CONVOY INTERNATIONAL
SECONDARY ACADEMY - ESSA

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Convoy International Secondary Academy - Essa

ACADEMIC COURSE CALENDAR

Grades 9 - 12

September 2026

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1. SCHOOL INFORMATION

Welcome to Convoy International Secondary Academy – Essa (CISA).

Convoy International Secondary Academy – Essa is a private secondary school inspected by the Ontario Ministry of Education and authorized to grant credits leading toward the Ontario Secondary School Diploma (OSSD).

School Information

- **School Name:** Convoy International Secondary Academy – Essa (CISA)
- **BSID Number:** 669325
- **Address:** 8058 8th Line, Essa, ON L0M 1T0
- **Telephone:** 905-597-0863
- **Email:** info@convoyinternational.ca
- **Website:** www.convoyinternational.ca
- **Moodle:** www.moodle2.convoyinternational.ca
- **Head of School/Principal:** Michelle Du
- **Type of School:** Private Secondary School
- **Grades Offered:** Grades 9–12
- **Delivery Modes:** In-Person and Online Learning

We are proud to provide a dynamic, inclusive, and supportive learning environment where students are encouraged to achieve academic excellence, develop personal responsibility, and prepare for success in a rapidly changing global society. CISA welcomes both Canadian and international students and offers a comprehensive secondary school program based on the curriculum expectations established by the Ontario Ministry of Education.

This Academic Course Calendar has been developed to help students and families understand the programs, courses, policies, graduation requirements, assessment practices, and support services available at our school for the 2025–2026 academic year. It serves as an important planning resource to assist students in making informed decisions regarding their educational pathways and future goals.

At CISA, we recognize that every student has unique strengths, interests, learning styles, and aspirations. Our dedicated teachers and staff are committed to supporting students through engaging instruction, individualized guidance, meaningful assessment practices, and a caring school community that values respect, inclusion, integrity, responsibility, and lifelong learning.

Convoy International Secondary Academy offers a wide range of academic courses through both in-person and online learning opportunities. Students work toward earning the Ontario Secondary School Diploma (OSSD), an internationally respected qualification that prepares graduates for postsecondary education opportunities in Canada and around the world.

In addition to strong academic preparation, we strive to help students develop critical thinking, communication, collaboration, leadership, creativity, and digital literacy skills that will support success in university, college, careers, and everyday life. Through a balance of academic challenge and student

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support, students are encouraged to become confident, responsible, resilient, and globally minded individuals.

We look forward to working together with students and families to create a positive, safe, and successful educational experience.

Welcome to the CISA community.

2. SCHOOL PHILOSOPHY, VISION, AND MISSION

Vision Statement

Convoy International Secondary Academy strives to provide high-quality secondary education that prepares students for success in postsecondary education, careers, and responsible global citizenship.

The school promotes academic achievement, personal growth, innovation, leadership, and well-being through inclusive and student-centered educational practices.

Mission Statement

Convoy International Secondary Academy prepares students with the knowledge, skills, and character necessary to succeed in a rapidly changing world.

The school is committed to:

- Academic excellence
- Student well-being and mental health
- Equity and inclusion
- Digital literacy and responsible technology use
- Respectful and collaborative learning environments
- Postsecondary and career readiness
- Lifelong learning and global citizenship

Educational Philosophy

The school believes that education should support the intellectual, emotional, social, and personal growth of every student.

Students are encouraged to:

- Think critically and creatively
- Develop independence and responsibility
- Collaborate respectfully with others
- Demonstrate integrity and empathy
- Pursue academic and personal excellence

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- Engage actively in their learning

Teachers work collaboratively with students and families to provide meaningful learning experiences, differentiated instruction, and supportive pathways for success.

3. SCHOOL ORGANIZATION

IN-PERSON PROGRAM DELIVERY

CISA operates a semestered academic program consisting of four terms during the regular school year.

The in-person semesters are organized as follows:

- SEPTEMBER – NOVEMBER
- NOVEMBER – JANUARY
- JANUARY – MARCH
- APRIL – JUNE

Students enrolled in the in-person program typically focus on two courses per term in an intensive learning format. Each course is scheduled for approximately 110 instructional hours over 44 instructional days, in accordance with Ontario Ministry of Education requirements for secondary school credits.

The daily instructional schedule is generally organized as follows:

TIME	COURSE
8:30 AM – 11:00 AM	MORNING COURSE
12:00 PM – 2:30 PM	AFTERNOON COURSE

Professional Activity (PA) Days may be scheduled between terms to support assessment, reporting, instructional planning, and professional development activities.

Families and students are encouraged to consult the school's annual School Year Calendar for detailed schedules, holidays, reporting periods, and important school dates.

A minimum enrollment of five students is generally required for an in-person course to run. If enrollment requirements are not met, students may be required to complete the course through the school's online learning program.

CISA does not currently operate in-person summer school programs.

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IN-PERSON COURSES UPON REQUEST

CISA offers in-person courses upon request, subject to student enrolment and scheduling availability.

Both current CISA online students and students from other schools who wish to take individual courses in person are welcome to contact the school to inquire about availability.

The school will consider the requested course, students' preferred study periods, the number of interested students, and teacher availability when determining whether an in-person course can be offered.

In-person courses generally require a minimum enrolment of five (5) students. Students are encouraged to contact the school in advance to discuss their course needs and preferred schedules. The school will review each request and advise students of the available options.

ONLINE PROGRAM DELIVERY

CISA offers online secondary school courses for both full-time and part-time students.

Full-time online students follow a four-term academic structure similar to the in-person program. Part-time students may enroll in individual courses throughout the year with flexible pacing options.

Online courses are delivered asynchronously through the school's Learning Management System (LMS), Moodle. All course materials, assignments, assessments, grades, and teacher feedback are provided through Moodle.

The recommended completion period for an online course is approximately 3 months. However, students may progress at an accelerated pace where appropriate. The minimum amount of time permitted for successful completion of an online secondary school course is 4 weeks, in accordance with Ministry expectations and school policies.

For boarding and local students enrolled in online courses, students may be required to attend supervised study hall periods at the school during the instructional day. Teachers remain accessible for questions, academic guidance, and additional support.

4. ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

The Ontario Secondary School Diploma (OSSD) is awarded to students who successfully complete the graduation requirements established by the Ontario Ministry of Education.

All students must earn a minimum of 30 credits, meet the provincial secondary school literacy requirement, and complete 40 hours of community involvement activities. Students must also satisfy the applicable online

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learning and financial literacy graduation requirements, subject to Ministry exemptions and transition provisions.

The compulsory and optional credit requirements depend on the school year in which the student first entered Grade 9.

4.1 Students Who Entered Grade 9 in September 2023 or Earlier

Students in this cohort must earn a minimum of:

- 18 compulsory credits
- 12 optional credits

Compulsory Credits (18)

Subject	Credits
English (1 credit per grade)	4
Mathematics (including at least 1 credit in Grade 11 or 12)	3
Science	2
Canadian Geography (Grade 9)	1
Canadian History (Grade 10)	1
The Arts	1
Health and Physical Education	1
French as a Second Language	1
Career Studies	0.5
Civics and Citizenship	0.5
Group 1 additional compulsory credit	1
Group 2 additional compulsory credit	1
Group 3 additional compulsory credit	1

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Total	**18**

Additional Compulsory Credits: Groups 1, 2 and 3

Group 1: One additional credit in English, French as a Second Language, a Classical or International Language, Social Sciences and Humanities, Canadian and World Studies, Guidance and Career Education, or Cooperative Education.

Group 2: One additional credit in Health and Physical Education, the Arts, Business Studies, French as a Second Language, or Cooperative Education.

Group 3: One additional credit in Grade 11 or 12 Science, Technological Education, French as a Second Language, Computer Studies, or Cooperative Education.

The selection of credits from these groups must comply with Ministry rules governing the use of additional compulsory credits.

4.2 Students Who Entered Grade 9 in September 2024 or Later

Students in this cohort must earn a minimum of:

- 17 compulsory credits
- 13 optional credits

Compulsory Credits (17)

Subject	Credits
English (1 credit per grade)	4
Mathematics (Grade 9, Grade 10, and 1 credit in Grade 11 or 12)	3
Science	2
Technological Education (Grade 9 or 10)	1
Canadian Geography (Grade 9)	1
Canadian History (Grade 10)	1
The Arts	1

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Health and Physical Education	1
French as a Second Language	1
Career Studies	0.5
Civics and Citizenship	0.5
Additional compulsory credit from the STEM-related group	1
Total	**17**

Additional Compulsory STEM-Related Credit

Students must earn one additional compulsory credit from an eligible course in one of the following subject areas:

- Science
- Technological Education
- Mathematics
- Computer Studies

The additional credit must satisfy the Ministry's eligibility rules for the STEM-related compulsory-credit requirement.

4.3 Optional Credits

In addition to compulsory credits, students must earn optional credits from courses developed or approved by the Ontario Ministry of Education.

Students who entered Grade 9 in September 2023 or earlier require 12 optional credits. Students who entered Grade 9 in September 2024 or later require 13 optional credits.

Optional credits allow students to explore their interests, develop additional skills, and prepare for postsecondary education, apprenticeships, employment, and other pathways.

Students may earn more than the minimum 30 credits required for graduation.

4.4 Additional Graduation Requirements

In addition to the required credits, students must fulfill the following requirements, where applicable:

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Ontario Secondary School Literacy Requirement: Students must demonstrate the required literacy skills through the Ontario Secondary School Literacy Test (OSSLT), the Ontario Secondary School Literacy Course (OSSLC/OLC4O), or another Ministry-authorized pathway.

Community Involvement: Students must complete a minimum of 40 hours of eligible community involvement activities.

Online Learning: Students are generally required to earn at least two online learning credits, subject to the Ministry's applicability rules, opt-out process, and exemptions.

Financial Literacy: Beginning in the 2026–2027 school year, students who entered Grade 9 in the 2025–2026 school year or later must meet the provincial Financial Literacy Graduation Requirement, unless an applicable exemption or exception applies.

Detailed information about these requirements is provided in the following sections of this calendar.

4.5 Ontario Secondary School Literacy Requirement

All students working toward the Ontario Secondary School Diploma (OSSD) must satisfy the provincial secondary school literacy graduation requirement.

This requirement is based on the reading and writing expectations of the Ontario curriculum up to and including Grade 9. Its purpose is to ensure that students have developed the literacy skills necessary for success in secondary school, postsecondary education, employment, and everyday life.

Students may fulfill the literacy requirement through one of the following pathways, in accordance with Ontario Ministry of Education policies:

1. Successfully completing the Ontario Secondary School Literacy Test (OSSLT);
2. Successfully completing the Ontario Secondary School Literacy Course (OSSLC), course code OLC4O, when eligible; or
3. Successfully completing the literacy adjudication process, where applicable.

4.5.1 Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the standard method of fulfilling the provincial literacy graduation requirement.

The test is developed and administered by the Education Quality and Accountability Office (EQAO) and assesses students' reading and writing skills based on Ontario curriculum expectations up to the end of Grade 9.

Students are normally expected to write the OSSLT for the first time in their second year of secondary school, unless a deferral has been granted in accordance with Ministry policy.

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Students who do not successfully complete the OSSLT may have further opportunities to write the test during subsequent EQAO administration periods.

Students who successfully complete the OSSLT have fulfilled the literacy graduation requirement and may not retake the test.

CISA will provide students and parents/guardians with information about the OSSLT, including eligibility, testing arrangements, available supports, and applicable accommodations.

4.5.2 Ontario Secondary School Literacy Course (OSSLC/OLC4O)

The Ontario Secondary School Literacy Course (OSSLC), course code OLC4O, is a Grade 12 Open course that provides an alternative pathway for eligible students to fulfill the provincial literacy graduation requirement.

The course develops and assesses the reading and writing skills required for effective communication in academic, workplace, and everyday contexts.

Students who successfully complete OLC4O earn one credit and satisfy the provincial literacy graduation requirement.

Eligibility Requirements

A student is normally eligible to enrol in OLC4O when the student:

- Has had at least two opportunities to write the OSSLT; and
- Has received a result of "not yet successful" on at least one attempt.

The principal may permit a student to enrol in OLC4O before the student has had a second opportunity to write the OSSLT if the principal determines that early enrolment is in the student's best educational interest.

Such decisions must be made individually, in accordance with Ministry policy, and supported by appropriate documentation.

Mature students may enrol directly in OLC4O without first attempting the OSSLT, in accordance with the applicable Ministry requirements.

Credit Recognition

The credit earned through successful completion of OLC4O may also be used to satisfy:

- The Grade 11 or Grade 12 compulsory English credit requirement; or
- The Group 1 additional compulsory credit requirement for students whose graduation requirements include the three compulsory-credit groups.

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A student may not receive credit for OLC4O through the Prior Learning Assessment and Recognition (PLAR) challenge process.

Assessment and Accommodations

Students enrolled in OLC4O must demonstrate achievement of the course curriculum expectations.

Appropriate accommodations may be provided to students with special education needs in accordance with their Individual Education Plans (IEPs).

However, modifications to the course curriculum expectations are not permitted because successful completion of OLC4O fulfills the provincial literacy graduation requirement.

4.5.3 OSSLT Accommodations, Deferrals, and Exemptions

Accommodations

Students with special education needs may receive accommodations when writing the OSSLT, in accordance with their Individual Education Plans and applicable EQAO requirements.

English language learners may receive special provisions permitted under Ministry and EQAO policies.

Accommodations and special provisions are intended to provide equitable opportunities for students to demonstrate their literacy skills without changing the knowledge and skills being assessed.

Deferrals

The principal may grant a deferral of the OSSLT when permitted under Ministry policy.

Deferrals may be considered for eligible students, including English language learners who have not yet acquired sufficient proficiency in English, students with special education needs, and students experiencing circumstances recognized by the Ministry's deferral provisions.

Deferrals must be considered individually and documented appropriately.

Students granted a deferral are expected to write the OSSLT at a subsequent administration when eligible and prepared to do so.

Exemptions

An exemption from the literacy graduation requirement may be considered only in circumstances permitted by Ministry policy.

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For example, a student whose Individual Education Plan indicates that the student is not working toward an OSSD may be exempted from the literacy requirement with the required parental consent and principal approval.

An exemption from the literacy requirement does not allow a student who is otherwise required to satisfy that requirement to receive an OSSD without doing so.

4.5.4 Literacy Requirements for Online and International Students

CISA offers the Ontario Secondary School Literacy Course (OLC4O) through its online learning program, subject to course availability and student eligibility.

Students enrolled in online courses, including international students studying outside Ontario, remain subject to the applicable OSSD literacy graduation requirement.

Online enrolment, international student status, or residence outside Canada does not automatically exempt a student from writing the OSSLT or establish eligibility for OLC4O.

The school will review each student's educational background, literacy requirement status, OSSLT opportunities and results, and other relevant circumstances to determine the appropriate pathway.

Where a student seeks early admission to OLC4O, the principal will consider the request in accordance with Ministry policy and document the decision.

4.5.5 Mature Students

Mature students, as defined under applicable Ontario Ministry of Education policies, may enrol directly in the Ontario Secondary School Literacy Course (OLC4O) without first attempting the OSSLT.

Mature students may also choose to fulfill the literacy requirement by successfully completing the OSSLT.

Eligibility for mature-student provisions will be determined based on the student's age, educational history, and other applicable Ministry criteria.

4.5.6 Literacy Adjudication Process

The literacy adjudication process is available only to students who meet the specific eligibility conditions established by the Ontario Ministry of Education.

It is intended to address exceptional circumstances involving eligible students who have not fulfilled the literacy graduation requirement through the standard pathways.

CISA will consider any applicable adjudication provisions in accordance with Ministry requirements and will not treat adjudication as a routine alternative to the OSSLT or OLC4O.

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4.5.7 Documentation and Student Records

CISA will maintain appropriate documentation concerning students' progress toward fulfilling the literacy graduation requirement.

Relevant documentation may include:

- OSSLT results and literacy requirement status;
- Records of approved deferrals, accommodations, or exemptions;
- Principal decisions concerning early admission to OLC4O;
- OLC4O course completion and credit records; and
- Documentation supporting any applicable adjudication decision.

Student information will be recorded and maintained in accordance with Ontario Student Record (OSR), Ontario Student Transcript (OST), privacy, and other applicable Ministry requirements.

4.6 Financial Literacy Graduation Requirement

Beginning in the 2026–2027 school year, students who entered Grade 9 in the 2025–2026 school year or later must satisfy the Financial Literacy Graduation Requirement to earn the Ontario Secondary School Diploma (OSSD), unless an applicable exception applies.

The requirement is normally completed as part of the compulsory Grade 10 Career Studies course (GLC2O). It assesses students' understanding of essential financial literacy concepts, including responsible financial decision-making, budgeting, saving, borrowing, and managing personal finances.

Assessment Requirements

Students must achieve a mark of at least 70% on the Ministry-provided financial literacy assessment modules to fulfill this graduation requirement.

Students are permitted two attempts during the Grade 10 Career Studies course.

The results of these assessments account for 5% of the student's final grade in Career Studies. Where a student completes two attempts, the higher mark will be used to calculate this component of the final course grade.

Students who do not successfully complete the requirement after two attempts may be provided with additional learning opportunities and alternative pathways in accordance with Ministry policy, including supervised reassessment, approved equivalent learning activities, or adjudication in eligible circumstances.

Exceptions and Special Circumstances

Certain students may be exempt from the requirement under Ministry policy, including:

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- Students who completed Grade 10 Career Studies before the 2026–2027 school year;
- Eligible students who completed a locally developed Grade 9 Mathematics course in place of MTH1W before September 2027, subject to the applicable transition provisions;
- Eligible students transferring from outside Ontario into Grade 11 or 12 who receive the relevant Grade 9 and 10 equivalency credits through the principal's assessment.

Additional provisions apply to mature students under Ministry policy.

CISA will determine each student's eligibility and graduation requirement status in accordance with the applicable Ministry provisions.

Once the requirement has been fulfilled, its completion will be recorded on the Ontario Student Transcript (OST).

Students who have previously satisfied the requirement, or who are exempt, will not have the financial literacy assessment weighted as 5% of their Career Studies final mark.

4.7 Online Learning Graduation Requirement

Beginning with students who entered Grade 9 in the 2020–2021 school year, students working toward the Ontario Secondary School Diploma (OSSD) are generally required to earn at least two online learning credits as part of the 30 credits required for graduation, unless they have opted out or are exempt under Ministry policy.

The requirement also applies to mature students entering Ontario's secondary school system beginning in the 2023–2024 school year, subject to applicable provisions.

Eligible Online Learning Credits

To satisfy this requirement, students must successfully complete eligible Grade 9–12 online credit courses delivered by schools authorized to grant credits toward the OSSD.

Online learning courses are delivered primarily through the internet and do not ordinarily require students and teachers to be physically present together.

CISA offers asynchronous online learning courses through its Moodle Learning Management System (LMS).

Students access course materials, complete learning activities and assessments, submit assignments, and receive teacher feedback through the online platform.

Teachers provide instruction, academic guidance, assessment, evaluation, and support throughout the course.

Eligible online credits earned through CISA or other authorized Ontario secondary schools may count toward the online learning graduation requirement, subject to Ministry policy.

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Opting Out of the Online Learning Graduation Requirement

Parents/guardians may request that their child opt out of the online learning graduation requirement.

Students who are 18 years of age or older, and students aged 16 or 17 who have withdrawn from parental control, may make this decision themselves.

An eligible parent/guardian or student may submit a written opt-out request to CISA using the school's designated form.

No academic justification is required to opt out.

Students who opt out are not required to earn the two online learning credits to obtain the OSSD. They may nevertheless choose to enrol in online courses.

Opt-out decisions will be documented and the student's graduation requirement status updated in accordance with Ministry reporting and student record requirements.

Students may subsequently change their decision in accordance with Ministry policy.

Monitoring the Requirement

CISA will review students' previously earned credits and maintain accurate records of their progress toward satisfying the online learning graduation requirement.

The school will provide students and parents/guardians with information about eligible online courses, credit recognition, and the opt-out process.

4.8 Community Involvement Requirement

All students working toward the Ontario Secondary School Diploma (OSSD) must complete a minimum of 40 hours of eligible community involvement activities, subject to applicable Ministry provisions for certain students transferring into Ontario secondary schools.

The purpose of community involvement is to encourage civic responsibility, strengthen students' understanding of their role in society, and promote meaningful contributions to their communities.

Students are encouraged to complete their community involvement hours throughout their secondary school education rather than postponing them until their graduating year.

Eligible Community Involvement Activities

Community involvement activities must be unpaid, appropriate to the student's age and abilities, and consistent with Ministry requirements and school policies.

Examples of activities that may be eligible include:

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- Volunteering at community events, charitable organizations, or food banks;
- Participating in approved environmental improvement or community clean-up projects;
- Assisting seniors or individuals who require community support;
- Supporting community sports programs as a volunteer coach or assistant;
- Participating in fundraising activities for charitable or non-profit organizations;
- Supporting community cultural, educational, or recreational programs.

Students should consult the school before beginning an activity if they are uncertain whether it qualifies.

Ineligible Community Involvement Activities

Activities that do not qualify include, but are not limited to:

- Activities completed for payment or as part of regular employment;
- Activities required as part of a course or program, including cooperative education;
- Activities conducted during scheduled instructional time, except during permitted lunch breaks or spare periods;
- Routine household chores or personal recreational activities;
- Activities normally performed by paid employees in the organization or workplace;
- Court-ordered community service;
- Activities that violate applicable laws, minimum working-age requirements, or safety regulations;
- Activities involving the unsafe operation of vehicles, power tools, or scaffolding;
- Activities involving the administration of medication or medical procedures;
- Activities involving designated hazardous substances;
- Activities requiring the expertise of a regulated tradesperson;
- Activities involving the handling of securities or valuable property in circumstances prohibited by Ministry policy;
- Activities that expose students or others to unreasonable safety risks or promote discrimination or harassment.

Procedures for Completing Community Involvement Hours

Students are responsible for selecting suitable activities, arranging their participation, and maintaining accurate records of the hours completed.

Students are encouraged to seek approval from the school before beginning their activities.

For each activity, students must submit a completed Community Involvement Record or equivalent school-approved documentation containing:

- Student's full name;
- Name and description of the organization or activity;
- Dates of participation;
- Total number of hours completed;

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- Name and contact information of the activity supervisor;
- Supervisor's verification of the completed hours.

The school may request additional information to verify the eligibility and completion of an activity.

Community Involvement for International and Online Students

Students enrolled in CISA's online learning program, including students residing outside Canada, may complete eligible community involvement activities in their local communities.

Activities must meet the applicable Ontario Ministry of Education eligibility requirements and be supported by appropriate verification.

The school will review submitted documentation and determine whether the reported hours qualify toward the graduation requirement.

Recording and Verification

CISA will review and verify students' community involvement records before recognizing the hours toward graduation.

The school will maintain the required documentation in accordance with Ontario Student Record policies and will record completion of the requirement on the Ontario Student Transcript (OST).

Students who have completed fewer than 40 eligible hours will not be considered to have fulfilled the community involvement graduation requirement unless an applicable Ministry provision permits otherwise.

4.9 Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) may be granted, upon request, to students who are leaving secondary school upon reaching the age of 18 without having fulfilled the requirements for the Ontario Secondary School Diploma (OSSD).

To qualify for the OSSC, a student must have earned a minimum of 14 credits, consisting of 7 compulsory credits and 7 optional credits.

Compulsory Credits (7)

Subject	**Credits**
English	2
Mathematics	1
Science	1

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Canadian History or Canadian Geography	1
Health and Physical Education	1
The Arts, Computer Studies, or Technological Education	1
Total	**7**

Optional Credits (7)

Students must earn an additional 7 optional credits selected from available secondary school courses.

The provisions governing substitutions for compulsory credits, as established by the Ontario Ministry of Education, also apply to the OSSC.

Students who are considering leaving secondary school without completing the OSSD are encouraged to consult the principal or designated school staff to review their academic progress, available pathways, and eligibility for the OSSC.

4.10 Certificate of Accomplishment

The Certificate of Accomplishment recognizes the achievements of students who are leaving secondary school upon reaching the age of 18 without having fulfilled the requirements for either the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC).

The certificate may be granted to students who intend to pursue employment, further training, or other educational opportunities after leaving secondary school.

Unlike the OSSD and OSSC, the Certificate of Accomplishment does not require students to earn a specified minimum number of credits.

The Certificate of Accomplishment must be accompanied by the student's Ontario Student Transcript (OST), which provides an official record of the credits earned.

For students who have an Individual Education Plan (IEP), a copy of the plan may also be included, where appropriate.

Returning to Secondary School

Students who receive a Certificate of Accomplishment may return to secondary school to complete additional credit or non-credit courses.

If a student returns to school and earns additional credits, the student's Ontario Student Transcript will be updated accordingly.

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A new Certificate of Accomplishment will not be issued. However, an Ontario Secondary School Diploma or Ontario Secondary School Certificate may subsequently be granted once the student fulfills the applicable requirements.

CISA will provide students and parents/guardians with information about available educational pathways and appropriate recognition of student achievement.

4.11 Granting of Diplomas and Certificates

On the recommendation of the principal, the Minister of Education grants Ontario Secondary School Diplomas and applicable certificates to students who have successfully completed the prescribed requirements.

Diplomas and certificates may be granted at any time during the school year once all applicable requirements have been fulfilled.

Verification of Graduation Requirements

Before recommending a student for the Ontario Secondary School Diploma, the principal or designated school staff will verify that the student has satisfied all applicable graduation requirements, including:

- The required number and distribution of compulsory and optional credits;
- The provincial secondary school literacy requirement;
- The community involvement requirement;
- The online learning graduation requirement, where applicable;
- The financial literacy graduation requirement, where applicable; and
- Any other relevant Ministry requirements or approved substitutions.

CISA will maintain accurate student records and ensure that completed courses, credits, and graduation requirements are properly documented.

Responsibility for Issuing Diplomas and Certificates

When a student completes the final requirements for graduation through private study, night school, summer school, or online learning, the diploma or certificate will normally be issued by the principal of the school that holds the student's Ontario Student Record (OSR) when the final credit is earned.

Where the final credit is earned through the Independent Learning Centre (ILC), the student may choose to have the diploma or certificate issued by the Director of the ILC or the principal of the school last attended, in accordance with Ministry policy.

The person issuing the diploma or certificate is responsible for submitting the required information to the Ministry of Education.

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CISA will issue or recommend diplomas and certificates only when the applicable requirements have been verified and the school has the necessary authority to do so.

4.12 Ontario Scholar Program

The Ontario Scholar Program recognizes students who have demonstrated a high level of academic achievement in their final years of secondary school.

To be designated an Ontario Scholar, a student must meet both of the following requirements:

1. Have earned an Ontario Secondary School Diploma (OSSD) in the current school year or the previous school year; and
2. Have achieved an aggregate of at least 480 marks in a combination of eligible Ministry-approved courses providing a total of six credits.

An aggregate of 480 marks across six credits is equivalent to an average of 80%.

Eligible Courses

The courses used to determine Ontario Scholar eligibility must meet the criteria established by the Ontario Ministry of Education under Policy/Program Memorandum No. 53.

Eligible courses generally include approved Grade 12 courses and other courses specifically recognized under the policy.

Only eligible courses may be used in calculating the six-credit aggregate.

Recognition

Students who satisfy the requirements and are recommended by the principal may be designated Ontario Scholars and receive the appropriate recognition.

CISA will review students' academic records to determine eligibility in accordance with Ministry policy.

For further information, refer to Ontario Ministry of Education Policy/Program Memorandum No. 53: Ontario Scholar Program.

5. COURSE SELECTION AND COURSE CODES

5.1 Course Selection and Educational Pathways

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Convoy International Secondary Academy – Essa (CISA) offers secondary school courses based on the curriculum established by the Ontario Ministry of Education.

Students are encouraged to select courses that reflect their interests, academic abilities, graduation requirements, and postsecondary goals.

Course selection should take into consideration:

- The compulsory and optional credits required for the Ontario Secondary School Diploma (OSSD);
- Prerequisites for subsequent courses;
- Postsecondary admission requirements;
- The student's previous academic achievement and educational background;
- The availability of courses through in-person or online learning.

Students and parents/guardians may consult the principal or designated school staff for assistance with course selection and academic planning.

CISA will provide accurate information about course offerings, prerequisites, and graduation requirements to support informed educational decisions.

5.2 Understanding Ontario Secondary School Course Codes

Ontario secondary school courses are identified by a standardized five-character course code established by the Ontario Ministry of Education.

For example:

MCV4U — Calculus and Vectors, Grade 12, University Preparation

Each character identifies a particular feature of the course.

Position	Meaning	Example
First character	Subject area	M = Mathematics
Second and third characters	Specific course	CV = Calculus and Vectors
Fourth character	Grade level	4 = Grade 12
Fifth character	Course type or destination	U = University Preparation

Grade Level

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The fourth character identifies the grade:

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

Course Types

The fifth character identifies the course type or destination.

Code	Course Type
W	De-streamed
D	Academic
P	Applied
O	Open
U	University Preparation
C	College Preparation
M	University/College Preparation
E	Workplace Preparation

The availability of particular course types depends on the grade, subject, and current Ministry curriculum requirements.

Students should refer to the course descriptions and prerequisites in Section 6 of this calendar when selecting courses.

5.3 Definition of a Credit

A credit is granted in recognition of the successful completion of a course developed or approved by the Ontario Ministry of Education.

A full-credit course must be scheduled for a minimum of 110 hours of planned learning activities designed to enable students to achieve the curriculum expectations of the course.

A half-credit course generally requires a minimum of 55 hours of planned learning activities.

BSID No.: 669325
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Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

Planned learning activities may include:

- Teacher-directed instruction;
- Individual and collaborative learning activities;
- Guided inquiry, research, and problem-solving;
- Practical applications and projects;
- Teacher-student interaction and feedback;
- Learning activities completed through an approved online learning environment.

The time allocated to planned learning activities must be appropriate to the course curriculum and instructional delivery method.

The successful completion of a course requires students to demonstrate achievement of the applicable curriculum expectations through assessment and evaluation in accordance with Ministry policy.

Credits are granted by the principal in accordance with Ontario Ministry of Education requirements.

In-Person and Online Credit Courses

CISA offers courses through in-person and asynchronous online learning.

Both delivery methods must meet the same applicable curriculum expectations, assessment standards, and credit requirements.

Online courses are delivered through CISA's Moodle Learning Management System (LMS), where students access instructional materials, participate in planned learning activities, submit assessments, and receive teacher feedback.

The school maintains appropriate records of instructional planning, student participation, assessment, and course completion to support the integrity of credits granted.

5.4 Types of Courses in Grades 9 and 10

Courses in Grades 9 and 10 provide students with opportunities to develop foundational knowledge and skills, explore their interests, and prepare for further secondary school studies.

Ontario has implemented de-streaming changes to Grade 9 courses. Current Grade 9 courses are generally offered as de-streamed or open courses, depending on the subject.

De-streamed Courses

De-streamed courses provide students with opportunities to develop essential knowledge and skills through a range of instructional approaches and learning experiences.

These courses are designed to support students with different learning needs and prepare them for further study.

BSID No.: 669325
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Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

Academic Courses

Academic courses emphasize theoretical concepts, abstract thinking, and the application of knowledge and skills.

Academic course types remain relevant to certain Grade 10 subjects and to previously completed courses where applicable.

Applied Courses

Applied courses emphasize essential concepts through practical applications, concrete examples, and experiential learning.

Applied course types may remain relevant to certain existing curriculum pathways and previously completed courses.

Open Courses

Open courses are designed to broaden students' knowledge and skills in areas of interest and support personal development and active participation in society.

Open courses are not designed specifically for university, college, or workplace preparation.

CISA will offer courses according to the current Ministry-approved curriculum and course types applicable to each subject.

5.5 Types of Courses in Grades 11 and 12

In Grades 11 and 12, students select courses that increasingly reflect their intended postsecondary pathways.

The Ontario curriculum identifies five principal course types.

University Preparation Courses (U)

University preparation courses provide students with the knowledge and skills required to meet the entrance requirements for university programs.

College Preparation Courses (C)

College preparation courses provide students with the knowledge and skills required for admission to college programs and certain apprenticeship or training programs.

University/College Preparation Courses (M)

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8058 8th Line, Essa, ON L0M 1T0

University/college preparation courses are designed to prepare students for admission to specified programs offered by universities and colleges.

Workplace Preparation Courses (E)

Workplace preparation courses provide students with knowledge and skills relevant to direct entry into employment, certain apprenticeship programs, and other training opportunities.

Open Courses (O)

Open courses provide students with opportunities to explore subjects of interest and develop knowledge and skills that support personal growth and lifelong learning.

Students are encouraged to review the admission requirements of their intended postsecondary institutions when selecting Grade 11 and 12 courses.

5.6 Course Prerequisites

Certain Grade 10, 11, and 12 courses require students to complete specified prerequisite courses before enrolment.

Prerequisites are established by the Ontario Ministry of Education and identified in the relevant curriculum policy documents.

CISA will not establish additional academic prerequisites that are inconsistent with Ministry curriculum requirements.

Before enrolling a student in a course, the school will review the student's academic record to determine whether the applicable prerequisite requirements have been satisfied.

Prerequisite Waivers

Under Ministry policy, the principal may waive a prerequisite if the principal determines that the student is capable of succeeding in the course without having completed the specified prerequisite.

A request for a prerequisite waiver may be initiated by:

- A parent/guardian;
- An adult student; or
- The principal.

The principal will consider the student's previous academic achievement, relevant knowledge and skills, educational background, and readiness for the proposed course.

The decision will be made in consultation with the student, parent/guardian where appropriate, and relevant school staff.

BSID No.: 669325
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Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

CISA Prerequisite Waiver Procedure

1. The student or parent/guardian submits a request for a prerequisite waiver to the school.
2. The school reviews the student's academic records and any supporting documentation.
3. The principal consults appropriate teaching or academic staff and may request additional evidence of the student's readiness.
4. The principal determines whether the waiver is educationally appropriate.
5. The school communicates the decision to the student and parent/guardian, where applicable.
6. If approved, the waiver and supporting documentation are recorded and retained in accordance with Ministry student record requirements.

A prerequisite waiver does not grant credit for the prerequisite course itself.

The principal retains responsibility for ensuring that prerequisite waivers are consistent with Ministry policy and do not compromise the integrity of the student's academic program.

5.7 Changing Course Types and Educational Pathways

Students may change their educational goals as they progress through secondary school.

A student who wishes to change from one course type or pathway to another may need to complete additional prerequisite courses.

Where appropriate, students may satisfy these requirements through:

- Regular school courses;
- Summer school or night school;
- Online learning;
- The Independent Learning Centre (ILC);
- Independent study, where permitted under Ministry policy.

Where the principal determines that a student can succeed in a course without completing the specified prerequisite, a prerequisite waiver may be considered in accordance with Section 5.6.

CISA will provide information and guidance to help students make informed decisions about changes to their educational pathways.

5.8 Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal process through which students may receive recognition for knowledge and skills acquired through previous education, training, or other learning experiences.

PLAR evaluates prior learning against the expectations of the Ontario curriculum and may allow eligible students to earn credits toward the Ontario Secondary School Diploma.

BSID No.: 669325
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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

PLAR procedures are conducted under the direction of the principal and must comply with applicable Ontario Ministry of Education policies.

PLAR includes two principal processes:

Challenge: Assessment of a student's prior learning against the curriculum expectations of a particular course for the purpose of granting credit.

Equivalency: Evaluation of a student's previous educational credentials or learning completed outside Ontario's secondary school system to determine appropriate credit recognition.

The procedures applicable to adolescent students and mature students differ.

5.8.1 PLAR for Adolescent Students

Eligible adolescent students may have prior learning assessed through the challenge or equivalency process, in accordance with Ministry policy.

Students transferring from schools outside Ontario, home schooling, or non-inspected private schools may have their previous learning evaluated to determine appropriate placement and equivalent credits.

The principal will review available documentation, including transcripts, report cards, course descriptions, and other relevant educational records.

The number and distribution of equivalent credits granted will be determined in accordance with Ministry requirements.

Where a formal PLAR challenge is permitted, the school will follow the applicable eligibility, assessment, and documentation requirements.

5.8.2 PLAR for Mature Students

Mature students may be eligible for a separate PLAR process recognizing prior formal and informal learning.

For the purposes of the revised mature-student PLAR policy, a mature student is a student who is at least 18 years of age on or after January 1 of the current school year and is enrolled in a program leading to the OSSD.

Where CISA implements mature-student PLAR, the process will follow the applicable provisions of Policy/Program Memorandum No. 132.

The process may include:

Grade 9 and 10 Equivalency

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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

Eligible mature students may have their previous education and learning assessed for the purpose of recognizing Grade 9 and 10 credits.

Depending on their educational history and available documentation, individual assessments may be required.

Grade 11 and 12 Equivalency

Eligible mature students may present transcripts, educational credentials, training records, or other relevant evidence for evaluation toward Grade 11 and 12 credits.

Grade 11 and 12 Challenge

Eligible mature students may request an assessment of prior learning against the curriculum expectations of specific Grade 11 or 12 courses, subject to the applicable Ministry limitations and procedures.

All credits granted through PLAR must reflect the standards of achievement required for the corresponding Ontario secondary school credits.

5.8.3 PLAR Documentation and Credit Recognition

The principal is responsible for reviewing and approving credits granted through applicable PLAR procedures.

CISA will maintain appropriate documentation, which may include:

- Applications and student eligibility information;
- Previous transcripts and educational credentials;
- Equivalency assessments;
- Challenge assessment materials and results;
- Principal decisions and credit approvals;
- Required Ministry tracking and reporting records.

Credits granted through PLAR will be recorded on the Ontario Student Transcript and in the Ontario Student Record in accordance with Ministry requirements.

5.8.4 PLAR and the Financial Literacy Graduation Requirement

Under applicable Ministry policy, mature students who successfully complete the Grade 9 and 10 individual assessments for mathematics through the PLAR process are deemed to have satisfied the Grade 10 financial literacy graduation requirement.

CISA will apply this provision where applicable and maintain the appropriate documentation of the student's graduation requirement status.

BSID No.: 669325
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8058 8th Line, Essa, ON L0M 1T0

6. COURSE OFFERINGS AND DESCRIPTIONS

Convoy International Secondary Academy – Essa (CISA) offers a selection of Ontario Ministry of Education curriculum-based secondary school credit courses for students in Grades 9–12.

Courses are available through in-person and/or online learning, subject to student enrolment, instructional resources, and course availability.

All credit courses follow the applicable Ontario curriculum expectations and assessment and evaluation requirements.

Each course description provides the course title, course code, grade, course type, credit value, prerequisite requirements, and a summary of the course content.

Course Availability and Minimum Enrolment

A minimum of five (5) students is normally required for an in-person course to operate.

If the minimum enrolment is not met, CISA may offer the course through its online learning program, subject to course availability.

Online courses are delivered asynchronously through the school's Moodle Learning Management System.

Students and parents/guardians will be informed of course availability and delivery arrangements before enrolment is finalized.

Not all courses listed in this calendar are necessarily offered during every academic term. Students should consult the school for current course availability and delivery options.

THE ARTS

AVI1O — Visual Arts, Grade 9, Open

Course Description:
This course enables students to develop foundational skills in visual arts through a variety of studio activities, including drawing, painting, sculpture, printmaking, digital media, and mixed media. Students explore elements and principles of design while developing creativity, critical thinking, visual communication, and artistic expression. Students also examine historical and contemporary art from diverse cultures and communities. **Credit Value:** 1.0 Credit **Prerequisite:** None

ASM1O — Media Arts, Grade 9, Open

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8058 8th Line, Essa, ON L0M 1T0

Course Description:
This course enables students to create media art works using available and emerging technologies such as photography, video, audio, animation, and digital design. Students develop creative and technical skills while exploring media literacy, communication, and artistic expression. Students examine media arts from diverse cultural and historical perspectives and learn how media influences society. **Credit Value:** 1.0 Credit **Prerequisite:** None

AVI2O — Visual Arts, Grade 10, Open

Course Description:
This course enables students to expand their skills in visual arts through more complex studio projects using a variety of media and technologies. Students apply the creative process to communicate ideas, emotions, and perspectives while developing technical and critical-thinking skills. Students also explore historical and contemporary art forms and examine how art reflects cultural identity and social issues. **Credit Value:** 1.0 Credit **Prerequisite:** None

ASM2O — Media Arts, Grade 10, Open

Course Description:
This course enables students to deepen their understanding of media arts through the creation and analysis of digital and multimedia projects. Students use creative and critical-thinking skills to produce works in areas such as film, photography, sound, web design, animation, and digital imaging. Students also examine the impact of media arts within cultural and social contexts. **Credit Value:** 1.0 Credit **Prerequisite:** None

AVI3M — Visual Arts, Grade 11, University/College Preparation

Course Description:
This course enables students to further develop their creative and technical skills in visual arts through studio work in a variety of media and technologies. Students create art works that communicate personal meaning and examine artistic styles from historical and contemporary contexts. Students also analyze relationships between art, society, and culture while refining their use of the creative process and critical analysis process. **Credit Value:** 1.0 Credit **Prerequisite:** AVI1O or AVI2O

ASM3M — Media Arts, Grade 11, University/College Preparation

Course Description:
This course emphasizes the development of creative and technical skills through the production of media art works using traditional and emerging technologies. Students examine contemporary media practices, explore artistic identity, and communicate ideas through digital media forms. Students also investigate the influence of media arts on society and culture while refining their creative and analytical abilities. **Credit Value:** 1.0 Credit **Prerequisite:** ASM1O or ASM2O

AVI4M — Visual Arts, Grade 12, University/College Preparation

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8058 8th Line, Essa, ON L0M 1T0

Course Description:
This course focuses on enabling students to refine their artistic skills and develop personal approaches to visual expression through independent and collaborative studio work. Students investigate a range of contemporary and historical art practices while creating a portfolio that demonstrates creativity, technical competence, and critical thinking. Students also analyze the role of visual arts in society and prepare for postsecondary studies or careers in the arts. **Credit Value:** 1.0 Credit **Prerequisite:** AVI3M

ASM4M — Media Arts, Grade 12, University/College Preparation

Course Description:
This course focuses on advanced media arts production and independent creative inquiry. Students create sophisticated media art projects using a range of technologies and artistic approaches while developing a professional portfolio. Students critically analyze media arts practices and explore opportunities for postsecondary education and careers in media, communication, and digital arts industries. **Credit Value:** 1.0 Credit **Prerequisite:** ASM3M

BUSINESS STUDIES

BEP2O — Launching and Leading a Business, Grade 10, Open

Course Description:
This course introduces students to the world of business and the knowledge and skills required to succeed in today's economy. Students will explore entrepreneurship, business leadership, and the importance of ethical and socially responsible business practices. They will examine local and global market opportunities and develop an understanding of key business functions, including accounting, marketing, information and communication technology, financial management, human resources, and production. **Credit Value:** 1.0 Credit **Prerequisite:** None

BDI3C — Entrepreneurship: The Venture, Grade 11, College Preparation

Course Description:
This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs. **Credit Value:** 1.0 Credit **Prerequisite:** None

CIA4U — Analysing Current Economic Issues, Grade 12, University Preparation

Course Description:
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

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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues. **Credit Value:** 1.0 Credit **Prerequisite:** Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities.

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

Course Description:
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. **Credit Value:** 1.0 Credit **Prerequisite:** None

BBB4M — International Business Fundamentals, Grade 12, University/College Preparation

Course Description:
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. **Credit Value:** 1.0 Credit **Prerequisite:** None

CANADIAN AND WORLD STUDIES

CGC1W — Exploring Canadian Geography, Grade 9, De-streamed

Course Description:
This course builds on learning in Grades 7 and 8 geography. Students will explore relationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will apply geographical thinking concepts and the geographical inquiry process, including the use of spatial technologies, to investigate environmental, economic, and social issues that affect Canadians. They will examine topics such as land use, natural resources, population patterns, and sustainable development, while considering different perspectives and approaches to addressing geographical challenges. **Credit Value:** 1.0 Credit **Prerequisite:** None

CHV2O — Civics and Citizenship, Grade 10, Open

Course Description:
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of

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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. **Credit Value:** 0.5 Credit **Prerequisite:** None

CHC2D — Canadian History Since World War I, Grade 10, Academic

Course Description:
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. **Credit Value:** 1.0 Credit **Prerequisite:** None

CGW4U —World Issues: A Graphic Analysis, Grade 12, University Preparation

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world. **Credit Value:** 1.0 Credit **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CLASSICAL STUDIES AND INTERNATIONAL LANGUAGES

LKBBD — Simplified Chinese, Level 1, Academic

Course Description:
This course introduces students to Simplified Chinese and helps them develop basic listening, speaking, reading, and writing skills in the language. Students communicate in everyday situations, explore cultural traditions and perspectives, and begin developing language-learning strategies that support communication and literacy development in Chinese. **Credit Value:** 1.0 Credit **Prerequisite:** None

LKBCU — Simplified Chinese, Level 2, University Preparation

Course Description:
This course provides students with opportunities to further develop competence and confidence in listening, speaking, reading, and writing in Simplified Chinese. Students expand their vocabulary and

BSID No.: 669325
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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

language structures while exploring authentic and adapted texts, cultural topics, and contemporary issues. Students also continue developing creative and critical-thinking skills through oral and written communication activities. **Credit Value:** 1.0 Credit **Prerequisite:** LKBBD — Simplified Chinese, Level 1, Academic, or an equivalent qualification or demonstrated proficiency as determined in accordance with Ministry prerequisite requirements.

LKBDU — Simplified Chinese, Level 3, University Preparation

Course Description:
This course provides extended opportunities for students to communicate and interact in Simplified Chinese in a variety of social and academic contexts. Students refine and enhance their listening, speaking, reading, and writing skills while exploring a variety of oral and written texts, including authentic literary and informational materials. Students also broaden their understanding and appreciation of Chinese-speaking communities and develop skills necessary for lifelong language learning. **Credit Value:** 1.0 Credit **Prerequisite:** LKBCU — Simplified Chinese, Level 2, University Preparation, or an equivalent qualification or demonstrated proficiency as determined in accordance with Ministry prerequisite requirements.

COMPUTER STUDIES

ICS3U — Introduction to Computer Science, Grade 11, University Preparation

Course Description:
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 while developing creative solutions for a variety of problems. Students will explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. **Credit Value:** 1.0 Credit **Prerequisite:** None

ICS4U — Computer Science, Grade 12, University Preparation

Course Description:
This course enables students to further develop their knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs according to industry standards. Students will manage large software development projects from planning through to project review and will analyse algorithms for effectiveness. Students will also investigate ethical issues in computing and explore emerging technologies, environmental issues, areas of research in computer science, and careers in the field. **Credit Value:** 1.0 Credit **Prerequisite:** ICS3U — Introduction to Computer Science, Grade 11, University Preparation

ENGLISH

ENL1W — English, Grade 9, De-streamed

BSID No.: 669325
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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

Course Description:
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. **Credit Value:** 1.0 Credit **Prerequisite:** None

ENG2D — English, Grade 10, Academic

Course Description:
This course extends students' literacy, communication, and critical-thinking skills through the study of literary, informational, and graphic texts from contemporary and historical periods. Students will create oral, written, and media texts in a variety of forms while refining skills in analysis, interpretation, research, and effective communication. Students will also develop an appreciation for language and literature from diverse cultures and perspectives. **Credit Value:** 1.0 Credit **Prerequisite:** ENL1W — English, Grade 9, De-streamed, or ENG1D — English, Grade 9, Academic (2007 curriculum).

ENG3U — English, Grade 11, University Preparation

Course Description:
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary and informational texts from various periods and cultures and create oral, written, and media texts in a variety of forms. The course also focuses on the development of independent learning, research, and analytical skills. **Credit Value:** 1.0 Credit **Prerequisite:** ENG2D — English, Grade 10, Academic

EPS3O — Presentation and Speaking Skills, Grade 11, Open

Course Description:
This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyse the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations. **Credit Value:** 1.0 Credit **Prerequisite:** ENG2D — English, Grade 10, Academic, or ENG2P — English, Grade 10, Applied.

ENG4U — English, Grade 12, University Preparation

Course Description:
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary, informational, and media texts from various periods and cultures and create oral, written, and

BSID No.: 669325
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www.convoyinternational.ca
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8058 8th Line, Essa, ON L0M 1T0

media texts suitable for university preparation. Students will also refine independent research and inquiry skills and evaluate the role of language and literature in society. **Credit Value:** 1.0 Credit **Prerequisite:** ENG3U — English, Grade 11, University Preparation

EWC4U — The Writer's Craft, Grade 12, University Preparation

Course Description:
This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. Students will also complete a major composition project and investigate opportunities for publication and writing careers. **Credit Value:** 1.0 Credit **Prerequisite:** ENG3U — English, Grade 11, University Preparation

ENG4C — English, Grade 12, College Preparation

Course Description:
This course emphasizes the consolidation of literacy, communication, and critical-thinking skills necessary for success in college and the workplace. Students will analyze a variety of informational, literary, and graphic texts and create oral, written, and media texts in a variety of forms for practical and academic purposes. The course develops skills in communication, research, interpretation, and critical analysis relevant to college programs and workplace settings. **Credit Value:** 1.0 Credit **Prerequisite:** ENG3C — English, Grade 11, College Preparation.

OLC4O — Ontario Secondary School Literacy Course, Grade 12, Open

Course Description:
This course is designed to help students acquire and demonstrate the literacy skills and knowledge necessary to meet the Ontario Secondary School Literacy Requirement for graduation. Students will read and respond to a variety of informational, narrative, and graphic texts and will develop and apply strategies for writing in forms commonly encountered in secondary school and daily life. The course also supports the development of oral communication, critical-thinking, and study skills necessary for success in secondary school and beyond. **Credit Value:** 1.0 Credit **Prerequisite:** Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice and who have been unsuccessful at least once are eligible to enrol in this course. A student may be permitted to take the course before a second opportunity to write the OSSLT if the principal determines that it is in the student's best educational interests. Mature students may enrol directly without first attempting the OSSLT, in accordance with Ministry policy.

ENGLISH AS A SECOND LANGUAGE

ESLAO — English as a Second Language Level 1, Open

Course Description:
This course builds on students' previous education and language knowledge to introduce them to the

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English language and help them adjust to the diversity of their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes and will begin to adapt to life in Canada. **Credit Value:** 1.0 Credit **Prerequisite:** None

ESLBO — English as a Second Language Level 2, Open

Course Description:
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will communicate in familiar situations, read adapted texts, write simple paragraphs, and continue developing language skills necessary for success in Ontario schools and Canadian society. **Credit Value:** 1.0 Credit **Prerequisite:** ESLAO, English as a Second Language Level 1, or equivalent

ESLCO — English as a Second Language Level 3, Open

Course Description:
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students participate in conversations in structured situations, read adapted texts, develop knowledge of English grammar and sentence patterns, and write connected paragraphs while continuing to adapt to the Ontario school system and Canadian culture. **Credit Value:** 1.0 Credit **Prerequisite:** ESLBO, English as a Second Language Level 2, or equivalent

ESLDO — English as a Second Language Level 4, Open

Course Description:
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate fully in Canadian society. Students develop reading, writing, listening, and speaking skills through the study of a variety of texts and continue building academic language skills needed for secondary school success. **Credit Value:** 1.0 Credit **Prerequisite:** ESLCO, English as a Second Language Level 3, or equivalent

ESLEO — English as a Second Language Level 5, Open

Course Description:
This course provides students with the skills and strategies they need to transition successfully to college and university preparation courses in English and other secondary school disciplines. Students develop independence in academic tasks, read and interpret literary and informational texts, write essays and reports, participate in discussions and presentations, and apply research and learning strategies effectively. **Credit Value:** 1.0 Credit **Prerequisite:** ESLDO, English as a Second Language Level 4, or equivalent

ESL Student Placement

Students entering CISA's ESL program may be placed at an appropriate ESL level based on their previous educational experience and an initial assessment of their English language proficiency.

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Students are not required to complete every preceding ESL level if they demonstrate the proficiency necessary for placement at a higher level. Placement decisions are made in accordance with Ontario Ministry of Education curriculum requirements and are documented by the school.

FRENCH AS A SECOND LANGUAGE

FSF1D — Core French, Grade 9, Academic

Course Description:
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program and will apply creative and critical-thinking skills in various ways. Students will also enhance their understanding and appreciation of diverse French-speaking communities and develop skills necessary for lifelong language learning. **Credit Value:** 1.0 Credit
Prerequisite: Minimum of 600 hours of French instruction, or equivalent.

GUIDANCE AND CAREER EDUCATION

GLC2O — Career Studies, Grade 10, Open

Course Description:
This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. **Credit Value:** 0.5 Credit
Prerequisite: None

Financial Literacy Graduation Requirement

Beginning in the 2026–2027 school year, students who entered Grade 9 in September 2025 or later are required to meet the Financial Literacy Graduation Requirement, subject to applicable Ministry exemptions. Students will complete the prescribed financial literacy modules and assessment as part of GLC2O and must achieve a minimum mark of 70% to satisfy the requirement. Students will have up to two attempts during the course. For applicable students, the highest assessment mark will account for 5% of the final GLC2O grade. Successful completion of the requirement will be recorded on the Ontario Student Transcript (OST). Students who do not meet the requirement during the course will be provided with alternative opportunities in accordance with Ministry policy.

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HEALTH AND PHYSICAL EDUCATION

PPL1O — Healthy Active Living Education, Grade 9, Open

Course Description:
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop movement competence, personal fitness, and interpersonal skills while learning about healthy living, mental health, personal safety, substance use, and healthy relationships. Students also develop self-awareness and leadership skills that support lifelong well-being. **Credit Value:** 1.0 Credit **Prerequisite:** None

PPL2O — Healthy Active Living Education, Grade 10, Open

Course Description:
This course emphasizes the importance of daily physical activity, healthy living, and informed decision-making. Students participate in a variety of activities that develop movement competence, fitness, and teamwork skills while exploring topics related to healthy relationships, mental health, personal safety, substance use, and active living. Students continue developing leadership and self-management skills that contribute to lifelong wellness. **Credit Value:** 1.0 Credit **Prerequisite:** None

PPL3O — Healthy Active Living Education, Grade 11, Open

Course Description:
This course focuses on the development of personal fitness, healthy living practices, leadership, and active participation in physical activities. Students refine movement skills, improve personal fitness, and explore topics related to healthy relationships, nutrition, stress management, injury prevention, and community health. The course encourages students to take responsibility for their own well-being and lifelong active living. **Credit Value:** 1.0 Credit **Prerequisite:** None

PPL4O — Healthy Active Living Education, Grade 12, Open

Course Description:
This course enables students to further develop the knowledge and skills necessary to make informed choices about healthy active living throughout adulthood. Students participate regularly in physical activities that promote fitness and personal wellness while examining topics such as leadership, healthy relationships, mental health, nutrition, and community health issues. Students also develop personal plans for lifelong participation in healthy, active living. **Credit Value:** 1.0 Credit **Prerequisite:** None

MATHEMATICS

MTH1W — Mathematics, Grade 9, De-streamed

Course Description:
This course enables students to consolidate, and continue to develop, an understanding of

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mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. **Credit Value:** 1.0 Credit **Prerequisite:** None

MPM2D — Principles of Mathematics, Grade 10, Academic

Course Description:
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, effective communication, and mathematical reasoning. Students will study quadratic relations, analytic geometry, trigonometry, and applications of measurement while strengthening their mathematical processes and inquiry skills. **Credit Value:** 1.0 Credit **Prerequisite:** MTH1W — Mathematics, Grade 9, De-streamed

MCR3U — Functions, Grade 11, University Preparation

Course Description:
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions involving trigonometric, exponential, and polynomial expressions; represent functions numerically, algebraically, and graphically; and solve real-world problems involving these functions. Students will also develop facility in simplifying polynomial and rational expressions. **Credit Value:** 1.0 Credit **Prerequisite:** MPM2D — Principles of Mathematics, Grade 10, Academic

MHF4U — Advanced Functions, Grade 12, University Preparation

Course Description:
This course extends students' experience 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 mathematical processes. Students will also refine their use of algebraic skills and mathematical reasoning while solving problems related to advanced functions. **Credit Value:** 1.0 Credit **Prerequisite:** MCR3U — Functions, Grade 11, University Preparation, or MCT4C — Mathematics for College Technology, Grade 12, College Preparation.

MCV4U — Calculus and Vectors, Grade 12, University Preparation

Course Description:
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, and will broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions. Students will apply these concepts and skills to the modelling of real-

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world relationships. **Credit Value:** 1.0 Credit **Prerequisite:** MHF4U — Advanced Functions, Grade 12, University Preparation (may be taken concurrently)

MDM4U — Mathematics of Data Management, Grade 12, University Preparation

Course Description:
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest. **Credit Value:** 1.0 Credit **Prerequisite:** MCR3U — Functions, Grade 11, University Preparation, or MCF3M — Functions and Applications, Grade 11, University/College Preparation

MAP4C — Foundations for College Mathematics, Grade 12, College Preparation

Course Description:
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; simplify expressions; and solve equations. Students will also solve financial problems connected with annuities, budgets, and renting or owning accommodation, while developing confidence in mathematical reasoning and problem solving. **Credit Value:** 1.0 Credit **Prerequisite:** MBF3C — Foundations for College Mathematics, Grade 11, College Preparation or MCF3M — Functions and Applications, Grade 11, University/College Preparation

SCIENCE

SNC1W — Science, Grade 9, De-streamed

Course Description:
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. **Credit Value:** 1.0 Credit **Prerequisite:** None

SNC2D — Science, Grade 10, Academic

Course Description:
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are given opportunities to develop further practical skills in scientific investigation while studying topics that include biological processes, chemical reactions, climate

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change, optics, and motion. Students will continue to develop their scientific investigation skills as they test laws of science and solve problems using scientific inquiry. **Credit Value:** 1.0 Credit **Prerequisite:** SNC1W — Science, Grade 9, De-streamed (2022 curriculum), or SNC1D — Science, Grade 9, Academic (2008 curriculum), or SNC1P — Science, Grade 9, Applied (2008 curriculum).

SPH3U — Physics, Grade 11, University Preparation

Course Description:
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, forces, energy transformations, waves, and electricity while developing scientific investigation skills. Students will analyse the interrelationships between physics and technology and consider the impact of technological applications of physics on society and the environment. **Credit Value:** 1.0 Credit **Prerequisite:** SNC2D — Science, Grade 10, Academic

SCH3U — Chemistry, Grade 11, University Preparation

Course Description:
This course enables students to deepen their understanding of chemistry through the study of chemical trends, chemical bonding, chemical reactions, quantitative chemistry, solutions, and atmospheric chemistry. Students will further develop problem-solving and laboratory skills while investigating chemical processes and their impact on society and the environment. **Credit Value:** 1.0 Credit **Prerequisite:** SNC2D — Science, Grade 10, Academic

SBI3U — Biology, Grade 11, University Preparation

Course Description:
This course furthers students' understanding of the processes involved in biological systems. Students will study cellular functions, genetic processes, animal systems, plant structure and function, and the diversity of living things. Students will develop laboratory and scientific investigation skills while examining relationships between biology, technology, society, and the environment. **Credit Value:** 1.0 Credit **Prerequisite:** SNC2D — Science, Grade 10, Academic

SBI3C — Biology, Grade 11, College Preparation

Course Description:
This course focuses on the processes that occur in biological systems. Students will learn concepts and practical skills related to cellular biology, microbiology, and the anatomy of mammals. Students will develop scientific investigation skills and examine the practical applications of biological knowledge in health, medicine, and everyday life, as well as the relationships between biology, technology, society, and the environment. **Credit Value:** 1.0 Credit **Prerequisite:** SNC2D — Science, Grade 10, Academic, or SNC2P — Science, Grade 10, Applied.

SPH4U — Physics, Grade 12, University Preparation

Course Description:
This course enables students to deepen their understanding of physics concepts and theories. Students

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will continue their exploration of energy transformations and the forces that affect motion and will investigate electrical, gravitational, and magnetic fields, electromagnetic radiation, and quantum mechanics. Students will further develop scientific inquiry skills and examine the social and environmental impact of technological developments related to physics. **Credit Value:** 1.0 Credit **Prerequisite:** SPH3U — Physics, Grade 11, University Preparation

SCH4U — Chemistry, Grade 12, University Preparation

Course Description:
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, chemical systems and equilibrium, electrochemistry, atomic and molecular structure, and chemistry related to industry and the environment. Students will refine laboratory skills, investigate chemical processes, and analyze the role of chemistry in daily life and future technologies. **Credit Value:** 1.0 Credit **Prerequisite:** SCH3U — Chemistry, Grade 11, University Preparation

SBI4U — Biology, Grade 12, University Preparation

Course Description:
This course provides students with opportunities for in-depth study of biological concepts and processes associated with metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics. Students will further develop scientific investigation skills while examining technological advances and ethical issues in biology. **Credit Value:** 1.0 Credit **Prerequisite:** SBI3U — Biology, Grade 11, University Preparation

SPH4C — Physics, Grade 12, College Preparation

Course Description:
This course develops students' understanding of the basic concepts of physics with an emphasis on practical applications. Students will explore motion, mechanical systems, energy transformations, electricity, magnetism, and modern physics while developing problem-solving and laboratory skills relevant to technological and workplace settings. **Credit Value:** 1.0 Credit **Prerequisite:** SNC2D — Science, Grade 10, Academic, or SNC2P — Science, Grade 10, Applied

SCH4C — Chemistry, Grade 12, College Preparation

Course Description:
This course enables students to develop an understanding of chemistry through practical applications and hands-on activities. Students will study matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry in the environment. Students will develop scientific investigation and problem-solving skills while exploring the practical applications of chemistry in everyday life, industry, and the environment. **Credit Value:** 1.0 Credit **Prerequisite:** SNC2D — Science, Grade 10, Academic, or SNC2P — Science, Grade 10, Applied.

SOCIAL SCIENCES AND HUMANITIES

HZB3M — Philosophy: The Big Questions, Grade 11, University/College Preparation

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Course Description:
This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research and inquiry skills as they investigate various topics in philosophy. **Credit Value:** 1.0 Credit **Prerequisite:** None

HSB4U — Challenge and Change in Society, Grade 12, University Preparation

Course Description:
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. **Credit Value:** 1.0 Credit **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HFA4U — Nutrition and Health, Grade 12, University Preparation

Course Description:
This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. **Credit Value:** 1.0 Credit **Prerequisite:** Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

HHS4U — Families in Canada, Grade 12, University Preparation

Course Description:
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. **Credit Value:** 1.0 Credit **Prerequisite:** Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

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7. ASSESSMENT, EVALUATION, AND REPORTING

PURPOSE OF ASSESSMENT

Assessment at Convoy International Secondary Academy – Essa (CISA) is guided by the principles outlined in Ontario's *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*.

The primary purpose of assessment is to improve student learning. Assessment helps teachers monitor student progress, provide feedback, guide instruction, and support students in achieving curriculum expectations.

Assessment practices at CISA include:

- Assessment for Learning (AFL) — ongoing feedback used to guide improvement;
- Assessment as Learning (AAL) — opportunities for students to reflect on and monitor their own learning; and
- Assessment of Learning (AOL) — evaluations used to determine student achievement of curriculum expectations.

At the beginning of each course, students receive an Evaluation Plan outlining course expectations, assessment methods, evaluation components, and grading procedures.

Teachers use a variety of assessment methods and instructional strategies to support student achievement and engagement.

ASSESSMENT PRACTICES

Assessment evidence may include:

- Assignments and coursework
- Quizzes and tests
- Projects and presentations
- Essays and reports
- Performances and demonstrations
- Examinations
- Observations and conversations
- Online activities and discussions

Teachers provide students with ongoing descriptive feedback to support improvement, skill development, and academic growth.

Teachers are expected to:

- Share learning goals and success criteria with students;
- Use assessment to guide instruction and support learning;
- Provide timely and meaningful feedback;

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- Encourage student self-assessment and reflection;
- Use a variety of assessment strategies appropriate to the course and learning environment.

EVALUATION

Teachers determine report card grades based on the evidence of student achievement collected throughout the course in accordance with Ontario Ministry of Education policies outlined in *Growing Success*.

Teachers consider:

- The quality and consistency of student work;
- Completion of course assessments and evaluation activities;
- Demonstration of overall curriculum expectations;
- Most recent evidence of student achievement;
- Student participation and engagement appropriate to the learning environment.

At CISA, Moodle is used as the school's Learning Management System and grading platform for both in-person and online courses. Course assignments, assessments, quizzes, and evaluations are pre-configured within Moodle with assigned grade values and weighting.

For in-person courses, teachers may also evaluate student achievement through:

- Classroom participation
- Presentations and discussions
- Direct observation of learning and performance
- In-class activities and demonstrations

For online courses, teachers evaluate student achievement through Assessment for Learning (AFL), Assessment as Learning (AAL), and Assessment of Learning (AOL) activities completed within Moodle, as well as through:

- Assignment submissions
- Quality and timeliness of completed work
- Student participation and engagement
- Online discussions and communication
- Communication through email, text messaging, or online conferencing platforms

Teachers use professional judgment when reviewing all available evidence of student achievement and may make adjustments where appropriate and consistent with Ministry policies.

FINAL GRADES

A final percentage grade is recorded for every course.

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Beginning in the 2026–2027 school year, final grades for secondary school courses are determined in accordance with the Ontario Ministry of Education's updated *Growing Success* assessment and evaluation requirements.

For Grade 9 and 10 courses, the final grade consists of:

- 65% based on evaluations of student achievement conducted throughout the course;
- 20% based on mandatory final evaluations, including written examinations and/or culminating tasks as prescribed for the subject; and
- 15% based on attendance and participation.

For Grade 11 and 12 courses, the final grade consists of:

- 65% based on evaluations of student achievement conducted throughout the course;
- 25% based on mandatory final evaluations, including written examinations and/or culminating tasks as prescribed for the subject; and
- 10% based on attendance and participation.

Teachers evaluate coursework using evidence of student achievement of the curriculum expectations, taking into consideration the most consistent level of achievement, with special consideration given to more recent evidence.

Mandatory final evaluations are administered according to the Ministry's subject-specific requirements. Attendance and participation are assessed in accordance with Ministry criteria. Excused absences do not negatively affect a student's attendance and participation mark.

The final grade is determined using the prescribed weighting and the teacher's professional judgment, supported by appropriate assessment and evaluation evidence.

The final evaluation may include one or a combination of:

- A final examination
- Essay
- Project
- Presentation
- Performance task
- Culminating activity
- Another evaluation method appropriate to the course

The final evaluation provides students with an opportunity to demonstrate comprehensive achievement of the overall curriculum expectations for the course.

For many online and blended learning courses, Moodle may automatically calculate midterm and final grades based on completed assessments and established course weightings. Teachers continue to review student achievement, participation, academic integrity, and assessment evidence before final grades are issued.

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The report card grade represents the student's overall achievement of the curriculum expectations demonstrated at that point in time.

Attendance and Participation

Beginning in the 2026–2027 school year, attendance and participation form part of the final grade in accordance with Ministry requirements. This component accounts for 15% of the final grade in Grades 9 and 10 and 10% in Grades 11 and 12.

Attendance and participation are evaluated using the Ministry's prescribed criteria. Excused absences do not negatively affect a student's mark.

For online courses, CISA monitors student engagement through appropriate learning management system records, participation in learning activities, and communication with teachers. Assessment procedures are designed to provide evidence of attendance and participation appropriate to the online learning environment, while respecting applicable Ministry requirements.

ACHIEVEMENT LEVELS AND GRADING SCALE

Student achievement is evaluated according to Ontario Ministry of Education achievement levels and percentage grades.

LEVEL	LETTER	PERCENTAGE
4+	A+	95–100
4	A	87–94
4-	A-	80–86
3+	B+	77–79
3	B	73–76
3-	B-	70–72
2+	C+	67–69
2	C	63–66
2-	C-	60–62
1+	D+	57–59

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LEVEL	LETTER	PERCENTAGE
1	D	53–56
1-	D-	50–52
0	F	Below 50

LEARNING SKILLS AND WORK HABITS

Student achievement is communicated formally through the Provincial Report Card. In addition to academic achievement, the report card includes evaluation of Learning Skills and Work Habits.

The following learning skills and work habits are assessed and reported separately from academic achievement:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Learning skills and work habits are reported using the following scale:

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

Student achievement in all courses is evaluated according to the four categories of the Ontario Ministry of Education Achievement Chart:

- **Knowledge and Understanding** — subject-specific content, concepts, and understanding of course material;
- **Thinking** — critical thinking, inquiry, planning, processing, and problem-solving skills;
- **Communication** — expression and organization of ideas through oral, written, visual, and digital communication;
- **Application** — the use of knowledge and skills in familiar and new contexts and the making of real-world connections.

These categories are used to guide assessment, evaluation, and reporting practices in accordance with Ontario Ministry of Education policies outlined in *Growing Success*.

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REPORTING

Official report cards are issued each term and are sent electronically to students and parents/guardians through email communication.

Midterm grades and ongoing course progress may be updated through Moodle based on completed coursework and assessments.

Final examinations and culminating evaluations are generally scheduled near the end of the course. For online students, final evaluations may be supervised virtually through approved video conferencing platforms such as Zoom to support academic integrity and student authentication procedures.

REPORTING PERIODS

TERM	DURATION	REPORTING PERIOD
Semester 1	September – November	October / November
Semester 2	November – January	December / January
Semester 3	January – March	February / April
Semester 4	April – June	May / June
Summer School	July – August	August / September

8. ACADEMIC INTEGRITY, PLAGIARISM, AND RESPONSIBLE AI USE

Convoy International Secondary Academy – Essa (CISA) is committed to promoting academic integrity, honesty, responsibility, and ethical learning practices in both in-person and online learning environments.

Students are expected to submit original work that accurately reflects their own knowledge, understanding, and skills. Academic dishonesty, including plagiarism, cheating, unauthorized collaboration, falsification of information, and inappropriate use of artificial intelligence (AI) tools, is not acceptable.

The school recognizes that academic dishonesty may occur for a variety of reasons, including misunderstanding, stress, poor time management, language barriers, or academic pressure. Whenever possible, the school seeks to use educational, restorative, and supportive approaches to help students learn from mistakes and develop responsible academic practices.

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PLAGIARISM AND ACADEMIC DISHONESTY

Academic dishonesty may include, but is not limited to:

- Copying another person's work;
- Submitting work created by another individual;
- Using unauthorized materials during evaluations;
- Falsifying information or research;
- Unauthorized collaboration;
- Purchasing assignments or academic work;
- Submitting AI-generated work as original student work;
- Improper citation or failure to acknowledge sources;
- Translating or paraphrasing material without proper acknowledgment.

Students are responsible for understanding and following proper citation, research, and academic integrity expectations.

RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE (AI)

AI tools may only be used when permitted by the teacher and must be used responsibly, ethically, and transparently.

Students may not:

- Submit AI-generated work as entirely their own;
- Use AI tools during tests, examinations, or evaluations unless specifically authorized;
- Use AI tools in ways that violate academic integrity expectations.

Teachers may require students to:

- Demonstrate understanding of submitted work;
- Provide drafts, outlines, notes, or revision history;
- Explain their research and writing process;
- Complete portions of work independently or in class.

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CITATION EXPECTATIONS

Students are expected to properly acknowledge all sources used in assignments, projects, presentations, and research activities.

Students must provide appropriate citations whenever they:

- Quote directly from a source;
- Paraphrase or summarize information;
- Use ideas, statistics, images, charts, or data created by others.

Teachers may require students to follow approved citation styles such as APA or MLA depending on the course and assignment requirements.

PREVENTION AND STUDENT SUPPORT

CISA encourages teachers to use instructional and assessment practices that support academic integrity and reduce opportunities for plagiarism or cheating.

Teachers may:

- Conduct regular progress check-ins;
- Review drafts, outlines, and research notes;
- Require portions of assignments to be completed in class;
- Use Moodle tools and revision histories to monitor progress;
- Discuss assignments and expectations throughout the learning process;
- Teach proper research, citation, paraphrasing, and responsible AI use practices.

The school believes that ongoing communication, feedback, and student support are important in helping students develop responsible academic habits.

REVIEW PROCESS

Where plagiarism, cheating, or inappropriate AI use is suspected, the concern may be reviewed by the teacher, school administration, and/or the Academic Review Committee.

The school may use:

- Plagiarism detection software;
- AI detection tools;
- Document revision history;
- Interviews or oral questioning;
- Other appropriate review methods.

When reviewing incidents, the school may consider:

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- The student's grade level and maturity;
- The nature and extent of the concern;
- The number and frequency of previous incidents;
- Whether the misconduct was intentional or unintentional;
- The student's understanding of academic integrity expectations;
- Individual student circumstances and learning needs.

Results from plagiarism detection software or AI detection tools will not, on their own, be considered conclusive evidence of academic dishonesty. Teachers and school administration will review all relevant evidence and exercise professional judgment before determining whether a violation has occurred. Students will be given a reasonable opportunity to explain their work and provide supporting evidence before academic consequences are imposed.

Students may be given opportunities to explain their work, clarify misunderstandings, or demonstrate their learning.

CONSEQUENCES AND INTERVENTIONS

CISA uses a progressive and educational approach to academic dishonesty whenever appropriate. Consequences are determined on an individual basis and may include:

- Academic integrity discussions or warnings;
- Additional instruction regarding citation or responsible AI use;
- Parent/guardian communication;
- Resubmission or completion of alternative work;
- Deduction of marks;
- A mark of zero on part or all of an assignment or evaluation;
- Referral to administration or the Academic Review Committee;
- Progressive discipline measures for repeated or serious incidents.

Academic penalties will not be imposed automatically. Before determining a consequence, the teacher and school administration will consider the available evidence, the student's grade level and maturity, the nature and frequency of the incident, and the student's individual circumstances. Where appropriate, students may be provided with an opportunity to demonstrate their learning through resubmission or an alternative assessment. Any mark deduction, including a mark of zero, will be determined in accordance with applicable Ministry assessment and evaluation policies and the teacher's professional judgment.

For a first incident, the school will generally prioritize educational and restorative approaches that allow students to learn from the experience and improve future academic practices.

Repeated or serious incidents may result in increased academic penalties, loss of opportunities to resubmit work, suspension, removal from a course, or expulsion in accordance with school policies and Ontario Ministry of Education requirements.

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The school reserves the right to determine appropriate consequences based on individual circumstances, available evidence, and the severity of the incident.

REVIEW AND APPEAL OF ACADEMIC INTEGRITY DECISIONS

Students who disagree with a finding of academic dishonesty or an associated academic consequence may request a review by the Principal.

The student should provide the reasons for the request and any relevant supporting information. The Principal will review the available evidence, consider the student's explanation, and determine whether the original decision should be upheld, modified, or reversed.

Where the Principal was directly involved in the original decision, the school will arrange for the matter to be reviewed by another appropriate school administrator or designated reviewer, where available.

The outcome of the review will be communicated to the student and, where appropriate, the parent or guardian.

COMMUNICATION WITH PARENTS/GUARDIANS

Parents/guardians may be contacted regarding incidents involving plagiarism, cheating, or inappropriate AI use.

The school may communicate:

- The nature of the concern;
- The review process;
- The outcome or consequences;
- Strategies to support future academic success.

CISA encourages collaborative communication between students, families, teachers, and administration in promoting academic honesty and responsible learning practices.

9. ATTENDANCE, MONITORING, AND STUDENT ENGAGEMENT

Regular attendance, active participation, and consistent engagement are important components of student achievement and academic success at Convoy International Secondary Academy – Essa (CISA).

Because CISA offers both in-person and asynchronous online learning programs, attendance and participation are monitored differently depending on the mode of course delivery. For asynchronous online courses, attendance is determined through documented participation in course-related learning activities. Evidence of participation may include accessing instructional materials, completing learning

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activities, submitting assignments, completing assessments, participating in required discussions, or engaging in meaningful course-related communication with teachers. Moodle login records are used to support attendance monitoring; however, logging into Moodle alone does not necessarily demonstrate meaningful participation in learning.

IN-PERSON LEARNING ATTENDANCE AND PARTICIPATION

Students enrolled in in-person courses are expected to:

- Attend all scheduled classes regularly and punctually
- Participate actively in classroom learning activities
- Complete assigned coursework, assessments, and learning tasks
- Follow school procedures regarding absences and late arrivals
- Communicate with teachers regarding missed work or academic concerns

Attendance for in-person students is recorded daily by classroom teachers.

Students who are absent are responsible for completing missed work and communicating with teachers regarding academic expectations and deadlines.

Repeated lateness, absenteeism, limited participation, or failure to engage in classroom learning may result in parent/guardian communication, academic interventions, or progressive discipline measures where appropriate.

Attendance and participation are assessed in accordance with the Ontario Ministry of Education's applicable assessment and evaluation requirements, as outlined in Section 7 of this calendar. Excused absences will not negatively affect a student's attendance and participation mark. The school maintains appropriate records to support attendance monitoring and evaluation.

ONLINE LEARNING PARTICIPATION AND ENGAGEMENT

Online learning at CISA is primarily asynchronous and requires students to demonstrate independence, responsibility, time management, and consistent participation.

Students enrolled in online courses are expected to:

- Log into Moodle regularly
- Follow the recommended course pacing schedule
- Complete assignments and assessments on time
- Participate in required course activities
- Monitor school communication regularly
- Communicate with teachers regarding questions or academic concerns

Because online courses are asynchronous, student participation is monitored through engagement and course activity rather than traditional daily attendance.

Moodle may record and track:

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8058 8th Line, Essa, ON L0M 1T0

- Student login activity
- Assignment submissions
- Assessment completion
- Course participation
- Communication activity
- Course progress and pacing

ONLINE TEACHER MONITORING AND SUPPORT

Teachers involved in online learning are expected to log into their courses a minimum of three times per week in order to:

- Review student submissions and activity
- Monitor student progress and pacing
- Provide feedback and assessment updates
- Respond to student questions and communication
- Support student learning and engagement

If a student has not logged into the course for three consecutive days, demonstrates limited engagement, or falls significantly behind the recommended course schedule, the teacher will initiate follow-up with the student and, where appropriate, the parent or guardian through approved school communication methods. The purpose of the follow-up is to identify barriers to participation, provide academic support, and encourage the student to resume learning activities. Where concerns continue, the matter may be referred to school administration for further intervention. Relevant communications and follow-up actions will be documented.

Teachers may communicate with students and parents/guardians through approved communication methods including:

- Moodle
- Email
- Text messaging
- Telephone calls
- Zoom
- WhatsApp
- WeChat
- Other approved school communication platforms

These communications are intended to support student success, encourage participation, provide academic assistance, and maintain ongoing communication between the school and families.

STUDENT RESPONSIBILITY AND ACCOUNTABILITY

Students are expected to take responsibility for their learning, attendance, participation, and communication in both in-person and online learning environments.

BSID No.: 669325
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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

Students who experience academic difficulties, attendance concerns, or challenges with course participation are encouraged to seek support from teachers, guidance staff, or school administration as early as possible.

CISA is committed to supporting students through communication, academic guidance, intervention strategies, and student success supports designed to promote achievement, well-being, and successful course completion.

10. STUDENT RIGHTS, RESPONSIBILITIES, CODE OF CONDUCT, AND PROGRESSIVE DISCIPLINE

Convoy International Secondary Academy – Essa (CISA) is committed to maintaining a safe, inclusive, respectful, and supportive learning environment where all students are able to learn, grow, and succeed academically, socially, and personally.

All members of the school community share responsibility for creating a positive school climate that promotes respect, responsibility, integrity, well-being, and academic success. The expectations outlined in this section are based on Ontario Ministry of Education policies, safe schools legislation, equity and inclusion principles, and the school's commitment to student well-being and restorative practices.

These expectations apply to all students, parents/guardians, staff members, volunteers, visitors, and members of the school community while on school property, participating in school-related activities, or engaging in online learning environments associated with the school.

STUDENT RIGHTS

Students at CISA have the right to:

1. Learn in a safe, inclusive, respectful, and supportive environment free from bullying, harassment, discrimination, intimidation, and physical harm.
2. Be treated with dignity, fairness, courtesy, and respect regardless of race, ancestry, place of origin, ethnic background, citizenship, religion, sex, sexual orientation, gender identity, gender expression, age, family status, disability, or any other protected ground under the Ontario Human Rights Code.
3. Participate in academic, extracurricular, leadership, athletic, and school community activities provided they meet school expectations and participation requirements.
4. Receive fair and equitable treatment when concerns related to behaviour, discipline, or school policies are addressed.
5. Seek support and communicate concerns respectfully with teachers, guidance staff, administrators, and other members of the school community.
6. Learn in an environment that supports personal growth, well-being, academic achievement, and responsible citizenship.

BSID No.: 669325
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8058 8th Line, Essa, ON L0M 1T0

STUDENT RESPONSIBILITIES

Students are expected to:

- Attend classes regularly and punctually.
- Participate actively and responsibly in learning.
- Demonstrate honesty, integrity, and academic responsibility.
- Respect the rights, property, and well-being of others.
- Follow school policies, procedures, and expectations.
- Use technology responsibly and appropriately.
- Contribute positively to the school environment.
- Communicate respectfully with peers, staff, and community members.
- Maintain appropriate behaviour in both in-person and online learning environments.
- Accept responsibility for personal actions and choices.

CODE OF CONDUCT

BE RESPECTFUL

- Treat others with dignity, empathy, honesty, and courtesy.
- Respect different identities, perspectives, cultures, and beliefs.
- Use appropriate language and behaviour at all times.
- Respect school property, learning materials, technology, and the environment.

BE RESPONSIBLE

- Attend classes regularly and complete assigned work.
- Follow classroom and school expectations.
- Demonstrate academic integrity and responsible digital citizenship.
- Make positive choices that contribute to a productive learning environment.

BE SAFE

- Help maintain a physically and emotionally safe school environment.
- Avoid behaviour that may harm, threaten, intimidate, or endanger others.
- Report safety concerns, bullying, harassment, or inappropriate behaviour to school staff.
- Follow school safety procedures and online learning expectations.

BE COOPERATIVE

- Work collaboratively and respectfully with others.
- Resolve disagreements peacefully and appropriately.
- Seek support from teachers, guidance staff, or administration when needed.
- Contribute positively to the school community and learning environment.

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UNACCEPTABLE BEHAVIOURS

Unacceptable behaviours include, but are not limited to:

SAFETY AND WELL-BEING

- Physical aggression, fighting, or assault
- Threats, intimidation, harassment, or bullying
- Cyberbullying or inappropriate online behaviour
- Possession or use of weapons or dangerous objects
- Actions that place the safety of others at risk
- False emergency reports or misuse of safety equipment
- Arson or vandalism

DISCRIMINATION AND HARASSMENT

- Discrimination, hate-related behaviour, or harassment based on race, ancestry, place of origin, ethnic background, citizenship, religion, sex, sexual orientation, gender identity, gender expression, age, family status, disability, or any protected ground under the Ontario Human Rights Code

ACADEMIC DISHONESTY

- Cheating on tests or examinations
- Plagiarism
- Unauthorized collaboration
- Forgery or falsification of documents
- Misuse of artificial intelligence tools
- Academic dishonesty in online or in-person learning environments

SUBSTANCE USE AND ILLEGAL ACTIVITIES

- Possession, use, or distribution of alcohol, cannabis, tobacco, vaping products, illegal drugs, or controlled substances
- Being under the influence of alcohol or drugs at school or school-related activities
- Theft, extortion, or possession of stolen property
- Gambling
- Violations of municipal, provincial, or federal laws

SCHOOL AND TECHNOLOGY EXPECTATIONS

- Repeated truancy or skipping classes
- Unauthorized absence from class or school activities
- Inappropriate use of technology or school networks
- Unauthorized recording or photographing individuals
- Inappropriate language or disrespectful behaviour toward others
- Damage to school property or the property of others

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8058 8th Line, Essa, ON L0M 1T0

- Possession or sharing of inappropriate or offensive materials

POSITIVE SCHOOL CLIMATE

CISA promotes a positive school climate by:

- Building respectful and supportive relationships
- Encouraging open communication and collaboration
- Teaching conflict resolution and problem-solving skills
- Supporting student well-being and mental health
- Modelling respectful behaviour and responsible citizenship
- Providing clear expectations and consistent procedures
- Using restorative and educational approaches whenever appropriate

All members of the school community share responsibility for maintaining a positive and respectful learning environment.

PROGRESSIVE DISCIPLINE

CISA uses a progressive discipline approach focused on student growth, accountability, learning, and restoration of relationships.

When addressing inappropriate behaviour, the school considers:

- The nature and severity of the behaviour
- Student age and individual circumstances
- The impact on others and the school community
- The student's behavioural history
- Opportunities for reflection, learning, and restoration

When determining an appropriate disciplinary response, CISA will also consider any relevant disability-related needs, accommodation requirements, and other mitigating circumstances, in accordance with applicable human rights obligations.

Interventions and consequences may include:

- Verbal reminders or redirection
- Reflection activities
- Parent/guardian communication
- Restorative conversations or meetings
- Behaviour contracts or support plans
- Detention
- Loss of privileges
- Guidance or counselling referrals
- In-school suspension
- Suspension in accordance with CISA's disciplinary procedures and applicable legislation;

BSID No.: 669325
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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

- Expulsion or termination of enrolment in accordance with CISA's disciplinary procedures, enrolment agreement, and applicable legislation.

The school reserves the right to determine appropriate disciplinary responses based on individual circumstances and Ministry policies. Before imposing a serious disciplinary consequence, including suspension or termination of enrolment, CISA will review the relevant circumstances and available evidence and provide the student with a reasonable opportunity to respond, except where immediate action is necessary to protect the safety of students, staff, or others. Parents or guardians will be informed where appropriate. Disciplinary decisions will be documented and communicated to the student and, where applicable, the parent or guardian.

TECHNOLOGY AND DIGITAL CITIZENSHIP

Students are expected to use technology responsibly and appropriately in both in-person and online learning environments.

Inappropriate use of technology may include:

- Cyberbullying
- Academic dishonesty
- Accessing inappropriate content
- Unauthorized recording or sharing of information
- Disrupting online learning environments
- Misuse of school devices or networks

Technology-related concerns may result in disciplinary action and/or restricted access to school technology resources. These expectations apply to all school-related online activities and communications, including Moodle, email, virtual meetings, online discussions, and other approved communication platforms, regardless of the student's physical location.

FINAL AUTHORITY

School administrators reserve the right to maintain a safe, orderly, and respectful learning environment. Behavioural situations not specifically outlined in this handbook will be addressed in accordance with Ontario Ministry of Education policies, school procedures, and the principles outlined in this Course Calendar.

Serious incidents may involve suspension, expulsion, and/or referral to appropriate external agencies or legal authorities where required by law.

11. SAFE SCHOOLS POLICY

At Convoy International Secondary Academy, the Board of Directors and management team consider the health,

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safety and welfare of staff and students to be an integral part in creating and maintaining a healthy and safe environment. It is a responsibility taken seriously; therefore, we are committed to achieving the effective implementation of CISA's Health and Safety Policy, specifically the objectives outlined below.

Convoy International Secondary Academy:

- is committed to provide a safe learning and working environment for all students, staff and visitors to our schools;
- expects its students, parents/guardians, and employees to actively participate as partners in maintaining a safe learning and work environment in our campuses.
- will not tolerate:
  a) violence of any kind;
  b) the possession or presence of weapons;
  c) harmful, threatening or actual acts of violence or other unlawful acts
  d) verbal abuse in any form;
  e) the presence of any intruder or any activity which places the safety of students, staff or visitors at risk; and
  f) the possession of, use of, or trafficking in alcohol, illegal drugs or unauthorized prescription drugs.

- will ensure that school officials and staff respond appropriately, without delay and in a consistent fashion when violent incidents threaten the safety and security of our schools and the well-being of our students and staff.
- will ensure that there are serious consequences to any student who commits a violent act, up to and including expulsions.

Principals provide a leadership role in the daily operation of a school by:

- demonstrating care and commitment to academic excellence and a safe teaching and learning environment.

Students are to be treated with respect and dignity. In return, they must

- attends all classes;
- comes to school prepared, on time and ready to learn;
- shows respect for themselves, others and for those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- cooperates with the established rules and takes responsibility for his or her action.

Parents play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

- show an active interest in their child's school work and progress;
- communicate regularly with the school;

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8058 8th Line, Essa, ON L0M 1T0

- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules.

12. TECHNOLOGY AND ONLINE LEARNING POLICIES

Convoy International Secondary Academy – Essa (CISA) recognizes that technology plays an important role in supporting teaching, learning, communication, collaboration, and student success in both in-person and online learning environments.

Students are expected to use technology responsibly, respectfully, safely, and ethically at all times while using school devices, networks, software, online platforms, and communication tools.

Failure to follow school technology expectations may result in restricted technology access, academic consequences, progressive discipline measures, and/or additional school interventions where appropriate.

ACCEPTABLE USE OF TECHNOLOGY

Students are expected to use school technology resources for educational purposes only and in ways that support a safe and positive learning environment.

Acceptable use includes:

- Accessing course materials and learning resources;
- Completing assignments and assessments;
- Communicating appropriately with teachers and classmates;
- Participating in online learning activities;
- Conducting research related to coursework;
- Using approved educational software and platforms.

Students are expected to:

- Follow teacher instructions regarding technology use;
- Use school accounts and passwords responsibly;
- Respect school devices, networks, and digital resources;
- Report inappropriate content, cybersecurity concerns, or misuse of technology to school staff.

Students may not:

- Access inappropriate, offensive, or illegal content;
- Attempt to bypass school security systems or filters;
- Use technology to harass, bully, threaten, or intimidate others;
- Share passwords or access another person's account;
- Record, photograph, or distribute images or information about others without permission;

BSID No.: 669325
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Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

- Damage, alter, or misuse school technology resources;
- Use technology in ways that disrupt teaching, learning, or school operations.

DIGITAL CITIZENSHIP

CISA encourages students to demonstrate responsible digital citizenship in all online and technology-based activities.

Responsible digital citizenship includes:

- Communicating respectfully online;
- Protecting personal information and privacy;
- Demonstrating honesty and academic integrity;
- Respecting intellectual property and copyright;
- Using technology safely and ethically;
- Contributing positively to online learning communities;
- Understanding the long-term impact of online actions and digital footprints.

Students are expected to demonstrate the same standards of respect and behaviour online as they would in the classroom or school community.

ONLINE LEARNING EXPECTATIONS

Students enrolled in online or blended learning courses are expected to:

- Log into Moodle regularly;
- Follow the recommended course schedule and pacing;
- Complete assignments, assessments, and learning activities on time;
- Communicate appropriately with teachers;
- Participate actively and responsibly in online learning;
- Monitor school email and communication platforms regularly;
- Maintain academic honesty and integrity.

Online learning at CISA is primarily asynchronous and requires students to demonstrate independence, responsibility, organization, and time management skills.

Online students will be provided with individual Moodle accounts to access:

- Course materials and instructional content;
- Assignments and assessments;
- Grades and teacher feedback;
- Announcements and communication tools;
- Online learning activities and resources.

In addition to course materials provided through Moodle, students may conduct independent research and access supplementary learning resources outside the Moodle platform, provided that the materials are safe, appropriate, academically reliable, and relevant to the course content. Students are expected

BSID No.: 669325
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8058 8th Line, Essa, ON L0M 1T0

to use responsible judgment when accessing online resources and must follow school expectations regarding academic integrity, digital citizenship, and appropriate technology use.

Teachers may communicate with students and parents/guardians through:

- Moodle
- Email
- Text messaging
- Telephone calls
- Zoom
- WhatsApp
- WeChat
- Other approved communication platforms

Students are expected to communicate respectfully and professionally in all online interactions.

LEARNING MANAGEMENT SYSTEM (LMS) EXPECTATIONS

CISA uses Moodle as the school's Learning Management System (LMS) for both in-person and online courses.

Moodle may be used for:

- Course content and instructional materials;
- Assignment submission;
- Assessments and quizzes;
- Grades and feedback;
- Communication and announcements;
- Online discussions and learning activities.

Students are responsible for:

- Accessing Moodle regularly;
- Reviewing course announcements and deadlines;
- Submitting work through approved platforms;
- Maintaining the security of their account credentials;
- Ensuring that submitted work complies with academic integrity expectations.

Student activity within Moodle may be monitored for educational, attendance, academic integrity, and student support purposes.

PRIVACY AND CONFIDENTIALITY

Students are expected to respect the privacy and confidentiality of other students, staff members, and members of the school community.

Students may not:

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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

- Share confidential school information;
- Record classes, meetings, or conversations without permission;
- Share personal information, images, or videos of others without consent;
- Access, distribute, or misuse another person's files or accounts.

The school may collect and maintain student information through approved educational platforms for educational, assessment, attendance, communication, and administrative purposes in accordance with applicable privacy legislation and school policies.

CYBERSECURITY

Students are expected to help maintain the security and integrity of school technology systems and online learning environments.

Students should:

- Use secure passwords;
- Keep login information confidential;
- Log out of shared devices;
- Report suspicious emails, messages, or cybersecurity concerns;
- Avoid downloading unauthorized software or files.

Any attempt to compromise school systems, misuse technology resources, or engage in unauthorized access may result in disciplinary action and/or referral to appropriate authorities where necessary.

RESPONSIBLE USE OF ARTIFICIAL INTELLIGENCE (AI)

Artificial intelligence (AI) tools may be used only when permitted by the teacher and must be used responsibly, ethically, and transparently.

Students may not:

- Submit AI-generated work as entirely their own;
- Use AI tools during tests, examinations, or evaluations unless specifically authorized;
- Use AI tools in ways that violate academic integrity expectations.

Teachers may require students to:

- Demonstrate understanding of submitted work;
- Provide drafts, notes, outlines, or revision history;
- Explain their research and learning process;
- Complete portions of work independently or in class.

Improper use of AI may be considered academic dishonesty and may result in academic or disciplinary consequences in accordance with school policies.

CONSEQUENCES FOR MISUSE OF TECHNOLOGY

BSID No.: 669325
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8058 8th Line, Essa, ON L0M 1T0

Inappropriate use of technology or violation of online learning expectations may result in:

- Warnings or teacher intervention;
- Parent/guardian communication;
- Restricted access to technology resources;
- Academic consequences;
- Referral to administration;
- Progressive discipline measures;
- Suspension or termination of enrolment for serious incidents, where appropriate, in accordance with CISA's disciplinary procedures, enrolment agreement, and applicable legislation.

The school reserves the right to monitor the use of school technology resources and address technology-related concerns in accordance with Ontario Ministry of Education policies and school procedures.

13. GUIDANCE AND STUDENT SUPPORT SERVICES

- course planning
- postsecondary planning
- ESL/ELL support
- mental health supports
- special education/accommodations
- student success supports

OFFICE HOURS AND STUDENT SUPPORT

Teachers are available during designated office hours to provide additional academic assistance, clarification, and support to students.

Office hours are generally available from 3:00 PM to 4:00 PM.

Teachers may provide support through:

- Extra-help sessions
- Academic guidance
- Assignment support
- Assessment review
- Online communication and conferencing
- Postsecondary preparation support

Teachers are encouraged to provide supportive and responsive assistance that promotes student confidence, achievement, and engagement.

INTERNATIONAL STUDENT AND ESL SUPPORT

BSID No.: 669325
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8058 8th Line, Essa, ON L0M 1T0

As a school serving both Canadian and international students, CISA values diversity, intercultural understanding, and global perspectives.

IELTS preparation lessons are available for international students throughout the school year from 3:30 PM to 4:30 PM to support English language development and postsecondary preparation.

The school provides multilingual learners with additional academic and language support where appropriate to help students successfully transition into Ontario secondary school programs.

INSTRUCTIONAL APPROACHES

CISA uses a variety of instructional strategies to support diverse learners and promote student achievement. Instructional approaches may include:

- Direct instruction
- Collaborative learning
- Inquiry-based learning
- Independent study
- Project-based learning
- Technology-supported instruction
- Research and presentations
- Online discussions and activities

The school emphasizes critical thinking, communication, creativity, digital literacy, responsible citizenship, and academic integrity across all subject areas.

COURSE AVAILABILITY

Course offerings are subject to enrollment, staffing, scheduling, and Ministry requirements. Convoy International Secondary Academy reserves the right to modify, add, reschedule, or cancel courses where necessary.

14. COURSE WITHDRAWAL / FULL DISCLOSURE POLICY

WITHDRAWING FROM A COURSE

Students who wish to withdraw from a course must submit a written withdrawal request to the school office. If the student is under 18 years of age, written consent from a parent or guardian is required.

Upon receiving the withdrawal request, the school will review the student's course progress, determine the applicable withdrawal date, and update the student's course enrolment records.

For Grade 9 and 10 courses, withdrawals are not recorded on the Ontario Student Transcript (OST). Only successfully completed courses are recorded.

BSID No.: 669325
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www.convoyinternational.ca
Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

For Grade 11 and 12 courses, the withdrawal deadline is determined in accordance with the Ontario Ministry of Education's full disclosure policy.

In semestered schools, students may withdraw from a Grade 11 or 12 course within five instructional days following the issuance of the first provincial report card without having the withdrawal recorded on the OST.

For CISA's asynchronous online courses, the Principal will establish and communicate an equivalent withdrawal period appropriate to the course delivery schedule, in accordance with the Ontario Student Transcript (OST) Manual.

If a student withdraws from a Grade 11 or 12 course after the applicable full disclosure deadline, the withdrawal will be recorded on the OST with a "W" in the credit column and the student's percentage grade at the time of withdrawal.

FULL DISCLOSURE

In accordance with the Ontario Ministry of Education's full disclosure policy, all Grade 11 and 12 courses completed or attempted beyond the applicable withdrawal deadline must be recorded on the Ontario Student Transcript.

This includes:

- Successfully completed courses;
- Courses that were attempted but not successfully completed;
- Repeated courses;
- Courses from which a student withdrew after the applicable full disclosure deadline.

When a student withdraws after the full disclosure deadline, a "W" is entered in the credit column, together with the student's percentage grade at the time of withdrawal.

When a student repeats a Grade 11 or 12 course previously completed successfully, each attempt and its percentage grade are recorded on the OST. Only one credit is granted, and an "R" is entered in the credit column for the attempt with the lower grade.

All course withdrawal and transcript records will be maintained in accordance with Ontario Ministry of Education requirements.

WITHDRAWING FROM A COURSE

Students who wish to withdraw from a course must submit a written withdrawal request to the school office. If the student is under 18 years of age, written consent from a parent or guardian is required.

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Tel: 905-597-0863
8058 8th Line, Essa, ON L0M 1T0

For **in-person Grade 11 and 12 courses**, students may withdraw within five instructional days following the issuance of the first provincial report card without having the withdrawal recorded on their Ontario Student Transcript (OST).

For **asynchronous online Grade 11 and 12 courses**, CISA establishes the full disclosure deadline at 60% of course completion, as determined by the student's progress through the course. This deadline is established by the Principal as the equivalent withdrawal period for CISA's distance education courses.

Students who withdraw from a Grade 11 or 12 course on or before the applicable deadline will not have the withdrawal recorded on their OST.

Students who withdraw after the applicable deadline will have the withdrawal recorded on their OST, with a "W" in the credit column and the percentage grade earned at the time of withdrawal.

For Grade 9 and 10 courses, withdrawals are not recorded on the OST. Only successfully completed courses are recorded.

Upon receiving a withdrawal request, CISA will review the student's course progress, determine whether the full disclosure deadline has passed, and update the student's enrolment records accordingly.

PROFESSIONAL RESPONSIBILITIES OF TEACHERS

Teachers at Convoy International Secondary Academy – Essa (CISA) are expected to uphold high standards of professionalism, integrity, ethical conduct, and commitment to student learning and well-being. Teachers play an essential role in creating a safe, inclusive, respectful, and academically supportive learning environment for all students.

Teachers are expected to demonstrate professionalism in accordance with Ontario Ministry of Education expectations, Ontario College of Teachers standards, school policies, and the school's commitment to student success and well-being.

CODE OF PROFESSIONAL ETHICS

Teachers are expected to:

- Place student well-being, safety, and academic success at the forefront of professional practice.
- Support the intellectual, social, emotional, and personal development of each student.
- Treat all students fairly, equitably, and respectfully.
- Recognize and respond to the diverse learning needs, strengths, identities, and backgrounds of students.
- Encourage students to develop confidence, responsibility, critical thinking, and lifelong learning skills.
- Maintain professional boundaries and ethical relationships with students and families.
- Protect students from conditions that may negatively affect learning, well-being, health, or safety.

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- Foster inclusive, respectful, and positive classroom environments.
- Demonstrate honesty, integrity, confidentiality, and professionalism in all professional responsibilities.
- Collaborate respectfully with colleagues, administration, students, and families.
- Maintain accurate records of attendance, assessment, evaluation, and student progress.
- Follow school policies and administrative procedures regarding scheduling, supervision, communication, and instructional responsibilities.

Teachers are expected to maintain active supervision and provide appropriate support and guidance to students throughout the instructional day.

PROFESSIONAL PRACTICE AND INSTRUCTION

At Convoy International Secondary Academy – Essa (CISA), teachers primarily use the instructional materials, assessments, learning activities, and course content provided through the school's Learning Management System (Moodle).

Teachers are granted access to the courses they are assigned to teach in order to review course expectations, instructional materials, assessment components, pacing guides, and learning resources prior to the beginning of instruction.

Teachers are encouraged to review course materials carefully and may suggest modifications, updates, supplementary resources, or instructional improvements where appropriate. Proposed modifications to official course materials must be discussed with and approved by the Principal prior to implementation to ensure alignment with Ontario Ministry of Education curriculum expectations, school policies, and course consistency.

When approved, the original Moodle course may be duplicated to allow teachers to adapt and enhance instructional content while preserving the integrity of the original course framework.

Teachers are encouraged to supplement course materials with a variety of instructional approaches and learning resources appropriate for asynchronous online learning. Additional instructional strategies may include:

- Direct instruction
- Inquiry-based learning
- Collaborative learning activities
- Discussions and seminars
- Presentations and demonstrations
- Research and project-based learning
- Multimedia and technology-supported instruction
- Real-world applications and experiential learning opportunities

Teachers are encouraged to use instructional practices that support student engagement, differentiated learning, critical thinking, creativity, communication, and academic success.

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All instructional materials and teaching practices should remain appropriate, inclusive, professional, and aligned with Ontario curriculum and school expectations.

ASSESSMENT, EVALUATION, AND DESCRIPTIVE FEEDBACK

Teachers involved in online learning are expected to actively monitor student engagement, participation, progress, and communication through the school's Learning Management System (Moodle).

Online teachers are expected to:

- Log into their online courses a minimum of three times per week
- Review student activity and assignment submissions regularly
- Monitor assignment completion and student pacing
- Provide timely feedback and assessment updates
- Respond to student questions within a reasonable timeframe
- Communicate concerns regarding student engagement or progress with students and parents/guardians where appropriate
- Maintain records of student communication, assessment, and course progress
- Support students in maintaining academic integrity and responsible digital citizenship

Student engagement in online courses may be monitored through:

- Moodle login activity
- Assignment submissions
- Assessment completion
- Participation in course activities
- Communication with teachers

If a student has not logged into the course for three consecutive days, demonstrates limited engagement, or falls significantly behind the recommended course schedule, the teacher will initiate follow-up communication with the student and, where appropriate, the parent or guardian. The teacher will document the communication and refer unresolved concerns to school administration for further support.

Teachers may communicate with students and parents/guardians through:

- Moodle
- Email
- Text messaging
- Telephone
- Zoom
- WhatsApp
- WeChat

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Online teachers are expected to support students through regular communication, academic guidance, and timely intervention when concerns arise.

PROFESSIONAL COMMUNICATION AND COLLABORATION

Teachers are expected to maintain professional and respectful communication with students, parents/guardians, colleagues, and administration.

Teachers should:

- Respond to communication within a reasonable timeframe
- Maintain professionalism in both in-person and online learning environments
- Collaborate with colleagues and school administration
- Support positive relationships within the school community
- Promote respectful and constructive communication
- Maintain confidentiality and professionalism regarding student information

Teachers are encouraged to work collaboratively with families to support student achievement, well-being, and positive educational experiences.

CONTINUOUS PROFESSIONAL GROWTH

Teachers are encouraged to participate in ongoing professional learning and reflective practice in order to strengthen instructional effectiveness, student engagement, equity and inclusion practices, assessment literacy, technology integration, and student support strategies.

CISA values professional collaboration, lifelong learning, innovation, and continuous improvement in teaching and learning practices.

DEVELOPING LEARNING GOALS

Assessment ***for learning*** and ***as learning*** requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to ***know*** and **be able to do**, in language that students can readily understand.
Teachers develop learning goals based on the curriculum expectations and ***share them with students at or near the beginning of a cycle of learning***. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.

ELICITING INFORMATION ABOUT STUDENT LEARNING

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

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• designing tasks that provide students with a variety of ways to demonstrate their learning; • observing students as they perform tasks;

• posing questions to help students make their thinking explicit;

• engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

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

SUBSTITUTION POLICY FOR COMPULSORY CREDIT REQUIREMENTS

In order to provide flexibility to tailor an individual student's program to the student's needs and to support progress through secondary school, the Principal may substitute up to three compulsory credits with appropriate courses, in accordance with Section 6.2 of Ontario Schools: Kindergarten to Grade 12 — Policy and Program Requirements.

Substitutions must be consistent with the compulsory credit requirements applicable to the student's Grade 9 entry year. Students who entered Grade 9 in 2023–2024 or earlier are subject to the former compulsory credit structure, including Groups 1, 2, and 3. Students who entered Grade 9 in 2024–2025 or later are subject to the revised compulsory credit requirements, including the STEM-related compulsory credit group.
Substitutions should be made to promote and enhance student learning or to respond to individual educational needs and interests.
Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student’s educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

English as a second language and English literacy development courses may not be used to substitute

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

Each substitution will be noted on the student's Ontario Student Transcript (OST). CISA will maintain appropriate documentation of the Principal's decision, including the reason for the substitution and consultation with the parent, guardian, or adult student, in the student's Ontario Student Record (OSR).

Access to School Calendar and outlines of the courses of study

Parents and/or students who want to review Convoy International Secondary Academy Course Calendar or Course Outlines may do so by contacting Convoy International Secondary Academy' office.

Access to Ontario Curriculum policy documents

Parents and/or students who require access to Ontario Curriculum policy document may do so by contacting the principal or visit: http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html.

Policy regarding student withdrawal from courses in Grade 11 and 12

The Course Withdrawal Deadline is the last day students may withdraw from courses to avoid a possible academic penalty. Course Withdrawal Deadlines are set at 60% of course length or one week after receiving the midterm report card.

To avoid academic penalty, all students must submit a Course Withdrawal Form to our office in writing. The Withdrawal Form is available at Convoy International Secondary Academy' office. If student is under the age of 18, the signatures of parents or guardian are required.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (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

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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.

Prior Learning Assessment and Recognition (PLAR) involves two processes:

- **Challenge:** Students demonstrate that they have already achieved the curriculum expectations of a particular Ontario secondary school course.
- **Equivalency:** The Principal assesses a student's previous education and credentials from outside the Ontario inspected secondary school system to determine appropriate equivalent credits for placement and graduation planning.

CISA administers these processes in accordance with applicable Ontario Ministry of Education requirements.

Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students

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 courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

The PLAR challenge process is available only where CISA has established and implemented an appropriate challenge procedure in accordance with Ministry requirements. Students seeking recognition of previous learning should contact the school to determine their eligibility and the applicable assessment process.

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

Secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned. The credit equivalency total and the number of compulsory credits included will be entered on the student's Ontario Student Transcript. Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The principal should note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record.

BSID No.: 669325
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When determining the remaining graduation requirements for a transferring student, the Principal will apply the Ontario Secondary School Diploma requirements appropriate to the student's circumstances, including the applicable compulsory credit structure, literacy requirement, community involvement requirement, online learning graduation requirement, and financial literacy requirement, where applicable.

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

	G 9	G 10	G11	More than G11
Number of years successfully completed in a secondary school program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:				
• English	3	2	1	1[a]
• mathematics	2	1	0	0
• science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
Community involvement[b]	40 hours	-	-	-

This table provides general guidance for determining diploma requirements for students transferring into Ontario secondary schools. The Principal will assess each student's previous education individually and determine the applicable compulsory credits and additional graduation requirements in accordance with current Ministry policy.

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

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

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR) FOR MATURE STUDENTS

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

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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 individual assessments.

Convoy International Secondary Academy – Essa (CISA) offers the PLAR challenge process to eligible students in accordance with Ontario Ministry of Education requirements. Students who wish to challenge a course must submit a request to the school and provide appropriate evidence of their prior learning. The Principal will determine eligibility and oversee the assessment process. Successful completion of the challenge process may result in the granting of a credit, subject to Ministry requirements and applicable restrictions. Assessment results and supporting documentation will be maintained in accordance with the school's student record procedures.

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 (currently, Convoy International Secondary Academy does not offer this option); (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in 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 courses at a secondary school. 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/OSS 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.

SUPPORTS FOR ENGLISH LANGUAGE LEARNER

English language learners are students whose first language is a language other than English. They come from diverse backgrounds and school experiences, and have a wide variety of strengths and needs. Following a written and verbal tests, we place them in one of: ESLAO, ESLBO, ESLCO, ESLDO or ESLEO. Convoy International Secondary Academy ensures that programs and supports are in place for these students as they develop proficiency in English. All teachers share in the responsibility for the English language development of these students. Teachers adapt the instructional program to address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.