Insight Academy of Canada
Course Calendar

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A Message from the Principal

Dear Students and Parents,

Welcome to Insight Academy of Canada. It is with great pleasure that I write this introduction as one of the school's founders and its current Principal. Our school has grown and flourished in the very short time since its original inception. It is because of outstanding students and parents like yourselves who have made IAC a great school.

Given the great transformation that is currently taking place in education, I am proud to represent a school that embodies these changes in an empowering way. Our goal at Insight Academy of Canada is to leverage new learning models, online, to help our students succeed in Canada's world-class high school system. As of September 2020, IAC will be an online school but will consider becoming an onsite school in the future.

As IAC grows, we learn from every student and parent as we strive together toward achieving the academic and career goals of our students.

To every student at IAC, I also hope that you will find this school effective as a place to connect with your student community, share your experiences, and grow. This is a safe place for you to explore the ideas of your peers and gain a better understanding of what Ontario's education system has to offer.

IAC is a collective effort between our founders, Ontario Certified Teachers, and education advisors. Together we aim to provide every student with a healthy and balanced environment to explore his/her interests. This process of self-discovery not only involves excellent opportunities for academic achievement, but also strong and diverse social support. We encourage our students to find lifelong friends while studying at IAC as well as to depend on our teachers and staff for sound advice and assurance. We hope you will take advantage of the range of social activities and support systems offered by the school, and we are here to help as you make pursue a Canadian education.

I look forward to continuing this positive relationship, and I wish every student well-deserved success in the term ahead

Yours Sincerely,

Kristina Ramrattan

School Principal

SECTION I: SCHOOL POLICIES, PRACTICES AND PROCEDURES

1.1 – Our Mission

Insight Academy of Canada **(IAC)** recognizes the importance and value of completing a secondary education and is committed to reaching every student to help them achieve a successful outcome from their secondary school experience. Today's globalized and technologically advanced society makes it necessary to obtain an empowering secondary education. At IAC, we are committed to creating a diversified and multi-cultural educational environment that builds mutual respect and the confidence required for academic success. We pledge to provide **students** with individualized, differentiated, and innovative instruction in small classroom settings designed to engage and motivate them.

Our mission is to create students **with** independent minds **and** critical thinking skills who have developed a love of learning that will last a life-time. **Our students will be** prepared for post-secondary or work destinations and will be actively engaged with the world **around them** and with each other. IAC is committed to being Innovative in its course materials and presentation, accessible to and inclusive of all students and above all, accountable to both its students and parents.

1.2 - Goals & Philosophy

IAC is focused on meeting student expectations within a safe, respectful and collaborative environment, which is at the core of our philosophy. Online classes focus on our three central goals:

1) Provide a level of educational content that meets the provincial standards for our students.
2) Establish the needs of each and every student and intervene whenever necessary to advocate on the student's behalf.
3) Appreciate the uniqueness of each student to meet their needs with the intention of working with them towards their future career and educational plans.

IAC appreciates that many students seek to complete some or all of their secondary school courses in Canada based on the high standards set out in this country. Ontario specifically is a highly esteemed and sought after location for secondary students worldwide. IAC is dedicated to living up to these high standards while also providing a safe and nurturing environment.

Our teachers will be working with students to meet set timelines to ensure that they are working to achieve the necessary requirements needed to fulfill the course expectations. Students are required to complete all assignments as per the requirements of Ontario's ministry standards. Students cannot start the next unit until the first unit is completed. Students will receive timely feedback intended to improve student learning for future tasks in the course.

IAC is founded on student-focused learning for both national and international students. Our school leverages online courses to improve student engagement. We strive to help students as they work towards their course and diploma completion, and develop students' life skills for a well-rounded future.

The online model also allows us to provide clear and continuous communication with our students for each course. Similar to our students, IAC is always growing and improving and we also use our online forum to develop best practices and get valuable feedback from students and parents. Our goal is to have an always evolving system that is able to meet our student's needs.

Insight Academy of Canada strives to provide a warm and empathetic environment which allows students with a variety of learning styles to reach their academic, ethical and aesthetic potential

through their participation in our twelve–term calendar year, experiential based approach to curriculum delivery. Students are exposed to a variety of teaching styles, within online settings, which allows for greater flexibility in program delivery, student accessibility and the opportunity to study through virtual learning experiences.

1.3 – Organization

Insight Academy of Canada uses a Term system to facilitate course delivery at multiple entry points within the school year. The school terms will open at the beginning of each month, depending on student enrollment. Courses will range from approximately 48 to 60 school days from September through August for a total of 12 potential terms during a school calendar year.

Features of the Insight Academy of Canada Program include:

- School year organized into 12 Terms providing opportunities for more concentrated, hands on study, and multiple entry points within the school year;
- Responsive, supportive and creative teaching in small class settings and one on one interaction through our online platform;
- Detailed and thorough educational planning and guidance at all grade levels;
- Community Involvement opportunities;
- Blended education – combination of in class, experiential and online curriculum delivery;
- Reliable and user-friendly online platform for consistent connection to course materials and assessment and evaluation tools
- The ongoing assessment, revision and evaluation of curriculum in response to student needs and the program requirements of post-secondary institutions and the workplace;
- IELTs and TOEFL instruction and prepping for College and University entrance.

1.4 – Stakeholder Roles

Students

Students have many responsibilities with regard to their learning. Students who make the effort required to succeed in school and who are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will therefore be more motivated to work. There will be some students, however, who will find it more difficult to take responsibility for their learning because of special challenges they face. The attention, patience, and encouragement of teachers can be extremely important to these students' success. However, taking responsibility for their own progress and learning is an important part of education for all students, regardless of their circumstances. Mastering the concepts and skills connected with secondary school curriculum requires work, study, and the development of cooperative skills. In addition, students who actively pursue opportunities outside the classroom will extend and enrich their education.

Student-Teacher Interaction

At IAC, an Internet connection is all that students need to stay connected with teachers. The school has partnered with Canvas to create an online forum to allow communication that will lead to a successful education. The use of messaging, assignment comments, real-time chat, conferences, conversations, discussions, class surveys, quiz feedback, are all integrated within this online forum. Students can easily connect with Insight Academy of Canada teachers to receive valuable information to enhance their educational development.

When students register for their course, they will be updated as to what time office hours will be held. During that specific time the student can asks questions and the teacher will reply in a reasonable

amount of time. Also, the teacher will be in contact with students to see how the course is going and students are expected to respond.

Outside of the teacher's office hours, students can email their teacher and will receive a response in a timely manner.

For any technical or administrative issues that occur outside of regular school hours, students can contact the school administration department with those questions.

Student-Student Interaction

Insight Academy of Canada also recognizes the value of communication between peers as a means of developing essential feedback and connectivity with all course members. Canvas has created a means of allowing online students to connect via grouping, collaboration, peer-review assignments, chats, messaging and discussions.

Student-Administration Interaction

IAC's Principal and staff are able to integrate a variety of tools to review attendance, monitor conduct, and assess any issues that exist through the courses offered. Students can reach the school's Principal and other administration staff in a timely manner through email, a phone call, or instant messaging.

Student Access to Resources

Students enrolled in Insight Academy of Canada will be able to access and review the resources that are provided by the teachers to develop the learning experiences within the courses. There will also be able to accessible information about careers that are integrated into the Ministry's course expectations. Additionally, general career information will be provided as needed for IAC students.

Parents/Guardians-School Interaction

Parents/Guardians have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. By becoming familiar with the curriculum, parents can determine what is being taught in the courses their child is taking and what they are expected to learn. This awareness will enhance parents' ability to discuss their children's work with them, to communicate with teachers, and to ask relevant questions about their children's progress. Knowledge of the expectations in the various courses will also help parents to interpret teachers' comments on student progress and to work with teachers to improve their children's learning. Effective ways in which parents can support their children's learning include attending parent-teacher interviews, participating in parent workshops and school council activities and encouraging their children to complete their assignments at home. In addition to supporting regular school activities, parents can encourage their child to take an active interest in meaningful activities outside the school day.

Student Code of Conduct

The following outline of student conduct is to be viewed in conjunction with and as an addendum to IAC's Safe Schools initiative.

Insight Academy of Canada is committed to helping each student to develop self-discipline, self-respect and self-esteem. This includes a sense of responsibility and the motivation to develop oneself fully. To optimize success, all students are expected to:
· be courteous
· be punctual and attend regularly

· prepare for and participate in their learning
· show respect for yourself and all others around you

Insight Academy of Canada is committed to providing an environment which maximizes learning. To these end students are expected to:

· behave appropriately as defined by teachers in their classrooms
· avoid defiance, verbal abuse, harassment or rudeness
· show respect for school property

Insight Academy of Canada is committed to a **safe and orderly environment** in which staff and students can learn and work. **Students and Parents at IAC are asked to review and sign off on the School's Code of Conduct as part of the registration process.**

Standards of Behaviour

Respect, Civility and Responsible Citizenship
All members of the school community **must**:

• Respect and comply with all applicable federal, provincial and municipal laws;
• Demonstrate honesty and integrity;
• Respect differences in people, their ideas and opinions;
• Treat one another with dignity and respect at all times, and especially when there is disagreement;
• Respect and treat others fairly, regardless of, for example, their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
• Respect the rights of others;
• Show proper care and regard for school property and the property of others;
• Take appropriate measures to help those in need;
• Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
• Dress in a manner that is appropriate to school activities with regard to exposure, cleanliness and/or message;
• Respect all members of the school community, especially persons in positions of authority;
• Respect the need of others to work in an environment that is conducive to learning and teaching;
• Use technology, especially social media, responsibly and appropriately;
• Not direct profanity at a fellow student, a teacher or at another person in a position of authority.

Attendance

Regular attendance is critical for the student's success in addition to student learning. To encourage regular attendance by students, IAC will update students and their parents about the school's policy on attendance. Where, in the Principal's judgement, a student's frequent absences from school are jeopardizing his or her success, school staff will meet with the student and the parents to explain the potential consequences of the absences and discuss steps to be taken to improve attendance. IAC adheres to the Ontario's Ministry of Education and its Policy and Program Requirements 2016 (OS). Specifically, IAC recognizes that regular attendance is necessary for course completion and if this is not being fulfilled a meeting with the student and parents will be scheduled to discuss the concerns of frequent absences (Ontario Schools K-12 Policy and Program Requirements 2016 S.4.2).

Consistent attendance and active participation are key components of successful performance in each course. A credit is granted in recognition of the successful completion of a course of a minimum 110 hours. The Ministry of Education places equal emphasis on both the content and the process of learning. Classroom time and logged in time for online students takes on even greater

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significance in light of our accelerated and enhanced course offerings. As of September 2017, IAC will **offer only** online courses, however in the future, the school will consider delivering an onsite program.

Growing Success demands increased reliance on classroom performance-based assessment and as a result, regular classroom and logged in attendance is essential so that evaluation and the awarding of credits will not be jeopardized. **The school reserves the right to discontinue a student's enrollment where there is chronic absenteeism or extended non-attendance in one or more courses or failure to log in to course sites for online students.** The Principal will attempt to reach the student and/or parents if an emergency or medical reason has not been provided. If the student has not been online for **six** school days in a row the school reserves the right to remove a student from the course. If the student and/or parents provide a detailed documented reason for the absences, the situation will be reviewed on a case-by-case basis resulting in either an affirmation of removal from the course or reinstatement at the sole discretion of the Principal.
Ministry of Education Guidelines and the Education Act mandate that every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years. 2006, c. 28, s. 5 (1). Attendance issues will be referred to the Provincial Attendance Counsellor where appropriate.

The Ontario of Ministry educational guidelines require that students complete 110 hours of instruction to earn a credit. For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course.

Students are expected to be online to receive lessons and assistance from teachers. Anyone missing classes for any reason within the 48 to 60 school day term, risks receiving a low grade or failing to earn the credit. The student is expected to fulfill the 110 hours for 1.0 credit and 55 hours for 0.5 credit (this applies to Civics and Citizenship - CHV20 and Career Studies - GLC20) that is needed to earn the credit. Students will attend weekly online seminars during which they will respond to class exercises and teacher questions, read course content as well as complete all discussions questions and assignments throughout the duration of the course. If a student is absent for more than 3 consecutive school days, the parents will be informed of this issue. attendance be deemed a problem early on within the course, parents will be informed that this is an issue. The Principal will contact the parent, guardian or student (if over the age of 18). The intention of these communications is to encourage the student to return and become actively involved in the completion of the course. Students who do not return will be withdrawn without benefit of a refund.

1.5 – Safe School Environment

School climate is defined as:

> **"the learning environment and relationships found within a school and school community. A positive school climate exists when all members of the school community feel safe, included, and accepted, and actively promote positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect. A positive school climate is a crucial component of the prevention of inappropriate behaviour."**

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Policy/Program Memorandum No. 145, "Progressive Discipline and Promoting Positive Student Behaviour" (December 5, 2012)

At IAC, Administration and Staff work diligently to sustain a positive school climate by actively promoting, supporting and modelling behaviours that reflect the **School's Code of Behaviour***, equity and inclusive education philosophy as well as initiating character development initiatives through the EVOLVE program detailed at the conclusion of this document. Using a whole school approach, IAC brings members of the school community – the adults in the school, students, parents/guardians and members of the neighbourhood together to work toward this common goal. This whole school approach engages the school community in putting prevention and intervention strategies in place at all levels – at the level of the individual, the classroom, and the school. Success requires an ongoing, comprehensive and collaborative effort on the part of everyone involved.

IAC believes that it is the right of each student and each staff member to a safe and orderly learning environment, free of concern about personal safety and, therefore in partnership with Staff, Students, Parents/Guardians and the community at large, the School will:

- reduce and try to eliminate any incidences of bullying and violence in the School when they occur;
- provide opportunities for students to develop the skills necessary to handle and avert violent and potentially violent situations, through their course work and co-curricular activities;
- promote the long-term prevention of violence by preparing students to manage their lives and relationships in non-violent ways, instructing them in the principles and practice of mediation and arbitration;
- work co-operatively and in shared responsibility with students, parents, staff, the wider community and the police to foster a safe and inclusive school environment;
- ensure that all members of the school community are treated with respect and dignity.
- work co-operatively and in shared responsibility with students, parents, staff, the wider community and the police to foster safe and responsible use of Social Media.

Social Media **– Internet Safety Resource**

Please refer to the School's Policies and Procedures Manual to view our Safe Schools policies and procedures.

For more information on:

• bullying prevention
• Ontario's code of conduct
• progressive discipline
• the Accepting Schools Act (Bill 13), 2012
• the Comprehensive Action Plan for Accepting Schools
• the Safe Schools Strategy and related policy/program memoranda

• the Comprehensive Mental Health and Addictions Strategy.

Visit: Ontario.ca/acceptingschools

Safety

No member of the school community **shall:**
- Possess any weapon, including firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Possess or be under the influence of alcohol and/or illegal drugs;
- Provide others with alcohol or illegal drugs;

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- Be under the influence of a noxious substance, such as glue or gasoline;
- Contravene the Tobacco Control Act;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic in weapons or illegal drugs;
- Give alcohol to a minor;
- Commit robbery;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias.

Insight Academy – Creating a Positive School Environment

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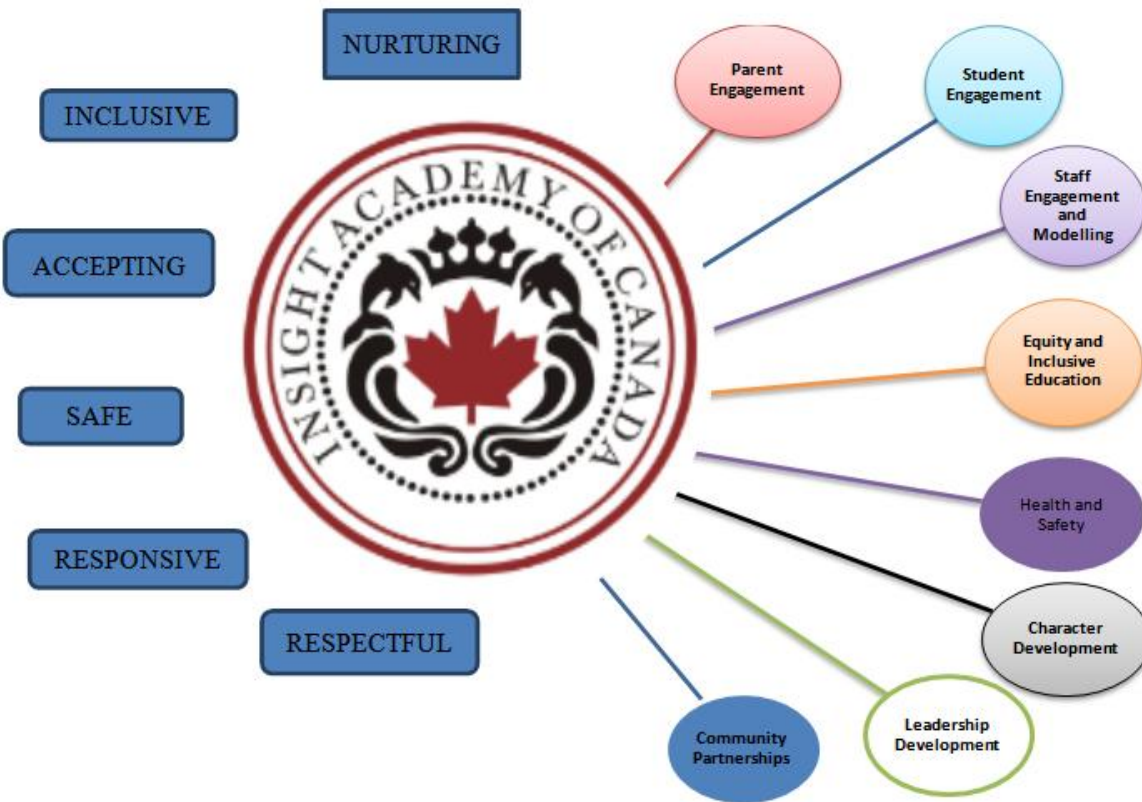
SECTION II: DIPLOMA AND CERTIFICATE REQUIREMENTS

Students at Insight Academy of Canada will complete their secondary school studies in compliance with the requirements set out in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016 The school operates under the assumption that all students are working toward the completion of the Ontario Secondary School Diploma (OSSD) and will remain in secondary school until the OSSD has been completed or the student has reached the age of majority (18) whichever comes first.

Please refer to the Ministry of Education's website:
http://www.edu.gov.on.ca/extra/eng/ppm/graduate.html

2.1 – Compulsory & Optional Credit Requirements

Diploma Information

The requirements for earning an Ontario Secondary School Diploma (OSSD) as described by OS 2016 are as follows:
- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

(Ontario Schools K-12 Policy and Program Requirements 2016 S.6.1).

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines (see section 2.2 of Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements 2016). The compulsory credits are to be distributed as shown in the table opposite.

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar (Ontario Schools K-12 Policy and Program Requirements 2016, S.6.1).

COMPULSORY CREDITS (TOTAL OF 18)

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

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

2 credits in science

1 credit in the arts

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

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

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

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

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

Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

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

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

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

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

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2.2 – Substitution Policy for Compulsory Credit Requirements

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, **Principals can substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3).** Substitutions will be considered when it is clear that they will promote and enhance student learning or in response to special needs and interests. Two half-credit courses can be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course can be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student will be made only if the student's educational interests are best served by such a substitution.

If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the Principal will determine whether the substitution will be made. The Principal can also initiate consideration of whether a substitution will be made. The Principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. **Substitution Request Forms** are available in the School Office.

In all cases where the parent or the adult student disagrees with the decision of the Principal, the parent or the adult student can ask the appropriate supervisory officer to review the matter.

The following are limitations on substitutions for compulsory credits:
- English as a second language and English literacy development courses cannot be used to substitute for a compulsory credit. (They can be used, however, to meet the compulsory credit requirements for up to three English credits.);
- No more than one Learning Strategies course, from the guidance and career education curriculum policy document, can be used through substitution to meet a compulsory credit requirement;
- Credits earned for Cooperative Education courses **cannot** be used through substitution to meet compulsory credit requirements;
- A locally developed compulsory credit (LDCC) course **cannot** be used as a substitute for a compulsory credit; **it can be used only to meet the compulsory credit requirement that it has been designed to meet;**

Each substitution will be noted on the student's Ontario Student Transcript upon successful completion of the designated credit along with a special indicator noting the substitution. The completed Application for Substitution will be placed in the student's OSR (Ontario Schools K-12 Policy and Program 2016 S.6.2).

Assessment of Out of Province/Country Credits

Students applying to enroll in courses at IAC who have completed credits toward a secondary school diploma in a province outside Ontario or in a foreign country must present an official transcript together with a detailed description of courses completed and hours of instruction so that IAC will determine the number of equivalency credits that can be granted and whether or not prerequisites have been met.

Course descriptions will also be requested as well as translations of the transcript.

Out of province/country students who have not completed the Ontario prerequisites must complete the IELTS (International English Language Testing System). Students will require a minimum score of

5.5 to be eligible to start ENG3U. A minimum score of 6.0 will be needed to begin ENG4U. If those requirements are not met, students cannot take those English courses as IAC believes that their English skills do not meet the level of comprehension that is necessary for those subjects.

Students will also complete the STEP Assessment to determine if they will be placed in an ESL Course or in mainstream courses. The STEP Assessment consists of reading, writing and oral profiles. An outline of the steps is listed below:

Designing Initial Reading and Writing Assessment Tasks Selecting Texts to Align with Steps
http://www.edugains.ca/resourcesELL/Assessment/STEP/STEP_InitialLanguageAssessment/STEPUserGuide_IntialAssessment_June2012.pdf

	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
Organization of text/ format	Simple, predictable layout Text features such as diagrams and illustrations	Simple, easy-to- follow layout Common text features such as title, page number, table of contents, captions, headings, and bold print	Common formats of adapted text such as lists, paragraphs, instructions Common text features such as charts, photos, maps, text boxes	Layout determined by text form– authentic, fiction, or non-fiction Text features such as graphs, indexes, glossaries	Layout determined by text form–early grade-level fiction or non-fiction Text features, such as indexes, glossaries, sidebars, footnotes	Layout determined by text form– grade- level fiction or non-fiction Grade appropriate text features
Length	Single words or short patterned sentences per page	1–3 sentences per page	Paragraph(s)	varies	varies	varies
Content	Personal and familiar topics relating to the student's experience or interests	Common everyday topics	Familiar and subject-specific topics	Familiar and subject-specific topics	Grade-level content in various subject areas	Grade-level content in various subject areas
Language	High-frequency words Patterned text Simple, short sentences	High-frequency words and phrases Some words with multiple meanings Simple compound sentences	Some academic words across subject areas A variety of simple and compound sentences. A variety of sentence lengths	Grades 4–12 academic words, low frequency words, and descriptive language Grades 1–3 academic words, simple descriptive words and high frequency words and phrases A variety of sentence	Low-frequency words and academic vocabulary at early grade level A variety of complex structures at early grade level	Grade-appropriate vocabulary A variety of complex structures at grade level

				structures		
Visuals	Many clear visuals that help the reader understand the text	Clear visuals that help the reader understand the text	Visuals on a page, representing a key idea or concept	Some visuals that support understanding of the text	Visuals that support understanding of early grade-level text	Visuals that support understanding of grade-level text

Please note for any students that are studying from abroad without any parents or guardians in province, custodian information must be provided to the school.

2.3 – The Secondary School Literacy Graduation Requirement

Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the method used 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. The test thus identifies students who have demonstrated the required skills in literacy, as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need assistance and remediation.

If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must write the Ontario Secondary School Literacy Test (OSSLT). Students at IAC seeking an OSSD will take the OSSLT in Grade 10. Students must pass the test in order to graduate and their result is recorded on their OST.

The test is scheduled by and administered through the **Education Quality and Accountability Office (EQAO)** once each year, usually in the spring.

· Students will usually take the OSSLT in the school year following their grade 9 year unless a deferral is granted by the Principal.

· Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they cannot retake it.

· Students who are English language learners will be entitled to special provisions. For students with special education needs, accommodations specified in the student's IEP will be made available on the day of the test, such as extra time.

· A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled in at the time the test is administered. Insight Academy of Canada will ensure that this policy is made known to students and to parents of students who are planning to transfer from IAC to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement.

· A student who has successfully completed the OSSLT in either English or French at the student's previous school is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to IAC.

· Insight Academy of Canada will provide remedial assistance for students who do not complete the test successfully. This remedial assistance will be designed to help students improve their skills so that they are better prepared to retake the literacy test. **A credit course in Learning Strategies will be of use in this regard** (Ontario Schools K-12 Policy and Program 2016 S.6.1.3).

Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document ***The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12.*** Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course which differs from other courses in that it outlines specific requirements for evaluation in order to maintain alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. The Principal has the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the Principal determines that it is in the best educational interest of the student.

The credit earned for successfully completing the OSSLC will also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma.

A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition (PLAR) policy.

For students with special education needs, accommodations specified in the student's IEP will be made available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations will be permitted.

Students who enter our school directly in Grade 12 (as determined based on credit equivalents) are eligible to study the OSSLC immediately.

Accommodations, Special Provisions, Deferrals and Exemptions

Accommodations

At times accommodations, will be made to ensure that students who have an **Individual Education Plan (IEP)** have a fair and equal opportunity to successfully complete the secondary school literacy test.

IAC accepts students with an IEP and all applicants for whom this is relevant are required to include a copy of their IEP with their application

IAC will be prepared to provide accommodations upon the receipt of an IEP or Psycho-Educational report written within the last 5 years.

If a student does not have an IEP but requires accommodations, the:

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The student will need to submit a note from a qualified professional. This document will indicate the accommodations required and the reasons for the accommodations to be made. The qualified professional is:

- · A medical doctor or qualified psychologist
- · An administrator of a school, college or university

The documentation must include:
- · The qualified professional's contact information and be dated and printed on official letterhead

- · A detailed description of the learning/medical needs requiring special considerations
- · The required accommodation(s)
- · Timelines for rehabilitation and recovery for temporary conditions

IAC will be prepared to provide the accommodation upon the receipt of this required documentation written within the last 2 years.

Note:
The IEP specifically outline the course expectations that the student is expected to meet and how IAC will address these expectations through appropriate accommodations within online courses.

The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work including examinations and other forms of evaluation;

These accommodations can include the following:
- · Providing more time for learning the completion of activities (up to 50% more time/1 hour)
- · Assistance of other personnel (i.e. a reader/scribes)
- · Use of specialized equipment
- · Adjustments to the environment in which a test is administered
- · Periodic – supervised breaks as needed
- · Prompts to return student's attention the task
- · Clarification of instructions and/or questions
- · Changes/adjustments to the format of the test (i.e. alternative forms of print)
- · Change/adjustments to the format of student responses

While accommodations will be allowed, the actual content of the course cannot not be altered.

Special Provisions Available to Exceptional Students

The Ontario Ministry of Education recognizes five areas of exceptionality: behaviour, communication, intellectual, physical, and multiple – for which provisions will be made. The needs of a student with exceptionality are specified by an **Identification, Placement and Review Committee** of the Board of origin (if publicly funded) or by the Guidance Department of their private or independent school of origin. **Students and Parents will refer to the School's policy document on Accommodations for more details.**

Deferrals:

Students who might benefit from a deferral of the test will include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test. This will be particularly relevant to our international students.

A student must have an IEP that clearly indicates he or she is not working towards a secondary school diploma in order to be exempted from writing the OSSLT. The Principal, in consultation with the parent(s)/guardian(s) and student, will make all decisions regarding exemptions.

Deferrals will also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the Principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis. The following procedures will be applied:

- A request for a deferral will be made by a parent or an adult student. Such requests are made in writing to the Principal. The Principal will grant the deferral.
- A Principal will also initiate consideration of a deferral with the parent or adult student. The Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student will ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- The writing of the test will be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the EQAO. If an additional deferral is required, the Principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that will be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students will be encouraged to write the test so that the school will have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- The decision to defer must be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the Principal are required for an exemption.

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- students who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided;
- students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9(Ontario Schools K-12 Policy and Program 2016 Appendix 3, Section 3).

Exemptions:

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Mature Students:
A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

Exemptions are to be provided to students on an individual basis. The following procedures will be applied:

- As part of the IEP development process, the Principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.

- If it is decided that the student is not working towards the OSSD, the Principal also decides, again in consultation with the parent or adult student, whether to grant the student an exemption from writing the OSSLT or taking the OSSLC.

The final decision must be communicated in writing to the parent or adult student as part of the IEP development process. IAC is not in a position to offer student IEP's at this time.

- In cases of disagreement, where the Principal decides that the student will be exempted from writing the test or taking the course but the parent or adult student disagrees with this decision, the student must be allowed to write the test or take the course.

- Where the Principal decides that the student will write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final. Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the Principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course. The necessary accommodations will be provided in accordance with the policies outlined in sections 6.1.3.1 and 6.1.3.2 and Appendix 3. (Ontario Schools K-12 Policy and Program 2016 Appendix 3, Section 4)

- If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.

- All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record (Ontario Schools K-12 Policy and Program 2016 Appendix 3, Section 4).

Mature students will have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. (***They can still elect to meet the literacy graduation requirement by successfully completing the OSSLT).***

2.4 – Community Involvement Requirement &Procedure

Community Involvement (CI)

In order to develop a sense of civic responsibility and community values, students at Insight Academy of Canada must complete a minimum of 40 hours of unpaid Community Involvement before graduating from high school as a compulsory component of the Ontario Secondary School Graduation Diploma (OSSD). This requirement is in addition to the 30 credits required for an OSSD. Staff at Insight Academy of Canada in partnership with the Principal, will discuss appropriate types of CI activities and projects.

Students can offer suggestions, **but the selection and management of the involvement is to be directed by the student in consultation with school's administration**. The following conditions apply to CI activities:

· Prior to the beginning of an activity, it must be recorded and approved by the school administration using the appropriate **Community Involvement Form** available from the Office;
· Activities can take place inside or outside the school; those which occur inside the school cannot be part of a credit program;
· Activities can take place during the school day, but must occur outside the student's scheduled course time, that is, during the lunch hour, or before or after classes;
· Student fundraising, and acting as a student assistant, tutor, or peer helper or mediator within the school qualify as Community Involvement activities;
· Volunteer activities, tutoring, fund-raising, coaching, or other work with community groups or charitable organizations qualify as Community Involvement, as long **as the student is not paid** for the work done;
· Independent activities in the community can count, such as visiting, helping out, and picking up groceries or supplies for an elderly or disabled neighbour; shoveling snow or raking leaves, etc. Documentation must be received from the community member, and no payment of any kind can be received for these activities.
· Upon completion of approved CI activities, the Principal shall ensure that the CI hours are recorded on the individual students Ontario Student Transcript (OST).
· For students from schools outside Ontario who do not have Ontario credits and who have completed Grade 10, 11, or more than Grade 11 or its equivalent, the Principal will determine the number of hours of community involvement required.

Roles and Responsibilities of Secondary School Principals
Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the Ministry's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the Principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

Roles and Responsibilities of Students
In consultation with their parents, students will select an activity or activities from the Ministry's list of approved activities, or choose an activity that is *not* on the list, provided that it is not an activity specified on the Ministry's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain written approval from the Principal before beginning the activity.
Before beginning any activity, students will provide the Principal or other school contact with a completed "Notification of Planned Community Involvement Activities" (PDF, 88 KB) form indicating

the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form will be submitted when additional activities are planned that were not included on a previously submitted form. A "Completion of Community Involvement Activities" (PDF, 82 KB) form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the Principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the Principal.

Roles and Responsibilities of Parents

Parents will provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school Principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community will be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity will be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

Ineligible Activities

The ministry has developed a list of activities that are not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:
- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program). PPM No. 124a

Students must receive approval from IAC administration to ensure their CI is meets the approved community involvement requirements.

Students who are fully enrolled in IAC will be able to choose their preferred activity as approved by Insight Academy of Canada. These hours must be fulfilled and recorded on the student's own time. The school will provide the student with a tracking booklet. This booklet will be submitted each year so the school can enter that data on the student's OSR. When the volunteer work is completed, the student must submit documentation as related to the service completed to be included on the student's OSR.

Students must select work that is appropriate as related to his or her age and ability. The intention of this requirement is to teach the student that he or she is a valuable member of society and can contribute to the community in a positive manner. To guide the correct choices of community activities, please consult the following: PPM No. 124a, "Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools" (April 27, 1999) www.edu.gov.on.ca/extra/eng/ppm/124a.html

PPM No. 124a includes the policy and procedures as well as sample documents relating to the 40-hour community involvement diploma requirement.

2.5 – OSSC Requirements

Ontario Secondary School Certificate

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

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

7 required optional credits
- 7 credits selected by the student from available courses

(Ontario Schools K-12 Policy and Program Requirements 2016 S.6.3)

2.6 – The Certificate of Accomplishment

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

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

Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements (Ontario Schools K-12 Policy and Program Requirements 2016 S.6.4).

SECTION III: COURSE OFFERINGS & COURSE DESCRIPTIONS

3.1 Secondary School Credits

Courses and Credits

Credit courses at Insight Academy of Canada are delivered in accordance with Ontario Ministry of Education Guidelines. Over time, these courses will generally be offered beginning in Grade 9. An entry will be made on the Ontario Student Transcript (OST) for each course successfully completed.

Definition of a Credit

Students earn credits within the Secondary School Program offered in Ontario. Courses that are full-length equate to 110 hours of time in the classroom.

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a Principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit will be granted for 55-hour courses (in Civics and Citizenship - CHV20 and Career Studies – GLC20). Aside from these two courses all others are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education (Ontario Schools K-12 Policy and Program Requirements 2016 S.7.1).

The courses leading to the ***Ontario Secondary School Diploma (OSSD)*** are developed in compliance with the requirements set out in the Curriculum documents provided by the Ontario Ministry of Education. At Insight Academy of Canada, these courses will be offered at the Academic (D), Applied (P) or Open (O) level in Grades 9 and 10 and at the University Preparation (U), University/College Preparation (M) or College Preparation (C) level in Grades 11 and 12. All courses provide opportunities for enrichment in keeping with our desire to produce post-secondary and life ready graduates.

The Organization of Secondary School Courses

The creation of different types of courses in the secondary school curriculum is designed to provide all students with the essential knowledge and skills they will need in all areas of endeavour, as well as the opportunity to specialize in areas that are related to their interests and particular post-secondary goals. The types of courses offered, and their organization, provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare students in senior grades for their future destinations.

3.2 Types of Courses

Grades 9 & 10

The following three types of courses are offered in Grades 9 and 10:

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

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

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

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they will try to ensure that they have the prerequisites required for future courses they plan to take (see section 7.2.3).

In order to meet the needs of their student community, schools must offer both academic and applied courses in the following curriculum areas: English, mathematics, science, history, geography, and French as a second language (Ontario Schools K-12 Policy and Program 2016 S.7.2.1).

Grades 11 & 12

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

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

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

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

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

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

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In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades, there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs (see sections 8 and 9).

IAC will ensure that students in Grades 11 and 12 have access to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines (Ontario Schools K-12 Policy and Program 2016 S.7.2.2).

Prerequisites

Prerequisite: A course that a student must pass before enrolling in the more advanced course. Equivalent skills or prior experience that a student possesses will also be accepted as a prerequisite for a course. An assessment exam with qualifying scores will also meet a prerequisite.

Courses in Grades 10, 11, and 12 will have prerequisites or co requisites for enrolment. All prerequisite courses are identified in Ministry curriculum policy documents, and no courses apart from these will be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites (Ontario Schools K-12 Policy and Program 2016 S.7.2.3).

Skills Advisory Recommendations: In addition to prerequisites, some courses at Insight Academy of Canada have recommended minimum entry requirements, which are noted in the Course Descriptions. These recommendations have been established as a means of alerting students to the minimum standards necessary for class success.

A credit is granted and recorded for every course in which the student's grade is 50% or higher. While credits may be earned with a minimum grade of 50%, IAC does not recommend proceeding to any subsequent courses. A minimum average of 70% is recommended to reasonably ensure a solid understanding of the course content. Additionally, an average in the 75%+ range is appropriate for those seeking admission to post-secondary programs with much higher averages expected for high demand and limited enrolment programs.

Most courses at the senior level at IAC have **prescribed prerequisites.** Prerequisites requirements for a course can be found by checking the course descriptions in this calendar or curriculum documents on the Ministry of Education website. Prerequisites and co requisites are intended to improve a student's chance of academic success. If a student does not meet the prerequisite(s) or co requisite(s) for a course as indicated, the student will be prevented from enrolling in the class. The student must complete a **Prerequisite Challenge Form** available from the Office to petition to enroll in the class requiring the prerequisite or co requisite. The permission of the Principal is required and is based on a formal assessment of previous learning. This information will be kept on file in the student's OSR.

Successful completion of a prerequisite or co requisite course is achieved by a final grade of a 50% or higher. Checking of completed or "in progress" prerequisite courses taken at IAC will be undertaken when a student makes their course selections.

Challenging a Prerequisite:

When a student petition's to challenge a prerequisite he or she can do so based upon one or more of the following:

· Student has the knowledge or ability to succeed in the course despite not meeting the prerequisite (e.g. student has prior course work, assessment levels, certification or work experience that satisfies the prerequisite, or by other criteria presented by the student).

· The prerequisite course has not been made reasonably available ("reasonably available" is defined availability of courses at Insight Academy of Canada).

All **Prerequisite Challenge Forms** must be received prior to the start date of the student's enrollment term. If the student has enrolled in a course pending the outcome of the petition and the petition is denied, the student will be dropped from the course.

 IMPORTANT NOTES:

· All Prerequisite Challenges are processed within 5 school days upon receipt (excluding weekends and holidays).

Students who file challenges prior to the first day of the term/semester are permitted to pre-enroll for the class once the challenge is received, deemed complete and while the paperwork is being processed.

Waiving of Compulsory Credit

If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite will be waived. A Principal will also initiate consideration of whether a prerequisite will be waived. The Principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the Principal, the parent or the adult student will ask the appropriate supervisory officer to review the matter (Ontario Schools K-12 Policy and Program Requirements 2016 S.7.2.3).

Changing Course Types

Some students will change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they will find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student will 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 will 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 can 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 will take one of the specified prerequisite courses through summer school, night school or e-learning (Ontario Schools K-12 Policy and Program Requirements 2016 S.7.2.4).

If the Principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the Principal can waive the prerequisite.

Prior Learning Assessment and Recognition (PLAR)

*IAC will assess credentials from other jurisdictions in order to provide equivalency credits. It is only the PLAR challenge for credit that is not offered at the school.

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Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, will have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school Principal, who grants the credits.

The PLAR process developed by a school in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions (Ontario Schools K-12 Policy and Program 2016 S.7.2.5)

PLAR for **International Students**:

For students who are transferring from home schooling, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning.

For regular day school students transferring from home-schooling, a non-inspected private school, or a school outside Ontario, the IAC Principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process.

Determining equivalency involves the assessment of the student credentials from other jurisdictions, as shown on their transcripts and/or report cards.

The Principal of IAC will determine the total credit equivalency, as well as the number of compulsory and optional credits remaining to be completed in accordance with Ontario Schools Kindergarten to Grade 12 Policy and Program Requirements, Appendix 2, Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary Schools.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The Principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The Principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) will be attached to the original form.)

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

· *For challenges for credit for Grade 10, 11, or 12 courses:* The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s).

The following entries must be made on the student's OST:

· *For challenges for credit for Grade 10 courses:* Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.

· *For challenges for credit for Grade 11 and 12 courses:* Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.

The "equivalency" process for mature students involves (1) individual assessment[3] for the purpose of granting Grade 9 or 10 credits, and/or (2) assessment of credentials and other appropriate documentation from jurisdictions within and outside Ontario for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

The "challenge" process for mature students is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 11 or 12 course developed from an Ontario curriculum policy document published in 2000 or later.

From February 1, 2004, until the end of the 2003-04 school year, credits granted through the PLAR equivalency process to students working towards the OSSD under OSIS for specific Grade 12 courses and Ontario Academic Courses (OACs) selected from among the limited number of courses under OSIS. Until the end of the 2003-04 school year, credits granted through the PLAR challenge process to students working towards the OSSD under OSIS for such Grade 12 courses and OACs.

For more information please reference The Ontario Student Transcript Manual:
http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf (pages 13-14)

Insight Academy of Canada: Does not offer PLAR challenge at this time. The school will accept students from outside of the province and grant equivalent credits if a student enrolls full-time and where Insight Academy of Canada creates and monitors the OSR.

3.3 Course Coding System

The Course Coding System- How to Read The Code
All courses are identified by three letters followed by a number and a letter. For example, "ENG4U" means English for Grade 12 students, a university preparatory course.

The first character indicates the subject area:

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

The next two characters differentiate between subjects within the subject area: MCV means Mathematics: Calculus/Vectors while SCH Chemistry. The first number indicates the grade level of the course:

1. Grade 9
2. Grade 10
3. Grade 11
4. Grade 12

The letter following the first number indicates the course type:

D Academic	**O** Open	**P** Applied
C College	**U** University Preparation	**M** College/University Preparation.

3.4 Course Outlines and Curriculum Documents

The courses offered at Insight Academy of Canada are outlined in this manual. Parents and students who require a more detailed explanation of course content or Ministry of Education policy will consult with individual subject teachers or administrators. Official Ministry of Education documents are accessed at www.edu.gov.on.ca

Students will be provided with login information when they register for courses. Course outlines can be accessed online via the student's login information. The outlines of all courses will be kept on file for both students and parents to review. Both students and parents are welcome to review these documents to see what courses are best suited for each student's academic journey.

3.5 Course Descriptions

English as a Second Language ESL Level 2, Open (ESLBO)
1.0 Credit
Prerequisite: ESL Level 1 or equivalent (may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment)
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

English as a Second Language ESL Level 3, Open (ESLCO)
1.0 Credit
Prerequisite: ESL Level 2 or equivalent (may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment)
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary

and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language ESL Level 4, Open (ESLDO)
1.0 Credit
Prerequisite: ESL Level 3 or equivalent (may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment)
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

English as a Second Language ESL Level 5, Open (ESLEO)
1.0 Credit
Prerequisite: ESL Level 4 or equivalent (may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment)
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.

Grade 9 Principles of Mathematics, Academic (MPM1D)
1.0 Credit
Prerequisite: None
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.

Grade 10 Civics and Citizenship, Open (CHV2O)
0.5 Credit
Prerequisite: None
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Grade 10 English (ENG2D)
1.0 Credit
Prerequisite: English, Grade 9, Academic or Applied
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.

Grade 10 Principles of Mathematics, Academic (MPM2D)
1.0 Credit
Prerequisite: MPM1D, Principles of Mathematics, Grade 9, Academic or MFM1P, Foundations of Mathematics, Grade 9, Applied and MPM1H, Mathematics, Transfer Course, Grade 9
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.

Grade 10 Science, Academic (SNC2D)
1.0 Credit
Prerequisite: SNC1D, SNC1P, or SNC1W, Science, Grade 9
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.

Grade 11 Media Arts, Academic (ASM3M)
1.0 Credit
Prerequisite: Media Arts, Grade 10, Open
This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Grade 11, Entrepreneurship: The Enterprising Person Open (BDP3O)
1.0 Credit
Prerequisite: None
This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. You will create a venture plan for a school-based or student-run business. Through hands-on experiences, you will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Grade 11 Designing Your Future, Open (GWL3O)
1.0 Credit
Prerequisite: None
This course prepares students to make successful transitions to postsecondary destinations as they investigate specific postsecondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will develop their portfolios with a focus on their targeted destination and develop an action plan for future success.

Grade 11 English, Academic (ENG3U)
1.0 Credit
Prerequisite: English, Grade 10, Academic (ENG2D)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Grade 11 Functions, Academic (MCR3U)
1.0 Credit
Prerequisite: Principles of Mathematics, Grade 10, Academic (MPM2D)
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.

Grade 12 Biology, University (SBI4U)
1.0 Credit
Prerequisite: Biology, Grade 11, University Preparation (SBI3U)
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.

Grade 12 Physics, University (SPH4U)
1.0 Credit
Prerequisite: Physics, Grade 11, University Preparation (SPH3U)
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 analyze, 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.

Grade 12 Chemistry, University (SCH4U)
1.0 Credit
Prerequisite: Chemistry, Grade 11, University Preparation (SCH3U)
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.

Grade 12 Advanced Functions, University (MHF4U)
1.0 Credit
Prerequisite: MCR3U, Functions, Grade 11, University or MCT4C, Mathematics for College Technology, Grade 12, College
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.

Grade 12 Mathematics of Data Management, University (MDM4U)
1.0 Credit
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation
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.

Grade12 Calculus and Vectors, University (MCV4U)
1.0 Credit
Prerequisite: MHF4U, Advanced Functions, Grade 12 University must be **taken prior to or concurrently with** Calculus and Vectors
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Grade 12 Challenge and Change in Society, University (HSB4U)
1.0 Credit
Prerequisite: Any university, college or university/college preparation course or college level course in Social Sciences and Humanities, English or Canadian and World Studies
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitude, beliefs, and behaviour, and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Grade 12 Ontario Secondary School Literacy Course (OLC4O)
1.0 Credit
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.)
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.

Grade 12 Analyzing Current Economic Issues (CIA4U)
1.0 Credit
Eligibility requirement: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Grade 12 English, University (ENG4U)
1.0 Credit
Prerequisite: ENG3U
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.

Grade 12 International Business Fundamentals, University/College (BBB4M)
1.0 Credit
Prerequisite: None

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 post-secondary programs in business, including international business, marketing, and management.

Grade 12 Business Leadership: Management Fundamentals, University/College (BOH4M)
1.0 Credit
Prerequisite: None
This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

SECTION IV: SPECIAL PROGRAMS & ALTERNATIVE LEARNING

4.1 Experiential Learning Programs

Experiential learning, such as job shadowing, virtual work experience and field trips enable students to apply the skills they have developed in the class- room to real-life activities in the world. They also help to broaden students' knowledge of employment opportunities in a wide range of fields, including small-business operations, management, marketing, accounting, and government service. In addition, students develop their under- standing of workplace practices, certifications, and the nature of employer–employee relation- ships. IAC will establish and maintain links with community-based businesses to ensure students have access to hands-on experiences that will reinforce the knowledge and skills they have gained in school.

Cooperative Education

As a consequence of IAC's organization and small teacher-student ratio, there are no opportunities for the co-operative education option. We do not offer these programs in our school at this time.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their post-secondary destination.

A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course will serve as the related course for a cooperative education program.

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

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

The term *e-learning* refers to the use of electronic technologies to support learning and teaching. It includes the use of computer-based learning modules, internet based courses, threaded discussions, video conferencing, electronic whiteboards, digital projectors, chat rooms, e-mail, and more. IAC is introducing e-learning to offer new learning opportunities to its students, including online credit courses and online resources for the classroom delivery of learning programs. For any credit course delivered online, all of the curriculum expectations for the course will be accounted for, and assessment, evaluation, and reporting will be undertaken in accordance with policies outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12* **(2010).** Successful completion of summer school courses will be recorded on the individual students OST. **See below for more information on IAC's online program**. the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

Schools must ensure that cooperative education programs are available to all interested students who are considered ready to undertake learning in the workplace, including students with special education needs. Schools will also ensure that the programs are offered through a variety of delivery models, such as full-day programs, half-day programs, programs that allow for continuous intake, summer school programs, and night school programs, in order to meet the range of needs of the students and their local community.

All cooperative education programs must be developed and implemented in accordance with ministry policy as outlined in *Cooperative Education and Other Forms of Experiential Learning: Policies and Procedures for Ontario Secondary Schools* (Ontario Schools K-12 Policy and Program 2016 S.8.2)

Job Shadowing/Job Twinning

As a consequence of IAC's organization and small teacher-student ratio, there are no opportunities for the job shadowing option. We do not offer these programs in our school at this time.

Job shadowing and job twinning is offered to students from Grade 7 to Grade 12 as part of curriculum delivery and as part of the career development program. Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

The preparation of students for job shadowing and job twinning will include instruction related to workplace expectations and health and safety requirements. Students will be given the opportunity to reflect on their experience and the learning that has occurred.

Schools are responsible for ensuring the selection of appropriate placements in safe work environments. A Work Education Agreement form must be completed for a job shadowing or job twinning experience that lasts for more than one day if the student is fourteen years of age or older. If the student is under fourteen years of age or if the job shadowing or job twinning experience lasts one day or less, these experiences will be treated as field trips (Ontario Schools K-12 Policy and Program 2016 S.8.3).

4.2 Alternative Learning

Students at IAC wishing to earn credits towards the Ontario Secondary School Diploma in ways outside the traditional classroom setting, as outlined in the following three sections.

E-Learning/Online Learning

Continuing Education Courses

As a consequence of IAC's organization and small teacher-student ratio, there are no opportunities for the job shadowing option. We do not offer these programs in our school at this time.

Continuing education supports learners of all ages by offering credit and non-credit learning opportunities outside the regular day school program and during the summer. These include:

- credit courses for adolescent and adult learners;
- international language programs for elementary school students (see section 2.5.3);
- remedial opportunities for students in Grades 7 and up to improve their literacy and mathematics skills;
- general-interest community programs and workshops for learners of all ages;
- literacy upgrading programs for adults offered by the Ministry of Advanced Education and Skills Development (formerly the Ministry of Training, Colleges and Universities);
- English as a second language / French as a second language programs for adults offered by the Ministry of Citizenship and Immigration.

Summer Camp - non-credit

This program will allow students to learn about the wonderful landscape of Canada while getting to experience it first-hand. Exploring the Ontario wilderness and getting to participate in many events, such as kayaking, hiking, swimming while also being connected to the Ontario curriculum is a great experience for all students.

We have counsellors, chaperons and a nurse on staff to maintain the safety of our students. We have insurance and a hospital is located nearby if any issues arise. We believe that the hands-on activities, in combination with the Ontario curriculum expectations will allow students to get the most out of learning while also having some fun and exciting experiences.

4.3 IAC Online

Students enrolled in Insight Academy of Canada will be able to access selected courses and review the resources provided by the teachers to meet curriculum expectations mandated by the Ministry of Education. Information about careers and future destinations are integrated into the Ministry's course expectations. IAC's Guidance Department will also provide information on program planning, career pathways and the application process for college and university.

Parents and guardians of students under the age of 18, as well as parents who are over the age of 18 whose student has granted them permission and students themselves will be able to access the student's course materials, assessments and evaluations online. Parents or guardians must contact the School directly to gain access to this information. Please contact IAC's Principal for more information.

Insight Academy of Canada feels that it is important to involve both parents and students in the creation of a strong educational plan. The school has created electronic grade books, report cards, and online conferencing, as well as direct phone communication with the IAC Principal as part of its learning plan to provide for increased parental involvement. In addition, the Observer role in **CANVAS** can be used to enrol parents who would like to access an online course, monitor the progress of their student, view assignments, and/or join a conference.

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Selection of online courses will be undertaken with the students' and parent's participation taking into account the educational aspirations of the student and Ontario secondary school diploma requirements, the ultimate decision on course selection for students under the age of 18 will be made by the School in consultation with parents and students.

Online School Philosophy

Insight Academy of Canada also offers online courses. The online format delivers continuous communication and quality educational content to enrolled students. A flexible online environment has been created to help all students access this academic material and earn their secondary school diploma online. Our online platform allows IAC students to engage in their educational studies from the any location while meeting the expectations outlined in Ontario Ministry of Education curriculum documents and to earn a secondary school Diploma.

IAC School Year Calendar

TERM	START DATE [1]	TERM END DATE	INSTRUCTIONAL DAYS	INTERIM REPORT [2] Anticipated date	FINAL EXAM DATE [3] [4]	FINAL REPORT
1	2023.09.06	2023.11.30	61	2023.10.18-2023.10.19	2023.11.24 - 2023.11.30	Issued 5-7 school days after student has written the final exam
2	2023.10.02	2023.12.30	62	2023.11.13-2023.11.14	2023.12.22 - 2023.12.30	Issued 5-7 school days after student has written the final exam
3	2023.11.01	2024.01.31	62	2023.12.12-2023.12.13	2023.01.26- 2024.01.31	Issued 5-7 school days after student has written the final exam
4	2023.12.01	2024.02.29	59	2024.01.17-2023.01.18	2024.02.23 - 2024.02.29	Issued 5-7 school days after student has written the final exam
5	2024.01.03	2024.03.28	60	2024.02.14-2024.02.15	2024.03.22- 2024.03.28	Issued 5-7 school days after student has written the final exam
6	2024.02.01	2024.04.30	60	2024.03.18-2024.03.19	2024.04.26- 2024.04.28	Issued 5-7 school days after student has written the final exam
7	2024.03.01	2024.05.31	63	2024.04.15-2024.04.16	2024.05.27 2024.05.31	Issued 5-7 school days after student has written the final exam
8	2024.04.02	2024.06.28	63	2024.05.15-2024.05.16	2024.06.24- 2024.06.28	Issued 5-7 school days after student has written the final exam

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9	2024.05.01	2024.07.31	64	2024.06.12-2024.06.13	2024.07.26-2024.07.31	Issued 5-7 school days after student has written the final exam
10	2024.06.01	2024.08.30	63	2024.07.15-2024.07.16	2024.08.26 2024.08.30	Issued 5-7 school days after student has written the final exam
11	2023.07.03	2023.09.30	62	2023.08.13-2023.08.14	2023.09.25-2023.09.29	Issued 5-7 school days after student has written the final exam
12	2023.08.01	2023.10.31	62	2023.09.16-2023.09.17	2023.10.25-2023.10.31	Issued 5-7 school days after student has written the final exam

Notes:

[1] The last day to register and begin a course is 5 school days after the term has started.

[2] Students must complete half of the course work of the 110-hour term (55 instructional hours) in order to be issued an interim report. Please note that report does not necessarily reflect 50% of a potential final grade.

[3] Currently the exam period for each course will be scheduled on the same day for all students in that course. Adjustments may be necessary if student enrollment increases in subsequent terms. Each course will be schedule a specific exam date from the range of dates listed for that term.

[4] If students are unable to write the final exam on this date, they must inform the Principal with appropriate medical documentation immediately.

Hardware and Software Requirements

IAC uses **CANVAS** as its online platform and its hosting infrastructure is designed for maximum compatibility and minimal requirements. The following is a list of basic computer system requirements to use CANVAS.

Screen Size
- CANVAS is best viewed at a minimum of 800x600, which is the average size of a notebook computer. If you want to view CANVAS on a device with a smaller screen, we recommend using the CANVAS mobile app.

Operating Systems
- Windows 7 and newer
- Mac OSX 10.6 and newer
- Linux – ChromeOS

Mobile Operating System Native App Support
- iOS 7 and newer
- Android 4.2 and newer

Computer Speed and Processor
- Use a computer that is 5 years old or newer when possible

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- 1GB of RAM
- 2GHz processor

Internet Speed
- Along with compatibility and web standards, CANVAS has been carefully crafted to accommodate low bandwidth environments.
- Minimum of 512kbps

Screen Readers
- Macintosh: VoiceOver (latest version for Safari)
- PC: JAWS (latest version for Internet Explorer)
- PC: NVDA (latest version for Firefox)
- There is no screen reader support for CANVAS in Chrome

CANVAS is a Learning Platform that operates online. Since it is built using web standards, CANVAS runs on Windows, Mac, Linux, iOS, Android, or any other device with a modern web browser.

To access online seminars, use Google Chrome 58 or make sure you have the latest plugin so you can open this forum. Students will then connect to **Zoom** to have their classes online. This will be set up with students ahead of time to ensure they have the correct applications to run these programs.

Students are required to have an Internet connection that will then permit them to login. Flash, Java plug-in and JavaScript are required.

Students are required to have a working email address where they can be reached as required

CANVAS supports the last two versions of every browser release. It is highly recommended **that students** update to the newest version of whatever browser students are using as well as the most up-to-date Flash plug-in.

Currently, the following versions of Flash and popular web browsers are supported:

- Internet Explorer 11 and Edge
- Chrome 58
- Safari 8 and 9
- Firefox 46 and 47 (Extended Releases are not supported)
- Flash 20 and 21 (used for recording or viewing audio/video and uploading files)
- Our school is working with Exam.net software to ensure exam integrity and we hope to have this in place for our final exams scheduled for May 2021

Because CANVAS is built on open web standards and uses minimal instances of Flash, so most features are supported on mobile devices.

Students can access CANVAS from any browser on their Android/iOS device. However, mobile browsers are not supported, and features will not function as expected compared to viewing CANVAS in a fully supported desktop browser.

On mobile devices, CANVAS is designed to be used within CANVAS mobile applications (iOS 8.0+, Android 4.0.3+), which is free for download on both phones and tablets.

Some courses will also require additional software. Some examples include: Geometer's Sketchpad, Eclipse, Java SDK, Quickbooks, and more. Other courses will require additional equipment such as microphones, speakers or a camera. These will all be specifically referenced in the course outline.

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Acceptable Use of Computer Technology

Insight Academy of Canada incorporates a great level of technology within the educational delivery system of online courses. This is intended to enhance student learning and provide the best possible tools for that
purpose. A responsible use of technology and online access is required by all students. Specifically, the school expects all students to adhere to the conditions of respect, confidentiality and safety when using technology.

The conditions of online access allow for easy access to information and connectivity. It is important to access data while applying an ethical consideration to that information. The materials that are shared within this forum must not be inappropriate.

Definition of Inappropriate:

The school expects that all students will behave in a manner that does not violate the rights or safety of others. Accessing information online through CANVAS or the School Network is intended for school purposes only. Anything falling outside of that scope, including criminal, illegal or obscene actions will be addressed immediately, according to the following protocol:

Please note that breaking into a network is a criminal offense. You will not attempt to breach the security of the school's system.

A helpful resource detailing Internet Safety and Cyberbullying are found at http://www.rcmp-grc.gc.ca/cycp-cpcj/is-si/index-eng.htm and http://www.rcmp-grc.gc.ca/cycp-cpcj/bull-inti/index-eng.htm
Respectively.

Password

Students must not share their password information with anyone else as this data is confidential. The student or authorized parent/guardian is the only one permitted to log into their educational information sessions. Students must also log off immediately after ending a session. Insight Academy of Canada will block or delete files that are unacceptable and are in clear violation of this Acceptable Use Policy.

Access to Data

When parents/guardians request to see the contents of a student's data that right will be granted if legally applicable.

Nondisclosure

The school will not disclose personal student information without the consent of the student, **or the** parent/guardian.

Attendance

Success in IAC's online program is dependent upon the student's consistent attendance and participation in the online Forum. Specific protocols have been implemented to monitor and promote attendance. These will include the following:

➢ Daily attendance records will be kept.
➢ Students will maintain a personal learning log.

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➢ During the teacher's office hours, teachers will make themselves available via the online chat room in Canvas where students are expected to keep frequent connections with the teachers for the purpose of real-time instructional delivery.

➢ Students and teachers are expected to log in to online courses regularly. It is estimated that a student will complete a course in 10-12 weeks. This will require the student to spend **an average minimum of 2.5-3.0** hours per day **logged into their course site**.

Administration and teaching staff will monitor attendance to ensure that students are logging in consistently, completing assignments and responding to course materials through conversations with the teacher and peers on a regular basis.

➢ Students are also required to attend weekly Online Seminars.
During the seminar, the teacher will be going over information about the week's work and providing information for students to help them better understand course content and improve student learning. The teacher will take common questions that were asked during the week and review assignment submissions which will inform what will be discussed during that lecture. Students will be asked questions and called on randomly.

➢ Finally, Canvas will also provide an overall report to calculate the average number of hours a student has been online.

Below you will find an explanation of the consequences for violations of IAC's attendance policy:

Absence from the Weekly Online Seminar for medical or other reasons deemed acceptable by IAC,

▪ The student can reschedule with the teacher for a one on one online seminar (before the next online seminar) or can review the class video, depending on the teacher's decision.

Absence from the Weekly Online Seminar once without any explanation or reason,

· The teacher will contact the student to review why he or she was absent. Review the upcoming assignment due dates and remind the student to view the missed conference video via Canvas.

Absence from the Weekly Online Seminar twice without any explanation or reason,

▪ The Principal will inform the parent/guardian of the student or the student (where the student has achieved the age of majority in writing (email) that they have violated the terms of their enrollment in an online course and that failure to attend the Weekly Online Conference will result in a review of the student's standing in the course.

Absence from the Weekly Online Conference three times without any explanation or reason,

▪ The Principal will inform the parent/guardian of the student or the student (where the student has achieved the age of majority in writing (email) that they have violated the terms of their enrollment in an online course and they will be withdrawn from the course and if applicable that a mark will be recorded for the course in the student's OSR.

Given the nature of online courses, especially the reduced timeline in which to complete the 110 hours mandated by the Ontario Ministry of Education, students are required to log in to the FORUM on a consistent and continuing basis in order to ensure success. Failure to do so will result in an inability to meet the expectations of each course and will be addressed in consideration of the School's commitment to a process of progressive discipline.

> Failure to log in for a period of 3 school days
>
> > · The Principal will inform the parent/guardian of the student or the student (where the student has achieved the age of majority in writing (email) that they have violated the terms of their enrollment in their online course and that continued failure to log in will result in a review of the student's standing in the course. Students will be informed that absence for 6 school days will result in their removal from the course.
>
> Failure to log in for a period of 6 school days
>
> > · In the absence of appropriately documented extenuating circumstances the student will be removed from the course.

If a student is absent from the FORUM for medical or other reasons deemed acceptable by IAC, an opportunity will be provided to allow the student to complete the course over an extended time period. An Application for Extension must be made in writing to the Principal.

Students are reminded that falsifying the student log is considered a violation of IAC's Code of Conduct and will result in removal from the course.

Dropping an Online Course

Students wishing to dropping course must provide to the Principal in written form. To avoid academic penalty, the withdrawal must take place no later than five (5) schooldays from the issuance of the interim report card. Withdrawals after this date will result in the assignment of a grade reflecting the student's achievement at that point in the course and that grade will be recorded in the student's OST.

Final Examination

Students will write their exam at the IAC facility as the first option, if that is possible. Students will be informed of the date and time of their examination by their teacher in each course.

The student must provide photo identification on the day of the exam to validate his or her identity to IAC staff who have been trained on how to properly administer the exam.

Due to the recent pandemic we have now implemented a new exam procedure for students unable to write their exam in person. They will write the final exam online with their teacher proctoring the exam for the full duration of the exam time. Students will set up a lockdown browser which will allow our staff to see their screens to ensure that no other web pages are open during the time of exam. Additionally, their cameras will be set to view their hands at all time during the final exam. We have implemented these procedures to ensure exam integrity.

Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition Covering Grades 1 to 12 outlines the requirement for assessment and evaluation and reporting of student progress in all courses. The main purpose of assessment and evaluation is to improve student learning. The information gathered helps our teachers identify our students' strengths and those areas needing improvement. At Insight Academy of Canada, all teachers are directed to adapt their instructional methods to the needs of their students.

SECTION V: ASSESSMENT, EVALUATION & REPORTING

At Insight Academy of Canada, assessment for learning, assessment as learning, and assessment of learning of student progress is ongoing for students. Evaluation of each student's achievement will include:

- · The issuance of a formal Interim report card part way through the term and a Final report card at the end of each term
- · Parent/Teacher/Student Interview conference each term
- · Contact with individual course teachers through email or online dialogue.

Where a student's progress is clearly in need of remediation, a plan for improvement will be developed in collaboration with the student and monitored by the Principal and the relevant course teacher. In this way, Insight Academy of Canada supports Ontario Ministry of Education policies for Assessment and Evaluation (*Growing Success)* and the curriculum expectations and achievement levels outlined in the secondary curriculum guidelines.

5.1 – Assessment and Evaluation Policy

Information relating to the policies, procedures and criteria involved in the assessment and evaluation of individual student achievement will be provided to each student and parent at the commencement of each term in the form of a **Course Outline**. The Outline will contain a brief rationale for the course including a basic description and units of study breakdown plus an Evaluation Profile which clearly outlines the content and weighting of Achievement Chart Categories and how interim and final grades will be determined.

As per Ministry of Education policy, final grades in all credit courses (9 – 12) will be weighted 70% for course work and 30% for the Final Summative Evaluation.

Insight Academy of Canada actively pursues the **Seven Fundamental Principles of Assessment and Evaluation** from *Growing Success*, ensuring that all assessment, evaluation, and reporting is valid and reliable, and lead to the improvement of learning for all students. Teachers are instructed to use practices and procedures that:

- • are fair, transparent, and equitable for all students;
- • support all students, including those with special education 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 each course and at other
- • appropriate points throughout the course;
- • are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support
- improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

5.2 – Definitions

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. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and "assessment *as* learning". As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

These assessment and review tools will be incorporated into the course content. The use of these tools is intended to develop the student's learning process. The Introductory Unit of each course will outline the specific assessment and review process that the students can expect through the semester.

Additionally, other teaching and learning strategies will be used within each course. These include but are not limited to:

- Timely Teacher Feedback
- Open-Ended Questions
- Self-Assessments
- Peer-Assessments
- Reflective Activities
- Case Study Analysis
- Brainstorming
- Problem Solving
- Presentations
- Reading Responses
- Researching
- Class Discussions
- Homework Assignments
- Applications to Current Events
- Video Conferencing
- Simulation
- Audio Discussion
- Exit Card with Discussion Question

Evaluation

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based on "assessment *of* learning" that provides evidence of

·   address both what the students learn and how well they learn;
·   are based both on the categories of knowledge and skills and on the achievement chart that appears in the curriculum policy documents for each discipline;

student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

For the entire Growing Success document please refer to:
http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf.

In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

·   are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
·   are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students and are fair to all students;
·   accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plans (IEPs)
·   ensure that each student is given clear directions for improvement;
·   promote students' abilities to assess their own and each other's' learning, and to set specific goals;
·   include the use of samples of students' work that provide evidence of their achievement;
·   are communicated clearly to students and parents at the beginning of the course and at the appropriate points throughout the course.

Student evaluations reflect observations, conversations and students' products that are collected and reviewed throughout the course. Teachers for all courses will always use rubrics as a means of fulfilling **Assessment of Learning.**

IAC's online courses will complete **observations** through Video Conferencing and real-time communication. Email, real-time chat, phone calls and discussion boards will be used to review **conversations. Student products** include but are not limited to, essays, presentations, case studies, assignments, quizzes and tests.

5.3 – Expectations

Policy on Late Submission of Work

Students are expected to submit all assignments within the time frame specified by the teacher. Teachers will consider extenuating circumstances when assignments are late.

If an assignment is one week late then 10% will be deducted.
If an assignment is two weeks late then 20% will be deducted.
If an assignment is submitted two weeks past the due date, then 50% will be deducted.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies will be used to help prevent and/or address late and missed assignments. They include:

·   asking the student to clarify the reason for not completing the assignment;
·   helping students develop better time-management skills;
·   collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
·   maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
·   taking into consideration legitimate reasons for missed deadlines;

· reviewing the need for extra support for English language learners; (Growing Success 2010, Chapter 5: Evaluation)

Missed Test Policy

Students who miss scheduled term tests or formal examinations **without a valid reason,** including truancy, will receive a 'zero' for that test or examination. There will be no opportunity for make-up tests.

In extenuating circumstances, where a test cannot be written, during the scheduled time, for a valid reason (medical, family emergency), students will be given an opportunity to complete a different version of the test created by the teacher, for assessment. Parents or students over the age of 18 are required to notify the school before or on the day of the absence if possible.
For the benefit of the student, an opportunity to complete a test or examination missed for a valid reason will be provided.

If a student misses a scheduled exam time documentation and an explanation must provide to the Principal immediately. The faculty will determine how to proceed depending on the circumstances.

Percentages & Achievement Levels

Achievement Level	Percentage Mark Range
4 +	95–100
4	87–94
4 –	80–86
3 +	77–79
3	73–76
3 –	70–72

Achievement Level	Percentage Mark Range
2 +	67–69
2	63–66
2 –	60–62
1 +	57–59
1	53–56
1 –	50–52

*Please note this achievement level chart does not apply to the Ontario Literacy Course - OLC40

Categories of Knowledge and Skills
The achievement chart identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to *all* subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories will be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.
The categories of knowledge and skills are as follows:
· **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
· **Thinking:** The use of critical and creative thinking skills and/or processes
· **Communication:** The conveying of meaning through various forms
· **Application:** The use of knowledge and skills to make connections within and between various contexts

Levels of Achievement
The achievement chart also identifies four levels of achievement, defined as follows:

Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.

Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.

Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.

Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Specific "qualifiers" are used with the descriptors in the achievement chart to describe student performance at each of the four levels of achievement – the qualifier limited is used for level 1; some for level 2; considerable for level 3; and a high degree of or thorough for level 4. Hence, achievement at level 3 in the Thinking category for the criterion "use of planning skills" would be described in the achievement chart as "[The student] uses planning skills with considerable effectiveness".

Please reference Growing Success 2010:
http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf (pages 24-25).

Academic Integrity

Insight Academy of Canada is focused on maintaining academic integrity through the completion of all courses. Students are responsible for maintaining complete integrity during the duration of the course to ensure they do not jeopardize their placement or course completion. Specific measures have been put in place to review that students are adhering to the proper rules and regulations. Students will be asked to resubmit the assignment again or receive a grade "0" if any of the following actions are noted:

- Any form of cheating
- Providing answers to other students
- Copying another student's work
- Purchasing assignments to be submitted
- Wrongfully claiming to be another student and completing work on someone else's behalf
- Providing information to another student as related to tests or exam material
- Using other materials that are not permissible when completing final exams

Consequences are in place for anyone trying to compromise the results of a course as related to academic dishonesty.

Plagiarism

Students will be taught about plagiarism to prevent them from engaging in this academic offence. Teachers will review plagiarism during the first online seminar and provide class notes detailing

proper citation expectations. Students will also be updated of plagiarism penalties before any assignments are submitted.

Specific software has been implemented to detect any plagiarized material. There are two specific types of plagiarism that will be assessed in all student work that is submitted to teachers. The first is negligent plagiarism. A student who is unaware that someone else's ideas or phrases are presented when citing the source is regarded as negligent plagiarism. Dishonest plagiarism is when a student is actively aware that the work being presented is not his or her own thoughts or words. Plagiarism is identified as any information that is not common knowledge and presented without citation. Any student taking part in plagiarism could risk receiving a zero grade and being expelled from the class.

A student commits plagiarism when he or she:

➢ submits the work of another person (or AI source) in whole or in part as original work

➢ gives inadequate attribution to an author or creator whose work is incorporated into the student's work, including failing to indicate clearly (through accepted practices within the discipline, such as footnotes, internal references and the crediting of all verbatim passages through indentations of

➢ longer passages or the use of quotation marks) the inclusion of another individual's work

➢ paraphrases material from a source without sufficient acknowledgment as described below

> First Instance: An opportunity to redo the piece.
> Second Instance: An opportunity to redo the piece to a maximum grade of 75%.
> Subsequent Instance: A grade of zero. No opportunity to resubmit.

➢ **Falsifying materials Cheating on Work, Tests and Examinations**

• using work prepared in whole or in part by someone else (e.g., commercially prepared essays) and submitting it as one's own

• citing a source from which material was not obtained

Cheating includes, but is not limited to:

• copying the answers or the work of another person

• aiding others to cheat

• sharing information or answers when doing take-home assignments, tests or examinations except where the instructor has authorized collaborative work

- having in an examination or test any materials or equipment other than those authorized by the examiners

- accessing unauthorized information when doing take-home assignments, tests or examinations

- impersonating a student on an examination or test, or being assigned the results of such impersonation

5.4 – Final Examination

All credit courses will deliver a final evaluation in the form of an examination, performance assessment, essay assessment, culminating project and/or other method approved by the Principal and suitable to the evaluation of individual course expectations.

All final evaluations will be administered within the final two weeks of the Term. A specific examination date will be assigned by the teacher.

All final examinations in credit courses will occur within a designated time frame and place for online students.

The final exam can only be written when all course work has been submitted.

For additional information on assessment and evaluation, Students and Parents will refer to the school's Assessment and Evaluation Manual available in the Main Office.

5.5 – Reporting Procedures

Insight Academy of Canada uses the Ontario Provincial Interim and Final Report Cards to identify to students and parents the most consistent level of performance that the student has demonstrated throughout each course. Additionally, the student's strengths and weaknesses are indicated, as are the steps needed for improvement. Report Cards are individualized and anecdotal. An original copy of the report card will be retained in the student's OSR.

For online courses, a Report Card will be mailed to a student's home school. Students must check with their Guidance Office to ensure that the report card arrived. Insight Academy of Canada retains copies of a student's official documents for a period of one year after the completion of a course.

The Ontario School Record (OSR)

The Ontario Student Transcript (OST) is an authoritative document that is maintained for each student by every Ontario school. The OST is stored in the student's Ontario Student Record (OSR) and kept for 55 years after a student retires from school. It is a record of all school course work and requirements as related to earning a diploma. The OST will be issued to students whose OSR is kept directly on file by Insight Academy of Canada, as required and upon graduation.

An Ontario School Record (OSR) is established for each student who enrolls in an Ontario School operated by a school or the Ministry of Education. At Insight Academy of Canada, the OSR folders are kept in a secure, locked environment at the school.

The Principal of Insight Academy of Canada will:

- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with the policies and procedures established by the *Ontario School Record(OSR) Guideline, 2010*;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in the guideline and those established by the school;
- ensure the security of the OSR;
- ensure that the staff at Insight Academy of Canada who 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.

Insight Academy of Canada will use information from an OSR to assist in program planning for each student.

When a student transfers to another school in Ontario, Insight Academy of Canada requires an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR will be sent upon receipt of an official written request accompanied by 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, from the receiving school.

When a student retires from Insight Academy of Canada, the Principal will give the parent(s) 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.

At Insight Academy of Canada, the following components of the OSR will be retained for five years after a student retires from school:
- secondary report cards;
- the documentation file, where applicable;
- additional information that is identified by the Principal and Guidance Head, 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 the guideline will be affected under conditions that ensure the complete and confidential disposal of the record.

Access:

Parents and mature students can make a written request to the Principal to view the OSR of their child or for themselves respectively at any time. An appointment will be scheduled to enable the parent to view the OSR under the supervision of a school administrator. No materials shall be removed from the OSR; however, parents can request copies of documents. If a parent or mature student feels that documents in the OSR can be prejudicial to their child or themselves or irrelevant to their continuing education they can petition the Principal for removal of these documents. The Principal, in his sole discretion will decide to support or reject the petition. In the case of a rejection Parents have the right to request a review of the matter with the appropriate supervisory officer.

The Ontario School Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. IAC will establish an OST for all students registered in credit and non-credit courses and an official OST containing a summary of all completed course work and diploma requirements will be placed in the OSR in accordance with the OST Manual, 2010 Revised. Parents and mature students can request a copy of the OST at any time.

Full Disclosure

As of September 1999, the Ontario Ministry of Education has implemented a condition of full disclosure related to its policy.

A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained will be included in the student's transcript.

Note:
- Only one credit will be granted for a course that a student has successfully complete twice.
- If a student withdraws from a course within five instructional days will be updated following the issue of the interim report card in a semsestered school, the withdrawal is not recorded on the OST. This will typically be around the 7-week mark of the course but varies for each course, depending when 55 hours of course work has been complete. The students will be updated once the interim report card is issued for each class what specific day they must withdraw from the course, before it is recorded on the OST.

Students who require their OST must contact the Administration Head at IAC. Students attending a publicly funded secondary school will have a corresponding record of those credits in his or her OST. IAC will process the information so that the student's final report will reflect any courses completed at this establishment. IAC will create and retain the student's OSR only if the student is the sole responsibility of IAC.

Reporting on Achievement of Curriculum Expectations

The report card will adhere to the expectations and maintain a similar format to the Provincial Report Card. It will include an overview of the student's academic achievements in relation to the curriculum expectations. A grade will be listed within the format as a numerical percentage. This grade will correspond with the student's achievement as listed in the chart above.

For Grade 9 courses:

- Enter the final percentage grade that the student received in the course. If a Grade 9 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST.

For Grade 10 courses:

- Enter the final percentage grade that the student received in the course. If a Grade 10 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST

For Grade 11 and 12 courses:

- Enter the final percentage grade that the student received in the course. Record percentage grades for courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. For students who have withdrawn from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, enter the student's percentage grade at the time of withdrawal.

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· For a college- or university-delivered dual credit course, enter the percentage grade provided by the instructor/professor. Withdrawal from dual credit courses will reflect the college's or university's deadline for withdrawal without academic penalty. If the student withdraws after the college's or university's deadline, enter a "W" in the "Credit" column and enter the student's percentage grade at the time of withdrawal in the "Percentage Grade" column. Use "EQV" in this column for equivalent credits that have to be entered as a total for regular day school students (see "Equivalent credits", page 14). "ALT" can be used in this column for alternative courses, which do not lead to credits. (The Ontario Student Transcript (OST) Manual 2013, p.10-11).

Interim Report Card

After 55 hours of a full-credit course has been completed, noting the half-way point of the course an interim report will be issued to the student. The interim report will be issued by the Guidance department five business days after the teacher has completed it. The interim report will reflect the percentage of Term work completed at that time.

Final Report Card

After completing and the course requirements and the final exam, equating to 110 hours a final report card will be issued. The final report will be released with ten business days after the final exam has been graded by the teacher. A copy of the final report card will be sent to the student's home school. This will be used to update their student's Ontario Student Transcript, if the home school is not IAC.

A final grade will be listed for each course. For each grade that meets or exceeds 50%, and fulfilling 110 hours of class time, a credit will be provided to the student. The overall grade for all Grade 9-12 courses will be broken down into two categories of evaluation. Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade will reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement. 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 specific curriculum expectations are implemented through instruction and assessment. Evaluation for each student specifically ascertains the student's achievement based on the expectations communicated throughout each course. It is the responsibility of the teacher to review which expectations will be reviewed to determine the achievement of the student. The teacher will observe, talk with students, and mark assignments to determine the student's overall achievement in the course. The overall evaluation of the student is determined solely by the teacher.

Reporting on Demonstrated Learning Skills and Work Habits

The report card is specifically designed to provide a precise record of the skills a student has learnt in each course. There are six specific skills and habits that are identified within this document. These include: (1) Responsibility, (2) Organization, (3) Independent Work, (4) Collaboration, (5) Initiative and (6) Self-regulation.

There are four different categorizations that are used to identify the skills and habits that a student produces within that course of study. These are: E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement.

Teacher Comments

Teacher comments are also an important part of the report card. The teacher will provide feedback that specifically comments on the student's overall strengths, weaknesses and areas that could be improved.

Principal Comments

Although optional, the report card may also include Principal comments reflecting the student's achievements.

Coursework

All students are responsible for completing the assignments that are distributed throughout the course. There are a variety of different items to be completed during the duration of the course that could include projects, presentations, discussions tests, etc.
Students are responsible for completing all assigned tasks prior to taking the final exam or completing the final project.

Assignments must be submitted at the designated due date. When there be any extenuating emergency issues, the student will notify the teacher, prior to the assignment due date, when possible, to receive permission for an extension. The teacher will review this issue and either accept or deny the request for an extension.

If there is no explanation, parent or medical note provided there will be a grade penalty for late assignments.

The student will be unable to proceed to the next unit if all assignments have not been submitted for that current unit. Additionally, the student cannot write the final exam without having completed all coursework. All these assignments meet specific curriculum expectations and students must finish them all to meet the ministry standards.

Withdrawal, Failure

A withdrawal for Grade 9 or 10 courses is not recorded on the OST.

In Grades 11 and 12 all attempts, withdrawals (if exceeding 5 days after the interim report is issued), and repeats of courses are recorded on the OST.

Withdrawal from a Course:

If students in Grade 11 or 12 courses withdraw from a course within five instructional days following the interim point of the term, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws after five instructional days following the interim point of the term, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. For students who have withdrawn from a course after five instructional days following the issue of the first provincial report card in a semestered school, the student's percentage grade will be entered on the report card, at the time of withdrawal.

If there are extenuating circumstances, then an "S" is listed next to withdrawals in the Note section.

Promotion Standards

While credits can be earned with a minimum grade of 50%, a higher standard of achievement is expected of academically able students. An average in the 75%+ range is appropriate for those seeking admission to post-secondary programs with much higher averages expected for high

demand and limited enrolment programs. Promotion meetings will be held at the conclusion of each term to discuss each student's performance.

SECTION VI: SUPPORTS & RESOURCES

6.1 Guidance & Career Education

The Principal and the administration at Insight Academy of Canada **will provide the following services**:

· counsel students in planning for graduation and beyond
· assistance with course selection
· process timetable changes
· instruction in on-line application to post-secondary institutions
· prepare student transcripts
· maintain Ontario Student Records (OSR.)
· counselling – social/emotional
· liaison with post-secondary institutions
· community agency referrals
· maintain post-secondary school information and career files
· provide information about alternative learning opportunities locally, and online.
· conduct group guidance sessions with all students to discuss education and career planning
· online course setup and navigation

Under the direction of the Principal, IAC will develop and implement a guidance and career education program. The goals of this program are to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career goals. The guidance and career education program has three areas of learning – **student development** (i.e., the development of habits and skills necessary for learning), **interpersonal development** (i.e., the development of the knowledge and skills needed in getting along with others), and **career development** (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future).

Two of the three areas of learning – student development and interpersonal development – are integrated within the learning skills and work habits described in ***Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12.*** For each of the learning skills and work habits, the document provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits.

The third area of learning – career development – helps students reflect critically on their strengths, needs, and interests, set goals, and identify learning opportunities and strategies to achieve their goals. The career development competencies are "knowing self", "exploring opportunities", "making decisions", and "preparing for change and making transitions". The policy document ***Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*** describes these competencies and provides
examples of associated behaviours to guide teachers in the integration of these competencies within the delivery of the Ontario curriculum in all disciplines. Each campus will offer a range of career exploration activities to support students in the development of these competencies.

At IAC, teachers encourage their students to set goals to improve their work and to review the success of their personal efforts and choices. Starting in Grade 9, students also track the growth of their career development

competencies and plan for their future using the IAC template. Students will be assisted by school administrators in the reviewing, and revising of their "Plan" on a bi-yearly basis.

6.2 Education Planning & Course Selection

Academic Planning

While University/College and Program admission requirements vary between colleges/universities, the following are listed as a guide. For individual University and Program requirements at Ontario universities, please consult the INFO book, published annually by the Ontario Universities' Application Centre http://www.electronicinfo.ca/en/index.php?j=1)or the individual university calendars or web-sites http://www.ouac.on.ca/101/101-unilinks.html. For Ontario Colleges. Consult http://www.collegesontario.org/ or the program guide at http://www.ontariocolleges.ca/FindProgram. For university/college information for institutions outside Ontario, students will consult the Principal.

In general, university admission requirements include successful completion of the Ontario Secondary School Diploma (OSSD) including a minimum of six Grade 12 U or M courses. ENG 4U is required for all programs

PROGRAM	SAMPLE SUBJECT PREREQUISITE UNIVERSITY PREPARATION (U) AND UNIVERSITY/COLLEGE PREPARATION COURSES (M)
ARTS, SOCIAL SCIENCES OR HUMANITIES	ENG4U + 5 additional grade 12 U or M courses; Social Sciences may require 1 or more of MDM4U, MHF4U and/or MCV4U
APPLIED SCIENCE AND ENGINEERING	ENG4U, MHF4U, MCV4U, SCH4U, SPH4U + I additional grade 12 U or M courses
BUSINESS AND COMMERCE	ENG4U, MHF4U, MCV4U and/or MDM4U MCV4U plus 3 additional grade 12 U or M courses
SCIENCES AND MATHEMATICS	ENG4U, MHF4U, MCV4U plus 3 additional grade 12 U or M courses
MEDICINE	3 full undergraduate years; 15 full credit courses; any discipline; courses in Biological Sciences, Physical Sciences and Humanities or Social Sciences

Career Studies Credit

In order to earn an OSSD, all students are required to successfully complete the Grade 10 career studies course (GLC2O) or equivalent. Students can also take additional courses from the guidance and career education curriculum policy document and offered by IAC, one of which can count as a compulsory credit in Group 1.

The requirements for the guidance and career education program are outlined in *Choices into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary Schools*.

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IAC will offer the following resources to our students when they require additional resources. Students can access support during their regularly scheduled online seminars or in pre-or post class sessions with their teachers. All support is provided in a small group or on a one-to-one basis. Resources available include:

- computer labs and resource centre/library
- community resources – staff will help students find access to these resources

6.3 Strategies for Support and Services

The Ministry of Education "**Student Success**" initiative provides for additional support to students who experience difficulties in school for a variety of reasons. The focus of the support is to improve the literacy and numeracy skills of all students, to promote a smooth transition from grade 8 to 9 and then from secondary school to both post-secondary education and the work place, and to develop programs within schools which prepare students for their selected destination. Student Success programs at IAC include: language instruction (ESL) and remediation, credit reclamation, tutorial accessibility and transition programs for students as they enter and graduate from secondary school.

Special Provisions Available to Exceptional Students

The Ontario Ministry of Education recognizes five areas of exceptionality: behaviour, communication, intellectual, physical, and multiple – for which provisions will be made. The needs of a student with exceptionality are specified by an **Identification, Placement and Review Committee** of the Board of origin (if publicly funded) or by the Guidance Department of their private or independent school of origin. **Students and Parents will refer to the School's policy document on Accommodations for more details.**

6.4 Resources
Evolve Program

IAC's EVOLVE Program has a special focus on developing each participating student's social outreach, extracurricular interests, and community engagement skills. EVOLVE students are empowered to become well-rounded citizens whose social contribution is as valuable to the individual as to the community.

IAC provides meaningful opportunities for each student in the EVOLVE Program to volunteer where help is needed most. From repairing the unexpected damage caused to Canadian communities after natural disasters, to combatting deforestation and protecting endangered species, there is a place for each EVOLVE student to make a real difference. Volunteer positions are selected specifically to help young volunteers to benefit from the experience of contributing to the local community and seeing the direct results of their work. The school provides necessary supervision and assistance to volunteers in the field in order to maintain students' safety and wellbeing in each volunteer placement.

Support

- print materials for skill development
- text and concrete materials for re-teaching and practicing concepts
- staff assistance with academic courses and life skills development (time management, organization, etc.)