



Canada
Oakridge
Academy

COURSE CALENDAR

2025-2026

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Part 1: School's Overall Goals and Philosophy

1.1 Introduction

This handbook has been produced to provide students and parents with information about the philosophy of Canada Oakridge Academy, the structure of the school program, school routines and requirements, and the academic and social responsibilities of students. While an attempt has been made to be as detailed as possible, you may still have questions that have not been answered after reading this, please do not hesitate to contact the school for further clarification. Teachers, counselors and administrators can provide valuable assistance in all matters related to course selection, program and career planning.

1.2 Importance of Secondary Education

The Ontario Secondary School Program is designed to provide all students with the fundamental knowledge and skills they will need to succeed in any post-secondary endeavour. The different course types are aimed to prepare each student for any post-secondary destination, including apprenticeship training, college, community living, university or the workplace.

As per Section 21 (1) of the Education Act of Ontario, Compulsory Attendance, "...every person must attend elementary or secondary school until the person attains the age of 18." Attendance will be excused when the student has successfully obtain an Ontario Secondary School Diploma. At Canada Oakridge Academy, we understand the importance of secondary education, and have adapted individualized plans to suit each student's strength and weakness. Our goal is to help our entire student body get the most out of their secondary school experience.

1.3 Mission Statement

Canada Oakridge Academy understands that students today require different learning environment. We are committed to bringing the most realistic classroom learning environment online.

The school is also committed to:

- Provide a flexible high school program that satisfies the requirements of the Ontario Ministry of Education and meets the needs of our diverse student body;
- Maintain high academic standards and promote life-long learning.

Part 2: Graduation Requirements

2.1 Ontario Secondary School Diploma (OSSD)

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities.

The requirements for earning an Ontario Secondary School Diploma are:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits (entering grade 9 before Fall 2023), OR 17 compulsory credits and 13 optional credits (entering grade 9 in or after Fall 2024);
- students must meet the provincial secondary school literacy requirement;
- students must complete 40 hours of community involvement activities;
- [ALWAYS FULFILLED as Canada Oakridge Academy is an online school] students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma, starting with students who entered Grade 9 in the 2020-21 school year.

For students entering Grade 9 in or before fall 2023, 18 credits are compulsory credits that every student must take. They include:

4 credits in English (1 credit per grade)

- 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.

- English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your 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

- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course 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

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, First Nations, Métis, and Inuit Studies, social sciences and humanities, guidance and career education, cooperative education, American Sign Language as a second language

Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education, American Sign Language as a second language

Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education, American Sign Language as a second language

Note: The following conditions apply to compulsory credit selections from the above 3 groups:

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3. If you have taken Native languages in place of French as a second language in elementary

school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.

- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses available in Canada Oakridge Academy's course calendar.

If you started Grade 9 in 2024 or in later years, you need the following credits.

I. 17 compulsory credits:

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:

- 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)

Note: 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.
- You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.
- English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

II. 13 optional credits

Students earn these credits by successfully completing courses that they have selected from the courses available in Canada Oakridge Academy's course calendar.

2.2 The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate is granted on request to students who leave school before earning enough credits to comply with the OSSD requirements, but who have earned the following credits:

Compulsory Credits (7)

- 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

Optional Credits (7)

- 7 credits selected by the student from available courses

Note: Provisions for substitutions of compulsory courses also apply to the OSSC.

2.3 The Certificate of Accomplishment

Students who leave school before fulfilling 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 is 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.

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 Certificate and the Ontario Secondary School Diploma may later be granted if the student meets the appropriate requirements.

2.4 Community Involvement Requirement and Procedures

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility of the role they can play and contribution they can make in supporting and strengthening their communities. These activities may be completed at any time during their years in the secondary school program. Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on forms supplied by the school.

A complete information sheet about the Community Involvement Requirement will be distributed to students at the beginning of the school year. Consultation with the principal may be required for certain volunteer activities. All submitted documents of community involvement activities will be verified by Canada Oakridge Academy to check the validity as well. For detailed lists of some eligible and ineligible activities, please see the file "Community Involvement Requirement Information".

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9. (The details to support implementation of this change will be in PPM No. 124a.)

Students looking for resources on community activities can always reach out to any school staff member for assistance.

Eligible activities

The activities listed below are approved by the school for the completion of the community involvement requirement.

HELP YOUR NEIGHBOURS

- provide service to seniors or to others who have difficulty leaving their homes – raking, shovelling (no snow blowers), shopping (students should not drive vehicles for this purpose), visiting, reading, meal preparation
- assist a neighbour with child care – take child to the park, watch child while parent prepares dinner
- tutor younger students – read, take to library, help with homework
- assist neighbours with pet sitting, animal care

HELP YOUR COMMUNITY

- volunteer at a seniors' home/centre – visit, read, play cards or board games, take seniors for walks, make crafts
- help organize local community events – food drives/banks
- take part in environmental initiatives – recycling campaigns, park cleanup, planting trees & flower beds (students should not use power tools – lawn mowers, hedge trimmers, wood chippers, etc.)
- get involved in charitable activities – walk-a-thons, daffodil sales, canvassing for non-profit organizations
- assist with sports teams but not as a player – community leagues, parks and recreation programs
- volunteer in leadership roles with community groups – youth groups
- volunteer in hospitals, libraries or any charitable, not-for-profit organization
- volunteer with social service or animal welfare agencies – Red Cross, United Way, Humane Society
- get involved in the democratic political process – scrutineering, canvassing, campaigning
- offer service through religious communities/ places of worship
- assist with literacy initiatives – at local libraries, day care centres, community centres

HELP YOUR SCHOOL OR OTHER SCHOOLS

- help with sports teams – run skills drills, assist coach or team but not as a team player
- help in the library – shelve books, tidy up, change bulletin boards

- tutor other students – help with homework, review difficult concepts
- assist students with special needs – act as peer buddy
- assist with the planning of arts or athletic events – work on publicity, set up for track meets, sell tickets, check coats, offer technical support
- facilitate school events such as fun fairs, parent information nights - greet visitors, set up and supervise booths, give tours, serve refreshments
- assist with environmental activities – encourage recycling, plant trees/flowers, work on grounds crews (students should not use power tools)
- participate in charitable initiatives – food and clothing drives, holiday drives for toys or food
- sit on school councils, committees – school governance, be a peer mentor/mediator, help with orientation of grade 9 students

Ineligible activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible
- takes place in a logging or mining environment, if the student is under sixteen years of age
- takes place in a factory, if the student is under fifteen years of age
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- would normally be performed for wages by a person in the workplace
- involves the operation of a vehicle, power tools, or scaffolding
- involves the administration of any type or form of medication or medical procedure to other persons
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government

- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program)

2.5 Information about the OSSLT and the OSSLC

The purpose of the Ontario Secondary School Literacy Test (OSSLT) is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. ESL students will take the test only when they have reached this level in their language studies. Accommodations will be made for students in special education programs. Successful completion of the OSSLT or the Ontario Secondary School Literacy Course (OSSLC) is a graduation requirement, in addition to the 30 credits needed for a high school diploma. Every student who writes the OSSLT will receive an individual Student Report, as well as their result recorded on their Ontario Student Transcript.

Students will be required to pass the OSSLT once in their last three years of school. The test will be administrated each year. The Education Quality Accountability Office (EQAO) will mark this test. Students, normally, will take the Ontario Secondary School Literacy Test in Grade 10.

Students, who have been eligible to write the OSSLT and have been unsuccessful, are eligible to fulfill the requirement through a successful achievement level on the OSSLC. The OSSLC is a comprehensive, full credit course, which is equivalent to the components of the OSSLT. The goal is to provide students with the necessary skills to meet the requirements of the Ontario Secondary School Diploma. The OSSLC is designed to help students who have not had the full benefit of the curriculum that includes a strong focus on reading and writing in the early years. Students must pass the literacy course to receive their Ontario Secondary School Diploma. This will ensure that a high school diploma means a student has basic literacy skills.

Note: A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take 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 to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enrol directly in the OSSLC without first attempting the OSSLT (for the definition of the term

mature student, see Policy/Program Memorandum No. 127, "The Secondary School Literacy Graduation Requirement", August 7, 2009).

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions must¹:

- Always be made on an individual student basis;
- Be made by the principal in consultation with the student, parents/guardian (if the student is under the age of eighteen), and appropriate staff;
- Be made prior to the taking of the OSSLT;
- Conform to the permitted special provision outlined in the EQAO document entitled *Guide for accommodation, special provisions, Deferrals, and Exemptions*;
- Be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;
- Be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

For more information regarding the deferral of OSSLT, please consult with the guidance counselor or principal.

2.6 Online Learning Graduation Requirement

The Ontario Ministry of Education has introduced a new graduation requirement for secondary students to complete two e-Learning credits as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD). It applies only to students who entered Grade 9 on or after September 1, 2020 which means that they are now in Grade 9, 10 or 11.

Online learning supports the development of digital literacy and other transferable skills that will help prepare students for success after graduation.

Opt-Out Procedures: In order to opt-out or exempt students from the online graduation requirement, the opt-out form available with the guidance counsellors must be completed and filed in the student's records. Exemption from the online learning graduation requirement may be requested by the parents or guardians, students over the age of 18 years old, or students who are 16 to 17 years of age and have withdrawn from parental control.

¹ Ontario Schools: Policy and Program requirement: Appendix 3 Section 2

2.7 Policies on Substitutions for the Compulsory Courses

In consultation with the principal, the student & parent/guardian may request to substitute up to three (3) compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Two half credit courses may be used through substitution to meet one compulsory credit requirement, and vice versa. The substitutions should ONLY be made to promote and enhance student learning or in accommodation to student's special need or interest.

The following are limitations on substitution for compulsory credits²:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit (they may be used, however, to meet the compulsory credit requirement for three English credits);
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement;
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirement;
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

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

2.8 Other Ways to Earn Credits

2.8.1 Equivalency Credits

The principal, with a thorough analysis of course content and assessment policies, may grant up to 26 equivalent credits toward the OSSD. The remaining credits will be chosen from the courses offered at Canada Oakridge Academy to obtain an OSSD. Equivalent credits are granted only for the purpose of placing the student in appropriate courses.

For more information regarding the process, please refer to the Prior Learning Assessment and Recognition (PLAR) section of the Course Calendar.

² Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements, 2011

2.8.2 Music Program Taken Outside of the School

A student may be awarded a maximum of 2 credits for music programs taken outside the school, for more information and full requirement, please see your guidance counsellor to obtain the appropriate handout and form.

2.9 Policies on Waiving Prerequisites

Courses in Grade 11 and Grade 12 may have prerequisites as a requirement for enrollment. If a parent/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 his or her decision in consultation with the teacher of the course. Documentation of prerequisites that have been waived will be contained in the student's OSR.

The procedure to apply to have prerequisites waived is as follows:

1. Obtain an "Application to Waive" form from the school;
2. Make an appointment with the teacher of the course in which you are seeking to enrol;
3. Provide whatever documentation the teacher requires in order to make an assessment of your background knowledge;
4. If the teacher is willing to approve your application, they will sign your form;
5. Approach the principal and discuss your application with him/her. If the principal approves the application, he/she will also sign the form;
6. Return the form with both signatures to the school.

2.10 Procedures to Change Course Types

Students who wish to change course types (eg. M to U) must consult with their counsellor or principal. Students are required to have the appropriate prerequisites for the course they wish to take. For more detailed information, please make an appointment to see your counselor.

Part 3: Explanation of Secondary School Curriculum

The secondary school program is designed to provide all students with knowledge and skills that they will need for the future, as well as the opportunity to specialize in areas that are related to their post-secondary goals. Students will have opportunities to select a combination of course types.

3.1 Grades 9 and 10

The course types available are: academic, applied, and open courses.

Academic (D)

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

Applied (P)

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. (As part of the Ministry mandate to eliminate applied level courses in grade 9, COA offers no applied course in grade 9.)

Open (O)

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.

De-streamed Courses (W)

The Ontario Ministry of Education is committed to taking steps toward phasing out the use of streamed courses. Canada Oakridge Academy, in compliance to this expectation, will not stream students into Academic and Applied courses in Grade 9. Teachers will work collaboratively with support staff and other teachers to support students in their studies.

3.2 Grades 11 and 12

In Grades 11 and 12, courses offered to prepare students for their post-secondary destinations include: college preparation courses, open courses, university preparation courses, university/college preparation courses, and workplace preparation courses.

College Preparation (C)

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.

Open (O)

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.

University Preparation (U)

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

University/College Preparation (M)

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

Workplace Preparation (E)

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.

3.3 Explanation of Course Codes

Each secondary school course is identified by a five-character code. A sixth character may be used by the school. The Ministry of Education designates the first five characters; the school determines the sixth character.

The first three characters refer to the subject:

Example: ENG is English

The fourth character refers to the grade or level:

1, 2, 3, 4 refers to grades 9, 10, 11, or 12 respectively

The fifth character refers to the type of course:

C = College; D = Academic; E = Workplace; M = College/University;
O = Open; P = Applied; U = University; W = De-streamed

Part 4: Courses Offered at Canada Oakridge Academy

It is important to make course selections carefully. Students can make course changes within the first 5 business days of the course, provided there is space available. Please be aware that courses will only be offered when there is sufficient enrolment.

4.1 Mathematics

Grade	Course name	Course type	Course code	Prerequisite
11	Functions	University	MCR3U	Principles of Mathematics, Grade 10, Academic
12	Advanced Functions	University	MHF4U	Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
12	Calculus and Vectors	University	MCV4U	Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.
12	Mathematics of Data Management	University	MDM4U	Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

FUNCTIONS – Grade 11 – (MCR3U), 1 credit

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.

ADVANCED FUNCTIONS – Grade 12 – (MHF4U), 1 credit

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 – (MCV4U), 1 credit

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 DATA MANAGEMENT – Grade 12 – (MDM4U), 1 credit

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

4.2 Business Study

Grade	Course Name	Course type	Course code	Prerequisite
12	International Business Fundamentals	University/ College	BBB4M	Any university or university/ college preparation course in Canadian and world studies, Business Study
12	Business Leadership: Management Fundamentals	University/ College	BOH4M	NONE

INTRODUCTION TO INTERNATIONAL BUSINESS- Grade 12 – (BBB4M) - 1 Credit

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.

BUSINESS LEADERSHIP: MANAGEMENT FUNDAMENTALS - Grade 12 – (BOH4M), 1 Credit

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

4.3 Canadian and World Studies

Grade	Course Name	Course type	Course code	Prerequisite
10	Canadian History since World War I	Academic	CHC2D	NONE
10	Civics and Citizenship	Open	CHV2O	NONE
12	Analysing Current Economic Issues	University	CIA4U	Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CANADIAN HISTORY SINCE WORLD WAR I – GRADE 10 – (CHC2D), 1 Credit

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the

concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CIVICS AND CITIZENSHIP- Grade 10 – (CHV2O), 0.5 Credit

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

ANALYSING CURRENT ECONOMICS ISSUES- Grade 12 – (CIA4U), 1 Credit

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

4.4 English

Grade	Course Name	Course type	Course code	Prerequisite
10	English	Academic	ENG2D	Grade 9 English, De-streamed
11	English	University	ENG3U	Grade 10 English, Academic
12	English	University	ENG4U	Grade 11 English, University
12	Ontario Secondary School Literacy Course	OPEN	OLC4O	For eligibility requirements see Note

Note: A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take 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 to do so. Under special circumstances, and at the discretion of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enrol directly in the OSSLC without first attempting the OSSLT (for the definition of the term mature student, see Policy/Program Memorandum No. 127, "The Secondary School Literacy Graduation Requirement", August 7, 2009).

ENGLISH – Grade 10 – (ENG2D), 1 credit

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 11 - (ENG3U), 1 credit

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 12 - (ENG4U), 1 credit

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.

ONTARIO SECONDARY SCHOOL LITERACY COURSE - Grade 12 – (OLC4O), 1 credit

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

4.5 English as a Second Language

Level	Course Name	Course type	Course code	Prerequisite
1	ESL Level 1	Open	ESLAO	NONE
2	ESL Level 2	Open	ESLBO	ESL 1 or equivalent
3	ESL Level 3	Open	ESLCO	ESL 2 or equivalent
4	ESL Level 4	Open	ESLDO	ESL 3 or equivalent
5	ESL Level 5	Open	ESLEO	ESL 4 or equivalent

ENGLISH AS A SECOND LANGUAGE – LEVEL 1 – (ESLAO), 1 Credit

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

ENGLISH AS A SECOND LANGUAGE – LEVEL 2 – (ESLBO), 1 Credit

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

ENGLISH AS A SECOND LANGUAGE – LEVEL 3 – (ESLCO), 1 Credit

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

ENGLISH AS A SECOND LANGUAGE – LEVEL 4 – (ESLDO), 1 Credit

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

ENGLISH AS A SECOND LANGUAGE – LEVEL 5 – (ESLEO), 1 credit

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

4.6 Science

Grade	Course Name	Course type	Course code	Prerequisite
10	Science	Academic	SNC2D	Grade 9 Science, De-streamed
11	Biology	University	SBI3U	Grade 10 Science, Academic
11	Chemistry	University	SCH3U	Grade 10 Science, Academic
11	Physics	University	SPH3U	Grade 10 Science, Academic
12	Biology	University	SBI4U	Grade 11 Biology, University
12	Chemistry	University	SCH4U	Grade 11 Chemistry, University
12	Physics	University	SPH4U	Grade 11 Physics, University

SCIENCE – Grade 10 – (SNC2D), 1 Credit

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.

BIOLOGY – Grade 11 – (SBI3U), 1 Credit

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.

CHEMISTRY – Grade 11 – (SCH3U), 1 Credit

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.

PHYSICS – Grade 11 – (SPH3U), 1 Credit

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.

BIOLOGY – Grade 12 – (SBI4U), 1 Credit

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 12 – (SCH4U), 1 Credit

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.

PHYSICS – Grade 12 – (SPH4U), 1 Credit

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.

4.7 Social Science and Humanities

Grade	Course Name	Course type	Course code	Prerequisite
11	Food and Culture	University/College	HFC3M	NONE
11	Introduction to Anthropology, Psychology, and Sociology	University	HSP3U	The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)
12	Nutrition and Health	University	HFA4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

12	Challenge and Change in Society	University	HSB4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
12	Families in Canada	University	HHS4U	Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

FOOD AND CULTURE – GRADE 11 – (HFC3M), 1 Credit

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

INTRODUCTION TO ANTHROPOLOGY, PSYCHOLOGY, AND SOCIOLOGY – Grade 11 – (HSP3U), 1 credit

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

NUTRITION AND HEALTH – GRADE 12 - (HFA4U), 1 Credit

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

CHALLENGE AND CHANGE IN SOCIETY – Grade 12 – (HSB4U), 1 credit

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

FAMILIES IN CANADA – GRADE 12 – (HHS4U), 1 Credit

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

4.8 Guidance and Career Education

Grade	Course Name	Course type	Course code	Prerequisite
10	Career Studies	Open	GLC2O	NONE

CAREER STUDIES – Grade 10 – (GLC2O), 0.5 Credit

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

4.9 Art

Grade	Course Name	Course type	Course code	Prerequisite
10	Media Arts	Open	ASM2O	NONE
11	Visual Arts	University/College	AVI3M	Visual Arts, Grade 9 or 10, Open
12	Visual Arts	University/College	AVI4M	Visual Arts, Grade 11, University/College Preparation

MEDIA ARTS – GRADE 10 – (ASM2O), 1 Credit

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

VISUAL ARTS – GRADE 11 – (AVI3M), 1 Credit

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

VISUAL ARTS – GRADE 12 – (AVI4M), 1 Credit

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

4.10 Computer Studies

Grade	Course Name	Course type	Course code	Prerequisite
11	Introduction to Computer Science	University	ICS3U	NONE
12	Computer Science	University	ICS4U	Introduction to Computer Science, Grade 11, University Preparation

INTRODUCTION TO COMPUTER SCIENCE – GRADE 11 – (ICS3U), 1 Credit

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.

COMPUTER SCIENCE – GRADE 12 – (ICS4U), 1 Credit

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

4.11 Technological Education

Grade	Course Name	Course type	Course code	Prerequisite
11	Technological Design	University/ College	TDJ3M	NONE
11	Communications Technology	University/ College	TGJ3M	NONE

TECHNOLOGICAL DESIGN – GRADE 11 – (TDJ3M), 1 Credit

This course examines how technological design is influenced by human, environmental, financial, and material requirements and resources. Students will research, design, build, and assess

solutions that meet specific human needs, using working drawings and other communication methods to present their design ideas. They will develop an awareness of environmental, societal, and cultural issues related to technological design, and will explore career opportunities in the field, as well as the college and/or university program requirements for them.

COMMUNICATIONS TECHNOLOGY – GRADE 11 – (TGJ3M), 1 Credit

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

4.12 Classical Studies and International Languages

Grade	Course Name	Course type	Course code	Prerequisite
12	Simplified Chinese	University	LKBDU	International Languages, Level 2, University Preparation

SIMPLIFIED CHINESE – GRADE 12 – (LKBDU), 1 Credit

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

4.13 Reference

All courses at Canada Oakridge Academy are developed in accordance with the Ontario Secondary School Curriculum. Course descriptions are written in reference to the Ontario Curriculum Grades 9 to 12 – Course Descriptions and Prerequisites.

4.14 Access to Course Outlines and Ontario Curriculum Policy

All course outlines are available for review, if parents/guardians and/or students wish to do so, please contact principal to make arrangements. Course curriculum guidelines may also be viewed at the Ministry of Education website: <http://www.edu.gov.on.ca>

4.15 School Year Calendar

All courses are scheduled to begin on the first of each month. Semester schedules are listed below. If the course session you have applied to is full, you will be automatically waitlisted for the session. If no space opened up during the first week of class, you will be automatically enrolled in the next available session.

To ensure the quality of each student's learning experience, and student – teacher interaction, all sessions will have a maximum capacity of 30 students.

All courses will run for a total duration of 4 months, ending with an in-person final exam to be scheduled by the instructor.

Semester	Begin	End	Application Deadline
1	September 1	December 31	August 25
2	October 1	January 31	September 25
3	November 1	February 28/29	October 25
4	December 1	March 31	November 25
5	January 1	April 30	December 21
6	February 1	May 31	January 25
7	March 1	June 30	February 23
8	April 1	July 31	March 25
9	May 1	August 31	April 25
10	June 1	September 30	May 26
11	July 1	October 31	June 25
12	August 1	November 30	July 25

Note: Online classrooms remain available to students 24 hours per day, even during holiday periods. However, teachers and school administrators will not be available during statutory holidays or designated holidays. For specific days where teachers or administrators are not available, please consult your online classroom calendar.

Part 5: Assessment and Evaluation of Student Achievement

5.1 Assessment and Evaluation Strategies

Your teacher will specify in the Assessment & Evaluation Schedule for your course which assignments are to be submitted. All assignments will fall under either assessment for learning, or assessment as learning or assessment of learning. As part of assessment for learning, teacher provide student with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning³. All assessment for learning and assessment as learning must be submitted, but they will not be counted towards the student's final grade.

Assessment of learning is used by the teacher to summarize learning at a given point, from 3 different sources, observations, conversations and student products. This summary is used to make judgements about the quality of student learning on the basis of established criteria, to assign a value to represent that quality and to support the communication of information about achievement to students themselves, parents, teachers, and others⁴. All assessment of learning are to be assigned grades based on levels in all or some of the four categories for each course. Most courses have the categories of Knowledge/Understanding, Thinking/Inquiry, Communication and Application (some courses may vary a little). The general course information page for each course describes the weighting of each category in the final grade.

Teachers will check that students are able to achieve all success criteria at the end of each lesson, through an activity such as exit cards.

In all courses, term work is worth 70% of the final grade, and the final evaluation or exam is worth 30%. Teachers calculate progress marks and final grades by using their professional judgement to find the most consistent and most recent level for key expectations in each

³ Growing Success: Assessment, Evaluation, and Reporting in Ontario, 2010, pg. 28

⁴ Growing Success: Assessment, Evaluation, and Reporting in Ontario, 2010, pg. 31

category. They then convert the levels to percentage grades, and find the grade based on the category weightings. This is based on Ministry of Education procedures; levels in each category are not calculated based on mathematical formula, but are found by using professional judgement to assess what level best represents a student's consistent work.

5.2 Assignments

Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course.

If all of the assignments of a course are not completed, then the student may receive an "incomplete" for the course. If an incomplete is recorded, then the student is given two weeks following the expected completion date of the course, to complete the outstanding assignments, or a project of equal value.

Assignments may be varied to include such assignments as essays, term papers, experiments, projects, participation in conference discussions, etc.

5.3 Final Examination

30% of the final grade, in a course, will be based on a final evaluation in the form of an examination, performance, essay, and/or other methods of evaluation. This assessment will be based on all the overall expectations.

5.4 Achievement Levels

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organized into four broad categories of knowledge and skills:

- Knowledge/Understanding
- Thinking
- Communication
- Application

The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain description of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices.

The Achievement levels will enable teachers to make consistent judgements about the quality of students' work and to give specific information about their achievement to their parents.

The achievement levels are associated with percentage grades and defined as follows:

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

5.5 Learning Skills Rubric

	Needs Improvement	Satisfactory	Good	Excellent
Responsibility	Rarely fulfills 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.	Sometimes fulfills 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.	Often fulfills 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.	Always fulfills 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.
Organization	Rarely devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.	Sometimes devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.	Often devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.	Always devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	Rarely independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.	Sometimes independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.	Often independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.	Always independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	Rarely 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 interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.	Sometimes 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 interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.	Often 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 interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.	Always 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 interactions; works with others to resolve conflicts; shares information, and promotes critical thinking to solve problems and make decisions.
Initiative	Rarely 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.	Sometimes 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.	Often 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.	Always 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.
Self-Regulation	Rarely 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.	Sometimes 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.	Often 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.	Always 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.

5.6 Reporting Student Achievement

The school will communicate formally with parents by means of report cards issued mid-course (upon completion of $\frac{1}{2}$ of the course work) and at the completion of the course. For the end of the semester final report, the school will adopt the Ministry of Education's directive that seventy percent (70%) of the grade will be based on assessments and evaluations conducted throughout the course. Thirty percent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

If the teacher feels that face-to-face communication is needed for any reason, they may request a meeting with the parent/guardian any time during the course.

Part 6: Prior Learning Assessment and Recognition (PLAR)

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 secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward their secondary school diploma.

The PLAR process developed in compliance with ministry policy involves two components: "challenge" and "equivalency". PLAR procedures are carried out under the direction of the school principal who grants credits. PLAR is available for courses in grades 10, 11 and 12 to students registered in Canada Oakridge Academy.

The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. A Ministry Requirement for the Assessment instruments for this challenge process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). However, based on current circumstances, Canada Oakridge Academy does not have PLAR Challenging process developed on file.

The "equivalency" process is the process of assessing credentials from other jurisdictions. At Canada Oakridge Academy, equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Canada Oakridge Academy from non-inspected private schools, or schools outside of Ontario.

The PLAR process for mature students involves two components: "equivalency" and "challenge". Requirements concerning the application of these procedures differ from those for regular day school students because of the broader life experience of mature students. The "equivalency" process for mature students involves (1) individual assessment for the purpose of granting Grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later. (Refer to PLAR Guide, Ministry of Ontario, and Policy/Program Memoranda No. 132)

6.1 Assessment Service

The Admission department at Canada Oakridge Academy provides a variety of services for students new to the board and those re-registering with us.

For our new students, the Admission department provides English language and mathematics assessments to assist students and schools in accessing student abilities and making the best course placement decisions. It is important to note that the assessment is not a formal placement test. The initial assessment process includes Placement Test, orientation to the Ontario Secondary School Diploma requirements and pathways options and credit counselling session.

English as Second Language (ESL) assessments are conducted for new international students

Student that meets ANY of the following circumstances must have their English language skills assessed during the Admission process:

- New to Canada, entering the Ontario school system for the first time, and whose first language is not English or is a variety of English not used for instruction in Ontario's schools
- Re-entering the Ontario school system following an absence of more than one year
- From a French language school in Canada
- International (Visa) students
- English Language Learners transferring from another Canadian school board (outside Ontario) to Canada Oakridge Academy and who still require ESL or ELD support

Following the assessment, an appropriate course placement is recommended (e.g., ESL, ELD, ENG) and an appointment is made for the student to register at the school.

Students who have obtained secondary school credits outside Canada can also have their prior learning assessed for Prior Learning Equivalent Credits (PLEC).

6.2 Prior Learning Equivalent Credits (PLEC)

Students who are eligible for Prior Learning Equivalent Credits are those who have transferred to Canada Oakridge Academy from:

- outside Canada;
- other provinces;
- non-inspected private schools;
- home schooling environments.

See also section 4.3.2 (Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016), "Students Transferring from Home Schooling, a Non-Inspected Private School, or a School outside Ontario", principals can use the PLEC table and the list of diploma requirements as a guide to determine:

- The total credit equivalence of the student's background for placement purposes;
- The number of credits, including compulsory credits that the student must earn to qualify for the Ontario Secondary School Diploma (OSSD).

In addition to the requirements listed above, principals have to ensure that the following requirements are met:

- A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD.
- A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

Canada Oakridge Academy's Summary of Minimum Credit Requirements regarding students enrolling from outside Ontario, where English is a Native Language

Completed 3 years (finished Grade 11)	English Grade 11 and 12 plus An additional 5 credits at Grades 11 or 12
Completed 2 years (finished Grade 10)	English Grade 11 and 12 plus 1 Mathematics Credit (Grade 11 or 12) 1 Science credit (Grade 11 or 12) or 1 Technological Education credits (Grade9-12) plus An additional 9 credits at Grades 11 or 12

Completed 1 year (finished Grade 9)	English Grade 10, 11 and 12 plus 2 Mathematics Credits (Grade 10 or 11) 1 Science credits (Grade 9 or 10) or 1 Science credits (Grade 11 or 12) or 1 Technological Education credits (Grade 9-12) plus An additional 15 credits at Grades 10 - 12
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Therefore, a maximum of 26 PLE credits will be authorized towards the minimum requirement of 30 credits for an OSSD.

6.3 Actual PLE Assessment

Assessment of P.L.E. credits will be done on a case by case basis. Only educational documents that have been translated and notarized shall be accepted. The granting of Prior Learning Equivalent Credits is the responsibility of the Principal at Canada Oakridge Academy.

Part 7: Recording and Reporting

The following guidelines are developed in accordance with Ministry of Education, Ontario mandates. The guidelines in this document are a summary of the procedures and requirement. For complete information you may refer to ministry document, Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements, section 4.1.

A student's record of courses successfully completed and credits earned toward the OSSD is maintained in the Ontario Student Record (OSR). Courses are designated using Ministry of Education codes.

An up-to-date Ontario Student Transcript (OST) is kept in the student's OSR. Students (or their parents or guardians if they are under the age of eighteen) may check the OSR by appointment with the Guidance office or the Principal.

7.1 Full Disclosure

The following policy and procedures will be used upon withdrawal from a course and repetition of a course.

As required by the new Ontario curriculum, all courses coded with a 3, 4, U, M or O designation is subject to Full Disclosure of Ministry Policy. All courses in which a student is registered five days after the issue of mid-term report card of each semester will be recorded on a student's transcript whether the course has been successfully completed or not. In addition, any repeated courses will be recorded on a student's transcript. This information is to be made available to

Community Colleges and Universities for them to consider when making admission or scholarship decision.

7.1.1 Withdrawal from a Course

A withdrawal from grade 11 or 12 course within 5 business days after the issue of mid-term report card, the course will not be recorded on the student's OST. However, any grade 11 or 12 course withdrew after 5 business day, a "W" will be entered in the Credit Colum of the OST along with the mark at the time of Withdrawal. Withdrawals from a grade 9 or grade 10 courses are not recorded in the OST.

In order to withdraw from a course, the student need to submit the "Withdrawal Form" with signature and the appropriate supporting documentation if applicable. School will process the application within five business day and issue the student tuition refund according to school Refund Policy.

A student's parents or an adult student (eighteen years of age or over) may request that the Principal identify Grade 11 and 12 courses in which the student's performance was affected by extraordinary circumstances by using a special indicator. If the principal agrees with the student's or parents' claim, the special indicator "S" is entered in the "Note" column for these courses. However, the student's percentage grades are also recorded in the student's transcript.

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

7.2 Ontario Student Record (OSR)

An Ontario Student Record (OSR) file is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and evaluated, they are recorded in the OSR. Other data recorded include date of birth, Social Insurance Number, Ontario Education Number (OEN), schools attended, and names of parents/guardians. All OSRs will be checked to verify if necessary documents are contained and up to date twice a year.

If the student is currently attending another school and is only taking a single course from Canada Oakridge Academy, then the student's OSR will reside at the main school that the student is attending.

An OSR will consist of the following components:

- an OSR folder
- Students report cards
- an Ontario Student Transcript, where applicable
- a documentation file
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

7.2.1 Report Cards

Report Cards are completed by your counsellor at the end of each of two reporting periods of the course duration: once during the mid-point of each semester, and once at the end of each semester. The Report Card will contain information regarding the students' academic achievements and suggestions on how to improve their performance. If the student has reached the age of 18, he/she can receive your Report Card in person or by mail. Otherwise, his/her Report Card will be forwarded to the student's parents. An exact copy of a completed Report Card will be filed in his/her OSR folder

7.2.2 Retention, Storage, and Destruction of Information in the OSR

Canada Oakridge Academy will make every effort to keep each student's confidential information secure, with access only given to authorized personnel and principal. According to the Ontario Student Record Guideline from Ministry of Education, 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, any personal information placed in an OSR should be retained by the school 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 school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board 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

7.2.3 Access to the OSR

A student and his/her parents as well as the legal guardian may have access to examine the content of the student's OSR .Access to the OSR is also granted to the school personnel as designed by the principal as well as the educational personal from the Ministry of Education.

7.2.4 Transfer of the OSR

The OSR is an ongoing record and may be transferred from Canada Oakridge Academy if the student transfers to another school. Transfer of the material in the OSR occurs by priority Post when Canada Oakridge Academy receives written request from the receiving school. If the student is transferring to a school outside Ontario, then only a copy of the OSR is transferred. When a student retires, Canada Oakridge Academy may give the parents a copy of the OSR, if so requested.

7.3 Office Index Card

The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

The office index card will record the following information:

- the full name of the student, as recorded on the OSR folder
- the number assigned to the student by the school or school board, where applicable
- a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable
- the gender of the student
- the student's date of birth (year, month, day)
- the name(s) of the student's parent(s)
- if applicable, the name(s) of the individual(s) who has (have) custody of the student
- the student's current address and home telephone number, as well as an emergency number if one has been provided
- the dates (year, month, day) on which the student enrols in the school, transfers from the school, and/or retires from school

- the name and address of the school to which the student transfers and the date on which the OSR is transferred
- the student's address on the date of transfer or retirement
- the name and address or some other means of identification of the school from which the student is transferring or retiring
- other information that is identified in accordance with the policies established by the school board

At Canada Oakridge Academy, the Office Index Card may be retained for 55 years on school site. For more information about this, please contact the Guidance department at Canada Oakridge Academy.

7.4 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides an official and consistent summary of student achievement in Ontario secondary school credit courses. As students earn secondary school credits, their personal achievement in each course is recorded on this form as a percentage grade.

After the student leaves school, the Ontario Student Transcript will be kept on file and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case he/she ever needs an official report of marks, such as might be required by a college, university or employer. Marks will not be released by the school without the permission of the student or parent/guardian if the student is under the 18 years of age.

Student needing a certified copy of their Ontario Student Transcript is required to contact the guidance secretary at Canada Oakridge Academy. If the student is currently attending another school and is taking a single course from Canada Oakridge Academy, then the students OST will reside at the main school that the student is attending.

Canada Oakridge Academy will only establish or obtain the students OSR containing the OST, when the student becomes sole responsibility of Canada Oakridge Academy.

7.4.1 Equivalent Credits Record on Transcript

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST.

Part 8: Experiential Learning Programs

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in second school.

Currently, Canada Oakridge Academy does not offer the experiential learning program.

Part 9: Student Responsibilities

9.1 Achievement

Level 3 (70%-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course. An achievement of Level 4 does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving Level 3. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

9.2 Attendance and Punctuality

Ontario Ministry of Education requires that each credit course be taught over 110 hours of instruction. Therefore, student participation in the online learning environment is expected for a successful outcome.

Each student is expected to keep a regular login pattern, which will be checked by the teacher on a weekly basis. The teacher will check the time tracker imbedded in the D2L software, which keeps track of how much time each student spent on each unit. All offline activities will be checked against all assignments that the student has submitted, and the quality of the student products.

To support consistent learning and academic success, students enrolled at Canada Oakridge Academy are expected to meet the following minimum attendance standards.

Students must log in to each enrolled course at least **twice (2 times) per week**.

A login is defined as participation in any of the following activities:

- Viewing course materials or activities
- Posting in a discussion thread or responding to others
- Submitting an assignment to the course dropbox
- Completing a quiz or assessment

Teachers will monitor student engagement by reviewing login histories through tracking tools embedded in the online learning platform.

A student will be marked **absent** for any week in which they do not meet the minimum login requirement for a course.

Students facing personal challenges that may impact their ability to meet attendance expectations are strongly encouraged to reach out to the school proactively. Based on the situation, the school may provide support or accommodations as appropriate.

Failure to meet attendance requirements may result in disciplinary action, based on the number of accumulated absences in any enrolled course:

- **3** Absences: An official warning letter will be sent to the student and their parent(s) or guardian(s).
- **5** Absences: A second and final warning letter will be issued.
- **7** Absences: The student may face serious academic consequences, which may include:
 - Academic probation
 - Course failure
 - Dismissal from the school

In such cases, the student's parent(s) or guardian(s) will be formally notified, and a meeting will be scheduled with the student, their family, and school staff to assess the situation and explore possible interventions.

Learning is a continuous process, regardless of whether it takes place in a physical or virtual classroom. To support meaningful feedback and academic progress, students are expected to submit coursework regularly throughout the term. Submitting a large volume of coursework all at once is discouraged and may not result in timely or thorough feedback from instructors.

To maintain academic quality and student success, students may enroll in a maximum of **four (4)** courses at a time.

9.3 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 *Desire2LearnTM* Learning Management System (LMS) at Canada Oakridge Academy is intended for educational purposes only. Any use of any LMS tool within 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.
 - Always 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.

9.4 Cheating and Plagiarism

Cheating involves taking or using unauthorized information during any form of assessment. Plagiarism, on the other hand, occurs when the student uses another writer's work without giving credit to the source. It includes not only direct quoting of another writer's words, but also the use of another writer's ideas or work without giving credit to the writer properly.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work. Cheating and plagiarism will not be tolerated at Canada Oakridge Academy. Every effort will be made by the school to ensure that the assignments

students submit are their own production, and all tests are a true reflection of the students' knowledge.

All students at Canada Oakridge Academy are expected to conduct themselves in an honest and trustworthy manner in all aspects of their academic performance. Engaging in any kind of cheating or plagiarism behavior to obtain academic advantage is an offence of such honesty and will not be tolerated by COA.

Canada Oakridge Academy has a variety of methods to review student's submitted work for authenticity through manual review as well as with the support of specialized plagiarism detecting software like Grammarly. In the case of a suspected infraction, the course teacher and principal will complete a careful review of the submission and interviews with the student to determine the nature of the infraction. If the student is found to be guilty of academic dishonesty, the students will face disciplinary action.

Academic dishonesty may take the form of any of the following:

- Students must ensure their work is original and not copied, in full or in part, from another person or any AI tool.
- Students must not submit work that has been copied, in full or in part, from online sources.
- Students should not submit any work that has been reused or copied from previous assignments or other courses.
- Students must not submit work that reflects someone else's ideas, even if the exact words are not used.
- Students are expected to complete assignments independently, unless they have received explicit permission from their teacher to collaborate with a peer.
- Students should not permit others to copy their work.
- Students are prohibited from using word-for-word translation tools to complete assignments.
- Students are not allowed to use any external resources or aids, including online materials, during final exams unless specified by the teacher (e.g., dictionaries).
- Students must appropriately cite and reference any ideas or information borrowed from others to support their own work.
- Students should reach out to their course teacher if they need assistance understanding how to avoid plagiarism.

Canada Oakridge Academy adheres to a progressive discipline approach for all forms of academic dishonesty, including cheating and plagiarism. Canada Oakridge Academy attempts to

administer consequences that are reflective of behavioural and academic consequences based on the following four factors: **(1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student (Growing Success, 2010, p. 43)**. With these guidelines in mind, Canada Oakridge Academy will use the following procedure to address issues arising from suspected cases of academic dishonesty.

- a) At the start of each course, the school will provide students with an overview of copyright laws in Canada and emphasize the importance of academic integrity to discourage dishonesty.
- b) If there is a suspected case of cheating or plagiarism, the teacher will report the issue to the Principal.
- c) The Principal will review the situation and arrange a meeting with both the student and the teacher to discuss the matter.
- d) After the meeting, a decision will be made and communicated to the student, their parents, and the teacher, taking into account the factors outlined above.
- e) A progressive disciplinary approach will be followed as a consequence, which may include:
 - 1) Requiring the student to redo the assignment for a first offense.
 - 2) The student must review the definition of plagiarism/cheating and write a reflection on the topic.
 - 3) Notifying the student's parents.
 - 4) Assigning a mark of "0" for the part of the work identified as plagiarized or copied.
 - 5) Issuing a mark of "0" for the entire assignment, with no opportunity for resubmission.

The following disciplinary actions will be taken if the student is caught to have involved in cheating and/or plagiarism of any kind:

First Consequence

For the first offense, the student will receive a grade of zero percent on the assessment. The student will then meet with the teacher or principal, and will be given the opportunity to resubmit the assessment after attending an Academic Dishonesty class designed to help prevent future violations. Parents or guardians will be informed of the first offense through a letter, which will include details about the class session requirement and the potential consequences of a second offense.

Second Consequence

For the second offense, the student will receive a grade of zero percent on the assessment, and will not be allowed to resubmit a new assessment for evaluation. Parents or guardians will be

notified of the second offense, and a meeting will be arranged with the student and their parents or guardians to discuss the incident and explain the consequences of a third offense.

Third Consequence

For the third and final offense, the student will be removed from the course and assigned a "Withdrawn" status. Parents or guardians will be notified of the third offense, the resulting consequences, and the student's removal from the course. This will also be documented and added to the student's records.

9.5 School Expectation

- Students are expected to adhere to the routines and practices for acceptable online learning behaviour as set out by the school administrators and teachers
- Students are expected to be courteous at all times and to show respect for all others as well as themselves
- Students are expected to log in on time for teacher-student conferences, group discussions or appointments
- Students must follow the Computer Acceptable Policy
- No student shall subject another student to verbal bullying, intimidation, or any other form of harassment
- The school will uphold the law in any circumstances involving criminal activity
- Students who repeatedly break the school rules and/or demonstrate a constant disregard for the Code of Behaviour, may be asked to find a more suitable school environment

9.6 Student Code of Behaviour

This code of behaviour has been developed to emphasize values and a feeling of self-worth and self-discipline in students. It is an expression of the school's climate and its atmosphere for learning. A positive climate is an environment in which all students feel that they are encouraged to participate and where they are a valued part of the school.

Area	Expectations	Reasons
Attendance	A minimum of 2 log-ins per week in each of the student's enrolled courses is required	<ul style="list-style-type: none">- Part of assessment procedures- Leads to success- Encourages good relationships- Develops commitment and responsibility- Maintains continuity in online learning
Punctuality	Be on time for each teacher-student conference and group discussion	<ul style="list-style-type: none">- Good habits are expected in study, work and personal relations

		<ul style="list-style-type: none"> - Avoids inconveniencing the teacher and group members
Submission of work	<p>All work must be submitted before the final exam, when courses are still accessible before expiration.</p> <p>Late or missed assignments may be accepted after the due date with a penalty.</p> <p>Details vary with different teachers or courses (Special situations with proof will be taken into consideration).</p>	<ul style="list-style-type: none"> - Fairness to all students - Maintains a reasonable, logical and effective learning schedule
Preparation for class	<ul style="list-style-type: none"> - Willingness to learn - Completion of work - Preparation for quizzes and tests - Participation in discussion 	<ul style="list-style-type: none"> - Better chance for success - Develops good work habits - Leads to increased learning - Encourages commitment and responsibility
Respect for Authority	Respectful of all teachers, classmates and school administrators	Facilitate regulations and expectations
Respect for Peers	<ul style="list-style-type: none"> - Courteousness - Consideration - No verbal abuse - Avoidance of conflict - Non-violent conflict resolution 	<ul style="list-style-type: none"> - Positive atmosphere for learning - Brings credit to students and the school - Intimidation, verbal insults and disrespect disrupt learning - Verbally aggressive behaviour is not a legal and responsible way to interact with others

Part 10: Support and Resources

10.1 Education and Guidance Support

All students at Canada Oakridge Academy are assigned a counsellor who helps teachers monitor student progress, liaison with parents/guardian, provides advices and suggestion on improving current English level, processes final exam applications etc. All full time students must communicate with their counsellor at least once during each semester.

Individual Guidance Support is designed to promote the development of strong self-advocacy skills and whose families support the development of goal setting, effective time management and independent learning skills. For students struggling in specific courses, they are all encouraged to meet their counsellor to discuss further improvement plans, including booking an

individual session to communicate with the course teachers, seeking for academic advices, checking to see if other accommodation is required.

The guidance program starts with having an ISP (Individual Study Plan) created to each full time student with the counsellor during the first semester they are enrolled at Canada Oakridge Academy. This plan will not only include what courses a student will need to complete for OSSD requirements, but will also include the personal education plan according to their future goal or the prerequisite courses they need to take to satisfy the entrance requirements of the university of their choice.

Each semester, the student needs to arrange for at least one counselling session with the counsellor and discuss the student progress, feedback from teachers, if extra focus on English language skills is needed, as well as well as the next step plan. Each discussion session with the student will be recorded in the Guidance Discussion Form by the counsellor and kept for reference in the student's file.

Students can change their ISP at any point during the course of their study, and they are encouraged make an appointment to visit the principal if help is needed. In order to ensure that students can successfully reach their ISP goals, Canada Oakridge Academy has established various resources to assist each student during the process, such as OUAC and OCAS assistance session, where the counsellor will assist students with providing necessary information for the post-secondary program; information regarding the university and college online applications; guidelines for choosing major; taking next step advising, etc.

10.2 Exit Programs

Students retiring from Canada Oakridge Academy or those transferring to a new school will have the option to participate in the exit program. Its aim is to help all these students make a successful transition to the next stage of their lives.

Guidance will prepare exit programs for individual student according to students' annual education plans and future goals.

The exit programs for graduates should include the following:

- a review of each student's plans for postsecondary education, training, apprenticeship, independent living, or work
- information on university and college programs, application and admission procedures, visits to campuses, and so on
- information on apprenticeship programs

- information on procedures for applying for employment

Part 11: Hardware and Software Requirements

Learners participating in online 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 wait periods for file downloads.

Please note that your browser must have JavaScript and Cookies enabled. It is recommended to have a typical Office suite of applications installed, specifically, Adobe PDF reader, spell checker and a spreadsheet application are suggested. Each course could also have specific requirements for software, please consult your course teacher prior to the start of the course.

Browser Support

Browser	Supported Browser Version(s)
Microsoft IE or Edge	Latest
Firefox	Latest
Chrome	Latest
Safari	Latest

Device Support

Desktop and Laptop Computers	Tablets and Mobile Devices
Apple macOS 15	iPhone iOS 18, iPadOS 18
Microsoft Windows 11	Android 16 for Android phones and tablets