Sophio Academy

66 Nahanni Dr Richmond Hill, ON L4B 4L4

info@sophio.ca

www.sophio.ca

Table of Contents

1   Goals and Philosophy

1.1.   Introduction

This handbook has been produced to provide students and parents with information about the philosophy of Sophio Secondary School, the structure of the school program, school routines and requirements, and the academic and social responsibilities of students. The content of this document is subject to changes based on changes occurring in the Ministry of Education and the school policy documents. It is the student and/or the parent/guardian's responsibility to be up to date with the content of this document. While an attempt has been made to be as detailed as possible, you may still have questions that have not been answered after reading this, please do not hesitate to contact the school for further clarification. Teachers, counselors and administrators can provide valuable assistance in all matters related to course selection, program, student life and career planning.

1.2.   Mission Statement

At Sophio Secondary School, we are convinced that quality secondary education is a gateway to valuable experiences and opportunities and builds a bright future for individuals as well as contributes to creating a transformed society. With the support of our school community, family, friends and mentors, students become equipped with necessary knowledge, courage, compassion, and skills to grow and overcome future challenges and obstacles. Sophio Secondary School's primary goal is to prepare every student to engage and thrive in university, college, career and life as contributing members in an ever-changing world.

1.3.   Importance of Secondary Education

The Ontario Secondary School Program is designed to provide all students with the fundamental knowledge and skills they will need to succeed in any post-secondary endeavour. The Ontario Secondary School Diploma (OSSD) is awarded to students who complete the Ontario Curriculum. The specific course requirements are aimed to prepare students for any post-secondary

destination, including apprenticeship training, college, community living, university and the workplace.

1. In addition, as per Section 21 (1) of the Education Law in Ontario, "…every person must attend full- time schooling until the age of 18.." At Sophio, we understand the importance of secondary education, and have adapted individualized programs and courses to suit student's strengths and weaknesses. Our goal is to equip all members of our student body with a fulfilling secondary school experience.

1.4. School Teaching Philosophy

The core of our philosophy is the belief that every child is unique and to be cherished. The key to success in education is to inspire and motivate each student to earnestly strive toward achieving their best in pursuit of their own aspirations. The students with us today will be the leaders of tomorrow.

Collaborative learning occurs within the context of healthy, open communication between students, teachers, parents and supporting staff. Teaching and education occur best in partnership between the family/community and the school. With this in mind,

Our school is committed to:

- *provide a professional and flexible high school program that satisfies the requirements of the Ontario Ministry of Education;*
- *assist every student reach their full potential to become a responsible and contributing member of society and life-long learner;*
- *maintain high academic standards in a positive learning environment*
- *offer a safe and supportive community for everyone*
- *meet the diverse needs of our student body*

2   Registration & Enrolment

Sophio is a co-educational and online secondary school that embraces this goal by offering a comprehensive and progressive online program in preparing students for post-secondary school and life. Due to the online nature of our operation, many of the procedural regulations as well as the limitations of brick-and-mortar schools do not apply to us. In the following sub-sections, we provide a detailed account of how we plan to offer best-quality education to our students by benefiting from our technological pedagogical tools.

2.1.   Minimum Hardware Requirements

To access Sophio's online learning platform, the following hardware specifications are required on the student's computer:

Operating Systems

- Windows 8.1 and newer
- Mac OSX 10.6 and newer
- Linux - chromeOS

Computer Speed and Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2GHz processor

Internet Speed

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

Supported Browsers:

- Internet Explorer 11

- Microsoft Edge

- Mozilla Firefox, the two last versions

- Google Chrome, the two last versions

- Safari, the two last versions

2.2. School Semesters

Not being limited to the physical limitations of brick-and-mortal schools, our students are allowed to enroll into our programs at any time of the year while being given a limited amount of time to finish the required coursework under the supervision of a qualified teacher. However, for the sake of providing structure for reporting students' progress to parents, we maintain three semesters during the regular school calendar year. For the 2024-2025 school year the dates are provided below:

Fall Semester Winder Semester Spring Semester	September 5 - November 29 December 4 - March 8 March 19 - June 15

Report cards will be issued one week following the last day of each semester. Regular Courses are also offered in the evenings ending no later than 9pm as well as Saturdays. Summer Courses are offered daily in July and August. Please contact the office for information packages regarding the times and dates for specific courses offered each semester.

2.3. Regular Full-Time Students

The Ministry of Education requires that all students in Ontario have an Ontario School Record (OSR) on file with their school. Upon registration at Sophio, the school will arrange with the students' previous school to have their file transferred. Students new to Ontario will receive a student number and an OSR file. *(Note: A student enrolled only in continuing education, e-learning, and/or distance learning is not*

considered a regular day school student.)

2.4. Part-time Students

Part-time students whose home schools are outside Ontario (both international and domestic), as well as part-time students who are not currently attending any other schools, will have their OSR on file with Sophio. Upon registration at Sophio, those students will arrange with their previous school to have their file transferred.

2.5. Transfer Students

2.5.1. Students Transferring between Schools within Ontario

Students who transfer to Sophio from another Ontario secondary school will have their credits (as recorded on their Ontario Student Transcript) transferred with them, along with information on their progress towards meeting graduation requirements: provincial secondary school literacy and volunteer hours (refer to OSSD graduation requirements).

2.5.2. Students Transferring from Home Schooling, a Non-Inspected Private School, or a School outside Ontario

Students transferring to Sophio from homeschooling, a non-inspected private school, or a school outside Ontario, will receive equivalency credits for previous learning (see Part 4 under Prior Learning and Equivalency Credits, PLAR, PLEC). The Principal will determine as equitably as possible the total credit equivalency and the number of compulsory and optional credits still to be earned. In addition, students will have to meet the provincial secondary school literacy requirement and volunteer hours (community involvement activity) required for graduation (refer to OSSD graduation requirements). The Principal will review and determine the number of hours of community involvement activities the student will need to complete to meet the necessary volunteer hour requirement. Final decisions regarding placement of students will be determined by the Principal after consultation with the student, parents and staff. The Principal will communicate placement decision along with the rationale, to the student and parents. The Principal will also

note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record.

2.6.   Mature Student

Students qualify as a 'Mature Student' if He or she ….

- is at least 18 years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program;

- 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 program;

- is enrolled in a secondary program for the purpose of obtaining an OSSD;

- is a "**regular day school student**"- a student who is enrolled in a regular day school program;

- does not have an OSSD or equivalent certificate;

- currently resides in Canada (Canadian citizens, permanent residents or those currently studying in Canada on a study permit or other visa);

- is a Canadian citizen or a permanent resident living outside of Canada.

- (Note: A student enrolled only in continuing education, e-learning, and/or distance learning is not considered a regular day school student.)

2.7.   Non-Credit Programs

In addition to the credit courses offered at Sophio, the following specialty workshops are also offered throughout the year:

1. Art Portfolio Development Course

2. Exam Preparation (IELTS, GMAT etc.)

3. Tutoring Services - various subjects For more information please contact the office.

3   Graduation Requirements

3.1.   Definition of a Credit

Secondary school programs are based on a course credit system. A course credit is granted in recognition of the successful completion of course requirements as set out by the Ontario Curriculum and the completion of 110 hours (1 credit) of teaching instruction according to Policy Documents as set out by the Ministry of Education. Each credit is granted by the Principal of Sophio Secondary School on behalf of the Ontario Ministry of Education.

3.2.   The Ontario Secondary School Diploma (OSSD)

The requirements for earning an Ontario Secondary School Diploma (OSSD) under Ontario Schools are as follows:

- students must earn a <u>minimum</u> of **30 credits**, including **18 compulsory** and **12 optional credits**;
- students must meet the provincial secondary school ***literacy requirement***; and
- students must complete **40 hours** of community involvement activities.

3.2.1. OSSD Course Requirements

A minimum of 30 credits is required for the OSSD. The courses that students can take to meet the compulsory credit requirements are described in the Ontario Curriculum documents for the various disciplines. The compulsory and optional credits are to be distributed as shown in the following tables.

COMPULSORY CREDITS (Total of 18)

4 English credits (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 Mathematics credits (at least 1 credit in Grade 11 or 12)

2 Science credits

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

1 Canadian Geography credit (Grade 9)

1 Canadian History credit (Grade 10)

1 French as a Second Language credit

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 Health and Physical Education credit

    0.5 Civics credit

    0.5 Career Studies credit *plus*

3 additional credits, consisting of 1 credit from <u>each </u>of the following groups:

Group 1:

- English (including the Ontario Secondary School Literacy Course), French as a Second Language Classical or International Language

- Native Languages

- Canadian and World Studies Social Sciences and Humanities Guidance and

Career Education Cooperative Education

Group 2:

- French as a Second Language

- Health and Physical Education the Arts

- Business Studies,, 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 from group 1 and the other from group 2 or 3; A maximum of 2 credits in Cooperative Education may count as additional compulsory credits.

According to the above compulsory credit requirements, students are advised to distribute compulsory courses according to the following grade levels:

According to the above compulsory credit requirements, students are advised to distribute compulsory courses according to the following grade levels:

Grade	Course Load	Compulsory Courses
9	8 courses: 6 compulsory + 2 electives	English, Mathematics, Science, Canadian Geography, French, Health and Phys.Ed (in gr 9 or 10), Civics + Career (in gr 9 or 10)
10	8 courses: 5 compulsory + 3 electives	English, Mathematics, Science, Canadian History, Health and PhysEd (if not taken in gr 9), Civics + Career (in not taken in gr 9)
11	8 courses: 2 compulsory + 6 electives	English, Mathematics (University or College level)
12	6 courses: 1 compulsory + 5 electives	English

Additional compulsory courses*: 1 Art

1 Group One additional credit: English

French as a Second Language Classical or International Language Native Languages

Canadian and World Studies Social Sciences and Humanities Guidance and Career Education Cooperative Education

1 Group Two additional credit: French as a Second Language

Health and Physical Education the Arts

Business Studies, Cooperative Education

1 Group Three additional credit: French as a Second Language

Science (Grade 11 or 12) Computer Studies Technological Education Cooperative Education

*A maximum of 2 credits in French as a Second Language may count as additional compulsory credits - 1 from group 1 and the other from group 2 or 3.

A maximum of 2 credits in Cooperative Education may count as additional compulsory credits.

OPTIONAL CREDITS (Total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional or elective credits to meet course requirements of the OSSD. Students can select courses from the course listing provided each year in consultation with guidance counsellors and reference to their own career planning options.

Students in Ontario all receive web-based Individual Pathway Planning (IPP) assistance to develop in collaboration with parents and school staff. Students are responsible for developing their own individual education and career plan or framework. This program is offered to students and supports them in their career planning. Students are encouraged to revisit, review, revise and refresh their plans at least twice a year along their education journey. Informed choices, guidance with long term planning, open communication are all contributors to wise course selections.

In addition to these 18 compulsory credits, students require 12 more elective or optional credits. Ontario high school courses are designated with a 5-digit course code:

SNC is for the course name: Science

SNC2D — Course Type: D is for *Academic*

The first letter signifies the subject area or academic discipline: Science

The year or grade level of the course: Grade 10
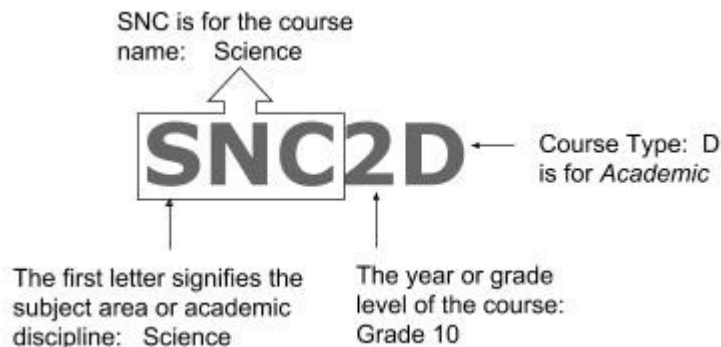
3.2.1.1.   Types of Courses

Students in Grades 9 & 10 will take their core courses (English, Mathematics, Science, French, Geography and History) in one of two levels: Academic and Applied. Both course types set high standards in educating students with essentials in knowledge and skills with difference in balance of theory and application.

Academic courses (D) emphasize theory related to the subject and develop

students' knowledge and skills with abstract applications while incorporating common practices of the discipline.

Applied courses (P) Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts.

Students in Grades 11 and 12 will take their core courses (English, Mathematics, Science) in one of four streams related to a student's destination after high school - University, University/College, College, Workplace.

University Preparation Courses (U) are designed to equip students with the knowledge and skills they need for university programs. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications.

University/College Preparation Courses (M)include content that is relevant for both university and college programs. These courses provide students with the knowledge and skills they need for specific university and college programs.

College Preparation Courses (C) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving.

Workplace Preparation Courses (E)are designed to provide students with the knowledge and skills they need for direct entry into the workplace or for apprenticeship and other training programs offered in the community. Teaching and learning will emphasize workplace applications of the course content incorporating necessary theories underlying practical applications.

De-streamed Courses (W) are designed to provide a unified approach to learning for all Grade 9 students, regardless of their previous academic experiences. These courses blend theoretical and practical learning to develop critical thinking, problem-solving, and collaboration skills, while offering diverse methods of instruction to meet the varied needs of learners. The goal is to ensure that all

students are given equal opportunities to succeed and are not limited by predetermined academic pathways. By integrating multiple approaches to teaching, de-streamed courses prepare students for a range of future educational options, including college, university, and the workplace.

Grade 9 to 12 courses are also offered in specific subjects as Open, De-Streamed, Locally Developed and Alternative.

Open (O) are designed to prepare students for further study and to enrich general education in a subject. Learning expectations are the same for all students and may count as a compulsory or elective credit.

Locally Developed Courses (L) are courses developed by the school in any subject to offer flexibility and support in order to meet the compulsory credit requirement. Schools with specialized programs often develop these specialty courses.

Alternative (K) are non-credit courses focused on skill development and may provide preparation for credit courses or in place of.

3.2.1.2.   Prerequisite Courses

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses required. Provisions to allow students to make such changes can be made through consultation with school staff and requires approval from the Principal.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9. Doing so may require additional preparation, as recommended by the Principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 Academic Mathematics course is the Grade 9 Mathematics (de-streamed) course.

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

e-learning, the Independent Learning Centre, or independent study. Extra courses can be taken at any other accredited school or program that is recognized by the Ministry or Ontario in granting course credits. The same course codes are offered throughout Ontario schools. If the Principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the Principal may waive the prerequisite. For a complete list of up to date courses and their descriptions please refer to the Ontario Ministry document: *The Ontario Curriculum Grades 9 to 12, Course Descriptions and Prerequisites.*

3.2.2. Procedure for Application to Waive a Prerequisite

Courses in Grade 11 and Grade 12 may have prerequisites as a requirement for enrollment. The procedure to apply to have prerequisites waived is as follows:

1. Obtain and complete an **Application to Waive a Prerequisite Form** from the school;

2. Make an appointment with the teacher of the course in which you are seeking to enrol;

3. **Provide the teacher with any supporting documents** in order for him or her to make an assessment of your background knowledge;

4. If the teacher approves your application, have him or her **sign your form**;

5. Make an appointment with the Principal and present your signed application form. If the Principal approves, he/she will also **sign the form**;

6. **Return the form with both signatures** to the school.

If a parent/student requests that a prerequisite be waived without adequate documentation, it is the sole discretion of the Principal to decide whether or not a prerequisite should be waived. The Principal may also initiate consideration of waiving a prerequisite. The Principal will make his or her decision in consultation with the teacher and possibly other school staff to decide whether a prerequisite will be waived for a particular student. **Documentation of waived**

prerequisites will be recorded in the student's OSR.

3.2.3. Provincial Secondary School Literacy Requirement

In addition to the minimum course credit requirement, students must also pass the Ontario Secondary School Literacy Requirement. Students will be required to pass the OSSLT once in their last three years of school. The test administered each year in March. The Education Quality Accountability Office (EQAO) will mark this test. Students, normally, will take the Ontario Secondary School Literacy Test in Grade 10.

3.2.4. Information about the OSSLT and the OSSLC

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

A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take the OSSLC before he or she has had a second opportunity to take the OSSLT, if the Principal decides that it is in the best educational interest of the student to do so. Under special circumstances, and at the discretion of the Principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enrol directly in the OSSLC without first attempting the OSSLT (for the definition of the term mature student, see Policy/Program Memorandum No. 127, "The Secondary School Literacy Graduation Requirement", August 7, 2009).

3.2.5. Special Provision During the OSSLT

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

In accordance with policy documents, decisions about special provisions must:

- Always be made on an individual student basis;

- Be made by the Principal in consultation with the student, parents/guardian (if the student is under the age of eighteen), and appropriate staff;

- Be made prior to the taking of the OSSLT;

- Conform to the permitted special provision outlined in the EQAO document entitled *Guide for accommodation, special provisions, Deferrals, and Exemptions;*

- Be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;

- Be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

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

3.3. Volunteer Hours

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process.

Although this diploma requirement applies to students in Grades 9 to 12,

students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

For mature students, the Principals will determine the number of hours of community involvement activities required.

Parents and students play a major role in this initiative. Organizations or persons supervising the activities must confirm completion of the 40 hours. A Sophio Secondary School Community involvement Record Form must include for each activity, information regarding the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved.

A complete information package about the Community Involvement Requirement will be distributed to students at the beginning of the school year. Consultation with school staff may be required for certain volunteer activities.

Due to the online nature of our operation as well as the potential for enrolling students from abroad, our internal guidelines for students would include options for students to work for online institutions as a way of fulfilling their volunteering requirements. If international students from abroad decide to volunteer at a local organization or event, it would be at the principal's discretion whether to grant the student their hours.

3.4. Online Graduation Requirement

To meet the requirements of the Ontario Secondary School Diploma (OSSD), all students must complete at least two online learning credits. Students are encouraged to include these credits as part of their academic plan. Online learning experience helps students develop independent learning skills and technological proficiency, which are essential in today's digital world.

Students and parents can contact the school's administration for further details about the online graduation requirement.

3.4.1 Opt-Out Process for Online Graduation Requirement

Students who wish to opt out of the mandatory online graduation requirement must have a valid reason, such as special education needs or lack of access to reliable technology. The opt-out request should be submitted in writing by the student or parent/guardian and will be reviewed by the principal. The opt-out request and decision will be documented in the student's Ontario Student Record (OSR).

3.5.   The Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 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.

COMPULSORY COURSES (Total of 7)

- 2 English credits
- 1 Mathematics credit
- 1 Science credit
- 1 Canadian History or Canadian Geography credit
- 1 Health and Physical Education credit
- 1 Arts, Computer Studies, or Technological Education

OPTIONAL COURSES (Total of 7)

- 7credits selected by the student from available courses

3.6.   Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who may plan for further training or find

employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

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

3.7.   Policies on Substitutions for Compulsory Courses

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma or less than twelve credits for the Ontario Secondary School Certificate.

The decision to make a substitution for a student will be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the Principal will determine whether or not a substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. These substitution policies also apply to the provision of Ontario Secondary School Certificate.

The following are limitations on substitution for compulsory credits:

- English as a Second Language and English literacy development courses may not be used to substitute for a compulsory credit (they may be used, however, to meet the compulsory credit requirement for three

English credits);

- No more than one learning strategies course, from the Guidance and Career Education curriculum policy document, may be used through substitution to meet a compulsory credit requirement;

- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirement;

- A locally developed compulsory credit (L) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

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

4   Equivalency Credits from Outside the School

The Principal, with a thorough analysis of course content and assessment policies, may grant up to 26 equivalent credits toward the OSSD. The remaining credits will be chosen from the courses offered at Sophio Secondary School to obtain an OSSD. Equivalent credits are granted only for the purpose of placing the student in appropriate courses beyond the Grade 9 level.

Equivalency credits often apply to students with music education, mature student status or transferring students.

4.1.   Music Programs taken outside of the School

A student may be awarded a maximum of 2 credits for music programs taken outside the school, for more information and full requirements, please consult school staff to receive detailed requirements.

4.2.   Definition of PLAR

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, may 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 board 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.

4.3. Types of PLAR Assessments

- The PLAR process includes: Grade 9 and 10 equivalency process

- Grade 11 and 12 equivalency process

- Grade 11 and 12 challenge process

- The PLAR process involves two components: "equivalency" and "challenge". PLAR procedures are carried out under the direction of the school Principal, who is entrusted by the Ministry with authority to grant credits toward an OSSD.

The PLAR equivalency process is the *assessment* of credentials learned in other institutions or outside Ontario.

The PLAR challenge process is an *evaluation* of a student's prior learning so that he or she may be granted credit for a course developed on the basis of provincial curriculum guideline. The evaluation for this purpose must include formal tests (counting for 70% of the final mark) and a variety of other methods adapted to specific courses (counting for 30% of the final mark). These other methods may consist of evaluation of the student's work, lab reports, various writings, and observations of the student's performance.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

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

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to

some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

4.3.1. PLAR for a Mature Student

A mature student is eligible for PLAR credits if he or she:

- started high school in Ontario after September 1, 1999 or
- is new to the Ontario secondary school system as of February 1, 2004 or
- has selected the OSS/OS pathway, regardless of the high school start date

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the courses. It should be noted that Levels 2 and 3 in both classical languages and international languages are equivalent to Grades 11 and 12, respectively, and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD.

Mature students working towards the OSSD under OS must also satisfy the diploma

requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

4.3.2. PLAR for a Regular Student (Transfer Student)

In the case of **students who do not have credits recognized by Ontario** (students from uninspected private schools or schools located outside Ontario), the school Principal will use the table below as a guide, together with the following list of conditions, to determine:

- the total credit equivalence, given the student's background, for the purposes of placement

- the total number of credits, including compulsory credits, that the student will have to obtain in order to earn his or her Ontario Secondary School Diploma.

	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary program	1	2	3	More than 3
Minimum number of credits needed for the OSSD	22	14	7	4
Literacy condition for obtaining the diploma	Compulsory	Compulsory	Compulsory	Compulsory
Community service	40 hours	*	*	*

* The Principal will determine the number of hours that the student must devote to community activities.

The Principal also ensures that:

1. A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD under the Ministry Guidelines.

2. A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD by completing a minimum of one Grade 11 or Grade 12 credit.

Sophio Secondary School's Summary of Minimum Credit Requirements regarding students enrolling from outside Ontario, where English is a Native Language:

Completed 3 years (finished Grade 11)	English Grade 11 and 12 plus An additional 5 credits at Grades 11 or 12
Completed 2 years (finished Grade 10)	English Grade 11 and 12 plus 1 Mathematics credit (Grade 11 or 12) 1 Science credit (Grade 11 or 12) or 1 Technological Education credit (Grade 9-12) plus An additional 9 credits at Grades 11 or 12
Completed 1 year (finished Grade 9)	English Grade 10, 11 and 12 plus 2 Mathematics credits (Grade 10 or 11) 1 Science credit (Grade 9 or 10) or 1 Science credit (Grade 11 or 12) or 1 Technological Education credit (Grade 9-12) plus An additional 15 credits at Grades 10-12

A maximum of 26 PLE credits will be authorized towards the minimum requirement of 30 credits for an OSSD.

Assessment of Prior Learning Equivalency credits will be done on a case by case consideration process. **Only educational documents that have been translated and notarized shall be accepted**. The granting of Prior Learning Equivalent Credits is the responsibility of the Principal at Sophio Secondary School.

5   Courses offered at Sophio Secondary School

Students may choose from the following list of courses that are offered by Sophio Secondary School. It is important to make course selections carefully. Students can make course changes within the first 10 teaching hours of the course, provided there is space available. Please be aware that courses will only be offered when there is sufficient enrolment. *For more information regarding Ontario Curriculum policy documents refer to the listing of ministry documents at the beginning of the School Course Calendar.*

5.1.   The Arts

Overview

Grades 11 and 12 courses in arts emphasize more advanced skills and complex application techniques. An important aim of the Grade 11 and 12 courses is to help students understand the world in which they live and to help them make choices that will both enrich their lives and prepare them for a variety of careers. To this end, course content is designed to encourage students to understand the connections between what they are doing at the Grade 11 and 12 levels and what is required in a broad range of university and college programs and the world of work. (Refer to the Ontario Curriculum, 2010). Do to the online nature of our operation, we decided to just include media arts courses at this stage.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Media Arts	University/College	ASM3M	Media Arts, Grade 10, Open
12	Media Arts	University/College	ASM4M	Media Arts, Grade 11, University/College

MEDIA ARTS, Grade 11, (ASM3M), 1 credit

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.

MEDIA ARTS, Grade 12, (ASM4M), 1 credit

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

5.2. Business Studies

Overview

The purpose of the Business Studies program is to provide students with concepts, skills, and attitudes necessary to achieve success in education, careers and daily living. Through a variety of courses offered at the Grade 11 and 12 levels, students can develop their knowledge and skills in the areas of accounting, business leadership, entrepreneurship, information and

communication technology, international business and marketing. The business studies curriculum examines the many functions and operations of businesses, from small businesses to multinational enterprises. Businesses drive the economy, influence the standard of living and the nature and number of jobs, and play a role in the career decisions of many secondary school students. Through various courses students are provided with rich opportunities for relevant, real-world learning experiences through theoretical learning balanced with application. Critical areas of learning in business include: business skills, communication in a business environment, digital literacy, financial literacy and ethical, moral and legal considerations in business.

Information and Communication Technology courses train students for essential digital literacy and software skills. These are beneficial for success in not only academic studies but also numerous career paths. Focus on the key skills and concepts of accounting and marketing develops student's knowledge and understanding of the nature of leadership and the ways in which businesses are structured and managed to achieve organizational goals. Courses in entrepreneurship equip students in creating and operating a small business as well as developing and applying employment skills

International Business courses also provide students with opportunities in a global context and allow them to explore the business relationships that Canadian companies and the Canadian government have established with other countries.

The design of the business studies program will enable students to select courses that relate to their interests and prepare them for further study or work in the broad and diverse field of business. Business studies courses are well suited for inclusion in programs that lead to a diploma with a Specialist High-Skills Major. Whether students eventually work in a business or simply apply business skills from their studies, the Business Studies program provides students with a foundation for making wise choices and informed decisions in all areas of life. Following is a list of the courses offered:

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Financial Accounting Fundamentals	University/ College	BAF3M	None
12	Financial Accounting Fundamentals	University/ College	BAT4M	Grade 11 Financial Principles College Accounting Fundamentals, University/College
12	International Business Fundamentals	University/ College	BBB4M	None
12	Business Leadership: Management Fundamentals	University/ College	BOH4M	None

FINANCIAL ACCOUNTING FUNDAMENTALS, Grade 11, (BAF3M), 1 credit

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

FINANCIAL ACCOUNTING PRINCIPLES, Grade 12 (BAT4M), 1 credit

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

introduces accounting for partnerships and corporations.

INTERNATIONAL BUSINESS FUNDAMENTALS, Grade 12, (BBB4M), 1 credit

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

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

Credit

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

5.3. Canadian and World Studies

VISION

The Canadian and World Studies program will enable students to become responsible, active citizens within the diverse communities to which they belong. As well as becoming critically thoughtful and informed citizens who value an inclusive society, students will have the skills they need to solve problems and communicate ideas and decisions about significant developments, events, and issues.

GOALS

In the areas of social studies, history, and geography, as well as other subjects in Canadian and World Studies, students realize the vision for the program as they:

- develop the ability to use the "concepts of disciplinary thinking" to investigate issues, events, and developments;

- develop the ability to determine and apply appropriate criteria to evaluate information and evidence and to make judgements;

- develop skills and personal attributes that are needed for discipline- specific inquiry and that can be transferred to other areas in life;

- build collaborative and cooperative working relationships;

- use appropriate technology as a tool to help them gather and analyze information, solve problems and communicate.

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Canadian History since World War 1	Academic	CHC2D	None
10	Civics and Citizenship	Open (0.5)	CHV2O	None
12	Analysing Current Economic Issues	University Preparation	CIA4U	Any university or university/college preparation course in Canadian and World Studies, English, or Social Studies and Humanities

CANADIAN HISTORY SINCE WORLD WAR 1, Grade 10, (CHC2D), 1.0 credit

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence,

when investigating key issues and events in Canadian history since 1914.

CIVICS AND CITIZENSHIP, Grade 10, (CHV2O), 0.5 credit

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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.

ANALYSING CURRENT ECONOMICS ISSUES, Grade12, (CIA4U), 1 credit

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

5.4.   Computer Study

Overview

The Computer Study department offers a variety of courses to help students develop a deeper understanding of the world of computer science and computer programming. The department is designed to enable students to select courses that relate to their interests and that will prepare them for

further study or work in the field of their choosing.

Whether students eventually work in the computer field or simply use computers, the Computer Study department will provide them with necessary skills and foundations in critical thinking and problem solving in order to make informed decisions.

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Introduction to Computer Science	University	ICS3U	None
12	Computer Science	University	ICS4U	Introduction to Computer Science, University

INTRODUCTION TO COMPUTER SCIENCE, (ICS3U), 1 credit

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

COMPUTER SCIENCE, (ICS4U), 1 credit

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

5.5. English

Overview

Language is one of the tools for thinking, communicating, learning, and viewing the world. Students require language skills in order to comprehend ideas and information, to interact socially, to inquire into areas of interest and study, and to express themselves clearly and demonstrate their learning. Learning to communicate with precision and clarity will assist students to thrive in the world beyond school.

The English department includes compulsory courses, which are required for graduation, and optional courses, which are electives credits offered in grade 11 and grade 12. Compulsory courses emphasize strong core competencies in reading, writing, speaking, use of language, and media awareness. As part of their program in grade 11 and 12, students must take a compulsory course in each grade. They may choose their compulsory courses from three types of courses offered in grade 11 and 12: university preparation; college preparation; and workplace preparation.

Grade	Course Name	Course Type	Course Code	Prerequisite
10	English	Academic	ENG2D	Grade 9 English, Academic or Applied
11	English	University	ENG3U	Grade 10 English, Academic
12	English	University	ENG4U	Grade 11 English, University
12	Ontario Secondary School Literacy Course	Open	OLC4O	OLC4O Eligibility (see Note below)

Note: A student who has been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who has been unsuccessful at least once is eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). A student may be permitted to take the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student to do so. Under special circumstances, and at the discretion

of the principal, a student who has already met the literacy requirement for graduation purposes may be eligible to take the course. A mature student may enrol directly in the OSSLC without first attempting the OSSLT.

ENGLISH Grade 10, (ENG2D), 1 credit

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory grade 11 university or college preparation course.

ENGLISH, Grade 11, (ENG3U), 1 credit

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms.

An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

ENGLISH Grade 12, (ENG4U), 1 credit

This course emphasizes on consolidation of 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 information 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 student for university, college, or the workplace.

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC), Grade 12 (OLC40), 1 credit

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial requirement towards an Ontario Secondary School Diploma. Students will develop their literacy skills as they cover variety of texts including informative, narrative, and graphical texts as well as produce a variety of forms of writing, including summaries, paragraphs, essays, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples for their writing.

5.6. English as a Second Language

Overview

English as a Second Language departmental courses are designed for assisting students, whose first language is not English, in developing full linguistic and cultural competency in English. Students have already developed age appropriate language skills in their first language and require assistance in intensive English language learning. A major goal of any instructional program for English language learners should be to encourage students to value and maintain their own linguistic and cultural identities so that they can enter the larger society as bilingual and bicultural individuals. The ESL curriculum expectations are designed to help English language learners develop the skills they need to develop proficiency in everyday English as well as to develop proficiency in academic English that will allow them to integrate successfully into mainstream school programs. Students are encouraged to build on their existing first-language skills when learning English in an ESL program.

The five ESL courses offered are based on levels of proficiency in English. Depending on learners' previous experience with English, students may be placed in ESL Level 1, 2, 3, 4, or 5.

Based on the Ontario Curriculum, A student who has been in full-time education in his or her country of origin but who has never studied English would be placed

in ESL Level 1. A student who has been in full-time education in his or her own country and has studied some English might be placed in ESL Level 2 or 3 on the basis of the initial English language assessment. A student who has studied English for several years might be placed in ESL Level 3, 4, or 5 on the basis of the initial English language assessment.

Grade	Course Name	Course Type	Course Code	Prerequisite
3	ESL Level 3	Open	ESLCO	ESL 2 or equivalent
4	ESL Level 4	Open	ESLDO	ESL 3 or equivalent
5	ESL Level 5	Open	ESLEO	ESL 4 or equivalent

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

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

school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship and culture.

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

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

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

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; writes 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.

5.7. Guidance and Career Education

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Career Studies	Open (0.5)	GLC2O	None

CAREER EDUCATION, Grade 10, (GLC2O), 0.5 credit

This course further equips students to develop and achieve personal goals for future learning, work, and engage in community involvement. Students reflect, articulate and assess their interests, skills, and characteristics and research current economic and workplace trends, work opportunities, and sources of employment. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and assists students in focusing their goals through the development of a career plan in conjunction with their Individual Pathway Plan (IPP).

5.8. Mathematics

Overview

The Grade 9 and 10 mathematics builds on the elementary program. The programs are founded on the premise that students learn mathematics most effectively when they have a thorough understanding of mathematical concepts and procedures, and when they build that understanding through an

investigative approach, as reflected in the inquiry model of learning. Such understanding is achieved when mathematical concepts and procedures are introduced through an investigative approach and connected to students' prior knowledge in meaningful ways. Grade 11- grade 12 Mathematic courses is designed to help students prepare for university, college, or the workplace by building a solid conceptual foundation in mathematics that will enable them to apply their knowledge and skills in a variety of ways and further their learning successfully. Courses:

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Principles of Mathematic	Academic	MPM2D	Mathematics, Grade 9, Academic
11	Functions	University	MCR3U	Principles of Mathematics, Grade 9, Academic
12	Advanced Functions	University	MHF4U	Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation
12	Calculus and Vectors	University	MCV4U	Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.
12	Mathematics of Data Management	University	MdM4U	Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

PRINCIPLE OF MATHEMATICS, Grade 10, (MPM2D), 1 credit

This course enables students to broaden their understanding of relations, 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 san acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problem.

FUNCTIONS, Grade 11, (MCR3U), 1 credit

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

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

This course extends students' experiences with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric 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 who plan to study mathematics in university and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

CALCULUS AND VECTORS, Grade 12, (MCV4U), 1 credit

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for

students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university- level calculus, linear algebra, or physics course.

MATHEMATICS OF DATA MANAGEMENT, Grade 12, (MDM4U), 1 credit

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing large amount of information; solve problems involving probability and statistics; and carry out a culmination project 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.

5.9. Science

Overview

The overall aim of the secondary school Science department is to ensure scientific literacy for every secondary school graduate. To better achieve this aim, all courses in the program are designed to focus on science not only as an intellectual pursuit but also as an activity-based enterprise within a social context.

Senior science courses are founded on the premise that students learn science most effectively when they are active participants in their own learning. Such participation is achieved when science concepts and procedures are introduced through an investigative approach and are connected to students' prior knowledge in meaningful ways. The Grade 11 and 12 science curriculum is designed to help students prepare for university, college, or the workplace by building a solid conceptual and procedural foundation in science that enables them to apply their knowledge and skills in a variety of ways and successfully further their learning.

Grade	Course Name	Course Type	Course Code	Prerequisite
10	Science	Academic	SNC2D	Science, Grade 9, Academic
11	Chemistry	University	SCH3U	Grade 10 science, Academic
12	Chemistry	University	SCH4U	Grade 11 Chemistry, University Preparation
11	Physics	University	SPH3U	Grade 10 Science, Academic
12	Physics	University	SPH4U	Grade 11 Physics, University Preparation
11	Biology	University	SBI3U	Grade 10 Science, Academic
12	Biology	University	SBI4U	Grade 11 Biology, University Preparation

SCIENCE, Grade 10, (SCN2D), 1 credit

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics. Students are provided with opportunities to explore scientific investigation, research and presentation skills throughout the course. Students will develop their understanding of their own observations, scientific theories and new developments related to 1.Specialization of cells into systems of both animals and plants; 2.The interactions of elements on an atomic level and learn chemical nomenclature as well as look at the various types of chemical reactions; 3.An in-depth study of the factors that affect climate change; 4.The interaction of light and matter.

CHEMISTRY, Grade 11, (SCH3U), 1 credit

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

CHEMISTRY, Grade 12, (SCH4U), 1 credit

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

PHYSICS, Grade 11, (SPH3U), 1 credit

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

PHYSICS, Grade 12, (SPH4U), 1 credit

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

BIOLOGY, Grade 11, (SBI3U), 1 credit

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the

theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation and research.

BIOLOGY, Grade 12, (SBI4U), 1 credit

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry - the basic macromolecules that sustain 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.

5.10. Social Science and Humanities

Overview

All five of the subject areas in the secondary social sciences and humanities program – equity studies, family studies, general social sciences, philosophy, and world religions – are concerned with how students view themselves, their families, their communities, and the broader society, and how they come to understand and respond to the world around them. Through practical experience, discussion, debate, research, reflection, and the development of critical and creative thinking skills, social sciences and humanities courses help students become self-motivated problem solvers equipped with the skills and knowledge that will enable them to face their changing world with confidence.

Grade	Course Name	Course Type	Course Code	Prerequisite
12	Families in Canada	University/ College	HHS4U	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and World Studies.
12	Challenge and Change in Society	University	HSB4U	Any university, university/college, or college

				preparation course in social sciences and humanities, English, or Canadian and World Studies.
12	Human Development throughout the Lifespan	University/ College	HHG4M	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and World Studies.
12	The World of Fashion	University/ College	HNB4M	Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and World Studies.

FAMILIES IN CANADA, Grade 12, (HHS4U), 1 credit

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

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

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

Students will explore ways in which social science research methods can be used to study social change.

HUMAN DEVELOPMENT THROUGHOUT THE LIFESPAN, Grade 12, (HHG4M), 1 credit

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social- emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development.

THE WORLD OF FASHION, Grade 12, (HNB4M), 1 credit

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

5.11. Technological Education

Grade	Course Name	Course Type	Course Code	Prerequisite
11	Communications Technology	University/ College	TGJ3M	None
12	Communications Technology	University/ College	TGJ4M	Communications Technology TGJ3M

COMMUNICATION TECHNOLOGY, Grade 11, (TGJ3M), 1 credit

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

COMMUNICATION TECHNOLOGY, Grade 12, (TGJ4M), 1 credit

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment.

5.12. Experiential Learning and Cooperative Education

At this point, Sophio Secondary School will not be offering any experiential learning programs such as cooperative education, and job shadowing. As our departments grow and develop their resources, more courses and programs will be offered in consecutive academic years.

5.13. Access to Course Outlines and Ontario Curriculum Policy

Course Outlines for all/any courses offered at Sophio Secondary School can be obtained at the administration, teachers and/or the principal. Course Outlines are always accessible from the "Syllabus" section on the left sidebar of every course. Additionally, the teachers and administration will be highly encouraged to maintain up-to-date course web-pages, where the Course Outlines will be posted. At the beginning of each course students will receive a printed copy of the Course of Study Outline.

The Ontario Ministry of Education guidelines, Ontario Curriculum and other policy documents can be accessed anytime online. Please refer to the Appendix C or school staff for a list of useful ministry links.

6   Assessment and Evaluation of Student Achievement

6.1.   Assessment and Evaluation Strategies

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, Sophio Secondary School teachers use practices and procedures that comply with the Ministry of Ontario document: Growing Success: Assessment, Evaluation and Reporting in Ontario Schools Gr. 1-12, 2010.

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

Development of learning skills and work habits in the areas of *responsibility, organization, independent work, collaboration, initiative and self-regulation* are important contributors to student success. Teachers at Sophio work with students in developing these areas of growth and development. The development of these skills is critical to daily academic success. Through conversations, observations and student work, these areas of learning are identified through success criteria or 'look fors' incorporated in lesson planning.

Teachers at Sophio employ the seven fundamental principles of teaching:

<u>The Seven Fundamental Principles</u>

Teachers employ practices and procedures that:

- are fair, transparent, and equitable for all students;

- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

The categories of learning, defined by clear performance standard criteria set by the Ministry, represent four broad areas of learning within which the expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

The categories of learning include:

Knowledge and Understanding: Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).

Inquiry/Thinking and Investigation: The use of critical and creative thinking skills and/or processes, as follows: planning skills (e.g., understanding the problem, making a plan for solving the problem) processing skills (e.g., carrying out a plan, looking back at the solution) critical/creative thinking processes (e.g., inquiry, problem solving)

Communication: The conveying of meaning through various oral, written, and visual forms (e.g., providing explanations of reasoning or justification of results orally or in writing; communicating mathematical ideas and solutions in writing, using numbers and algebraic symbols, and visually, using pictures, diagrams, charts, tables, graphs, and concrete materials).

Application: The use of knowledge and skills to make connections within and between various contexts.

In calculating the student's final mark, the following achievement criteria

weighing will apply:

- Knowledge and Understanding (K)   25%
- Inquiry/Investigation and Thinking (I/T)   25%
- Communication (C)   25%
- Application (A)   25%

6.2. Achievement Levels

Student performance will be reported using the following achievement chart consisting of four levels and corresponding percentage ranges.

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

The achievement chart will be modified to fit the specific type of evaluations for each course.

FORMAL AND INFORMAL ASSESSMENT:

As part of the student learning improvement program, Sophio Secondary School teachers will obtain assessment information through a variety of means in the three areas of:

1. Assessment for learning
2. Assessment as learning and
3. Assessment of learning

Various teaching strategies employed in the formal and informal assessments include: observations, class discussions, learning conversations, homework assignments, group activities, demonstrations, projects, portfolios, peer and self-assessments, essays, and tests, etc. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". In support of the 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 become independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and integrate their learning.

To ensure precision and personalization in instruction and assessment Student Profiles as well as Class Profiles will be included as part of assessment for learning and assessment as learning processes. As outlined in *Learning for All, Kindergarten to Grade 12: A Guide to Effective Assessment and Instruction for All Students*, Sophio Secondary School is committed to reaching all students on an individual level to ensure student success.

Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course. Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student product.

The final grade for each course in Grades 9–12 will incorporate the following breakdown:

➢ 70 % of the final grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special

consideration should be given to more recent evidence of achievement.

➢ 30 % of the final grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. Breakdown between the final examination and the independent study will be specific for each course. Evaluation of the final independent study unit (ISU) will assess the knowledge, investigation and learning skills, as well as the student's ability to communicate and apply course material. The form of evaluation for the ISU will depend on each course and the topic as determined by each teacher.

Sophio Secondary School also recognizes the diverse needs of students during the learning process. Students require opportunities to learn in a variety of ways – individually, cooperatively, independently, with teacher assistance, through hands-on learning, and through practice. Students are required to learn concepts and procedures, acquire skills, and apply their newly acquired knowledge and understanding. Students grow in competence through various means including instructional aids and differentiated learning strategies that are relevant to each student's learning style. The approaches and strategies teachers use will vary according to both the subject of learning and the needs of the students.

Education is a process that involves both the teacher and the students. To achieve learning goals, it is highly recommended that students:

❑ actively participate in all the aspects of the school

❑ ask questions through the online collaboration tools provided to the students (online forum, emails, conferences, group messages, etc.)

❑ engage cooperatively and participate in the teaching/learning process

❑ providing constructive feedback and communicate with staff regularly

❑ engage parent or guardian input throughout the course of their studies

6.3. Assigned Course Work

Students assume the responsibility to ensure all of the assigned requirements

for each course are completed.

If all of the assignments for a course are not completed, then a student may receive an "incomplete" for the course. In the case of an Incomplete course status, the student is granted two weeks following the expected completion date of the course, to complete the outstanding assignment, paper or project of equivalent value towards their course mark. A late penalty will be applied to each submission.

6.4.   Final Examination

Thirty percent (30%) of the final grade, in a course, will be based on a final evaluation in the form of an examination and one other evaluation specific to each course. In some subjects the second form of final evaluation is a research paper, project, independent study unit, etc. This evaluation will be based on the overall and specific expectations outlined in the Ontario Curriculum and all the course material from the term culminating in a final evaluation. The distribution of breakdown between a final test/exam and final paper or research project (Culminating Project) is dependent on the ministry guideline for each course. For specific policies regarding final exams and independent study unit deadlines or rescheduling, please contact the instructor or the Principal.

6.5.   Considerations for Program Planning

All teachers at Sophio Secondary School are required to create a suitable environment and program plan for each student. If specific needs are identified, the teacher along with the Principal will make proper adjustments and apply all efforts to maximize opportunities for students.

Areas for consideration of program planning include:

➢ differentiated learning needs

➢ health and safety

➢ incorporating information technology

➢ career planning

➢ developing critical thinking skills

➢ applicable learning within the context of Canada

➢ fostering equity and inclusion

➢ modelling ethics in the online classroom

➢ equipping students with financial literacy

Recognizing the large number of international students in Ontario, Sophio has developed a school- wide policy for students that require support in developing English proficiency and achieving curriculum expectations.

6.6. Exam Proctoring

Given the online nature of our pedagogical approach, students will be given the following options for writing the midterm and final exams:

1. Find an accredited and reputable academic institution in their local hometown that would assign the resources and an invigilator who would monitor the student, dispense the examination material, and ensure the integrity of the exam.

2. If an online option was available for the specific exam, student will be given the option to conduct the test online. For this end, we use SmartServices's software, SmarterProctoring, which secures the testing computer and assigns an online invigilator for the student while the test is being conducted.

6.7. SmarterID

This software will be implemented on our online platform to ensure that the student who is enrolled in the course is indeed the person who is doing the course work. This system continually verifies student identity against validated government ID, and instantly flags and alerts any suspicious activity.

Accommodations related to instructional strategies may include:

➢ implementing personalized learning strategies through online algorithms to

mark each student's strengths and weaknesses and help them succeed in the areas in which students need more practice and guidance

➢ extensive use of instructional videos, visual cues, graphic organizers and instructional aids

➢ strategic use of students' first language, if not English

➢ allowance of extra time throughout learning

➢ introduction to previous learning relating keywords and phrases

➢ simplification and repetition of instructions as needed

➢ simultaneous use of oral and written instruction

➢ summary notes and review discussions to ensure comprehension

6.8.   Reporting Student Achievement

Parents will have the option of logging into the online platform as an observer to monitor their children's progress throughout the courses. This is done by providing them with a special authentication that allows them to just monitor their own child's progress without being able to participate in the course or monitor other students' progress.

Parents will be formally provided with report cards issued mid-course (upon completion of half of the course work) and at the completion of the course. For the end of the semester final report, the school will adopt the Ministry of Education's directive that seventy percent (70%) of the grade will be based on assessments and evaluations conducted throughout the course and the teachers best professional judgement on the students most consistent and recent results. Thirty percent (30%) of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course. The final evaluation breakdown will be dependent on each course as set out by the ministry. Throughout the course, parents are encouraged to maintain communication with the school and partner with us in educating students.

6.9. Learning Skills Rubric

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of the curriculum expectations in a course, should not be considered in the determination of percentage

grades following the guideline as below.

Criteria	Needs Improvement	Satisfactory	Good	Excellent
Works independently	Needs some directions to clarify and begin assignments	Needs some directions to clarify and begin assignments	Rarely needs directions to clarify and begin assignments	Does not need directions to clarify or begin assignments
Teamwork	Rarely demonstrated participation with classmates by attending or engaging in discussion	Sometimes demonstrates participation with classmates by attending or engaging in discussion	Often demonstrates participation with classmates by attending or engaging in discussion	Consistently demonstrates participation with classmates by attending or engaging in discussions
Organization	Limited organization and time management	Some organization and time management	Good organization and time management	Exemplary organization and time management

	skills	skills	skills	skills
Work Habits and Homework	Never meets deadlines for readings and homework	Work is occasionally complete	Work is regularly complete	Student is up to date in readings and homework
Initiatives	Rarely extends thinking beyond material presented	Sometimes extends thinking beyond material presented	Often extends thinking beyond material presented	Consistently extends thinking beyond material presented

7   Recording and School Reporting Schedule

The following guidelines are developed in accordance with the Ministry of Education, Ontario mandates. The guidelines in this document are a summary of the procedures and requirements. For complete information you may refer to OSS 6.1 at the Ministry of Education, Ontario website- edu.gov.on.ca

The following is a list of student information that will be retained on file at the school:

- ❑   An office index card
- ❑   An Ontario School Record (OSR) folder - Report Cards
- ❑   An Ontario Student Transcript (OST), if applicable
- ❑   A documentation file - educational and psychological assessments, IEP, IPRC meetings, etc.
- ❑   Other information identified as conducive to the student's progress

7.1.   Office Index Card

The office index card provides the school with immediate access to student information. When appropriate authority has determined information irrelevant, the Principal of the school is required to have the information removed. The index card will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

The office index card will record the following information:

- ❑   the full name of the student, as recorded on the OSR folder
- ❑   the number assigned to the student by the school or school board,
- ❑   where applicable a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry,
- ❑   where applicable the gender of the student
- ❑   the student's date of birth (year, month, day) the name(s) of the student's

parent(s)

- ☐ if applicable, the name(s) of the individual who has (have) custody of the student
- ☐ the student's current address and home telephone number, as well as an emergency number if one has been provided
- ☐ the dates (year, month, day) on which the student enrols in the school, transfers from the school, and/or retires from school
- ☐ the name and address of the school to which the student transfers and the date on which the OSR is transferred
- ☐ the student's address on the date of transfer or retirement
- ☐ the name and address or some other means of identification of the school from which the student is transferring or retiring
- ☐ other information that is identified in accordance with the policies established by the school board

At Sophio Secondary School, the Office Index Card may be retained for 55 years on school property.

7.2. Ontario Student Record (OSR)

The OSR is the ongoing, confidential record of a student's educational progress through schools in Ontario. The collection of this information is authorized by the Education Act. If a student transfers to another school in Ontario, his or her OSR folder and all its contents will be transferred to the new school. The information in an OSR is available to administration, the Principal and teachers of the school for the purpose of improving the instruction of the student. All OSR folders <u>must</u> remain in the office at the school. Upon graduation OSR remains at school.

7.2.1. Report Cards

Report Cards are completed by the student's academic advisor three times a year at the end of each of three reporting periods as well as three times during the mid-point of the course duration. A Report Card is completed for each

student who has been enrolled in the school for more than six weeks within the reporting period. The Report Card will contain information regarding the students' academic achievements and suggestions on how to improve their performance. If the student has reached the age of 18, he/she can receive your Report Card in person or by mail. Otherwise, his/her Report Card will be forwarded to the student's parents. An exact copy of a completed Report Card will be filed in his/her OSR folder.

7.2.2. Access to the OSR

All students and the parents or guardians of students under 18 years of age have the right to examine the OSR and to receive a copy of its contents. An OSR consists of the OSR folder, various supporting documents and other information that are kept in the folder, and an office index card. On the OSR folder itself, the following information is entered: biographical data, schools attended, name(s) of the student's parent(s) or guardian(s), medical record, and other information that is considered relevant for improving the instruction of the student. Photographs may also be attached. An OSR <u>must</u> remain in the school office and never removed from school property.

Students who are 18 years of age or older, or the parent(s) or guardian(s) of students who are under 18 years of age, may view the folder in the presence of the Principal as well as submit a written request to the Principal asking him or her to correct or remove information that they consider to be inaccurate or inappropriate. If the Principal complies with the request, the information will be corrected or removed from the file. If the Principal does not comply with the request, the student or the student's parent(s) or guardian(s) may request in writing that the matter be referred to the appropriate Supervisory Officer of the school board. All OSR folders must remain in the office of the school.

7.2.3. Exemption Documentation for Online Learning

If a student is exempt from the online graduation requirement, this exemption will be formally documented in their Ontario Student Record (OSR). The exemption will include the rationale for the opt-out and the principal's approval. This documentation ensures that all graduation requirements are

met according to Ministry of Education guidelines.

7.2.4. Transfer of the OSR

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

7.2.5. Retention, Storage, and Destruction of information in the OSR

Sophio Secondary School will make every effort to keep each student's confidential information secure, with access only given to authorized personnel and principal. According to the Ontario student Record and Guideline from Ministry of Education, Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The office index card, OSR and the OST will be retained for fifty-five years after a student retires from school.

The following components along with the OSR will be retained for five years after a student retires from school:

❑ report cards

❑ the documentation file, where applicable, additional information that is identified by the school board as appropriate for retention

7.2.6. Full Disclosure

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

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

7.3.   Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school.

The credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma will be recorded on the OST. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

➢ all courses successfully completed by the student, with percentage grades obtained and credits earned;

➢ identification of compulsory credits, including credits that are substitutions for compulsory credits

➢ identified by the Ministry as diploma requirements;

➢ confirmation that the student has completed the 40 hours of community involvement;

➢ confirmation that the student has successfully completed the Ontario Secondary School Literacy Test.

7.3.1. Equivalent credits record on Transcript

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

7.3.2. Withdrawal from a Course

Withdrawal occurring within first 10 hours of the instruction time will result in the mark not being recorded on the Ontario Student Transcript.

A withdrawal from grade 11 or 12 course after 5 days of the issue of the report card results in a "W" being entered in the Credit Column of the OST along with the mark at the time of Withdrawal. Withdrawals occurring within 5 days of the issuing of the first report card from the school will result in the mark **not** being recorded on the OST.

Withdrawals from a grade 9 or grade 10 courses are not recorded in the OST.

In order to withdraw from a course, the student must submit the "Course Drop/ Add" Application form with a legal signature and the appropriate supporting documentation if applicable. School will process the application within five business day and issue the student tuition refund according to school Refund Policy. The Application form must be retained in student's OSR.

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

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each

attempt and the percentage grade is recorded on the OST, and an "R" symbolizing 'Repeat' is entered in the "Credit" column for the course(s) with the lower percentage grade.

8   Support and Resources

8.1.   Parent Engagement

Sophio Secondary School understands the importance of parent(s)/guardian(s) involvement in the child's learning process. Active engagement efforts will be applied by the school in order to fully support and motivate the student's learning process. As part of these efforts the principal, administration and instructors will commit to the following procedures:

1. Active support of the communication and outreach strategies to share information. Such include, but are not limited to, face-to-face meetings, phone conversations, email updates and notifications, other types of written communication such as notes, forms etc.

2. Prompt and immediate contact with the parent/guardian in case of any administrative or academic warnings issued to the student. This is to ensure, the student and the parent were granted with the opportunity for proper actions and adjustments before taking further disciplinary actions.

3. Provide parents with the knowledge, skills, and tools they need to support the student learning at home and at school. This includes the online and facility resource center with access to the appropriate teaching/learning materials and, if necessary, guidance from the principal/instructor(s).

4. The parent/guardian will be sent the report card at the end of the course which will be written in a parent-friendly language to ensure full disclosure and transparency. Any on-going student achievement information will be shared with the parent/guardian per request.

8.2.   Education and Guidance Support

At Sophio School policies are developed to accommodate and encourage continuous progress and accountability. All students at Sophio are assigned a counsellor who helps monitor student progress. Students are encouraged to meet with their counsellor at least once a month during each semester.

There is consulting available to students upon their request and based on our online system's automated reports about students' performance.

8.3. Orientation

In order to help new students adjust to a new school and/or new environment, Sophio Secondary School has developed an Orientation Package to provide them with information about the courses and services available. Students who change schools in midyear, as well as students enrolled in Sophio for the first time may need such program.

The Orientation Package will be sent to students expatiating four salient components for students' academic success:

1. Introduction to the school's curriculum

2. Important school policies

3. Guidance and services available to students

4. Special guidelines and online privacy and safety issues

Introduction of the school curriculum includes the Ontario secondary school diploma requirement; course coding system, and the courses offering at school as well as the term/school year calendar Sophio Secondary School 's policy will contain information about Ontario secondary school code of conduct; school's code of student behaviour, special policy regarding students' attendance issue in an online environment, plagiarism, exam policy, as well as policy addressing attendance and absenteeism.

Special Guideline information include relevant school services for example online resource, accommodation service, Tutoring support, the guidance and career education program, peer helpers, the student council, and the community involve information, etc.

8.4. Exit Programs

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

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

The exit programs for graduates should include the following:

❏ a review of each student's plans for postsecondary education, training, apprenticeship, independent living, or work

❏ information on university and college programs, application and admission procedures, visits to campuses, etc.

❏ information on apprenticeship programs

❏ information on procedures for applying for employment financial planning information

9   School Policies

9.1.   Attendance

The Ministry of Education in Ontario requires students to comply with the attendance requirements for course credits. It also requires schools to follow the "safe arrival" procedures. Not only are attendance and punctuality necessary for achieving the best results in learning the course material, they are necessary skills that ensure the success of students beyond secondary school in their post-secondary education as well as career.

Finding the criteria for attendance and early arrival are different in an online educational environment. Since we do not hold any strict class hours, and due to the fact that our students will enroll in our courses from different time zones. In that regard, adhering to the Ministry of Education's Private Schools Policy and Procedure Manual, we define attendance as logging in to the learning platform (Canvas) by the students at the time of their choosing for at least five times per week (weekends excluded). On top of that, students' progress in the course is defined as completing the modules required for finishing the course, as observed by the teachers. In the case of students falling behind in moving forward finishing the modules and their requisite quizzes, assignments, and

readings, teachers would be responsible for following up with the students and their parents.

Mature students and those above 18 years old of age will be directly responsible for their attendance and completing the course materials. Our school will refrain from contacting their parents unless students give us their explicit permission.

Students will be given a maximum of 6 months to finish the coursework and although with medical notes or parental explanation they might be given extensions, not finishing the coursework in the allocated period will result in a loss of course credit without any refund.

In order to support student learning, school staff will follow these guidelines: Once a student has not logged onto the learning platform for a total of two weeks, they will be required to stay in touch with a Guidance Counsellor to set up an attendance support plan. Students will also be told of the consequences of further hours of missed class, and the possibility of being deemed "at risk" for obtaining their credit. Parents will also be notified. If the pattern of late/absences continues, at 4 weeks, the student and parents will be asked to contact the Principal regarding their "at risk" status.

9.2.   Non-Attendance

In accordance with the Ministry's Education Act, all students under 18 years of age are required to be in full-time attendance at a registered school unless they have already graduated or are otherwise excused from attendance at school. Regional public or separate school boards must be notified in writing if alternative arrangements exempt students from full-time attendance.

If a student is absent for an extended period of time, it is the school's responsibility to investigate why a student is absent and make every effort to have the student return to school.

A student who has been absent for 6 consecutive weeks without appropriate supporting documentation is to be removed from the school register. A student of compulsory school age may remain on the register up to 12

consecutive weeks of absence if the Principal has approved the case in writing. This may be extended for subsequent 2-week periods, if the Principal receives reports every 15 days that the file is still active. It is very important to maintain contact with absent students/parents.

If a student is known to have left the school jurisdiction or if after a reasonable period of time the Principal is unable to locate the student, then with notification to the school board, his/her name should be removed from the register. The school should continue to attempt to reach out to them as they may eventually respond to these efforts and return to school.

9.3.   Plagiarism Policy

All student work must be original.

Merriam-Webster online dictionary defines plagiarism or "to plagiarize" as:

1.   to steal and pass off (the ideas or words of another) as one's own

2.   to use (another's production) without crediting the source 3. to commit literary theft 4. to present as new and original an idea or product derived from an existing source

All of the following are plagiarism:

- borrowing or stealing from someone else (When you borrow another writer's words and/or
- ideas, you must acknowledge this whether it is a direct quotation or a restatement of an idea)
- downloading all or part of an article (copying and pasting sections) from the Internet

- copying a sentence or section from a book or other literary source
- letting others do your work for you or assisting you too much
- submitting someone else's work or main idea as your own
- copying words or ideas from someone else without giving credit

- failing to reference a quote or statement by using quotation marks

Plagiarism is an act of fraud. Presenting or using someone else's work as if it is your own is plagiarism. Both intentional and unintentional plagiarism is very serious. Expression of original ideas is considered intellectual property and protected by copyright laws. The internet provides many opportunities through various websites and programs to students and teachers to check if a passage or paper contains any form of plagiarism. Students are encouraged to utilize the many tools available.

Plagiarism can be avoided by citing sources or providing references. Simply acknowledge a passage or quote if it has been borrowed and provide your audience and reader with the information necessary to find the original source.

At Sophio Secondary School, the following procedure applies in addressing plagiarism:

1st offence: A mark of zero is granted as a placeholder (0 %)

- Parent/Guardians are contacted to meet with the Principal/staff

2nd offence: A mark of zero is granted as a placeholder (0 %)

- A course credit may possibly withheld Parent/Guardians are contacted to meet with the Principal/staff Possible suspension and removal from the course or school.

9.4. Equity and Inclusion Policy

In accordance with the Accepting Schools Act (Bill 13), Sophio Secondary School engages in:

- developing and implementing an equity and inclusive education policy;
- ensuring a positive safe school climate that fosters ongoing annual education and awareness for staff and students, prevention,

       intervention and progressive discipline;

- developing a multi-year plan for promoting a positive school climate and bullying prevention which is available to the public;

- sharing effective practices and resources and promoting and participating in collaborative

- learning opportunities with community partners to support school efforts If a student engages

in any activity which disrupts the safe school climate, the following protocol will apply:

The Principal may suspend or request the school board to consider expulsion of a student if their presence in the school creates an unacceptable risk to the well being and safety of others or if their action was motivated by bias, prejudice or hate. In cases of suspension that last more than five school days the student will receive academic/non-academic support.

Sophio Secondary School is committed to providing a safe, inclusive, and accepting learning environment in which every student can succeed. Teachers strive to provide students with a variety of opportunities to learn about diversity and diverse perspectives.

9.5.   Late Assignments/Tests

In accordance with Growing Success, teachers will communicate with students to clarify due dates and procedures for requesting formal extensions on all submitted student work as well as monitor students' submissions. Teachers must inform students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. In some cases, a student contract and written notice of due dates may provide assistance to students to successfully submit work on time. Normally, late assignments will be accepted after the due date with a 2% deduction per day, up to three days. After three

days assignments will no longer be accepted. This policy can be waived in exceptional circumstances – e.g., illness, family emergency. On occasion, meeting with the Guidance Counsellor or Principal may provide assistance to discuss rescheduling deadlines, informing parents/guardians or any other methods that will further student success.

9.6.   Missed Work

It is the responsibility of the students to become up to date on any missed course material and assignments. If students anticipate an absence, then it is advisable to inform the teacher ahead of time and follow the teacher's recommendation as well as make all possible arrangements to complete any missed class work.

9.7.   Homework

Students are expected to complete homework on time, finish assigned readings and attend scheduled meetings with the teacher and/or fellow class members when necessary for course work. Teachers will inform the Principal and parents if sufficient course work is not being completed to attain course credit.

9.8.   Code of Conduct

Sophio Secondary School honours each student and member of its community. According to Provincial Code of Conduct outlined by the ministry, following is the Sophio Secondary School Code of Conduct governing daily school life:

Code of Conduct

Sophio Secondary School is committed to providing a healthy learning and working environment. A positive school environment exists when all members of the school community feel safe, included and accepted and actively participate in promoting positive behaviour and interactions. Equity, inclusion

and respect are important contributors in this learning environment.

According to the Provincial Code of Conduct, a school should be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. Any action that threatens to disrupt the emotional well-being or safety of any person in the school community shall not be condoned. The school community is comprised of students, parents and guardians, teachers or other school staff members, volunteers and visitors.

The Provincial Code of Conduct, in accordance with Subsection 301 of Part XIII of the Education Act and its Policy/Program Memorandum No. 128, has been established by the Ministry and applies as follows:

STANDARDS OF BEHAVIOUR:

9.8.1. Acceptable Use Policy

- *Proprietary information stored on Sophio's website and its learning platform remain the sole property of Sophio. Students must not copy or send the information to third-parties without asking for the management's permission*

- *Students must not share their username and password to any third parties*

- *Sophio's online resources are for the personal use its enrolled students and for the limited observation of their parents.*

- *Students are responsible for exercising good judgement regarding the reasonability of their personal use of Sophio's resources.*

- *Unauthorized copying of material, including but not limited to, digitization and distribution of articles, essays, book chapter, photographs, music, videos, and software is strictly prohibited.*

- *Accessing or trying to access the prohibited areas of Sophio's platform such as the Administrative portal or the teacher's portal is strictly prohibited.*

- *Exportin the content for purposes other than the personal uses of students pertaining to their course work is strictly prohibited.*

- *Introduction of malicious programs into the network or the server, or any intention on hacking or gaining authorized access to the server is strictly prohibited.*

- *Using Sophio's resource to indulge in any form of illegal activity as defined by Canadian laws, international laws, or the local laws of the student's place of living is strictly prohibited.*

9.8.2. Respect, Civility, and Responsible Citizenship

Under the Provincial Code of Conduct

- *respect and comply with all applicable federal, provincial, and municipal laws;*

- *demonstrate honesty and integrity;*

- *respect differences in people, their ideas, and their 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, 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;*

- *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;*

- *not swear at a teacher or at another person in a position of authority.*

9.8.3. Safety

All members of the school community must not:

- *engage in bullying behaviours;*

- *commit sexual assault;*

- *traffic in weapons or illegal drugs;*

- *give alcohol to a minor;*

- *commit robbery;*

- *be in possession of any weapon, including firearms;*

- *use any object to threaten or intimidate another person;*

- *cause injury to any person with an object;*

- *be in possession of, or be under the influence of, or provide others with alcohol or illegal drugs;*

- *inflict or encourage others to inflict bodily harm on another person;*

- *engage in hate propaganda and other forms of behaviour motivated by hate or bias;*

- *commit an act of vandalism that causes extensive damage to school's properties*

9.8.4. Roles and Responsibilities

9.8.4.1.   Online Schools

- *Online schools provide direction to their teachers and staff to ensure opportunity, academic excellence, and accountability in the education system. It is the responsibility of school boards to:*

- *develop policies that set out how their schools will implement and enforce the provincial Code of Conduct and all other rules that they develop that are related to the provincial standards that promote and support respect, civility, responsible citizenship, and safety;*

- *establish a process that clearly communicates the provincial Code of Conduct and school board codes of conduct to all parents, students, principals, teachers, other school staff, and members of the school community in order to obtain their commitment and support;*

- *review these policies regularly with those listed above;*

- *develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship, and safety;*

- *provide opportunities for all of the staff to acquire the knowledge, skills, and attitudes necessary to develop and maintain academic excellence in a safe learning and teaching environment.*

- *Wherever possible,schools should collaborate to provide coordinated prevention and intervention programs and services and should endeavour to share effective practices.*

9.8.4.2.   Principals

- *Under the direction of their online school, principals take a leadership role in the daily operation of a school. They provide this leadership by:*

- *demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive, and accepting teaching and learning environment;*

- *holding everyone under their authority accountable for his or her behaviour and actions;*

- *empowering students to be positive leaders in their school and community;*

- *communicating regularly and meaningfully with all members of their school community.*

9.8.4.3.   Teachers and Other School Staff

Under the leadership of their principals, teachers and other school staff maintain order online and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers

and other school staff uphold these high standards when they:

- *help students work to their full potential and develop their sense of self-worth;*

- *empower students to be positive leaders in their online classroom, school, and community;*

- *communicate regularly and meaningfully with parents;*

- *maintain consistent standards of behaviour for all students;*

- *demonstrate respect for all students, staff, parents, volunteers, and other members of the school community;*

- *prepare students for the full responsibilities of citizenship.*

9.8.4.4. **Students**

- *Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:*

- *Attends online courses prepared, regularly, and ready to learn;*

- *shows respect for himself or herself, for others, and for those in authority;*

- *follows the established rules and takes responsibility for his or her own actions.*

9.8.4.5. **Parents**

- *Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:*

- *show an active interest in their child's schoolwork and progress;*

- *communicate regularly with the school;*

- *ensure that their child attends school regularly and on time*

- *show that they are familiar with the provincial Code of Conduct, the board's code*

of conduct, and school rules;

- *encourage and assist their child in following the rules of behaviour;*
- *assist school staff in dealing with disciplinary issues involving their child.*

9.8.4.6.   Community Partners and the Police

Through outreach, partnerships already in place may be enhanced and new partnerships with community-based service providers and members of the community (e.g., Aboriginal Elders) may also be created. Community-based service providers are resources that boards can use to deliver prevention or intervention programs. Protocols are effective ways of establishing linkages between boards and community-based service providers and of formalizing the relationship between them. These partnerships must respect all applicable collective agreements.

The police play an essential role in making our schools and communities safer. The police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model that was revised in 2011 by the Ministry of Community Safety and Correctional Services and the Ministry of Education.

9.8.5. Progressive Discipline Policy

When students breach the Code of Conduct, consequences will be consistent with Sophio's Progressive Discipline policy. Progressive discipline is a whole-school approach that utilizes a continuum of interventions, supports, and consequences to address inappropriate student behaviour and to build on strategies that promote positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Sophio staff will utilize a range of interventions, supports, and consequences that include learning opportunities for reinforcing positive behaviour while helping students to make better choices.

9.8.5.1.   *Interventions* (in no particular order) may include:

- Discussion with a teacher, member of the support staff, or principal

- Reflection essay

- Parental contact and involvement in applying an appropriate remedy

- Individual or group counselling

- Assessment

- Restitution for damage or stolen property

- Community service

- Restorative justice practices

9.8.5.2.   Breaching the Code of Conduct
Student breaches of the Code of Conduct on school grounds or within reasonable proximity of the school will be dealt with in accordance with the following:

9.8.5.3.   Suspension

The behaviours for which the Principal may consider are in school suspension or grounding of a student include:

- Uttering a threat to inflict serious bodily harm on another person;

- Being under the influence or possessing alcohol, illegal drugs, or prescription drugs prescribed to someone other than the student;

- Swearing at a teacher or at another person in a position of authority;

- Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school;

- Bullying;

- Willful destruction of school property; vandalism causing damage to school property;

- Use of profane or improper language;

- Use of an electronic smoking device;

- Theft;

- Aid/incite harmful behaviour;

- Physical assault;

- Being under the influence of illegal drugs;

- Fighting;

- Possession or misuse of any harmful substance;

- Extortion;

- Inappropriate use of electronic communications or media devices; and

- An act considered by the Principal to be a breach of the Code of Conduct.

9.8.5.4.   Expulsion

The behaviours for which the Principal will consider recommending to the Supervising Principal and/or the Chair of Sophio that a student expelled include:

- Possessing a weapon, including possessing a firearm;

- Using a weapon to cause or to threaten bodily harm to another person;

- Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner;

- Committing a sexual assault;

- Trafficking in weapons or illegal drugs;

- Committing robbery;

- Supplying alcohol to a minor;

- Bullying if,

- Sexual harassment;

- Racial harassment;

- Hate-motivated occurrences;

- Distribution of hate material;

- Possession of explosive substance;

- Any activity motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor, and

- An act considered by the Supervising Principal to be a serious breach of the Code of Conduct.

School Standards of Behaviour apply to all activities:

- on school property designated under Sophio Secondary School;

- any extracurricular activities;

- in off-site school-sponsored activities;

- in circumstances where engaging in an activity will have an impact on the school environment;

Code of Conduct Agreement

I acknowledge that I have *received* and *read* the Sophio Secondary School Code of Conduct. I understand that it is my responsibility to abide by all the rules mentioned in this policy and to report any incidents of abuse as set forth in this policy.

Name:

_____

Signature:_____Date:_____/_____/_

_____

Parent/Guardian Name (if student is under 18 years):

_____

Parent/Guardian Signature:_____Date:_____/_____/_

_____

Signature of the Principal:_____Date:_____/_____/_

_____

APPENDIX A – 2024-2025 School Year Calendar
Based on YRDSB's calendar.

Ontario — Ministry of Education

School Year Calendar 2024 - 2025

Legend ▶ H - Statutory Holiday   E - Scheduled Examination Day   P - Professional Activity Day   B - Board Designated Holiday   ☑ Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2024							1	2	5 H	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
September 2024				2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
October 2024					1	2	3	4	7	8	9	10	11	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31	
November 2024								1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
December 2024				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 B	24 B	25 B	26 B	27 B	30 B	31 B			
January 2025						1 B	2 B	3 B	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31
February 2025				3	4	5	6	7	10	11	12	13	14	17 H	18	19	20	21	24	25	26	27	28					
March 2025				3	4	5	6	7	10 B	11 B	12 B	13 B	14 B	17	18	19	20	21	24	25	26	27	28	31				
April 2025					1	2	3	4	7	8	9	10	11	14	15	16	17 H	18 H	21	22	23	24	25	28	29	30		
May 2025							1	2	5	6	7	8	9	12	13	14	15	16	19 H	20	21	22	23	26	27	28	29	30
June 2025				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
July 2025					1 H	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31	
TOTAL																												

Note: The 2024-2025 calendar provides for 195 possible school days between September 1, 2024 and June 30, 2025. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

Legend ▶ H - Statutory Holiday Schedule   E - Scheduled Examination Day   P - Professional Activity Day   B - Board Designated Holiday   ☑ Half Day

Appendix B: Deferral of OSSLT

Special Consideration on Ontario Secondary School Literacy Test (OSSLT)

All students at Sophio must successfully complete the Ontario Secondary School Literacy requirement in order to earn a secondary school diploma. The test is based on the expectations for reading and writing across subjects in the Ontario Curriculum. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test Sophio Secondary School is determined to provide remedial assistance following the test for students who require it. The literacy test may not be retaken once it has been successfully completed.

Deferrals

- The student is working toward an OSSD but will not participate in the current administration of the test for one of the following reasons:

- The student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate in the test

- The student has not yet acquired the reading and writing skills appropriate for grade 10 academic English and has been identified as exceptional by the Guidance

- The student has a temporary condition or is new to the school and appropriate accommodations cannot be provided.

- The student who is unable to write the test during the scheduled administration due to illness, injury or other extenuating circumstances.

The principal may suggest a deferral in consultation with the appropriate teaching staff or Guidance Department, and decide on a deferral

- Prior to the administration of the test;

- For each student individually and

- record the deferral information in the student folder

Note:

1. There is no limit to the number of deferrals a student may receive, but the student must be advised that a deferral will result in fewer opportunities to take the test and that passing either the OSSLT or the Ontario Secondary School Literacy Course (OSSLC) is a diploma requirement

2. If the adult student or the parents disagree with the principal's decision, they may appeal to the appropriate supervisory officer for a final decision.

Ontario Secondary School Literacy Course

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the OSSLT with intensive support and an alternative means of demonstrating the required reading and writing competencies. Students who have had at least two opportunities to write the OSSLT and who have failed it at least once will be eligible to take OLC40: The Ontario Secondary School Literacy Course in grade 12. The successful completion of this grade 12 course will satisfy the literacy requirement for graduation. Students who obtain a graduation diploma by passing the grade 12 Literacy Course will be required to demonstrate a standard of reading and writing skills comparable to those measured by the Literacy Test-

Exemptions

A student must have an individual study plan 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) and student, will make all decisions regarding exemptions

School Support

Sophio believe that literacy is a fundamental life skill that is essential for international young students if they are to achieve success in life. Students who have well-developed reading and writing skills will be better prepared not only for their future educational careers but also for the world of work. A greater focus on

literacy means more opportunities for our students. In general, school will take the following steps to prepare students for the OSSLT:

1. Address the literacy needs of all students who have been assessed the language ability to enter the program and determined to meet the literacy graduation requirement through the OSSLT.

2. Use a range of provincial and classroom assessments, and other evidence (e.g. Conversations, observations, report cards, credit accumulation) to identify and determine the needs of students at immediate risk of not meeting the literacy graduation requirement.

3. Provide for literacy-focused tutoring such as Learning Strategies, Literacy Skills: Reading and Writing

4. Multiple occasions to learn about OSSLT success criteria, deconstruct sample answers, complete practice test

5. providing one-to-one tutoring, one to three times a week for twenty minutes, to Grade 9 and 10 student who are struggling or to students who were unsuccessful on part or all of the OSSLT

6. developing a summer package of reading and writing tasks for parents and students to work on over the summer break

7. assisting teachers in developing literacy exercises

Appendix C: Sources

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

2016 Course Descriptions and Prerequisites 2018

Course Codes for Alternative (Non-Credit)
Cohttp://www.edu.gov.on.ca/eng/documenturses

Creating Pathways to Success: An Education and Career/Life Planning
Program for Ontario Schools, Policy and Program Requirements, Kindergarten
to Grade 12, 2013

Environmental Education: Scope and Sequence of Expectations, 2017

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy
Development and Implementation

Financial Literacy: Scope and Sequence of Expectations, Grades 9-12,2016

First Nations, Métis, and Inuit Connections – Scope and Sequence of
Expectations, 2016

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools,
First Edition, Covering Grades 1 to 12,2010

Health and Safety: Scope and Sequence of Expectations, Grades 9–12, 2017

Learning for All, Kindergarten to Grade 12: A Guide to Effective Assessment and
Instruction for All Students, 2013

Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements,
2016 Ontario Student Record (OSR) Guideline,2000

The Ontario Student Transcript (OST) Manual,2013 Policy/Program
Memorandums

Private Schools: A Policy and Procedures Manual

The Newcomer's Guide to Secondary School in Ontario

The Provincial Code of Conduct and School Board Codes of Conduct,2012 The Trillium List