadian Academy of Secondary Studies will respond strongly to school members who are in possession of, or under the influence of alcohol or illegal drugs. Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of Canadian Academy of Secondary Studies community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Student's achievements will be periodically reviewed with the student, teacher, and the principal. An action plan will be developed, if necessary, with the student's participation to help enhance

the student's success. If the student is under the age of 18, the action plan will also be review with and signed by the parent.

Attendance

Regular attendance and active participation are important to student success and are required throughout a student's period of enrolment. Attendance and participation will be monitored in accordance with the school's Online Attendance and Participation Policy and applicable Ministry of Education requirements. Where concerns arise regarding persistent absence or insufficient participation, the school will contact the student and, where applicable, the parent/guardian, identify barriers to participation, and provide appropriate opportunities and supports for re-engagement. Continued failure to participate may result in withdrawal from a course in accordance with school policy and applicable Ministry requirements.

Students are also required to attend school until they reach the age of eighteen or graduate.

Academic Honesty

When students submit work to their teachers for evaluation, they imply that the work is the result of only their own efforts and is not in any way the result of the efforts of others. Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and consequences could include a zero and should operate under the school's cheating/plagiarism policy. In principle, students who are guilty of cheating on tests or examinations is of serious consequence and the principal will review each case individually with reference to Canadian Academy of Secondary Studies policy on Academic Honesty.

Safe Schools and Code of Conduct

Code of Student Behaviour

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe and feel safe in Canadian Academy of Secondary Studies community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions which put the safety of others or oneself at risk. (Canadian Academy of Secondary Studies adheres to the principles of the provincial code of behavior specified in PPM No. 128.)

Cyber-Bullying

Canadian Academy of Secondary Studies recognizes that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of Canadian Academy of Secondary Studies community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

"Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others."

The complete policy is found in Canadian Academy of Secondary Studies's policy and procedure manual.

Student Expulsion

Our school believes that all students have the right to learn and achieve success and acknowledges the impact of school climates on students' success. Our school is committed to prevention and intervention strategies to address bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form, whether systemic or based on individual actions of staff, students or community members that directly impact school climate through curriculum, educational programs and services. Our school has established a clear process for reporting and responding to any behaviour that would have a negative impact on school climate. Our school's approach to making schools safer involves progressive discipline. This involves the whole school and combines discipline with opportunities for students to continue their education. Students will also have more opportunities to learn from the choices they make. Progressive discipline promotes positive student behaviour. It also enables the principal to choose the consequences that are appropriate to the student's needs and behaviour. Expelled students are removed from school for an indefinite time-period. Students are suspended first, while expulsion is being considered.

Please note: The complete policy is found in Canadian Academy of Secondary Studies's policy and procedure manual.

School Course Information

Course Outlines

Detailed course outlines have been prepared for all courses offered at our school. The outlines provide details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with assessment and evaluation strategies. A copy of each course outline is available through the subject teachers or the principal.

The following courses are currently available at our school:

BBB4M	International Business Fundamentals, Grade 12, University/College Preparation
ENG3U	English, Grade 11, University Preparation
ENG4U	English, Grade 12, University Preparation
HSP3U	Introduction to Anthropology, Psychology, and Sociology, Grade 11, University Preparation

Curriculum documents for all secondary courses can be accessed online at the following URL:
https://www.dcp.edu.gov.on.ca/en/curriculum#secondary

School Timetable

Our school provides students with flexible scheduling. All courses must be completed within 10 months of registration.

Course Description:

BBB4M - International Business Fundamentals, Grade 12, University/College Preparation
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 will 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.

ENG3U - English, Grade 11, University Preparation
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.

ENG4U - English, Grade 12, University Preparation
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.

HSP3U – Intro to Anthropology, Psychology, & Sociology, Grade 11, University Prep
This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Online Components

Minimum Hardware Requirements:
Learners participating in on-line courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity; limited interactions and/or long wait periods for file downloads. To access and successfully complete courses online, you must have the following:

- Access to the internet
- Word, PPT, Excel (or similar) processing software
- PDF editing software
- Printer (for some courses)
- Scanner (for some courses)

- Webcam, Microphone and Headphones/Speaker
- Ability to download, install and run some software (for some courses)

Additional Software: Some courses may require access to some OSAPAC software, specifically at this time, Geometer's Sketchpad, Simply Accounting or Smart Ideas. It is recommended that up-to-date virus, spyware, and adware protection be implemented.

Online Attendance and Participation:
Regular attendance and active participation in an online learning environment are important to student success. Beginning in the 2026–2027 school year, attendance and participation form part of the final grade in accordance with Ontario Ministry of Education requirements. Attendance and participation account for 15% of the final grade in Grades 9 and 10 and 10% of the final grade in Grades 11 and 12.

Excused absences will not negatively affect a student's attendance and participation mark. Excused absences may include illness, unavoidable circumstances, or other absences permitted under legislation or school policy.

Because courses are delivered online through a continuous-intake model, the school will use a variety of evidence to monitor and evaluate student attendance and participation. Students are expected to access and meaningfully engage with their online course a minimum of three times per week. This minimum expectation is intended to promote regular progress, ongoing participation, and communication with the teacher. A login to the Learning Management System, by itself, does not necessarily constitute meaningful participation and does not independently determine a student's attendance and participation mark.

Evidence of attendance and participation may include:
- regular and meaningful access to the online course and learning materials;
- LMS login and course activity records;
- participation in required synchronous classes, meetings, conferences, or teacher-student interactions, where applicable;
- participation in online discussions, conversations, collaborative activities, and other learning opportunities;
- asking relevant questions and communicating with the teacher about course learning;
- contributing ideas and responding appropriately to the ideas and contributions of others;
- completing or responding to learning activities that demonstrate ongoing engagement with the course; and
- maintaining regular communication with the teacher throughout the period of enrolment.

The principal and teachers will maintain appropriate records of student attendance and participation. Moodle activity records, student-teacher communications, participation in learning activities, and other appropriate evidence may be used for this purpose. A student's attendance and participation mark will be determined in accordance with Ministry of Education requirements and applicable achievement criteria, using the body of available evidence. It will not be determined solely by the number of times the student logs into the Learning Management System.

Where a student does not meet the school's expectation of engaging with the course at least three times per week, the student's activity will be reviewed to determine whether there has been an unexcused absence or insufficient participation. Where appropriate, the school will contact the student and, if the student is under 18, the parent or guardian, to identify barriers to participation and support the student's re-engagement. Failure to log in three times during a week will not automatically result in a reduction of the student's attendance and participation mark where the student's absence is excused or other evidence demonstrates appropriate attendance and participation.

As the school operates a continuous-intake online delivery model, students may begin and complete courses at different times. Throughout their period of enrolment, students are expected to maintain regular and sustained attendance and participation and demonstrate ongoing engagement with their course. Course timelines, reporting, and required final evaluations will be administered in accordance with Ministry of Education requirements and the school's established assessment and examination procedures.

Students who anticipate an absence or interruption in their studies should notify their teacher and/or the principal as soon as possible. Students who intend to withdraw from a course must provide written notification to the principal and/or teacher to ensure that school records are maintained accurately and that applicable withdrawal and reporting requirements are followed.

Students are expected to complete their course within 10 months of enrolment. Students who do not complete the course within this period may be withdrawn from the course in accordance with school policy.

Acceptable Use Policy:
The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

The Moodle Learning Management System at our school is intended for educational purposes only. Any use of any Learning Management System (LMS) tool within a course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

- Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws
- If the LMS is used inappropriately or in a prohibited manner, the principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary
- Malicious LMS network damage; interference or mischief will be reported to the appropriate authorities
- It is important to be aware that activities in an online environment are not private
- The school reserves the right to monitor all material that is placed in a user's account and

to remove it if deemed necessary

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

- Never reveal your password to your course to any individual (except your parents/guardians
- Immediately report to your principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you
- Never attempt to access unauthorized material or to impersonate another user
- Any attempt to vandalize, harm or destroy data of another user is prohibited
- Any attempt to vandalize the data of the course or school is also prohibited