



SCHOOL COURSE CALENDAR

2025-2026
Academic Year



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SCHOOL POLICIES AND PROCEDURES

Mission Statement

Secondary Education is a necessary stepping stone towards a better and brighter future. It could either serve as a pathway for students' advancements and successes, or appear as the main bottleneck, preventing their access to further educational opportunities.

North York Academy School strives to establish a solid foundation for our students and equip them with knowledge, skills, wisdoms, competences, experiences, ideas, and spirits for their future adventures. We value their potentials and cherish their opportunities, and we endeavour to help them explore their potentials and utilize their opportunities to a great extent. We believe in a Chinese proverb: Each student deserves education, and education is given according to each student's background.

We believe that every student has potential to succeed. Inside each one of them is a doctor, lawyer, artist, engineer, rocket scientist or entrepreneur. We are here to unlock that potential. It takes great teachers doing what they do best in the classroom, and the leadership of a great principal. Given the extraordinary challenges that our students face, we move forward to create a collaborative classroom and environment as a way to foster critical thinking and creativity. We provide each student with Comprehensive Supports to assist in academic, personal and social development.

The Importance of completing a secondary education

According to Bill 52 entitled, *The Education Amendment Act, Learning to Age 18, 2006*, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This is to encourage more students to graduate and fewer to leave school without adequate preparation for work or further studies.

Goals and Philosophy

Education can be likened to a great big canvas, and we would like our students to throw as much paint as they can on the canvas of their education. At North York Academy we are dedicated to a student-centered program that promotes academic excellence through an enriched, rigorous inter-disciplinary curriculum, and a comprehensive supports system that provides the students with all-inclusive supports and assurances to their successes. We look forward to working with students, parents and the members of the community to provide a high-quality education that students deserve and push students to all academic heights and overall achievements.

Our philosophy of education is founded on the principles of knowledge, wisdom and innovation. In North York Academy community, we cultivate knowledge, foster wisdom, and encourage innovation.

School Organization

North York Academy is a semestered school:

Semester 1	Tuesday, September 2, 2025 to Friday, January 23, 2026
Semester 2	Monday, January 26, 2026 to Friday, June 26, 2026
Summer	Monday, June 29, 2026 to Friday, July 31, 2026

Student Timetable

Class times are Monday to Friday.

Period 1: 9:00 am to 10:15 am.

Period 2: 10:15 am to 11:30 am.

Lunch

Period 3: 12:15 pm to 1:30 pm.

Period 4: 1:30 pm to 2:45 pm.

Each course is scheduled for a minimum of 110 instructional hours.

Student Evaluation

Students are given the evaluation policy for each of their courses. Assessment and evaluation is based on the provincial curriculum expectations and the achievement levels outlined in the Ontario curriculum policy document for each discipline. These are available for download at <http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

For Grades 9 to 12, a final grade, expressed as a percentage, is recorded for every course. The final grade will be determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher's discretion and professional opinion on when to exercise this option.

A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher.

Course Outlines

The courses offered by North York Academy have been developed according to the requirements of the Ontario Ministry of Education. Course outlines for all courses offered at North York Academy are given to students registered in the course and also are available in the main office for viewing by parents or guardians. Up-to-date copies of the outlines of all of the courses of study for courses offered at North York Academy are retained on file. Courses are offered pending sufficient student enrolment.

Reporting Procedures

North York Academy has two reporting periods during each semester. All report cards will be emailed to parents/guardians and given to students once they have been issued. Should parents/guardians have any questions or concerns regarding the progress of the student, they are encouraged to contact the teachers or the principal by calling or emailing the school.

The first report is the Midterm Report Card at the halfway point of each semester. This report will have a percentage grade as well as teacher comments, and students will also be evaluated on their **Learning Skills and Work Habits**. Usually there is a close correlation between the course mark and the student's performance in their Learning Skills. Parent/Guardian interviews are held immediately after the Midterm Report Cards are issued.

The Final Report will follow at the end of each semester. Like the Midterm Report, this report will have a percentage grade, teacher comments, and evaluation of Learning Skills and Work Habits. The marks on the Final Report Card are those that will be recorded onto the student's Ontario Student Transcript.

Regular communication with teachers ensures that student progress is monitored carefully. Communication may be initiated by students, parents, subject teachers, or the principal.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. The Learning Skills and Work Habits evaluated on the report card are divided into the following: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. It is expected that teachers will work with students to help them develop behaviours that reflect these six Learning Skills and Work Habits. These skills are evaluated and reported as follows:

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

Supports and Resources

Guidance, Education and Career/Life Planning Supports:

North York Academy commits to make every effort to provide our students with a supportive environment that helps foster their academic growth, overall achievement and individual well-being. North York Academy Comprehensive Support is created to provide our students with all-inclusive supports in seven areas fundamental to their adventures and successes:

- Settlement Services
- Instant Connection
- Immigration Matters
- Homestay/Custodian Services
- 24/7/365 Emergency Support
- Guidance
- Application for University Services

North York Academy has established Academic Excellence Awards and University Entrance Scholarships to support and encourage student's academic achievements.

Strategies and Resources for Students and Parents

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate courses and in making application to post-secondary institutions. Individual meetings are scheduled at the requests of students and parents, so that teachers and students and parents can meet to discuss course selections and options. Online video conferences can be scheduled for parents of international students.

Much can be done at North York Academy in terms of intervention strategies, support, and programs. Should a student be struggling in a course, teachers, resource staff and the Principal will be consulted and strategies will be put into place to support the student. Parents will be kept informed of any concerns, and we will be diligent to catch any issues early.

These supports take place at a time that is convenient for the student and their family (before school, during work periods, at lunch, or after school).

Supports for English Language Learners

North York Academy courses provide a number of strategies to address the needs of ESL/ELD students. The North York Academy teacher considers it to be his or her responsibility to help students develop their ability to use the English language properly. Appropriate accommodations affecting the teaching, learning, and evaluation strategies in this course may be made in order to help students gain proficiency in English, since students taking English as a second language at the secondary level have limited time in which to develop this proficiency. North York Academy determines the student's level of proficiency in the English Language upon registration. This information is communicated to the teacher of the course following the registration and the teacher then invokes a number of strategies and resources to support the student in the course. On a larger scale, well written content will aid ESL students in mastering not only the content of this course, but as well, the English language and all of its idiosyncrasies. North York Academy has created course content to enrich the student's learning experience. Many occupations in Canada require employees with capabilities in the English language. Enabling students to learn English language skills will contribute to their success in the larger world.

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

cultural, and educational environment. Teachers incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies
- extensive use of visual cues, graphic organizers, scaffolding
- previewing of textbooks;
- pre-teaching of key vocabulary;
- peer tutoring;
- strategic use of students' first languages
- use of a variety of learning resources
- visual material, simplified text, bilingual dictionaries, and
- materials that reflect cultural diversity
- use of assessment accommodations
- granting of extra time;
- use of oral interviews,
- demonstrations or visual representations
- tasks requiring completion of graphic organizers and cloze sentences instead of essay questions

Planning Programs for Students with Special Education Needs

North York Academy is committed to ensuring that all students, especially those with special education needs, are provided with the learning opportunities and supports they require to gain the knowledge, skills, and confidence needed to succeed in a rapidly changing society. The context of special education and the provision of special education programs and services for exceptional students in Ontario are constantly evolving. Provisions included in the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code have driven some of these changes. Others have resulted from the evolution and sharing of best practices related to the teaching and assessment of students with special educational needs.

North York Academy pays particular attention to the following beliefs: (1) all students can succeed, (2) each student has his or her own unique patterns of learning, (3) successful instructional practices are founded in evidence-based research, tempered by experience, (4) an open and accessible learning environment with differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students, (5) classroom teachers are the key educators for a student's literacy and numeracy development, (6) classroom teachers need the support of the larger community to create a learning environment that supports students with special education needs, and finally, (7) fairness is not sameness.

The provision of special education programs and services for students at North York Academy rests within a legal framework. The Education Act and the regulations related to it set out the legal responsibilities pertaining to special education. They provide comprehensive procedures for the identification of exceptional pupils, for the placement of those pupils in educational settings where the special education programs and services appropriate to their needs can be delivered, and for the review of the identification of exceptional pupils and their placement. Accommodations (instructional,

environmental or assessment) allow the student with special education needs access to the curriculum without changes to the course curriculum expectations.

Computer Labs and Resource Centre/Library

North York Academy does not currently have nor maintain a computer lab or Library. All students are required to have and maintain their own computer, tablet, or laptop; printer; and reliable high-speed internet connection from their home.

Community and Student Success Resources

Whenever possible, North York Academy utilizes the community around to enhance the curriculum. Trips to public libraries, university libraries, arenas, gyms, and nature centres all assist North York Academy in providing a high-quality education.

Attendance and Lateness

There is a direct correlation between regular, punctual attendance and academic success. Students perform better in school when they are in attendance regularly. Students who are frequently absent will suffer a loss of content, of experiences, and of related understandings that will affect their achievement of the course expectations.

At North York Academy, regular attendance and participation is expected and students who habitually miss lessons will suffer in the evaluation process because their participation and achievement cannot be fully assessed. The student and his/her parents/custodians are expected to inform the school in advance of any planned absences. If a student is to miss a number of days, a form available from the office must be completed by the student's parents/custodians and by the student's teachers. The school must also be informed as soon as possible of any absences due to unforeseen circumstances. Students are responsible for all class work missed during absences. After four times of recorded absence or lateness, the student will meet with the Principal and the student's parents will be notified to discuss a strategy for better attendance. North York Academy reserves the right to remove a student from a course due to excessive absenteeism.

Online Course

Students can enroll in any online courses at North York Academy at any time during any term. To maintain accountability and credit integrity the ending date for all courses will be the end of term (Terms 1, 2, or 3) in which the student started the course. For example, a student who registers for MHF4U in March 2026 will have a course end date of June 29. Reasonable extensions may be approved by the Principal after a discussion with the course instructor.

A student who does not respond to communication from the school, or habitually misses appointments with their online instructor, or does not log in at least twice a week during the term must meet with the Principal to discuss strategies to remedy the situation. Such chronic absenteeism may result in the student being withdrawn from the online course.

A student who does not submit assignments on the due dates agreed to with their online instructor may be penalized up to 20% of the final mark. Non-submission of any assignment will be recorded with a mark of 0%. No assignments can be submitted after the online course end date.

Late or Missed Assignments

Students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher; and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

The Ministry of Education's policy states that "the primary purpose of assessment and evaluation is to improve student learning". Submitting work late is a learning skills and work habits issue and may impact on the student's grade. The Ministry requires teachers to separate evaluation of achievement of the curriculum expectations from the development of learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

Students submit work late for many reasons and teachers should take time to understand the reason for a late assignment. Reasons could include:

- Legitimate explanation
- Poor time-management skills
- Poor academic skills
- Poor understanding of the assignment

Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent or address late and missed assignments, including providing alternative assignments, tests and exams, or deducting marks for late assignments up to and including the full value of the assignment.

Students should be expected to submit work on time. The teacher must inform students of the due date of an assignment and the ultimate deadline, which is the last opportunity for students to submit the assignment for evaluation. This deadline is set at the teacher's discretion. Teachers may deduct marks for late submissions. Normally the deduction should not exceed 20% of the value of the assignment.

Students who do not submit assignments may be given zero. A mark of zero will normally result in a gap in the record of achievement of curriculum expectations because the teacher lacks evidence of the student's knowledge or skills. The student might have missed tests, not handed in assignments, or might have been absent for presentations. Students are responsible for providing the teacher with evidence of their learning.

Cheating and Plagiarism

Students must understand that the tests and exams they complete and the assignments they submit for evaluation must be their own work. Cheating and plagiarism are serious offences and will not be condoned. Students need to understand that neither plagiarism nor cheating will help them achieve their educational purpose. Students involved in any form of cheating, plagiarism, or unsanctioned

sharing of work will be disciplined. This discipline could take a variety of forms, but minimally, will include:

- No credit for the work or assignment with no opportunity for makeup;
- A phone call home to inform parents;
- A record of the incident in the student's discipline file;
- Repeat offences will result in more severe consequences and could include suspension or withdrawal from a course.

The following examples demonstrate what actions constitute cheating and plagiarism:

- Cheating or plagiarizing on tests and assignments;
- Failure to cite or document quoted or paraphrased material written by someone else (includes material from the Internet);
- Submitting the same essay, presentation, or assignment more than once;
- Submitting, as student's own work, assignments, homework, or other material that was purchased, acquired from written or edited work from another source, including tutors;
- Knowingly submitting identical assignments without permission of the teacher;
- Any attempt to write an examination using unauthorized verbal, electronic, written or visual information during the exam;
- Illegally obtaining all or part of an examination prior to the exam;
- Altering or changing test answers after submitting the test for grading;
- Knowingly sharing one's own work for another student to copy.

STUDENT RESPONSIBILITY AND CODE OF CONDUCT

Student Responsibilities

Student responsibility occurs when students take an active role in their learning by recognizing they are accountable for their academic success. Student responsibility is demonstrated when students make choices and take actions which lead them toward their educational goals. Responsible students take ownership of their actions by exhibiting the following behaviours.

They

- demonstrate academic integrity and honesty.
- attend and participate in classes, labs, and seminars, prepared and on time.
- complete the assigned work in a timely manner with attention to quality of work.
- avoid making excuses for their behavior.
- communicate in a careful and respectful manner with teachers, peers, and other members of the North York Academy community.
- are engaged learners who dedicate sufficient time outside of class to school work.
- utilize school resources and seek help when needed.
- respect diverse ideas and opinions.
- identify, develop, and implement a plan to achieve their educational goals.

Dress Code

Staff and students at North York Academy believe maintaining a respectful, business-like atmosphere is important to academic achievement and citizenship. The school's dress code is not meant to stifle freedom of expression, but to foster a supportive, respectful learning community in which each student's self-esteem is reflected in their behaviour, growth and achievement.

Apparel at school ***should***:

- allow for individual difference, style, and expression
- demonstrate respect for a school / business environment
- be appropriate for the intended activity
- demonstrate respect for the rights and perspectives of others

Apparel at school ***should not***:

- be offensive or distracting
- promote use of drugs, alcohol, violence, weapons, or use offensive language or images
- be sexually provocative and/or revealing

- promote values in conflict with school and community values (e.g. racism, sexism, discrimination of any kind, etc.)

Student Achievement and Success

Students are achieving when they acquire the knowledge, skills, and attitudes that will prepare them to lead happy and successful lives. They are building blocks, a starting place for moving to other, higher-order dimensions of achievement.

Our definition of achievement has three primary dimensions:

1. Academic. This complies with the educational objectives mandated by the Ministry of Education, which consist of students meeting the expectations of their courses.
2. Personal. Students achieving are prepared to lead lives in which they are content and filled with a sense of wellbeing. They believe in themselves and feel passionate about their future education and careers to which they aspire.
3. Social. Students are prepared to be contributing members of society. They collectively form an informed community, upholding and spreading the values of liberty, justice, and equality. They show respect and tolerance for others, stand up for those who are vulnerable, and reject discrimination, violence and crime.

Code of Conduct and Safe School Policy

A safe, caring and orderly school is the foundation for a successful learning environment. This Code of Conduct supports socially responsible behaviour and allows members of the school community to be fully informed of North York Academy's common expectations for student behaviour.

Acceptable Conduct

- Respect people's uniqueness and accomplishments;
- Demonstrate honesty and integrity;
- Respect public and personal property;
- Maintain courteous relations with fellow students, teachers, staff and people in general;
- Work at studies without disturbing others;
- Attend school daily and promptly;
- Maintain appropriate standards of hygiene, dress, and language;
- Act in a positive, honest, and straightforward manner;
- Be truthful;
- Promote the general welfare of our school. Be dependable and accountable;
- Respect public and personal property;
- Be considerate of self, others, their beliefs and property;
- Work towards the prevention of harassing behaviour;
- Be willing to help when someone is being harassed;
- Act in a manner that brings honour and credit to the school;
- Inform an adult in a timely manner of incidents of bullying, harassment or intimidation.

Unacceptable Conduct

The school personnel must have the authority to ensure a setting for purposeful learning and individual growth and success. Students must not behave in opposition to the school's educational goals. Students are expected to accept increasing responsibility for their actions and can expect increasingly significant consequences for any inappropriate behaviours as they get older.

Lack of respect for others and property will not be tolerated. Lack of respect includes, but is not limited to:

- Disrespect for the authority of teachers and other employees of the school, including failure to comply immediately with an authorized direction;
- Disturbance at school or at an official school function;
- Any unauthorized gatherings on or adjacent to the school grounds, specifically those that disturb the privacy of nearby residents and that reflect poorly on the public image of the school;
- Use of the school name in association with unsanctioned activities.

Drugs & Alcohol

Students involved in the use, possession or distribution of illegal or restricted substances, including alcohol will be suspended from school. Smoking, including E-cigarettes, is not permitted inside school buildings, including portables, or on school property at any time.

Fighting

At North York Academy, all forms of physical violence are unacceptable and will not be tolerated. Students involved in any form of fighting or intimidation are subject to disciplinary action including suspension. Students who encourage fighting by acting as a spectator at a fight or other form of bullying will receive the same disciplinary action as those involved in the fight.

Harassment, Bullying and Cyber Bullying

At North York Academy, all forms of harassment and bullying are unacceptable and will not be tolerated. Anti-bullying measures will ensure all students, regardless of their sex, race, religion, culture, sexual orientation and gender identity or expression, enjoy a safe, inclusive and welcoming learning environment. Students involved in any form of bullying, or intimidation, are subject to disciplinary action including suspension. Physically, verbally, emotionally or psychologically abusing others, including bullying, intimidating, extorting and intolerance of others because of dress, race, culture or other perceived differences will not be tolerated. In addition, witnessing or being a party to fighting or harassment of any sort is also not tolerated. This includes Cyberbullying – using the school's computer network or the broader Internet for the purpose of harassment. This behaviour includes but is not limited to harassing, terrorizing, intimidating, threatening or name-calling by sending or posting inappropriate email messages, instant messages, text messages, digital pictures, images or blogs. Anyone who feels he or she is a victim of cyberbullying should forward to, or print the offending material and give it to, a school official.

Definition of Harassment

Harassment is defined as “comment, conduct, or gesture directed toward an individual or group of individuals which is insulting, intimidating, humiliating, malicious, degrading or offensive.” There are three basic forms of harassment:

Physical harassment includes touching without permission, shoving, hitting or kicking the victim, or, taking or damaging the victim’s property. It is easy to identify physical harassment. Individuals engaged in this form of harassment are usually known to the entire school population. As these individuals get older, their attacks usually become more aggressive.

Individuals exercising **verbal harassment** use words to hurt or humiliate another person. Verbal harassment includes name-calling, insults, racist or sexual comments and teasing. Its effect can be more devastating than physical harassment.

In **relational harassment**, the victim is effectively cut off from any social connections. They are excluded from participating in activities. Relational harassment usually occurs when students spread rumours about others, resulting in the victim’s exclusion from the peer group.

Responding to Harassment

If a student is a victim of harassment, North York Academy staff will intervene. The administration will determine appropriate interventions and/or consequences.

For the Perpetrator – Intervention that includes:

- Review of North York Academy Code of Conduct;
- Review of Harassment Policy (may include completion of a personal assignment on harassment);
- Verbal warning, detention or service work;
- Notification of parents and/or police;
- Compensation and/or payment for property damage or theft;
- Suspension or expulsion depending on the circumstances.

For the Victim – Support through:

- Counselling to restore victim’s self-confidence;
- Helping victim build a peer support group;
- Involving community resources as needed;
- Involving parents;

Consequences of Non-Compliance

The school has the definitive authority to determine consequences for students who refuse to comply with these rules and policies. Disciplinary action or consequences for unacceptable conduct is based on principles that have been developed in a fair and reasonable manner and will be administered in a fair and consistent manner. Disciplinary actions, whenever possible, are intended to be logical, preventative and restorative, rather than punitive. Disciplinary actions will be administered on an individual basis in

every situation and will be based on the circumstances of each case. Depending on the severity of the misconduct, parents, guardians or other authorities may be notified.

When determining appropriate disciplinary action, the severity and frequency of unacceptable conduct as well as age and maturity of students are considered. Special consideration may apply if a student is unable to comply with expectations due to having a disability of intellectual, physical, sensory, emotional or behavioural nature.

Suspension

Suspensions are issued at the discretion of the Principal and are normally dealt with at the school. Students on suspension may be sent home or be required to work in the school in isolation. If they have been sent home, they are not permitted on or around school property for the duration of the suspension unless other arrangements have been made. Students will be given the opportunity to demonstrate their mastery of the learning outcomes for the course at the discretion of the teacher.

Notification

The school recognizes that it works in partnership with the parents of its students. As such, when dealing with matters of discipline, parents will be notified of disciplinary action in any circumstance that is deemed significant by the school. However, school officials may have a responsibility to advise other parties when there have been serious breaches of the Code of Conduct. All parents will be informed when the circumstances are deemed important to reassure all members of the school community that school officials are aware of a serious situation and are taking appropriate actions to address that situation.

As a principle of fair procedures, the opportunity for an offender to request a hearing should exist. A parent, guardian and/or student may appeal disciplinary action in cases where the education, health or safety of the student is significantly compromised.

Illegal Acts

All student behaviour must comply with the Criminal Code of Canada Safety of others. Any person who threatens the safety of the school environment may, where necessary, be subject to police intervention. This policy includes, but is not limited to:

- Possession of a weapon or an imitation of a weapon;
- Misuse of school equipment or school property;
- Acts violence or threats of violence;
- Operation of a vehicle or other means of transport (automobiles, rollerblades, skateboards, etc.) in a dangerous manner;
- Incidents of threatening language, intimidation or confrontational behaviour which includes written or verbal harassment, misuse of computer communication, physical threats and telephone intimidation;
- Incidents of theft;
- Incidents of defacement or damage of the school's or others' property;
- Causing a false alarm.

ONTARIO MINISTRY OF EDUCATION DIPLOMA AND CERTIFICATES

Ontario Secondary School Diploma Requirements

For Students entering Grade 9 in the 2024 Academic Year. To earn an Ontario Secondary School Diploma (OSSD), a student must:

- Earn a minimum of 30 credits, including 17 compulsory credits and 13 elective credits;
- Meet the provincial secondary school literacy requirement;
- Complete 40 hours of community involvement activities;
- Complete at least two Online Learning Credits; Student may opt out of this requirement by submitting the Online Learning Graduation Requirement Exemption Request (in Appendix).

The 17 compulsory credits are:

- 4 Credits in English (1 per grade level)
- 3 Credits in Mathematics (grade 9, grade 10, either grade 11 or 12)
- 2 Credits in Science
- 1 Credit in technological education (grade 9 or 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 Civics and Citizenship
- 0.5 Credit in Careers
- 1 Credit in a STEM-related course group (any additional Science, Math, Business or Technology course)
- 13 elective credits

Diploma Requirements for Students Transferring into Ontario Secondary Schools

Requirements to qualify for the OSSD, where the student has normally completed:

	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	More than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met	3 English 2 Math 1 Science	2 English 1 Math 0 Science	1 English 0 Math 0 Science	1 English (a) 0 Math 0 Science
Literacy graduation requirement	Required	Required	Required	Required
Community involvement (b)	40 hours	-	-	-

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

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

Ontario Secondary School Certificate

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

7 required compulsory credits:

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

7 required optional credits selected by the student from available courses

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

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or OSSC, may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find

employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

Credit Definition

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. The Principal grants credits for courses that have been developed or approved by the Ministry of Education. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

Types of Courses

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

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

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

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

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.

In Grades 11 and 12, students will choose from among four destination-related course types: *university preparation, university/college preparation, college preparation, and workplace preparation*. Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university, university/college, college, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community respectively. These courses are designed to enable students to meet the entrance requirements of post-secondary institutions, apprenticeships, and other training programs, or the expectations of employers in the workplace.

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

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

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

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

Open courses (O) are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite, after completing a diagnostic assessment of student skills and/or a teacher assessment.

Course Codes

Each Ontario high school course is identified by a five-character code.

The first three characters refer to the subject and specific area.

For example:

- ENG is English,
- SNC is Science,
- BIO is Biology.

The fourth character usually refers to the grade:

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

The fifth character refers to the type of course:

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

Online Learning Graduation Requirement

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma unless they have been opted out or exempted.

Changing Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all the prerequisite courses they need. North York Academy makes provisions to allow students to make such changes of direction. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal.

In Grade 10 to 12, a student may change to a different type of course in a given subject if the student has not taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, E-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

The Ontario Secondary School Literacy Test Requirement

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). This requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The Education Quality and Accountability Office (EQAO) schedules and administers the Ontario Secondary School Literacy Test (OSSLT) as one of the requirements for granting an Ontario Secondary School Diploma (OSSD) once a year, usually in spring.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement. Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful are eligible to take the Ontario Secondary School Literacy Course to meet the provincial literacy requirement.

The Ontario Secondary School Literacy Course (OSSLT)

Students who have been unsuccessful at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. 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 successfully complete the course will meet the provincial literacy requirement for graduation.

Accommodations are permitted for a student who has an Individual Educational Plan (IEP) that outlines accommodations that are necessary for and consistent with regular classroom practice and receives these accommodations for all forms of assessment. Special provision decisions are made for a student who is an English language learner. Deferral decisions are made for a student who is working toward an

OSSD but will not participate in the test, because the student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate; has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided; has not yet acquired the reading and writing skills appropriate for Grade 9; or the student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided. A student is exempted from OSSLT if he/she is not working toward an OSSD (and this is indicated in the IEP).

Requirement of Community Involvement Activities

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years, but it is recommended that students aim to complete the hours in their first two years of high school. North York Academy staff will work with students individually to offer suggestions for meaningful community involvement.

Students will be informed about the community involvement requirement, and the completion procedures upon registration. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the Registrar by the student. This documentation must include the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and the person (or a representative of the organization) involved. The Principal or any school officer he/she designates will decide whether the student has met the requirements of the Ministry. Students may start to accumulate their community involvement hours beginning in July, prior to the start of their grade 9 year.

Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, diploma requirements completed and other information important to the education of the student. Students and their parents may examine the contents of the OSR. The Education Act and Freedom of Information Legislation protect these records. The Ontario Ministry of Education, under the authority of the Education Act of the province of Ontario, requires that each school maintain a record of basic information for each student registered in the school. The information will be used for the purposes of the proper education and well-being of the student and for necessary statistical purposes. Personal information on this form is collected under the authority of the Education Act, R.S.O. 1990 c.E.2, as amended, and will be used for the OSR and for administrative purposes.

Ontario Student Transcript (OST)

At the conclusion of each year a summary of courses attempted, and credits gained will be maintained in each student's Ontario Student Transcript. Courses will be entered under the common course code and the percentage obtained will be reported. There is only 1 Official Transcript, and it is cumulative in nature. This very important document is available for students and their parents or guardians to see on request. When a student receives their diploma or decides to terminate their formal schooling, an Ontario Student Transcript will be issued on request.

Full Disclosure

Full disclosure applies to all Grades 11 and 12 courses. Full disclosure means that if a student withdraws from, repeats, or fails a Grade 11 or 12 course, it must be recorded on the OST. Repeated Grade 11 and 12 courses will both show on the transcript with their recorded mark, however only one credit will be granted, and the lower mark will have an “R” in the credit column. Failed Grade 11 and 12 courses will show on the OST. Withdrawals from Grade 11 and 12 courses will show on the OST, if they are dropped 5 instructional days after the first report card of the semester or later.

Substitutions for Compulsory Credit Requirements

In order to allow flexibility in designing a student’s program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students’ needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a student should be made only if the student’s educational interests are best served by such substitution. If a parent or an adult student request a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. Each substitution will be noted on the student’s Ontario Student Transcript. Documentation will be placed in the student’s Ontario Student Record.

The following are limitations on substitutions for compulsory credits:

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

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 towards the OSSD.

The PLAR process involves two components: challenge and equivalency. The challenge process assesses students' prior knowledge for the purpose of granting credit for a course. Students must apply in writing to school administration to obtain Grade 10, 11 or 12 credits through this process. Application forms (see Appendix) containing further details can be obtained from the school administration. The equivalency process assesses credentials from other jurisdictions.

Reach Ahead

Under certain conditions, elementary students may "reach ahead" to take secondary school courses. The principal of a student's elementary school and the principal of a secondary school may decide, with parental consent, that it is appropriate for the student to enrol in one or more secondary courses. In such a case, the principal assumes responsibility for evaluating the student's achievement and for granting and recording credits.

Experiential Learning

North York Academy recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands on experiences; however, we do not offer co-op based courses at this time.

ASSESSMENT AND EVALUATION

The primary purpose of assessment and evaluation is to improve student learning.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

The Seven Fundamental Principles

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

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

Assessing Student Learning

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

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback. Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning.

Assessment and evaluation in all courses will be in accordance with the standards outlined by the Ministry of Education in the *2010 Growing Success* document. The primary purpose of assessment and evaluation is to improve student learning. Assessment for this purpose includes both **assessment FOR learning** and **assessment AS learning**.

In **assessment FOR learning**, the teacher will provide students with descriptive feedback and coaching for improvement. This will include diagnostic assessment from short writing exercises such as journal entries, instructor observations, class discussion, annotating texts, and will include feedback in the form of student-teacher conferences or feedback/comment forms.

In **assessment AS learning**, students will develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. These are valuable lifelong learning skills that will prove useful far beyond the classroom setting. This will primarily manifest itself that involve student academic goal setting, and self-reflection and assessment. It will also be an emphasis during student teacher conferences.

Evaluation is based on **assessment OF learning** and provides evidence of student achievement with respect to the overall curriculum expectations of the courses. The quality of student learning will be quantified on the basis of established performance standards such as checklists and rubrics. Examples of assessment OF learning in courses will include demonstration of student learning distributed across the four categories of knowledge and skills as found in the Achievement Chart:

- Knowledge and Understanding
- Thinking
- Communication
- Application

Evidence of Student Achievement for Evaluation

Evidence of student achievement for evaluation is collected over time from three different sources – *observations, conversations, and student products*.

Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. Student products may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not

include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student's peers.

NORTH YORK ACADEMY COURSE LIST

GRADE 9

ESLBO English as a Second Language Level 2, Open

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

Prerequisite: ESLAO or equivalent | Available Online: YES

ENL1W English, Grade 9 De-streamed

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

Prerequisite: None | Available Online: NO

MTH1W Mathematics, Grade 9, De-streamed

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modeling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None | Available Online: NO

SNC1W Science, Grade 9, De-Streamed

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

Prerequisite: None | Available Online: NO

FSF1D French, Grade 9, Academic

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

Prerequisite: Minimum of 600 hours of French instruction, or equivalent | Available Online: NO

AVI1O Visual Arts, Grade 9, Open

Grade 9 Visual Arts encourages students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Throughout this course, students will apply various design elements and principles as they expand their creative process. They will also learn to critically reflect on and interpret art within personal, contemporary, and historical contexts.

Prerequisite: None | Available Online: NO

PPL1O Healthy Active Living, Grade 9, Open

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

Prerequisite: None | Available Online: NO

CGC1W Exploring Canadian Geography, Grade 9, De-Streamed

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

Prerequisite: None | Available Online: YES

TAS10 Technology and the Skilled Trades, Grade 9, Open

This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build models/prototypes, and assess products/processes using appropriate tools, techniques, and strategies. Student projects may include design for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental & societal issues related to technological design and will learn about secondary, postsecondary education and alternate training leading to careers in this field.

Prerequisite: None | Available Online: NO

GRADE 10

ESLCO English as a Second Language Level 3, Open

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

Prerequisite: ESLBO or equivalent | Available Online: YES

ESLDO English as a Second Language Level 4, Open

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.

***Successful completion of this credit is a prerequisite for grades 9 and 10 English programs.**

Prerequisite: ESLCO or equivalent | Available Online: YES

AVI20 Visual Arts, Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None | Available Online: NO

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

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.

Prerequisite: None | Available Online: NO

CHV20 Civics and Citizenship, Grade 10, Open

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

Prerequisite: None | Available Online: YES

ENG2D English, Grade 10, Academic

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.

Prerequisite: Grade 9 English | Available Online: NO

GLC20 Career Studies, Grade 10, Open

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

Prerequisite: None | Available Online: YES

MPM2D Principles of Mathematics, Grade 10, Academic

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

Prerequisite: Grade 9 Mathematics | Available Online: YES

SNC2D Science, Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions,

with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Grade 9 Science | Available Online: YES

BEP20 Launching and Leading a Business, Grade 10, Open

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today’s economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None | Available Online: NO

ICD20 Digital Technologies and Innovations in a Changing World, Grade 10, Open

This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies

Prerequisite: None | Available Online: YES

GRADE 11

ESLEO English as a Second Language Level 5, Open

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.

***Successful completion of this credit is a prerequisite for grades 11 and 12 English programs**

Prerequisite: ESLDO or equivalent | Available Online: YES

AVI3M Visual Arts, Grade 11, University/College

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).

Prerequisite: Visual Arts, Grade 9 or 10, Open | Available Online: YES

ENG3U English, Grade 11, University

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.

Prerequisite: Grade 10 English, Academic | Available Online: YES

ICS3U Introduction to Computer Science, Grade 11, University

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.

Prerequisite: None | Available Online: YES

MCR3U Functions, Grade 11, University

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic | Available Online: YES

SBI3U Biology, Grade 11, University

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.

Prerequisite: Grade 10 Science, Academic | Available Online: YES

SCH3U Chemistry, Grade 11, University

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.

Prerequisite: Grade 10 Science, Academic | Available Online: YES

SPH3U Physics, Grade 11, University

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.

Prerequisite: Grade 10 Science, Academic | Available Online: YES

ASM3M Media Arts, Grade 11, University/College

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

Prerequisite: Media Arts, Grade 10, Open | Available Online: NO

BM13C Marketing, Grade 11, College

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None | Available Online: NO

TPJ3M Healthcare Technology, Grade 11, University/College

This course allows students to develop their understanding of basic health care procedures and safety precautions, as well as core concepts in anatomy and physiology, which will prove useful to student pursuing a career in any healthcare-related field. Throughout this course, students will develop an awareness of health and safety issues in this sector, analyze related environmental and societal issues, and learn about professional practice standards within the health care field.

Prerequisite: None | Available Online: NO

HFC3M Food and Culture, Grade 11, University/College

This course focuses on the foods, flavors, cooking techniques, and cultural traditions of global cuisines. In this course, students will develop practical cooking and food-related etiquette skills as they explore the origins and development of diverse food traditions, examining how Canadian food choices and traditions have been influenced by other cultures.

Prerequisite: None | Available Online: NO

DCO3O Cooperative Education, Grade 11, Open

This course consists of a learning experience connected to a community and a cooperative education curriculum and may incorporate relevant expectations from a related course(s), which is focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None | Available Online: NO

GRADE 12

AVI4M Visual Arts, Grade 12, University/College

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.

Prerequisite: Visual Arts, Grade 11, University/College Preparation | Available Online: YES

BBB4M International Business Fundamentals, Grade 12, University/College

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.

Prerequisite: None | Available Online: YES

BOH4M Business Leadership: Management Fundamentals, Grade 12, University/College

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.

Prerequisite: None | Available Online: NO

CGW4U World Issues: A Geographic Analysis, Grade 12, University

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities | Available Online: NO

ENG4U English, Grade 12, University

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.

Prerequisite: Grade 11 English, University Preparation | Available Online: YES

ICS4U Computer Science, Grade 12, University

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.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation | Available Online: YES

LKMDU Mandarin, Grade 12, University

This course provides extended opportunities for students to communicate and interact in the language of study (Mandarin) 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.

Prerequisite: International Languages, Level 2, University Preparation | Available Online: YES

MCV4U Calculus and Vectors, Grade 12, University

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.

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors | Available Online: YES

MDM4U Mathematics of Data Management, Grade 12, University

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.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation | Available Online: YES

MHF4U Advanced Functions, Grade 12, University

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors

course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation | Available Online: YES

SBI4U Biology, Grade 12, University

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.

Prerequisite: Grade 11 Biology, University Preparation | Available Online: YES

SCH4U Chemistry, Grade 12, University

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

Prerequisite: Grade 11 Chemistry, University Preparation | Available Online: YES

SPH4U Physics, Grade 12, University

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.

Prerequisite: Grade 11 Physics, University Preparation | Available Online: YES

AWQ4M Visual Arts – Photography, Grade 12, University/College

Grade 12 Photography allows students to develop their understanding of visual storytelling through the art of photography. In this course, students will review the basic principles of design and visual culture and will learn how to manipulate meaning using context and framing. As they work through the course, students will explore various photographic mediums and stages of the creative process, as well as concepts of composition, lighting, audience, and perspective.

Prerequisite: Visual Arts: Photography, Grade 11, University/College Preparation | Available Online: NO

ASM4M Media Arts, Grade 12, University/College

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 11, University/College Preparation | Available Online: NO

HNB4M The World of Fashion, Grade 12, University/College

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world.

Prerequisite: Any grade 11 or 12 university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Available Online: NO

IDC4U Interdisciplinary Studies, Grade 12, University

This course will help students develop and consolidate the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Students will apply the principles and processes of inquiry and research to effectively use a range of print, electronic, and mass media resources; to analyse historical innovations and exemplary research; and to investigate real-life situations and career opportunities in interdisciplinary endeavours. They will also assess their own cognitive and affective strategies, apply general skills in both familiar and new contexts, create innovative products, and communicate new knowledge.

Prerequisite: Any grade 11 or 12 university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Available Online: NO

CIA4U Analysing Current Economic Issues, Grade 12, University

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.

Prerequisite: Any grade 11 or 12 university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Available Online: NO

HFA4U Nutrition and Health, Grade 12, University

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.

Prerequisite: Any grade 11 or 12 university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Available Online: YES

HHG4M Human Growth and Development, Grade 12, University/College

This course offers a multidisciplinary approach to the study of human development throughout the life cycle. In this course, students will examine how early brain and childhood development are linked to lifelong learning, health, and well-being. They will develop child-care and human-relationship skills through lessons and activities with practical applications.

Prerequisite: Any grade 11 or 12 university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies | Available Online: NO

TMJ4M Manufacturing Engineering Technology, Grade 12, University/College

This course enables students to further develop knowledge and skills related to design, process planning, control systems, project management, quality assurance, and business operations. Students will use a broad range of tools and equipment, enhance their skills in computer-aided design, and collaborate in managing a project. Students will critically analyze and solve complex problems involved in manufacturing products. Students will expand their awareness of environmental and societal issues and of career opportunities in the manufacturing industry.

Prerequisite: Grade 11 Manufacturing Engineering Technology | Available Online: NO

TGJ4M Communications Technology, Grade 12, University/College

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of 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 expand their awareness of environmental and societal issues related to communications technology and will investigate career opportunities and challenges in a rapidly changing technological environment.

Prerequisite: Grade 11 Communications Technology | Available Online: NO

BAT4M Financial Accounting Principles, Grade 12, University/College

This course introduces students to advanced accounting principles that will prepare them for post-secondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands student's knowledge of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Grade 11 Financial Accounting Fundamentals | Available Online: NO

OLC4O Ontario Secondary School Literacy, Open

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

Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course | Available Online: YES

Non-credit Courses Available at North York Academy

Tutorials

Tutorial instruction is available by appointment to offer students remedial instruction in oral, aural, and written English.

IELTS & TOEFL Preparation

These classes provide students with instructions in strategies to help students prepare for these tests. These classes are invaluable to students who are planning on attending university and will be required to achieve a set standard of results or for students who have been unsuccessful in this test in the past.

APPENDIX

References

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2011
<http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf>

Secondary Curriculum
<http://www.edu.gov.on.ca/eng/curriculum/secondary/grades.html>

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

Provincial Code of Conduct
<http://www.edu.gov.on.ca/extra/eng/ppm/128.pdf>

Prior Learning Assessment and Recognition (PLAR)
<http://www.edu.gov.on.ca/extra/eng/ppm/129.html>

Ontario Student Record (OSR) Guideline
<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

Ontario Student Transcript (OST)
<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>

Ontario Community Involvement Requirement
<http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

Forms

- Request to Waive a Prerequisite, or Substitute a Course, or Grant an Equivalency Credit Form
- Record of Community Involvement Form
- PLAR Challenge Application Form
- Online Learning Graduation Requirement Exemption Request

**Request to Waive a Prerequisite, or Substitute a Course,
or Grant an Equivalency Credit Form**

- Waive a Prerequisite for a course
- Grant an Equivalency Credit
- Substitute a Course

The Principal is requested to:

Waive the Prerequisite for the course:

Grant an Equivalency Credit for the course:

Substitute the course:

For the course:

Reason for the Request (Attach note if more room is needed).

Student Last Name
Student First Name
OEN
Date
Signature

Principal Last Name
Principal First Name
Date
Signature

Record of Community Involvement Hours

40 hours of community involvement is required for graduation. Most activities that support non-profit organizations (e.g. charitable organizations, community agencies, service clubs) will meet the eligibility requirements set out by the Ontario Ministry of Education.

Eligible Community Involvement Activities include an event/activity/program:

- Designed to be of benefit to the community
- Supporting not-for-profit agencies, institutions or foundations
- Structured to promote tutoring, mentoring, coaching and the purpose is to assist others (with not-for-profit organizations, not replacing paid employment)
- Supporting work of a global nature, promoting environmental awareness
- Contributing to the health and well-being of any group, including school-based activities
- Affiliated with a club, arts or cultural association, or community organization that seeks to make a positive contribution in the community

Ineligible Community Involvement Activities:

- Activities that would normally be performed for wages by a person in the workplace
- Activities during instructional/ class time within the school day
- Required activities of a course where you earn a credit
- Participating on school sports teams or clubs
- Experiential learning (e.g. "Take Our Kids to Work Day", job shadow, co-op)
- Regular family responsibilities (chores)
- Court ordered community service programs

Student Name:	OEN:
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NOTIFICATION OF PLANNED ACTIVITY: Complete PRIOR to beginning Community Involvement activity

Name of Community Sponsor:	Estimated Hours:
Location/Address:	Proposed Activity:
Sponsor Contact phone # or email:	Parent / Guardian Signature (permission): (If student under 18)
Principal (or designate) signature:	

COMPLETION OF COMMUNITY INVOLVEMENT: Complete AFTER finishing Community Involvement activity

Completion Date:	Total Hours: Sponsor Signature:
Student Signature:	Parent / Guardian Signature (permission): (If student under 18)
Date Ended:	School Official Initials confirming hours have been recorded:

*A signed letter on letterhead confirming date, hours, location, and activity may be submitted in lieu of Sponsor Signature.

PLAR Challenge Application Form

Student Last Name	Student First Name	Student OEN
Address		
Unit	City	Postal Code

Course codes and curriculum expectations are available through the Ministry of Education Website at <http://www.edu.nov.on.ca/>. A student is eligible to challenge courses that have NOT been attempted or completed through previous enrolment. Only courses developed from a provincial curriculum policy document may be challenged.

Course Title	Course Code
Required Documentation: Include the following information as a component of the PLAR Challenge Form.	

- **Ontario Student Transcript** (most recent)
- Knowledge And Skills Profile: Reference(s), Evidence of Relevant Learning, Samples
- **Individual Education Plan (I.E.P)**, if applicable
- Student Paragraph: Written paragraph of 100-200 words.
- **PLAR Challenge for Credit: Cumulative Tracking Record.** (most recent), if applicable

I certify that the information given on this form and in any documents attached is correct, complete, and fully discloses all prior PLAR challenges. I hereby acknowledge and confirm my application to the PLAR challenge process and understand that submission of this form is a commitment to the completion of the assessment for the course indicated above. I am aware that passing/failing marks for Grades 11 and 12 courses will appear on my Ontario Student Transcript and withdrawals for Grades 10 to 12 will appear in my Ontario Student Record. I am aware that the PLAR challenge process will include formal tests worth 70% and other types of assessments worth 30% of the final mark. I am aware that my skills and knowledge will be evaluated against the expectations outlined in the appropriate provincial curriculum policy document. I am aware that a maximum of four credits may be granted through the challenge process for courses in Grades 10 to 12, with no more than two in any one discipline. I have reviewed the curriculum expectations and the descriptions of the levels of achievement for the course indicated above. I understand that the Principal and a school committee will review my application.

 Student's Signature

 Date

 Parent/Guardian's Signature

 Date

I acknowledge that the student has discussed their request to challenge for this course with me, and that it is part of their plans for fulfilling their educational goals.

 Principal Signature

 Date

Online Learning Graduation Requirement Exemption Request

Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation.

Students aged 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement.

I agree with the following statements:

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

I understand the following statements:

- Upon receipt of this form by my child's school/my school, my child/I will not be required to earn two online learning credits to earn an Ontario Secondary School Diploma.
- My child/I will face no academic penalties for opting out of this graduation requirement.
- My child/I will continue to complete all other applicable graduation requirements.
- This will be recorded on my child's/my transcript as: "Online Learning Graduation Requirement – Non-Applicable".

Student's First Name and Last Name

Parent/Guardian First Name and Last Name (if applicable)

Signature of Parent/Guardian or Student Aged 18 or Older, or
Student who is 16 or 17 and has Withdrawn from Parental Control

Date

Please note:

Upon receipt, this form will be included in your child's/your Ontario Student Record.



2025-2026 School Year Calendar

	1st Week					2nd Week					3rd Week					4th Week					5th Week				
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2025					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
September 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
October 2025			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
November 2025	3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28					
December 2025	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
January 2026				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
February 2026	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27					
March 2026	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31			
April 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	
May 2026					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
June 2026	1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30			
July 2026			1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31

H School Holiday
 B Board Designated Holiday

E Scheduled Examination Day
 P Professional Activity Day