

# School Course Calendar 2020-2021



**WISDOM ACADEMY**

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# Course Calendar – 2020/2021

1. Introduction	4
2. WISDOM Academy as a School	4
Importance and value of completing Secondary education	4
Provincial Requirements to remain in Secondary School	4
Our Mission	5
Goals and Philosophy	5
School organization: the school's terms and reporting periods	6
3. Ontario Secondary School Diploma Requirements	6
Ontario Secondary School Certificate	8
The certificate of Accomplishment	8
Types of Courses	9
Community Involvement	9
Eligible Activities	11
Ineligible Activities	12
Roles and Responsibilities	12
Ontario Secondary School Literacy Test (OSSLT)	13
Ontario Secondary School Literacy Course	14
Granting the OSSD	15
4. Courses offered in the School	15
Independent Study	15
Definition of a Credit	16
Course changes	16
Full Disclosure	16
Definition Courses offered	16
Courses offered in 2020/2021	18
Access to Course Outlines and Ontario Curriculum	19
Prerequisite Courses	19
Changing Course Types	19
Policies and Procedure for Waiving Prerequisites	19
List of courses with prerequisites	20
5. Student Assessment and Evaluation	37
Assessment and Evaluation of Student Achievement	37
Student Learning Skills	39
Course Evaluation and Grading Policy	40
Communicating Student Achievement	40
Determining Report Grades	41
Reporting Student Achievement	42
Provincial Report Card – Grades 9-12	43
Achievement Levels	44
Ontario Student Transcript	44
Substitution of Compulsory Courses	45
Procedure for waiving pre-requisites	46
Prior Learning Assessment and Recognition (PLAR)	46
Student Transfers	49
Reach Ahead Credits	50
Music Certificates for Credits	50
6. Ontario Student Record	51
Establishment of the OSR	51

	The Ontario Student Record Folder	52
	Access to the OSR	54
	Use of Maintenance of the OSR	55
	Transfer of OSR	55
	Retention, Storage and Destruction of Information in the OSR	56
	Correction or Removal of Information in the OSR	56
<b>7. Academic Policies</b>		<b>57</b>
	Admission Information	57
	Change of Courses	58
	Add/ Drop Courses	58
	Test Policy	59
	Student Attendance	59
	Cheating and Plagiarism	61
	Student Responsibilities	61
	Homework/Assignments	61
	Late and Missed Assignments	62
<b>8. Student Services</b>		<b>63</b>
	Guidance and Career Planning	63
	Academic Advices, supports and programs	64
	Supports for English Language Learners	64
	Library Service and Computer resources	64
	University Placement	65
	School General Policy Governing IT Use	65
	Minimum Hardware and Software Requirements for Online Courses	67
<b>9. Student Code of Conduct</b>		<b>68</b>
<b>Appendix</b>		<b>72</b>
	<ul style="list-style-type: none"> <li>• Notification of Planned Community Activities (OSS3.1)</li> <li>• Completion of Community Involvement Activities (OSS3.1.3)</li> <li>• Compulsory Course Substitution Request Form (OSS3.2)</li> <li>• Exemption from Prerequisite Course (OSS5.3.3)</li> <li>• PLAR Challenge Application Form (OSS6.6)</li> <li>• School Year Calendar 2020-2021 school year</li> </ul>	

## 1. Introduction

WISDOM ACADEMY publishes School Course Calendar annually and provides students and parents with detailed and up-to-date information on secondary school diploma requirements, programs and courses available at WISDOM ACADEMY. The information provided in the course calendar will assist students and parents with their educational planning needs.

Ministry Resources Links:

Policy and Program Requirements set out by the Ontario Ministry of Education can be obtained here:

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf)

Ontario curriculum: Secondary

<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>

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

The Ontario Student Record:

<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>

The Ontario Student Transcript:

<http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf>

## 2. WISDOM ACADEMY as a School

### Importance and Value of Completing Secondary Education

Wisdom Academy constantly reminds parents and students on the importance and value of completing a secondary education. Our teachers and staff at Wisdom Academy is fully committed to develop and fulfill the potential capabilities of every student to achieve a successful outcome from the secondary school education through a complete development of emotional, psychological and social aspects of every student.

### Provincial Requirements to remain in Secondary School

Wisdom Academy reminds parents and students that as per the current Ontario Ministry of Education policies, students are required to attend a secondary school until the student turn the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD).

## **Our Mission**

Wisdom Academy is committed to foster academic excellence and to each student's success in learning by developing student's confidence and passion for learning while inculcating social values.

### **Goals and Philosophy**

Wisdom Academy will continue to enhance educational enrichment of its students for them to be active learners, independent thinkers, effective communicators and multifaceted citizens.

### **We Believe that**

- All individual students have the capability and competence to learn.
- Students can play a vital role in changing the future world.
- High expectations are appropriate for all students.
- It is essential to treat all individuals with dignity and respect.
- Access to educational opportunity should be equitable.
- Safe, healthy, clean environments enhance working and learning.
- Learning is a personal, lifelong experience.
- Schools, parents, and the community are partners in education.

### **Values**

In order to achieve our goals, we strive to

- establish policies and quality standards, so that our students will have a clear understanding of their expectations regarding, academic achievement, character development, student behavior, personal development, and individual goal-setting;
- challenge ourselves to continually improve quality of courses and teaching, while conforming to Ministry standards;
- promote high quality academic work in students by providing guidelines, regular positive feedback, and encouragement to continually improve;
- motivate students to be life-long learners;
- encourage students to be active and successful participants in their respective communities;
- use each other's strengths, and utilize constructive feedback, to enhance the quality of our teaching;

## **School organization: the school's terms and reporting periods**

At Wisdom Academy the semesters are divided into four semesters: Fall, Winter, Spring and Summer.

## The Academic Year for Courses Delivered On-Line

There are no set start dates for online courses. Students may enroll within a course on any date. Students have maximum 12 months to complete their course, from the date of registration.

## **Statutory Holidays and Breaks Applicable to Online Courses**

Below is a list of Wisdom Academy school holidays. Although students have access to their online courses 365 days per year, Wisdom Academy teachers and administrative staff will be unavailable on these days:

- Labor Day September 7, 2020
- Thanksgiving Day October 12, 2020
- Christmas Break December 21, 2020- January 1, 2021
- Family Day February 15, 2021
- March Break March 15 to 19, 2021
- Good Friday April 2, 2021
- Easter Monday April 5, 2021
- Victoria Day May 24, 2021
- Canada Day July 1, 2021

## **Reporting Periods**

At Wisdom Academy, the principles and policies outlined in "*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12.*" apply to assessment, evaluation and reporting methods in all subjects.

<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

At Wisdom Academy, report cards are issued following the Ministry of Education procedures and two report cards are issued for every semester course.

### **3. Ontario Secondary School Diploma Requirements**

The academic programs and the courses at the Wisdom Academy are based on the requirements of the Ontario Ministry of Education for completion of the Ontario Secondary School Diploma (OSSD).

The Ontario Secondary School Diploma (OSSD) requires the completion of 30 credits, including 18 compulsory credits and 12 optional credits. In addition,

students must complete 40 hours of community involvement activities and fulfill the provincial literacy requirement.

## Ontario Secondary School Diploma (OSSD) Requirement

- **Earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;**

English	4 credits (1 per grade)
French as a second language	1
Mathematics	3 (1 in grade 11 or 12)
Science	2
Canadian Geography	1
Canadian History	1
Arts (Dance, Drama, Media, Music, Visual Arts)	1
Health and Physical Education	1
Civics	0.5
Career Studies	0.5
3 other credits*	
<b>Total compulsory credits</b>	<b>18</b>
<b>Optional Credits</b>	<b>12</b>
<b>Total credits required</b>	<b>30</b>

- Complete 40 hours community involvement activities;
- Fulfill the provincial secondary school literacy requirement.

- **1 additional credit** (Group 1): additional credit in English, **or French as a second language,\*\* or a Native language, or a classical or an international language,** or social sciences and the humanities, or Canadian and world studies, **or guidance and career education, or cooperative education\*\*\***
- **1 additional credit** (Group 2): additional credit in health and physical education, or the arts, or business studies, **or French as a second language,\*\* or cooperative education\*\*\***
- **1 additional credit** (Group 3): additional credit in science (Grade 11 or 12), or technological education, **or French as a second language,\*\* or computer studies, or cooperative education\*\*\***

\*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

\*\*In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

\*\*\*A maximum of 2 credits in cooperative education can count as compulsory credits.

- All credit courses toward the Ontario Secondary School Diploma (OSSD) are based on rigorous curriculum expectations and course descriptions and codes of the Ontario Ministry of Education.
- Credit courses toward the OSSD focus on the essential concepts of the respective discipline. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.
- College/University preparation courses in Grades 11 and 12 are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college and university programs. Courses emphasize the development of both independent research skills and independent learning skills.

### **Ontario Secondary School Certificate (OSSC)**

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

#### **Compulsory Credits** (total of 7)

2 credits in English

1 credit in Canadian geography or Canadian history

1 credit in mathematics

1 credit in science

1 credit in health and physical education

1 credit in the arts or technological education

#### **Optional Credits** (total of 7)

7 credits selected by the student from available courses.

### **The Certificate of Accomplishment**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to



take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript.

Wisdom Academy does not offer the Certificate of Accomplishment.

## **Types of Courses**

The types of courses available in the secondary school program are described below.

- In Grades 9 and 10, three types of courses are offered: ***academic courses, applied courses, and open courses.*** *Academic courses* emphasize theory and abstract problems. *Applied courses* focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses are designed to prepare students for further study in a subject, and to enrich their education generally.
- In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include:

***University preparation courses,*** developed in close collaboration with universities;

***University/college preparation courses,*** developed in close collaboration with both universities and colleges;

***College preparation courses,*** developed in close collaboration with colleges;

***Workplace preparation courses,*** developed in close collaboration with representatives from a variety of workplaces.

***Open courses*** 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.

## **Community Involvement Activities**

As a part of the OSSD requirements, students must complete a minimum of 40 hours of community involvement Activities. The requirement is to be completed outside students' regular instructional hours and these activities may be completed at any time during the students' years in the secondary school program.

The purpose of the student community involvement requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a form supplied by the school. Community service guidelines and forms are available upon request through our main office. Documentation of volunteer hours and approval will be kept in the student's OSR.

Students under the age of eighteen should plan their activities in consultation with their parent(s)/guardian(s). The activity must fall within the guiding principles that are listed by the school as given in the ministry guidelines. Students must complete the Student Community Involvement Activity Form Part A: *Notification of Planned Activity* (Appendix 1) and submit it to the office. A Principal's signature is required if the activity is not on the school's list of eligible activities. Students are to complete their planned activity and should have the Student Community Involvement Activity Form Part B: *Completion of Community Involvement Activity* (Appendix 2) signed by the community supervisor. These steps should be repeated until the forty-hour requirement has been fulfilled. Students must submit their completed Student Community Involvement Activity Form to the office for update of records.



## Eligible Activities

The following list provides examples of community involvement activities that, if within the intent and spirit of the applicable guidelines and ethical standards, are suitable for selection:

- **Fundraising** – includes campaigning and assisting with the organization of events for the benefit of the community.
- **Sports/recreation** – includes helping to organize sport tournaments, sporting events, and summer games or volunteering.
- **Community Events** – includes helping to organize winter carnivals, parades, and summer fairs
- **Community Projects** – includes participating in organized food drives; or support services for community groups
- **Environmental Projects** – includes participating in community clean-up, flower/tree planting, recycling, and general beautification projects and activities
- **Volunteer Work with Seniors** – includes assisting in a seniors' residence, e.g. – serving snacks, helping with activities, or participating in visiting and reading programs
- **Committee Work** – includes participation on advisory boards, neighborhood associations, and regional associations
- **Youth Programs** – includes volunteer assistance in the operation of youth programs such as Scouts, Guides, recreation centre activities, breakfast programs, March Break programs, Leaders-in-Training, summer playground activities, and camps
- **Office/Clerical Work** – includes volunteer activity in reception, computer work, and mailing for individuals or groups providing charitable or general community benefit
- **Activities for Individuals** – includes any volunteer activity that assists someone who requires the assistance with shopping, tutoring, light snow removal (no use of snow blower), housekeeping, writing letters or transcribing, or involves hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy
- **School Community Service** – may include service within the school community that provides benefit to others that takes place outside the regular school day. These activities must be approved at a local level by the school Principal in advance of the commencement of the activity.

## **Ineligible Activities**

The Ministry of Education and Training (Policy/Program Memorandum No.124A – April 27, 1999) <http://edu.gov.on.ca/extra/eng/ppm/124a.html> has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., co-operative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student’s lunch breaks or “spare” period is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons; substances under the Occupational Health and Safety Act;
- requires the knowledge of a trades person whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jeweler, works of art, antiques, or other valuables;
- consists of duties performed in the home (i.e. daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

## **Roles & Responsibilities**

### **Parents/Guardians**

Parents/guardians should provide assistance when their child selects the community involvement activities. If parents have any questions or concerns regarding community activities, they are encouraged to communicate with the

community sponsor and the school Principal. If the student is under the age of eighteen years, the parent/guardian must sign the Part A: Notification of Planned Community Involvement Activity Form and the Part B: Completion of Community Involvement Activity Form.

### **Students**

In consultation with their parents, students will select an appropriate activity for the community involvement from the school's list of eligible activities. If the student wishes to be involved in an activity which is not on the school's list of approved activities, the student must obtain written permission from the principal prior to beginning the activity, provided that the activity is not on the ministries list of ineligible activities. The student is responsible for the completion of the Student Community Involvement Activity Form Part A: Notification of Planned Community Involvement Activity and Part B: Completion of Community Involvement Activity Form within the time frame given by the school.

### **Community Sponsors**

The community involvement by secondary school students will develop strong ties between students and their community through fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is vital that students are able to accomplish their community involvement requirement in a safe and secured environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the Student Community Involvement Activity Form, Part B.

### **Principal**

Principal is responsible for providing information about the community involvement requirement to parents, students and community sponsors, as well as supplying students with the appropriate forms for documentation. Upon completion of the required forty hours of community involvement, and submission of the documentation, the principal will decide if the student has met the community involvement requirement and, if so, record it as completed on the student's official transcript.

## **Ontario Secondary School Literacy Test (OSSLT)**

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation.

All students are required to meet the secondary school literacy graduation requirement in order to earn an OSSD.

Students who are not successful in their first attempt at writing the OSSLT will have an opportunity to retake it the following year. If a student does not complete the test successfully, the School will provide remedial assistance to help the student to improve skills so that they may be better prepared to retake the literacy test. Once a student has successfully completed the literacy test, he or she may not retake the test. Successful completion of the test is recorded on the OST.

**OSSLT Deferrals** If a student is working toward an OSSD but either has not yet acquired a level of proficiency in English advanced enough to complete the OSSLT successfully or is unable to write the test because of illness, injury or other extenuating circumstances, the principal may grant a deferral for the current year in accordance with the EQAO deferral policy. The student will need to complete the OSSLT or the OSSLC successfully in order to earn an OSSD.

### **Ontario Secondary School Literacy Course**

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the Provincial Secondary School Literacy Test with intensive support in achieving the required reading and writing competencies and with an alternative means of demonstrating their literacy skills. 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.

#### **Eligibility Requirement:**

If a student is not successful after having written the OSSLT a second time, an opportunity will be provided to take the Ontario Secondary School Literacy Course (OSSLC).

Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to write the OSSLT, if the principal determines that it is in the best educational interest of the student. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

## **Granting of the OSSD**

Ontario Secondary School Diploma will be granted to students who successfully complete all the necessary requirements by the Minister of Education of the Province of Ontario, on the recommendation of the Principal at Wisdom Academy.

The Principal will submit the necessary report to the Ontario Ministry of Education once an Ontario Secondary School Diploma is issued to a student who has successfully completed all the OSSD requirements.

## **4. Courses offered in the school**

The Ministry of Education has designated three types of courses for Grade 9 and 10: academic, applied and open. For Grade 11 and 12 the Ministry has designated five different types of courses: university preparation, university/college preparation, college preparation, workplace preparation, and open courses. Wisdom Academy offers the majority of its courses in the academic and university preparation stream. Courses in the open stream are designed to enrich student's education generally, but may also lead to University Preparation courses in Grades 11 and 12. There are no courses offered listed under the applied, college, or workplace preparation stream at Wisdom Academy. The Certificate of Accomplishment may not be obtained from Wisdom Academy.

No approved Locally Developed courses, Distance, Specialized or Special Education programs are offered at Wisdom Academy in 2015-2022.

## **Independent Study**

At the discretion of the Principal, opportunities may be provided for exceptionally motivated and high achieving students to earn course credits through supervised Independent Study. For each such credit, the student must arrange for a supervising teacher, who will undertake responsibility for providing a proper course outline, assigning components of the course, suggesting available resources, evaluating and assessing the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled

for an equivalent classroom course. Documentation of independent study hours and faculty approval will be kept in the student's OSR. Upon successful completion (with a mark of at least 70%) of a course through independent study, the Principal will record his or her standing on the OST.

Wisdom Academy does not offer Independent study.

### **Definition of a Credit**

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

### **Course Changes**

Students in Grade 11 and above must take full disclosure regulations into consideration. A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained will be recorded on the OST. A student must withdraw within 5 instructional days of the issuance of the first report card in order to avoid OST note. (See below under "Full Disclosure").

### **Full Disclosure**

Ministry of Education regulations stipulate that if a student withdraws from a Grade 11 or 12 Course within 5 instructional days following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after 5 instructional days following the issue of the first report card, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column, and the student's mark at the time of withdrawal is recorded in the "Mark" column. Students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course.

### **Definition of courses offered**

All courses from Grade 9-12 are identified and recorded on the Ontario Student Transcript by the Ministry of Education course codes.

### **Grades 9-10 Courses:**

The first three characters of the Common Course Codes are assigned by the Ministry and represent the discipline, the subject and the course. The



fourth character represents the grade level, and the fifth represents the course type. Grades from 9 through 12 are designated as 1, 2, 3 and 4 (1 being grade 9, 2 grade 10, 3 grade 11, and 4 grade 12). D indicates academic course type, and O open course type (used for non-academic courses).

**For Example:**

**SNC 1D** is read as:

SNC = Science  
1= grade 9

D= Academic stream

**AVI 2O** is read as:

AVI = Visual Arts  
2 = Grade 10

O = Open stream

**Grades 11-12 Courses:**

Course codes indicate the subject, the grade and the level of difficulty.

U = University Preparation for 11 and 12 courses  
M=University/College Preparation.

**For Example:**

**MCV4U** is read as:

MCV = Calculus and Vectors  
4 = Grade 12  
U = University Preparation

All courses offered at Wisdom Academy for Grades 11 and 12 are at the University Preparation levels, leading to university entrance.

**All the courses offered at Wisdom Academy have been developed in compliance with the requirements of the Ontario Ministry of Education and Training.**

Detailed **Course Outlines** (outlining planned units, expectations, teaching strategies and assessment) are available in the office.

**Courses offered at Wisdom Academy in 2020/2021**

Grade 9		Grade 10	
1	ENG1D - English Academic	1	ENG2D - English Academic
2	MPM1D - Principles of Mathematics	2	MPM2D - Principles of Mathematics
3	SNC1D - Science	3	SNC2D - Science
4	FSF1D - Core French	4	GLC2O - Career Studies
5	BBI1O - Introduction to Business	5	BBI2O - Introduction to Business
6	AVI1O - Visual Arts	6	AVI2O - Visual Arts
7	TIJ1O - Exploring Technologies	7	ADA2O - Drama
8	CGC1D- Issues in Canadian Geography	8	TEJ2O - Computer Technology
		9	CHC2D - Canadian History since World War I
Grade 11		Grade 12	
1	ENG3U - English -University	1	ENG4U - English
2	MCR3U - Functions	2	MHF4U - Advanced Functions
3	SBI3U - Biology	3	MDM4U - Mathematics of Data Management
4	SCH3U - Chemistry	4	MCV4U - Calculus and Vectors
5	SPH3U - Physics	5	SBI4U - Biology
6	BAF3M - Financial Accounting	6	SCH4U - Chemistry
7	AVI3M - Visual Arts	7	SPH4U - Physics
8	ADA3M - Drama	8	BBB4M - International Business Fundamentals
9	TEJ3M - Computer Engineering Technology	9	BOH4M - Business Leadership: Management Fundamentals
10	ICS3U - Introduction to Computer Science	10	BAT4M - Financial Accounting Principles
11	LKBCU - Chinese (Simplified) Level 2	11	AVI4M - Visual Arts
		12	ADA4M - Drama
		13	TEJ4M - Computer Engineering Technology
		14	ICS4U - Computer Science
		15	HHS4U - Families in Canada
		16	HSB4U - Challenge and Change in Society
		17	LKBDU - Chinese (Simplified) Level 3
		18	EWC4U - Writer's Craft
		19	OLC4O - Ontario Secondary School Literacy Course

<b>ESL Courses</b>	
1	ESLAO
2	ESLBO
3	ESLCO
4	ESLDO
5	ESLEO

### **Access to Course Outlines and Ontario Curriculum**

Any person who is interested to learn about secondary education in Ontario can find policies set by the Ministry of education:

Ontario Schools - Policy and Program Requirements, 2016 (OS)

[http://www.edu.gov.on.ca/eng/document/policy/os/onschools\\_2016e.pdf](http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf)

Students and parents will be able to get outlines of courses of study at Wisdom Academy by contacting the office.

They are also to the general public from the Ministry of Education's website at

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

Wisdom Academy does not conduct any experiential learning programs.

### **Prerequisite Courses**

The Ministry curriculum guidelines identify specific prerequisites for all Grades 11 and 12 courses, and no courses apart from these may be identified as

prerequisites. If a parent or an adult student requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the Principal, the parent or adult student may ask the appropriate supervisory officer from or designated by the ministry to review the matter. The decision made by this supervisory officer shall be final.

### **Changing Course Types**

In most cases, a student may enroll 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 the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

### **Policies and Procedure for Waiving Prerequisites**

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

The student has to initiate in written form the procedure for waiving prerequisite by either submitting a letter of request or *Exemption from Prerequisite Course* (Appendix 4) to the school Principal stating the reasons for such a request or an application. The letter must indicate which course prerequisites are intended for consideration. The student also has to present in

the letter his or her educational background and work experience if applicable, which would substantiate that he or she is ready and capable of taking the intended courses. In some cases, the student may have to provide the Principal with supportive documents. The student's academic transcript(s) and diploma(s) as well as course descriptions from all institutions he/she has previously attended will be studied very carefully. The curricula of all the courses intended as waived prerequisites shall be compared to the equivalent OSSD credit courses to determine whether they contain the same expectations of the skills and knowledge in order to be granted credit equivalencies. The Principal will review the student's request and all the supporting documentation and, in consultation with the course instructors to arrive on a decision. The decision of the Principal is final and can be reverted only if the student brings in new information proving that he/she is ready and capable of taking those courses. Within one week after filing a written request, the student will receive an official letter informing him/her whether approval was granted and, in case of the positive outcome, the student will be allowed to register in the courses of his or her intention. Documentation for each waived prerequisite course will be included in each student's OSR.

### **List of courses with prerequisites**

The course descriptions for courses including course codes and prerequisites are included as described by Ministry of Education, Ontario. Our academic guidance councilor will assist students and parents in selecting courses to lead students on the right path of their post-secondary education.



### **Grade 9 Courses:**

ENG1D – English, Grade 9, Academic

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

Prerequisite: None

#### MPM1D - Principles of Mathematics, Grade 9, Academic

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

Prerequisite: None

#### SNC1D - Science , Grade 9, Academic

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

Prerequisite: None

#### FSF1D - Core 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

### BBI10/BBI20 - Introduction to Business, Grade 9 or 10, Open

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

Prerequisite: None

### AVI10 - Visual Arts, Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

Prerequisite: None

### TIJ10 - Exploring Technologies, Grade 9, Open

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None

### CGC1D - Issues in Canadian Geography, Grade 9, Academic

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic

thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

## **Grade 10 Courses**

### **ENG2D - English, Grade 10**

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: English, Grade 9, Academic or Applied

### **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: Principles of Mathematics, Grade 9, Academic or Applied

### **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: Science, Grade 9 Academic or Applied

#### 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

#### BBI10/BBI20 - Introduction to Business, Grade 9 or 10, Open

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

Prerequisite: None

#### AVI20 - Visual Arts, Grade 10, Open

The 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. Student will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

## ADA20 – Drama

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

## TEJ20 - Exploring Computer Technology, Grade 10, Open

This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

Prerequisite: Exploring Computer Technology, Grade 9, Open

## 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 groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. 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

## **Grade 11 Courses**

### **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 analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: Grade 10 English, Academic

### **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

### **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

### **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 behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reaction on society and the environment.

Prerequisite: Grade 10 Science, Academic

### 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

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

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Prerequisite: None

### AVI3M - Visual Arts, Grade 11, University/College Preparation

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, and information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

#### ADA3M – Drama, Grade 11, University/College Preparation

This course requires students to create and perform in dramatic presentations. Students will analyse, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

#### TEJ3M - Computer Engineering Technology, Grade 11, University/College

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

#### 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

#### LKBCU - Chinese (Simplified) Level 2, University Preparation

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: Level 1 Mandarin, Academic - or equivalent

## **Grade 12 Courses**

### **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

### **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

#### 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

#### 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 modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

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

#### 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

#### 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

#### 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

#### 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



**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 analyze 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

**BAT4M - Financial Accounting Principles, Grade 12, University/College Preparation**

This course introduces students to advanced accounting principles that will prepare them for postsecondary 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 students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

**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

**ADA4M - Drama, Grade 12, University/College Preparation**

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and

media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama, Grade 11, University/College Preparation

#### TEJ4M - Computer Engineering Technology/ Grade 12 / University/College Preparation

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: Computer Engineering Technology/ Grade 11 / University/College Preparation

#### 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: ICS3U, Introduction to Computer Science, Grade 11, University

#### HHS4U - Families in Canada, Grade 12, University

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

to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

#### HSB4U - Challenge and Change in Society, Grade 12, University

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

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

#### LKBDU - Chinese (Simplified) Grade 12, University

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning. This course explores a broad range of themes and ideas expressed through poetry, novels, plays, and Chinese history. Students will engage with the texts and analyze them through a lens that allows them to connect literature and history to real life issues, and explore how these themes can span over centuries to still be a reflection on today's society.

Prerequisite: Level 2 Mandarin, University or equivalent

#### EWC4U - Writer's Craft, Grade12, University

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized

forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: Grade 11 English, ENG3U

#### OLC40 - Ontario Secondary school Literacy Course, Grade 12, 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.

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

### **English as a Second Language and English Literacy Development Courses**

#### ESLAO - ESL Level 1, Open

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

Prerequisite: None

#### ESLBO - ESL Level 2, Open

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in

conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESL Level 1 or equivalent

#### ESLCO - ESL 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: ESL Level 2 or equivalent

#### ESLDO - ESL, 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.

Prerequisite: ESL Level 3 or equivalent

#### ESLEO - ESL, 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.

Prerequisite: ESL Level 4 or equivalent

## **5. Student Assessment, Evaluation and Achievement**

The fundamental principles that form the foundation of Wisdom Academy's Assessment & Evaluation Policy are taken directly from **Growing Success: Assessment, Evaluation and Reporting in Ontario Schools** (Ontario Ministry of Education, 2010), which can be found at <http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

These principles state that Wisdom Academy teachers use practices and procedures that:

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

### **PURPOSE OF ASSESSMENT**

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Wisdom Academy teachers understand that the primary purpose of assessment is to improve student learning.

### **TYPES OF ASSESSMENT**

Wisdom Academy's teachers make use of both formative and summative assessments in order to support student learning and gather information to report student achievement.

### **FORMATIVE ASSESSMENT:**

#### **Assessment *for* Learning and Assessment *As* Learning**

Formative assessments (including diagnostics) are used to inform instruction and to support student learning; formative assessments may include items such as pre-unit quizzes, review of homework questions, practice quizzes after a topic has been

covered, and lab and project check lists. These assessments are used only to indicate a student's progress toward a learning goal and to encourage further learning; formative assessments are not included as part of a student's reported grade.

### *Assessment **As** Learning*

Teachers will use "assessment as learning" by presenting and modeling external, structured opportunities for students to help the use of ongoing self-assessment by students in order to monitor their own learning, which is characterized by students reflecting on their own learning and making adjustments so that they achieve deeper understanding."

### *Assessment **For** Learning*

Teachers will use "assessment for learning" that will be used to monitor students' progress towards achieving the overall and specific expectations, so that teachers can provide timely and specific descriptive feedback to students, scaffold next steps, and differentiate instruction and assessment in response to student needs.

### **SUMMATIVE ASSESSMENT: Assessment *Of* Learning**

Teachers will use "assessment of learning" to provide a summary of a student's learning at a given point in time, and are used to determine their grade on a report card. These types of assessments include items such as unit tests, summative unit projects, lab reports and various assignments. At the beginning of each unit, each student will receive a summary of the summative assessments for that unit.

### **THE ACHIEVEMENT CATEGORIES**

When teachers assess work in some subjects, they look at learning across four separate categories:

- Thinking:** The use of critical and creative thinking skills and/or processes. This is oftentimes shown by a student's ability to develop a hypothesis, to critically reason and make strong and well-supported arguments.
- Application:** The use of knowledge and skills to build connections within and between various contexts. This is oftentimes shown when a student uses information to problem-solve a question that she hasn't seen before or to work with a scenario or situation that is unfamiliar.
- Communication:** The ability to convey meaning through various forms. This is oftentimes shown by a student's use of effective language and conventions in writing, her use of proper procedural language and formats in math and science, or the way in which she organizes and communicates her ideas or vision in the arts. There are many ways in which students are asked to communicate orally, visually and in writing.
- Knowledge and Understanding:** Knowledge of subject-specific content in each grade, and a student's ability to explain what it means. This is oftentimes shown by

her knowledge of “the facts” and their significance, and her understanding of definitions, ideas, procedures, and concepts. It is important for students to understand that memorization of the facts is only part of mastering concepts. Deep understanding and the ability to apply the facts are important, too.

Teachers do this to understand better a student’s areas of strength and to help to improve in the areas of need. Thinking about learning in these four areas is much more effective than assessing holistically and trying to assign a single mark.

### **LEARNING SKILLS AND WORK HABITS**

Wisdom Academy’s teachers will assess students’ Learning Skills and Work Habits and report them on every report card. Developing these skills and habits is important, not only at school, but in life. They are key factors that help each student experience success at school and lay the foundation for his/her later success at university and in the workplace. Academic learning is important, but so are many other life skills.

The Learning Skills and Work Habits that will be assessed are as follows:

<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>• Fulfills responsibilities and commitments within the learning environment.</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>• Takes responsibility for and manages own behavior.</li> </ul>	<p><b>Organization</b></p> <ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks.</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>• Identifies, gathers, evaluates, and uses information technology, and resources to complete tasks.</li> </ul>
<p><b>Independent Work</b></p> <ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time appropriately to complete tasks.</li> <li>• Follows instructions with minimal supervision.</li> </ul>	<p><b>Collaboration</b></p> <ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<p><b>Initiative</b></p> <ul style="list-style-type: none"> <li>• Looks for and acts on new ideas</li> </ul>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Sets own individual goals and</li> </ul>



<p>and opportunities for learning.</p> <ul style="list-style-type: none"> <li>• Demonstrates the capacity for innovation and a willingness to take risks.</li> <li>• Demonstrates curiosity and interest in learning.</li> <li>• Approaches new tasks with a positive attitude.</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<p>monitors progress towards achieving them.</p> <ul style="list-style-type: none"> <li>• Seeks clarification or assistance when needed.</li> <li>• Assesses and reflects critically on own strengths, needs, and interests.</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>
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For each course of study, the teacher shall report on the quality of the learning skills demonstrated by the student in each of the categories identified on the report card using the following letter symbols:

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

Teachers must maintain appropriate documentation to support their assessment and evaluation of a student’s Learning Skills.

Learning skills should be communicated to students and parents as essential skills in a manner that highlights their importance as necessary for successful life-long learning and employment.

Criteria used for the assessment of the achievement of Learning Skills must be specific, clear and consistent.



### **Course Evaluation and Grading Policy**

*Evaluation:* The process of integrating assessment information from a variety of sources to determine how well students have achieved curriculum expectations.

*Achievement:* A student’s learning and performance demonstrated at a given time.

Course evaluations will be authentically processed at Wisdom Academy in accordance with Ministry of Education Policy. Evidence of student achievement for evaluation is collected over time from three different sources: *observations, conversations, and student products*. The use of multiple sources of evidence increases the reliability and validity of the evaluation of student learning. The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted the number of tests/exams or assignments for

evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course.

The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or of the student's peers.

- For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:
  - ***Seventy per cent 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. Evaluations of units may use a variety of strategies: tests, performance tasks, multi-media presentations, portfolios and personal communication tasks. They provide opportunities for students to demonstrate their achievement of the Overall and Specific Expectations of the course.
  - ***Thirty per cent 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.
  - The final mark of the end of the course on the report card will be determined by a mathematical calculation. In all courses, seventy percent of the final mark will be based on term evaluations and thirty percent of the final mark will be based on the final evaluation(s).

The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or of the student's peers.

### **Policies and Procedures for Communicating Student Achievement**

The relevant teacher will first submit the final grade for a course to the School Office at the end of the first week immediately after the last semester/term. Then the Office must submit to the Principal for approval, the final grade report(s) of all the courses currently offered in the

semester at student's academic unit (including both hard copy and electronic format) which shall contain students' grades for every graded component of the course, the percentage weighting of each component. Then they are kept in the central filing storage and electronic copies are saved in the computer database of student academic records. The grade reports are to be kept at the School's Office for no less than one year. The final grades of all the courses each student has completed will be recorded in the Provincial Report Card and shall be accessible to the student at the end of each semester.

The information on student achievement gathered through assessment and evaluation will be communicated to students and parents at regular intervals and in a variety of informal and formal ways. In addition, parents will be informed of the policies, procedures, and criteria involved in the assessment and evaluation of student achievement, and of policies concerning students' promotion from one course to the next. Informal communication of student achievement includes ongoing feedback to students based on assessment strategies implemented throughout the course, as well as feedback to parents during parent-teacher conferences and at other appropriate times. The Provincial Report Card is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the secondary school diploma requirements.

### **Determining Report Card Grades**

The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation) into account before making a decision about the grade entered on the report card. Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

- A student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement charts in the provincial curriculum and will be reported using percentage marks.
- A student's provincial report card outlines student achievement based on the Ontario Curriculum documents. It provides information to parents and guardians about their child's academic achievement for each subject or course. This information is shared as a percentage mark which aligns with the achievement chart within the Ontario Curriculum documents.

## **Reporting Student Achievement**

Wisdom Academy is a semester school and will use the Provincial Report Card, Grades 9–12, for formal written reports to parents two times a semester. The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations for the course, as well as development of the learning skills and work habits. On the report cards for the final reporting periods, the achievement recorded on the previous report(s) is also shown, in order to provide parents with an overview of the student's achievement in each course.

A final grade is recorded for each course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course will be determined as follows:

- 70% of the grade will be based on assessments and evaluations conducted throughout the course
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. Evaluation should reflect each student's most consistent level of achievement.

### **The Provincial Report Card, Grades 9–12**

Student achievement is communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course. At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher (reflecting achievement at level 1 or above). The final grade for each course will be based in part on assessments

and evaluations conducted throughout the course, and in part on a final evaluation. The relative weights assigned to these two components are specified in the curriculum policy document on program planning and assessment.

### **Achievement Levels**

The Levels of Achievement are organized into broad categories of knowledge and skills and teachers provide students with detailed descriptions of each level of achievement. The achievement levels provide a reference point for all assessment practice. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students and their parents.

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

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

**Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.**

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

### **The Ontario Student Transcript**

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. Since the 1999–2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses will be recorded on the OST. The OST will include:

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

For students who have withdrawn from a credit course after five instructional days following the issue of the first report card, the mark obtained must be recorded on the OST.

A student's parents, or students who are adults (eighteen years of age or older), may request that the Principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability and/or performance. If a parent or an adult student requests that a special indicator be added, the Principal will determine whether or not it should be added. The Principal may also initiate consideration of whether a special indicator should be added. The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the Principal, the parent or adult student may ask the appropriate supervisory officer from the Ministry to review the matter. The decision of the supervisory officer shall be final.

## **Substitution of Compulsory Courses**

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. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. 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 requests 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. The principal will make his decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

Wisdom Academy does not offer substitution.

## **Procedure for waiving pre-requisites**

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrolment, as identified in ministry curriculum policy documents. The school must provide parents and students with clear and accurate information on prerequisites. If a parent or an adult student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.

This is determined by a consideration of both a student's prior learning and his or her current level of academic achievement and ability, as well as social and behavioral maturity. This determination is made on a student-by-student basis by the principal, and discussed with each student and his or her parents on enrolment.

## **Prior Learning Assessment and Recognition (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning

has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

There are two groups of students who are eligible for the PLAR: mature students and regular day school students.

**MATURE STUDENTS:** a mature student is at least eighteen years of age and is returning to earn a diploma after being out of secondary school for at least one year.

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

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course.

**REGULAR DAY SCHOOL STUDENTS:** a regular day school student is enrolled in a regular day school program, in an Ontario secondary school, including Provincial schools, Demonstration Schools, the Independent Learning Centre, or inspected private schools. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

### **The Process**

- i. Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning, which 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 secondary school diploma. The PLAR process



involves two components, viz. "challenge" and "equivalency". All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

- ii. **The "equivalency" process** is the process of assessing credentials from other jurisdictions. Equivalency credits are granted for placement only by school principal. The principal will determine the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned for a diploma. Principals will use Appendix 2: *Equivalent Diploma Requirements as set out in Ontario School: Kindergarten to Grade 12: Policy and Program Requirements 2011*.
- iii. **The "challenge" process** is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 courses. The Principal can develop and implement policies and procedures related to the challenge process that is consistent with provincial policy.

The School can make use of forms from the Ministry of Education entitled "PLAR Challenge for Credit: Cumulative Tracking Record" and "PLAR Challenge for Credit: Interim Tracking Record" to record student results, and an application form and assessment recording form from the same source. These forms the school complete and enter in the student's Ontario Student Record.

The School can follow POLICIES for "challenge" process:

1. The Challenge Process may not be used as a way for students to improve their mark, having earned a credit, or as a way to obtain credit for a course they have previously failed.
2. Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents.
3. Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline.
4. Students must demonstrate to the principal that they would be likely to be successful in the challenge process.
5. Students with music certificates that are accepted for credits in OSS are not required to challenge for credit for appropriate music courses.
6. Students must challenge for credit for an entire course whether it is a full credit or a partial credit course.

*Wisdom Academy offers only "Equivalency" and does not offer "Challenge".*

iv. The Principal, who is responsible for granting credits, will:

1. ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and that students who are not adults (under the age of 18) are informed that they need parental approval before applying to challenge for credit
2. ensure that prospective applicants and his or her parents are informed about policies and procedures for the challenge for credit, including the recording of results
3. ensure that every prospective applicant is provided with an application form and materials detailing what is expected in the course
4. evaluate each application in consultation with the student's parents and appropriate school staff to determine whether there is reasonable evidence for success
5. develop formal tests and other assessment strategies
6. conduct the testing
7. evaluate and report on the student's performance
8. ensure that students who do not have suitable documentation owing to extraordinary circumstances will receive counseling concerning the gathering of evidence

## **Student Transfers**

### **Students Transferring to Wisdom Academy from another Ontario Secondary School**

Students who transfer from one Ontario Secondary School to Wisdom Academy will have their credits transferred with them, along with information on their progress towards meeting graduation requirements. If a student transfers from a French-language to an English-language secondary school, he or she must successfully complete at least one compulsory Grade 12 English course in order to meet graduation requirements.

### **Students Transferring to Wisdom Academy from a Non-inspected Private School or a School outside Ontario**

Where students who do not have Ontario credits are transferring to Wisdom Academy from a non-inspected private school or a school outside Ontario, the Principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning through PLAR, and

the number of compulsory and optional credits still to be earned. Students will have to successfully complete the provincial secondary school literacy test. The Principal will determine the number of hours of community involvement activities that the student will have to complete. The Principal will note the results of his or her assessment and deliberations in the student's Ontario Student Record (OSR).

### **Students Who Fail or Who Do Not Complete Courses**

Where a student has completed a course within the school year or semester but has not been successful in demonstrating achievement of the curriculum expectations to a passing level, the Principal and teaching staff, in consultation with the parents and the student, should determine what procedure or type of program would best enable the student to meet the expectations and earn credit for the course. Arrangements should be made so that one or more of the following options is available to the student:

Where possible, the student will be given an opportunity to apply for an Academic Performance Improvement Program to achieve the expectations in the courses prior to the final evaluation.

The student may decide to repeat the entire course.

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

### **Reach Ahead Credits**

Students in the Elementary grades may, on the approval of the Principal and with the consent of the course teacher, take courses at a Grade 9 level, and on successful completion of such "reach ahead" credits, this achievement will be recorded on the student's final report card, and a "Course Completion Certificate" will be issued, and a copy of it retained in the student's OSR.

*Wisdom Academy does not offer "Reach ahead".*

### **Music Certificates**

A maximum of two credits may be awarded towards Ontario Secondary school Diploma (OSSD) to students taking music programs outside the school. Students interested in receiving credit for the external courses should set up an appointment with the Head of Guidance to review the criteria and to determine if a student qualifies for the music credit. Further information regarding the details of the certificates that are accepted are available on the Ministry of Education website, [www.edu.gov.on.ca](http://www.edu.gov.on.ca), Ontario Schools, Kindergarten-Grade 12, Policy and Program Requirements, 2011, Appendix 4 Music Certificates Accepted for Credits.

*Wisdom Academy does not grant Credit for students taking music programs outside the school*

## **6. Ontario Student Record**

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The following policies and procedures have been developed according to the guidelines of the Ontario Ministry of Education with regard to the establishment, maintenance, use, retention, transfer, and disposal of the OSR.

### **Establishment of the OSR**

When a student enrolls in Wisdom Academy, an OSR will be established for the student in order to record his or her educational progress. If the student is under the age of eighteen, student or student's parent/guardian shall be informed of the purpose and content of the OSR at the time of enrolment. The OSR of the student is an ongoing record and will be transferred if you transfer to another school in Ontario.

The student's record of courses successfully completed and credits earned toward the Ontario Diploma is maintained in the Ontario Student Record (OSR). Courses are designated using Ministry of Education codes. An up-to-date OST is kept in student's OSR. If they are under the age of eighteen, student or parents or guardians may check the OSR by appointment with the Principal. Any part or parts of student's OSR may be micro recorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Original documents must be retained in OSR because it is required by the ministry's guidelines to keep an original signature or initial on a document. Any micro recording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

If your OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information will be obtained from the current office index card and, if applicable, from the card(s) at your previous school(s). A notation will be made in the margin on the front of your new OSR folder that gives the date on which the new folder was created and the reason.

## **Components of the Ontario Student Record**

An OSR will consist of the following components:

- an OSR folder in Form 1A or Form 1
- report cards
- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

## **Responsibility for the OSR**

At Wisdom Academy, it is the duty of the Principal to:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with the Ministry's guidelines and policies;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in the Ministry's guidelines;
- ensure the security of the OSR;
- ensure that all persons specified by the Principal to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the Education
- Act and the relevant freedom of information and protection of privacy legislation.

## **The Ontario Student Record Folder**

The Principal will establish an OSR folder, Form 1A for students enrolling in Wisdom Academy for the first time. The Ontario Student Record folder (OSR) includes Ontario Student Transcript (OST), exact copies of Report Cards and Documentation File, if applicable. The OSR contains information on bibliographical data, schools previously attended, parent's information, special health information, photographs, information on school activities and other information if applicable.

## **Report Cards**

Report Cards are completed by the course instructors at the end of each of reporting period. A Report Card is completed for each student who has been enrolled in the school for more than six weeks within the reporting period. The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are: (1) Responsibility, (2) Organization, (3) Independent Work, (4) Collaboration, (5) Initiative, (6) Self-regulation. The learning skills and work habits are evaluated using a four-point scale: (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement). Student Report Card will contain information regarding his or her academic achievements and suggestions on how to improve your performance. If the student has reached the age of 18, he or she can receive the Report Card in person or by mail. Otherwise, the Report Card will be forwarded to the parents.

Wisdom Academy keeps an electronic format of the Provincial Report Card, Grades 9–12, to facilitate completion and use. However, an exact copy of a completed Report Card will be filed in student's OSR folder as a hard copy.

## **Documentation File**

When a documentation file is required, it will be kept in the OSR folder. A documentation file will be established when the following information is required:

- verification of a custody order
- verification of a change of surname
- a written request to be named by repute
- the statement of decision identification and/or placement, where applicable
- an Individual Education Plan (IEP) for a student receiving special education programs and services
- educational, psychological, and health assessments
- letters of request for a correction to, or a deletion from, the record where the request has not been granted
- other reports and/or information identified in accordance with the school policies

When a report is requested from a professional, paraprofessional, or other relevant person, that person should be advised that the report will be filed in the OSR and will be subject to the access provisions governing the OSR. As with other material included in an OSR, these reports should only be included if, in the Principal's opinion, they are conducive to the improvement of the instruction of the student.

## **The Office Index Card**

The Office Index Card is maintained to provide with immediate access to essential student information. The Card remains at the school during the whole enrolment period and is not filed with the student folder. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

## **Access to the OSR**

Both the Municipal Freedom of Information and Protection of Privacy Act and the Freedom of Information and Protection of Privacy Act prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances. These circumstances are defined in the legislation, and it is up to the Principal to decide whether or not to grant access to personal information in such circumstances. Wisdom Academy requires the consent of the parent(s) or adult student for the release of information from the OSR.

## **Access to Student Information**

Student information refers to information related to a student's academic record at the College, as well as to biographical and personal information. By applying for admission to Wisdom Academy, you accept the Office of the Registrar's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and to assist the College in the academic and financial administration of its affairs. Wisdom Academy is committed to taking every reasonable step to protect the confidentiality and privacy of your personal information.

## **Use and Maintenance of the Ontario Student Record (OSR)**

The school will open a new Ontario Student Record to a student who is NOT coming from an Ontario Secondary School. The School will collect the required information and documents for the OSR at the time of Registration of the student. The OSR will be kept in the locked metal cabinets in the Office. Only the authorized staff member at school and the Principal and have the keys to the OSR cabinets. For students who are coming from an Ontario School, the School will request a transfer of the student's OSR from the previous school in registered mail. Acknowledgement will be sent to the previous school upon receipt of the transferred OSR. There will be a designated person who is authorized by the School Principal, for the open use, update, review,

maintenance and disposal of the OSR contents and folders. Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment. A written request from the student or parent for such a report is required by the school. The contents of the OSR are reviewed by the School Principal on a regular basis according to the policies established by the Ministry and Wisdom Academy to ensure that they remain conducive to the improvement of the instruction of the student.

### **Transfer of the OSR**

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario. When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school. If the original OSR is being transferred to a public school or to another private school, it must be transferred by Priority Post or an equivalent delivery method that maintains confidentiality and guarantees prompt delivery. If some or all of the information in the OSR has been micro recorded or stored electronically and if the receiving school is capable of receiving this information in micro recorded form or electronically in such a way that the OSR can be effectively reproduced or viewed, the information may be transmitted to the receiving school either as a micro recording or by electronic transmission in advance of the paper parts of the OSR.

When Wisdom Academy is transmitting OSR information electronically or by means of facsimile, the Principal must make arrangements to ensure the secure and confidential transfer of the information. Before the Principal transfers an original OSR to another inspected private school, a non-inspected private school in Ontario, the Principal must have received a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with the Ministry's guideline; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult. An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the Principal of an educational institution outside Ontario after the Principal who is responsible for the OSR has received a written request for the information from the principal of the educational institution outside



Ontario; and a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

### **Retirement of a Student**

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

When a student retires from school that maintained an OSR for the student, the Principal will give the following to the parent of the student if he or she is not an adult or to the student if he or she is an adult: an up-to-date copy of the student's OST, if applicable the information and materials stored in the OSR folder that are not required to be retained under the retention schedule.

### **Retention, Storage, and Destruction of Information in the OSR**

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

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

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

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

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

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

### **Correction or Removal of Information in the OSR**

When certain information or material in an OSR folder is determined to be no longer conducive to the improvement of the instruction of the student, the

Principal will have the information or material removed from the OSR folder. Such information will be given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed. If the parent(s) or adult student is (are) of the opinion that the information contained in the student's OSR is inaccurately recorded or that it is not conducive to the improvement of the instruction of the student, the parent(s) or adult student may request in writing that the Principal correct the alleged inaccuracy or remove the information from the record. If the Principal complies with the request, the material will be corrected or will be removed from the file and destroyed or returned to the parent(s) or the adult student, and no record of the request will be retained in the OSR.

If the Principal refuses to comply with the request, the parent(s) or the adult student may request in writing that the Principal refer the request to a person designated by the Minister of Education who will either (a) require that the principal comply with the request, or (b) hold a hearing, which the principal and the person(s) who made the request will attend. After the hearing, the person designated by the Minister will make a decision on the matter. This decision will be final and binding. If the person designated by the Minister requires that the Principal comply with the request, no record of the request will be retained in the OSR. If the person designated by the Minister denies the request, the original request, including the date on which it was made, and the statement of this final decision will be retained in the documentation file. Freedom of information legislation also permits persons to request that recorded personal information be corrected.

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

## **7. Academic Policies**

Wisdom Academy places a strong emphasis on providing individualized and superior quality education for its students to achieve their academic goals. All our credit courses are based on the Ontario Secondary School curriculum. Students will be able to gain high school credits towards Ontario High School Diploma by completing their courses part time or full time basis.

### **Admission Information**

When you make a decision to enroll your child in our programs, we persuade you to meet up with the principal in order to create a individualized education

plan for your child. At your meeting with the Principal, we try to identify your child's learning style and academic strengths and develop the best strategy for your child to gain educational goals. Students are advised to bring the completed application form and a copy of the most recent transcript.

For Grade 9 students, Wisdom Academy requires student to attend an academic assessment, which measures skills of student in math, English reading, writing and comprehension.

Admission of Grade 10, 11 and 12 students are done upon submission of previous academic transcript.

Wisdom Academy will inform students about prerequisite requirements of courses and it is student's responsibility to make sure that you meet prerequisite requirements for courses. Wisdom Academy will only record course changes when you have initiated the process by following the drop and add procedures. Registration needs to complete the registration forms accurately at the required times, having them approved by the Principal, and paying the required application fee. By applying for admission to Wisdom Academy, students accept the right of the Principal to collect pertinent personal information. This information is used for the purposes of admission, registration and to assist the Institute in the academic and financial administration of its affairs. You agree that all documentation that you submit to the school in support of your application for admission becomes the property of School.

## **Change of Courses**

Provided that class size and balance among academic units make a change possible, a student may transfer from one course to another prior to the beginning of the school year. Students wishing to make a change must have written permission from a parent or guardian if under the age of eighteen. Once school has begun, students who still wish to change a course are permitted to do so only during the second week of classes. Students are advised to consider very carefully their choices for the University Preparation courses, and are strongly advised against making changes because any changes in the course selection after two weeks of classes can result in insufficient credit hours for each course.

In order to request a course change, the student must complete a course change application form and have it approved by his/her faculty advisor, the teachers of both courses, his parent or guardian if under the age of eighteen, and the Principal.

Students are not permitted to change courses or academic units because of teacher preference.

## **Add/Drop Courses Policy**

For add/drop deadlines, consult the Academic Calendar. Adds and drops should be made on a course add/drop form and submitted in person to the Registrar for approval. Permission and signature of the instructor are required to add a course, and you must produce proof of the tuition being paid in advance for any additional credits involved. The latest date you can drop a course with no record on your transcript is the fifth day after the end of mid-term exams.

## **Test Policy**

Grade 11 and 12 students will write no more than two tests per day. Tests should not regularly exceed 60 minutes. The Student must arrive on time for tests and quizzes. All instructions and corrections will be made at the beginning of the test/quiz period and will not be repeated. If you missed a test/quiz due to a plausible reason (in the judgment of the Instructor) or if you have a documented reason for missing a test, you can rewrite the test/quiz at the date arranged with the Instructor. Otherwise A student who misses a test without any prior permission from the Principal will receive a mark of zero. The student in question may appeal the instructor's decision to the Principal within 10 business days after the original test/quiz date.

If a student knows he/she will be absent for a test, he is required to notify the teacher in advance and, if possible, write the test before the rest of the class. If a student missed a test because of a medical reason, then the test will be written before the next scheduled period for which he/she is present. In such case, the student must submit a written request for a retake of the test to the Principal and at the same time produce a certificate issued by a licensed surgeon or physician to substantiate the medical reason for the absence. Other forms of assessment in practice at School include presentations, individual projects, term papers, problem solving reports, lab reports, team projects, independent learning assignments, rich performance tasks, colloquiums, etc. You can find information about the weight of each particular form of assessment in the syllabus you receive at the first class of the course.

### **Retaking of Failed Subjects**

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

## **Student Attendance Policy**

Regular attendance at school is critical for all students' learning and achievement of course expectations. Students are expected to report to all classes on time.

1. Students are expected to attend all timetable class
2. Attendance at any examination is compulsory
3. Teachers are responsible to give students the detailed timetable (showing all exam days, deadlines for projects and assignments, and...)
4. Students are advised and required to bring documentary evidence for all significant absences.
5. It is the student responsibility to submit documentary evidence for significant absence. It is the responsibility of the student to keep all original documentation and submit it to the school's office.
6. Suitable types of evidence.
  - i. Medical evidence from a doctor
  - ii. A note from a police
  - iii. A note from a hospital

### **Attendance Policy for On-Line Courses**

Students' regular participation is required to be successful in an online course. Students must make a commitment to login and work through the content in order to successfully complete the credit.

The following processes have been put into place to encourage regular attendance by students:

- Courses offered at Wisdom Academy not have a predetermined login in schedule; courses are designed to require student participation of at least 110 hours.
- Students are required to login in at least 2 times per week.
- Students will be marked absent for failing to do so, up to a maximum of 50 absences.
- The Principal will maintain activity logs tracking how often students and instructor's login to their course.
- If a student chooses to withdraw from a course before completion, he/she must communicate his/her intentions to the Principal in writing before any request can be acted upon.
- To encourage attendance, the Principal will work with the curriculum writers to develop manageable assessment and evaluation activities early in the course, in order to give students feedback and identify any existing technology barriers.

- Students are given a timeline of 12 months to complete their courses. If a student fails to complete his/her course in that period, he/she will be removed from the course with no opportunity for reinstatement. Wisdom Academy will consider special circumstances; in order to be eligible for extension he/she must contact the school before his/her course closes.

## **Cheating and Plagiarism**

Academic dishonesty (plagiarism, cheating, copying other work) is a serious offense and must have significant consequences. Students must understand that the student work that they complete and submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Consequences of academic dishonesty may include a reduction of marks up to 100% depending on the severity of the offense.

Students' understanding of the concept of academic dishonesty depends on their age and stage of development. Using the work or ideas of another writer as though they were your own is plagiarism. Students must understand the concept of plagiarism and why it is wrong to plagiarize. When working on assignments, students' progress skills should be monitored and directed along the way to ensure the appropriate use of reference materials.

## **Student Responsibility**

It is the student's responsibility to be honest in all aspects of academic work, to be familiar with the Wisdom Academy Code of Academic Honesty, and to conform to all practices and guidelines for academic honesty provided in the Student Handbook.

## **Homework and Assignments**

Homework is to be completed by the student himself/herself. It should never be completed or copied in whole or in part from another person, student or source. While it may be permissible to discuss homework assignments with other students, such discussion is a preliminary stage only, which must be followed carefully at all times by individual effort, research, and answering. Homework must be completed by the student him/herself independently.

Assignments prepared out of class, including essays, term papers, thesis, lab reports, written responses, creative work, homework, and take-home tests or components of tests, must be completed by the student and be the student's own work; they should never be in part or in whole copied from another person, student or source. The student should never present the words, research, or ideas of another person, student or source without proper acknowledgement. The student is expected to follow the instructions for preparing and submitting the assignment, and adhere to the practices for academic honesty outlined in the Student Handbook.

### **Essays**

Essays must be completed by the student and be the student's own work. It should never be in part or in whole copied from another person, student or source, and should never be presenting the words, research or ideas of another person or source without proper acknowledgement. The student is expected to follow carefully instructions for preparing and submitting the essay, and to adhere to the practices of academic honesty.

### **Thesis/Art Design Portfolio**

Theses/Art Design Portfolios must be completed by the student and be the student's own creative work. They should never be in part or in whole copied from another person, student or source, and should never be presenting the words, research or ideas of another person or source without proper acknowledgement. The student is expected to follow carefully instructions for preparing and submitting the thesis/art design portfolio, and to adhere to the practices of academic honesty outlined in the Student Handbook.

### **Class Presentations and Seminars**

Any work the student has prepared out of class for presentation in class is presumed to be entirely his own, unless he has made proper acknowledgement of help from another person, student, or source.

### **Late and Missed Assignments**

Late, missed and/or incomplete assignments do impact the students' grade depending on the number of missed assignments, significance of the assignment, and whether the same expectations are re-assigned later. Each individual situation will require different decisions and teacher's professional judgment.

- If a student is absent at the time of an evaluation, it will be considered as incomplete and will be treated as a missed or late evaluation. In the case of late or missing evaluations, an "incomplete" will be reported until such time as the teacher determines that the final due date has passed and the expectation cannot be met. At that point, generally at the end of the course, the mark for the missed evaluation becomes a 0.
- It is the responsibility of the student to clarify and explain to the teacher the reasons for late and missed demonstrations of achievement and undertake
- actions prescribed by the teacher to provide alternative demonstrations of achievement.
- It is the responsibility of the teacher to assist students with poor Learning skills such as poor time management and organizational skills in the prevention of late and missed assignments, including communication with students and parents on appropriate strategies.
- If a student has missed one or more evaluations, the teacher will review the student's progress and consider: whether the student has demonstrated achievement of the learning expectations on the missed evaluations through other evaluations deemed appropriate by the teacher; the student's most consistent level of achievement on the completed evaluations with particular emphasis on those which are more recent; the student's motive or reason for the missed evaluations.
- If, in the teacher's professional judgment, the student has demonstrated achievement of the missed expectations through other assessments; the teacher will determine that sufficient evidence has been provided to make a valid evaluation of student achievement. The teacher will determine the student's level of achievement based on this evidence.
- If, in the teacher's professional judgment, the student has not demonstrated achievement of the missed expectations through other evaluations and/or the student's motive or reason for the missed evaluations is unsatisfactory, the teacher will determine that insufficient evidence of achievement has been provided to make a valid evaluation of student performance. The teacher will consider the student's most consistent overall level of achievement on completed evaluations and will use professional judgment to adjust the level and corresponding percentage to reflect the lack of demonstrable evidence of achievement.

## **8. Student Services**

Wisdom Academy is staffed with qualified and caring faculty and management personnel to provide you with all the necessary services you need to complete your educational program.

## **Guidance and Career Planning**



Education and career exploration are encouraged for each student. Guidance department will facilitate interested students to explore the job market and post-secondary programs, training sessions using technology and guest speakers, and job shadowing opportunities, community service opportunities, and educational experiences.

Wisdom Academy will assist students with:

- preparing educational goals to match your career plans and future aspirations
- course selection, and giving additional support in the event of academic difficulties

### **Academic Advices, supports and programs**

Wisdom Academy provides guidance and support for students to succeed education in a variety of ways. Students may make appointments with the guidance to discuss graduation requirements, community service requirements, university selection, career planning, accommodations plans, and psycho-social counseling.

Wisdom Academy will assist you with many aspects of your educational life:

- Organizing extracurricular activities
- Liaison with parents and teachers
- Provide any needed assistance to help improve study habits and academic performance

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

Wisdom Academy is committed to ensuring a consistent approach to the education of English language learners and will support in meeting the needs of English language learners so that these students can develop a proficiency in English that will enhance their education. Wisdom Academy understands that most students can read and write in their first language when they arrive in Canada but may have limited English skills. English as a Second Language (ESL) programs help students learn English so they can participate fully in the curriculum and school life with their English-speaking classmates.

Wisdom Academy provides students who needs English Language support to make the school a safe place where values of equity and inclusion are evident and demonstrated. It also ensures that learning environments reflect the diversity of the learners, so that all students can see themselves represented in their classrooms.

### **Library Resources/Computer Services**

A small collection of books is available for references at the School. A few Computers are available for student to use in the school. A photocopier is available for use at cost. Free internet is available on each computer as well as wireless internet for laptop computers. A permission sheet must be signed by both student and parent/guardian before a user name and password can be issued. E-mail use is a privilege and is used only when computers are not needed for research or report writing.

## **University Placement**

Staff at Wisdom Academy will gladly assist you in applying to Canadian universities. Your faculty advisor will provide you counseling regarding career choices and program selection, while our Student Service Coordinators can help you complete application forms and prepare your application package.

## **School General Policy Governing IT Use**

### **Scope**

This policy governs the use of "IT Resources", which include IT services, facilities and equipment the school owns or operates for the use of employees, students and others. All information stored in any form on IT Resources (e.g., in documents, video streams, audio recordings, etc.) and all communications transmitted in any manner using IT Resources (e.g., via e-mail, text-message and voice mail) are governed by this Policy. This Policy also governs the use of social networking sites by employees and students whether or not such use relies upon School IT Resources.

### **Review**

The Principal will review this policy once per year or when significant business process changes occur, to ensure the information contained herein is current and applicable.

### **Policy Requirements**

Anyone using School IT Resources must comply with all applicable federal and provincial laws, the specific rules set out in this Policy and all other school policies as they apply.

### **General Use**

Use of IT Resources is primarily for academic learning, teaching or working purposes. The College permits limited personal use of IT Resources on the conditions listed below in the "Acceptable" section. Please note that personal use is subject to the school's right of access that is described below. Individuals who wish to engage in personal use with an expectation of privacy should not use the schools' IT Resources.

## **Acceptable**

- Use of IT Resources for academic learning, teaching or working purposes on behalf of the school;
- Limited use of school IT Resources for personal use is permitted provided that such use;
- does not adversely impact the daily work/learning outcomes of the school employees and students
- does not cause IT service issues of any magnitude.

## **Unacceptable**

It's a violation of school policy to:

- access School equipment, facilities, networks, information or accounts without authorization;
- use another individual's information technology account with or without the individual's permission unless it is carried out by the school for legitimate purposes;
- grant another individual access to one's own information technology account by sharing a password or by any other means unless it is carried out by the school for legitimate purposes.
- use IT Resources to intentionally interfere with the work of other students, faculty members or school officials;
- access, create, publish or communicate information that is obscene, pornographic, abusive, defamatory, derogatory, threatening, violent or harassing, including material that may interfere with other individuals' rights under the Human Rights Code or the Occupational Health and Safety Act.
- display, transmit, distribute or make available information that expresses or implies discrimination or an intention to discriminate
- use IT Resources to intentionally interfere with the normal operation of IT Resources including, but not limited to, flooding the school network with messages, sending chain letters or pyramid solicitations, spreading viruses, etc.
- use, disclose, copy, modify or delete information stored on IT Resources without authorization
- use IT Resources for personal or political causes or for personal commercial gain without filing a disclosure of conflict statement and receiving authorization from the Principal
- gather other individuals' personal information under false pretenses or for unlawful gain
- create and/or use world-wide web information pages or links to point to offending materials that conflict with rights and interests protected by Canadian Charter of Rights and Freedoms, the Human Rights Code or the Criminal Code

- use IT Resources for any purpose that could be seen as a violation of the Criminal Code
- use IT Resources for any purpose (e.g. upload material) that is not in accordance with the Copyright Act.
- send bulk commercial electronic messages without authorization from the school
- engage in personal use that breaches the conditions set out in the Acceptable section above.

### **E-mail communications**

All E-mails created or transmitted on IT Resources must comply with the rules for use of school IT Resources set out above.

### **Social networking sites**

Social networking sites are any forms of online presences or publications including, but not limited to, Facebook, Twitter, blogs, wikis, we chat, QQ, telegram, whats-app, etc. that provide a platform for individuals to engage in networking activities, or publish information on the Internet. The school fully endorses academic freedom of speech on social networking sites. However, the use of IT Resources to 30 engage in social networking and publish information on the internet is subject to all the rules set out above. In addition, the school prohibits the following activities whether or not it is facilitated by the use of school IT Resources:

- Publishing any school information on social networking sites or the Internet that is confidential and has not been approved for public disclosure;
- Using social networking sites or publishing comments, opinions or statements for work-related purposes without school authorization;
- Implicitly or explicitly giving the impression that comments, opinions, statements made on social networking sites or the Internet represent the views/beliefs/stance of the school without prior approval from the school
- Publishing comments, opinions or statements that are likely to interfere with employees' or students' rights under the Human Rights Code or the Occupational Health and Safety Act
- Publishing comments, opinions or statements that are likely to adversely affect the school's reputation or otherwise affect its ability to achieve its mandate.

Note that publishing information on a social networking site that can only be accessed by a limited number of people is still "publishing" under this Policy.

## **Minimum Hardware and Software Requirements for Online Courses**

### **Internet**

For a reliable viewing experience at medium quality we recommend a downstream connection speed of at least 700Kbps.

### **Hardware**

Desktop machine (PC or Mac) manufactured in past 3 years and capable of running general software applications (MS Office XP or newer) and accessing multimedia websites (YouTube, etc.). Minimum hardware resources including but not limited to 2GHz Pentium 4 and 2GB of RAM. Modern handheld devices such as Android tablets and Apple iPads are generally acceptable.

### **Software**

1. Minimum operating system version requirements: Windows XP Service Pack 3, Windows Vista Service Pack 2, Windows 7 with current updates, Mac OSX 10.7 or higher
2. Internet browsers' most basic compatibility:
  - Internet Explorer 8 or newer
  - Google Chrome 20 or newer
  - Safari 6 or newer
  - Opera 9 or newer
  - Mozilla Firefox 15 or newer
3. Additional software applications, add-ons and security settings:
  - Adobe Flash Player: <http://get.adobe.com/flashplayer>
  - Adobe Reader: <http://get.adobe.com/reader> • Microsoft Office (Word, Excel, PowerPoint) or an equivalent (e.g. Open Office, Viewer)
  - Sun JavaScript installed
  - Browser cookies enabled

## **9. Code of Conduct**

### **General Expectations**

A healthy learning environment can only be created with the willing co-operation of teachers, students, parents and guests. At The Wisdom Academy, all members of our community honor the worth of each individual member. The basis of our community is truth and respect.

All members of the community are expected to respect the property of others and of the school itself, and to make appropriate reparation in the event of damage or loss.

We assume that all students and all faculty intend to do their best in each area of school life. We hold the highest expectations for academic and artistic work, behavior, relationships, and care for our school.

Wisdom Academy Code of Conduct is based on principles that promote teaching and learning as well as the highest standards of academic excellence and of personal behavior. These principles include respect, honesty, integrity, responsibility and accountability.

### **Concerning Academic Activity**

Wisdom Academy is committed to the integrity of student achievement within its courses by promoting academic honesty. All work completed must be completed by the student registered for the course. Wisdom Academy may review any work or correspondence submitted by a student to determine its authenticity and legitimacy. In the event that a student's academic activity is flagged as a "concerning academic activity", Wisdom Academy may ask for the following:

1. A sample of homework.
2. Completion of a proctored midterm exam before receiving a midterm report card.
3. A phone or Skype interview to verify the student's knowledge.

Students and faculty are expected to be present and punctual for all scheduled classes. All students are expected to come to class well-prepared and with the appropriate materials. All assignments are to be handed in on time and to the highest standards. Written assignments shall be word-processed. Students are responsible for informing themselves about work they have missed.

### **Academic Offenses**

Academic offenses that will result in an automatic expulsion without refund include when a student:

- Shares passwords or evaluation answers with another student with the intent of gaining an unfair academic advantage.
- Uses another individual's account to view course content during a quiz, unit test or final exam at any time while the student is completing an assessment.
- Copies answers from another student's evaluation.
- Uses any device or other form of resource not permitted during the final exam, unless explicitly stated within the student's Individual Education Plan (IEP).
- Submits academic work for assessment that was purchased or acquired from another source.
- Accesses external content during the final exam.

### **Failure to Comply with the Code of Conduct**

All students are responsible for complying with the Code of Conduct. As a general principle, Wisdom Academy reserves its right to apply a full range of sanctions, including expulsion without refund, to any offence committed by a student. In addition, it is not necessary that a student succeed in actually committing an offence for the full range of sanctions to be applied. For example, an attempt to cheat on a test may be just as serious as actually cheating on a test.

## **Conduct**

We have unqualified respect for individual differences in socio-economic status, ethnic origin, gender, age, race, religion, and sexual orientation. All members of our community must always conduct themselves in a manner respectful to themselves as well as others. Swearing, obscene or anti-social language, racism, and any form of harassment or bullying, whether verbal or physical, are serious violations which cannot be tolerated. Possession of weapons at school, or at any school related activity, is absolutely forbidden. Both students and staff have the right to learn in a supportive and safe environment.

## **Illegal Drugs, Smoking and Alcoholic Beverages**

You cannot store, possess, consume, or be under the influence of illegal drugs and/or alcoholic beverages on any property under the control of Wisdom Academy. Smoking of any material is prohibited in all facilities of School.

You cannot store, possess, consume, or be under the influence of illegal drugs and/or alcoholic beverages on any property under the control of the School. Smoking of any material is prohibited in all facilities of the School.

## **Racism**

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

## **Compliance with Fire Safety Regulations**

You must know and comply with the Fire Safety Plan. A copy of the Fire Safety Plan can be obtained at the receptionist's desk. The unauthorized use, abuse, or interference with fire protection equipment, firefighting personnel, or warning devices may result in suspension from the school.

If you discover a fire,

- Leave the fire area closing all doors behind you.
- Activate the building fire alarm system using the nearest fire alarm pull station.
- Evacuate the building using the nearest safe exit. If the nearest exit is impassable, try an alternate exit.
- Call the Fire Department, (911) and give the correct school address 480 Lawrence Avenue West, North York, ON M5M 1C4.
- Obey instructions from the Fire Department personnel

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

If you hear a Continuous Fire Alarm Signal (Second Stage Fire Alarm)

- Evacuate using the nearest exit.
- Call the Fire Department (911) giving the correct school address 480 Lawrence Avenue West, North York, ON M5M 1C4.



The logo for Wisdom Academy Toronto features a stylized shield with a yellow center and blue and purple accents. Below the shield are two wavy lines in blue and purple. The text "Wisdom Academy" is written in a large, grey, sans-serif font, with "TORONTO" in a smaller, grey, sans-serif font below it.

Wisdom Academy  
TORONTO



## **Appendix**

1. Notification of Planned Community Activities (OSS3.1)
2. Completion of Community Involvement Activities (OSS3.1.3)
3. Compulsory Course Substitution Request Form (OSS3.2)
4. Exemption from Prerequisite Course (OSS5.3.3)
5. PLAR Challenge Application Form (OSS6.6)
6. School Year Calendar 2020-2021 school year





# Notification of Planned Community Activities

**Wisdom Academy – (647) 342 7955 (647) 874 2748**

| Student Name | \_\_\_\_\_

Please provide the information requested below about the community involvement activity in which you plan to participate. Please print neatly.

Activity	Estimated Number of Hours	Estimated Date of Completion	Location and Telephone Number	Supervisor's Name	Principal's Signature

**Is the proposed activity on the School Board's list of approved activities?**      **Yes**      **No**  
**If the activity is not on the approved list, you must obtain written approval from the Principal before starting the activity.**

.....  
Principal's Signature

.....  
Date

.....  
Student's Signature

.....  
Parent or Guardian Signature

**Note:** When the portion above is filled in, the student is to bring the form to the school office to have parental approval verified before beginning the activity.  
*Personal Information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act, and will only be used to document completion of Community Involvement hours. The information on this form is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under eighteen years of age.*

# Completion of Community Involvement Activities

**Wisdom Academy – (647) 342 7955 (647) 874 2748**

| Student Name | \_\_\_\_\_ |

Please submit this form to the school when you have completed 40 hours of community involvement activities or when the principal requested.

Activity	Number of Hours	Date of Completion	Location and Telephone Number	Supervisor's Name
Total				



..... Student's Signature	..... Date	..... Parent or Guardian Signature	..... Date
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**For Office Use Only**

Completion recorded

Date: .....

Signature of School Official: .....

## Compulsory Course Substitution Request Form

**Wisdom Academy – (647) 342 7955 (647) 874 2748**

In order to allow flexibility in designing a student's program and Student Name to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits

<b>Grade</b>	
<b>Code/Codes of Course/Courses requested to be substituted</b>	
<b>Name of Course/Courses requested to be substituted</b>	
<b>Reasons for the request to substitute a course</b>	

..... Student's Signature	..... Date	..... Parent or Guardian Signature	..... Date
..... Principal's Signature			

**For Office Use Only**

A copy of this form shall be retained in the Ontario Student Record (OSR) and each substitution will be noted on the Ontario Student Transcript (OST)

Substitution recorded

Date: .....

Signature of School Official: .....

**Exemption from Prerequisite Course**

**Wisdom Academy – (647) 342 7955 (647) 874 2748**

In cases where individual students or parents request exemption from a prerequisite course, the Principal of the School will rule on the request.

Student Name

<b>Grade</b>			
<b>Code and Course requested to be exempted</b>			
<b>Reasons for the request to exempt the course</b>			
..... <b>Student Signature</b>	..... <b>Date</b>	..... <b>Parent/ Guardian Signature</b>	..... <b>Date</b>

**Exemption from the prerequisite granted..**

**Course Code: .....**

Reasons fro granting exemption: .....  
.....

.....  
**Principal Signature**

.....  
**Date**

**For Office Use Only**

A copy of this form shall be retained in the Ontario Student Record (OSR)

Exempted recorded

Date: .....

Signature of School Official: .....



**Wisdom Academy**  
TORONTO





# School Year Calendar 2020-2021

**B:Board Designated Holiday**  
**H:Statutory School Holiday**

**P:Professional Activity Day**

**FD:First day of school**

Month	1st Week							2nd Week							3rd Week							4th Week							5th Week							School days	PA days
	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	S		
Sep 2020		1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30					17	
Oct 2020				1	2			5	6	7	8	9			12	13	14	15	16			19	20	21	22	23			26	27	28	29	30			20	1
Nov 2020	2	3	4	5	6			9	10	11	12	13			16	17	18	19	20			23	24	25	26	27			30							20	1
Dec 2020		1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30	31				14	
Jan 2021					1			4	5	6	7	8			11	12	13	14	15			18	19	20	21	22			25	26	27	28	29			20	
Feb 2021	1	2	3	4	5			8	9	10	11	12			15	16	17	18	19			22	23	24	25	26										18	1
Mar 2021	1	2	3	4	5			8	9	10	11	12			15	16	17	18	19			22	23	24	25	26			29	30	31					17	1
Apr 2021				1	2			5	6	7	8	9			12	13	14	15	16			19	20	21	22	23			26	27	28	29	30			20	
May 2021	3	4	5	6	7			10	11	12	13	14			17	18	19	20	21			24	25	26	27	28			31							19	1
Jun 2021		1	2	3	4			7	8	9	10	11			14	15	16	17	18			21	22	23	24	25			28	29	30					21	1
July 2021				1	2			5	6	7	8	9			12	13	14	15	16			19	20	21	22	23			26	27	28	29	30			21	
Aug 2021	3	4	5	6	7			10	11	12	13	14			17	18	19	20	21			24	25	26	27	28			31							20	

Total																	227	6							
<b>End of Fall Semester:</b>							<b>Nov 30 ,2020</b>							<b>End of Winter Semester:</b>							<b>March 11 ,2021</b>				
<b>End of Spring Semester:</b>							<b>June 30 ,2021</b>							<b>End of Summer Semester:</b>							<b>August 31 ,2021</b>				

