

Convoy International Secondary Academy - Essa

ACADEMIC COURSE CALENDAR

Grades 9 - 12

September 2025

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 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
- 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.

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

Students Starting Grade 9 in 2023 or Earlier

To earn an Ontario Secondary School Diploma (OSSD), students must complete:

- 18 compulsory credits
- 12 optional credits
- 40 hours of community involvement activities
- The Ontario Secondary School Literacy Requirement (OSSLT or OLC4O)
- At least 2 online learning credits (*for students entering Grade 9 in 2020–2021 or later unless exempted*)

Required Compulsory Credits (18)

Students must earn:

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics, at least 1 credit in Grade 11 or 12
- 2 credits in Science
- 1 credit in Canadian Geography (Grade 9)



- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 1 credit from Group 1
- 1 credit from Group 2
- 1 credit from Group 3

Group 1, 2, and 3 Compulsory Credits (For Students Starting Grade 9 in 2023 or Earlier)

Group 1: An additional credit in one of the following:

- English
- French as a Second Language
- Classical or International Languages
- Social Sciences and Humanities
- Canadian and World Studies
- Guidance and Career Education
- Cooperative Education

Group 2: An additional credit in one of the following:

- Health and Physical Education
- The Arts
- Business Studies
- French as a Second Language
- Cooperative Education

Group 3: An additional credit in one of the following:

- Science (Grade 11 or 12)
- Technological Education
- French as a Second Language
- Computer Studies
- Cooperative Education

Students Starting Grade 9 in 2024 or Later

To earn an Ontario Secondary School Diploma (OSSD), students must complete:

- 17 compulsory credits
- 13 optional credits
- 40 hours of community involvement activities
- The Ontario Secondary School Literacy Requirement (OSSLT or OLC40)



- At least 2 online learning credits (unless formally exempted)
- Financial Literacy Graduation Requirement (*beginning with students entering Grade 9 in 2025–2026; implemented through the Grade 10 Career Studies course*)

Required Compulsory Credits (17)

Students must earn:

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics, Grade 9 Mathematics, Grade 10 Mathematics, 1 additional Grade 11 or 12 Mathematics credit
- 2 credits in Science
- 1 credit in Technological Education (Grade 9 or 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in Canadian History (Grade 10)
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 1 additional credit from the STEM-related compulsory group

Optional credits

In addition to compulsory credits, students must earn optional credits by successfully completing courses from the Ontario Curriculum.

Students who entered Grade 9 in 2023 or earlier are required to earn 18 compulsory credits and 12 optional credits.

Students entering Grade 9 in 2024-25 onwards are required to earn 17 compulsory credits and 13 optional credits.

Ontario Secondary School Literacy Requirement

All students must fulfill the Ontario Secondary School Literacy Requirement in order to earn the Ontario Secondary School Diploma (OSSD). The literacy requirement is based on the reading and writing expectations outlined in the Ontario curriculum up to and including Grade 9.



The purpose of the literacy requirement is to ensure that students have developed the reading and writing skills necessary for success in secondary school, postsecondary education, the workplace, and everyday life.

Students may fulfill the literacy requirement by:

- Successfully completing the Ontario Secondary School Literacy Test (OSSLT);
- Successfully completing the Ontario Secondary School Literacy Course (OLC4O/OSSLC), where eligible; or
- Successfully completing the adjudication process, where applicable and approved by the Ministry of Education.

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the standard method used by the Ontario Ministry of Education and the Education Quality and Accountability Office (EQAO) to assess whether students have met the provincial literacy requirement.

Students typically write the OSSLT in Grade 10 or in the school year following their entry into Grade 9.

The OSSLT:

- Assesses reading and writing skills based on the Ontario curriculum expectations up to the end of Grade 9;
- Is administered by EQAO on dates established by the Ministry of Education;
- May only be successfully completed once;
- May be retaken if unsuccessful.

Students who do not successfully complete the OSSLT may receive additional support and may have future opportunities to rewrite the test or complete the Ontario Secondary School Literacy Course (OSSLC/OLC4O), where eligible.

Students with special education needs and English language learners may receive accommodations in accordance with Ministry policies and individual student needs.

DEFERRALS AND SPECIAL CONSIDERATION

A deferral of the OSSLT may be granted by the Principal in accordance with Ontario Ministry of Education policies.

Deferrals may be considered for students who:

- Are English language learners and require additional language support;



- Have special education needs;
- Have experienced illness, injury, or exceptional circumstances at the time of the test;
- Require accommodations that cannot reasonably be provided at the scheduled testing time.

All deferral decisions are made on an individual basis in consultation with the student, parent/guardian (where appropriate), and school staff. Documentation related to deferrals is maintained in the student's Ontario Student Record (OSR) where required.

Students granted a deferral are expected to write the OSSLT at the next available opportunity.

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OLC40 / OSSLC)

The Ontario Secondary School Literacy Course (OLC40/OSSLC) provides students with an alternative means of meeting the literacy graduation requirement.

Students who successfully complete the course are considered to have fulfilled the Ontario Secondary School Literacy Requirement.

The course focuses on the development and demonstration of reading and writing skills required for success in school, postsecondary pathways, and daily life.

Students may be eligible to enroll in the course if:

- They have been eligible to write the OSSLT at least twice and have been unsuccessful at least once; or
- The Principal determines that enrollment is in the student's best educational interest in accordance with Ministry policies.

The credit earned through successful completion of the OSSLC may be used as:

- A compulsory Grade 11 or Grade 12 English credit; or
- A Group 1 compulsory credit for the OSSD.

Students enrolled in the OSSLC may receive accommodations consistent with their Individual Education Plan (IEP), where applicable. However, modifications to the curriculum expectations are not permitted, as successful completion of the course fulfills the provincial literacy graduation requirement.

ONLINE AND INTERNATIONAL STUDENTS

At Convoy International Secondary Academy – Essa (CISA), literacy requirement pathways may differ depending on the student's program and mode of study.



In-person students are generally expected to complete the OSSLT in accordance with Ontario Ministry of Education requirements.

Online students, including some international students enrolled in asynchronous online programs, may complete the Ontario Secondary School Literacy Course (OLC4O/OSSLC) where appropriate and in accordance with school and Ministry policies.

The school will work with students individually to determine the most appropriate pathway for fulfilling the literacy graduation requirement.

MATURE STUDENTS

Mature students may have the option to enroll directly in the Ontario Secondary School Literacy Course (OLC4O/OSSLC) without first attempting the OSSLT, in accordance with Ministry policy.

A mature student is generally defined as a student who:

- Is at least 18 years of age on or before December 31 of the school year in which they register;
- Has been out of regular day school attendance for at least one year; and
- Is enrolled in a secondary school program for the purpose of obtaining an OSSD.

Mature students may still choose to meet the literacy graduation requirement by successfully completing the OSSLT.

Financial literacy graduation requirement

You must complete the financial literacy graduation requirement to earn your high school diploma.

For most students, this means earning a mark of at least 70% on the financial literacy modules delivered during your Grade 10 Career Studies course. This mark will make up 5% of your final mark in Grade 10 Career Studies. You will have 2 attempts to complete the requirement.

If you do not pass the financial literacy modules during your Grade 10 Career Studies course, there are other ways to meet the requirement. Contact your school principal to learn more about these options.

Learn more about the financial literacy graduation requirement and find free resources.

Adult learners: If you enter the secondary school system starting in the 2028–2029 school year or later, you must earn a financial literacy graduation requirement. You may complete this requirement through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process.



Online Learning Graduation Requirement

Students entering Grade 9 in the 2020–2021 school year or later are generally required to earn a minimum of **2 online learning credits** as part of the requirements for the Ontario Secondary School Diploma (OSSD), unless exempted by the school.

ONLINE LEARNING GRADUATION REQUIREMENT EXEMPTION

Parents/guardians of students under the age of 18, or students who are 18 years of age or older, may request an exemption from the online learning graduation requirement through the Ministry-approved opt-out process.

Requests for exemption must be submitted in writing to the Principal. Approved exemptions will be documented and maintained in accordance with Ontario Ministry of Education policies and school procedures.

Community Involvement Requirement

Students must complete **40 hours of community involvement activities** as part of the graduation requirements. These activities encourage civic responsibility, community engagement, and personal growth.

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays - and for keeping track of their activities under the guidance of the school.

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing on sport teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involving in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;



- Any in a factory, if the student is under 15 years of age;
- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

- Fund raising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores
- Involvement in community committees, food banks, fairs, etc.
- Participation in environment projects such as recycling projects, etc.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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

- 7 required compulsory credits
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography



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- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education
- 7 required optional credits
- 7 credits selected by the student from available courses
- The provisions for making substitutions for compulsory credits apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

In Ontario, the Certificate of Accomplishment is a certificate awarded to students who have not met the requirements for a high school diploma but have made significant progress towards achieving their educational goals.

It is usually granted to students who intend on continuing their education in the work force, or have alternative learning needs or those who have not accumulated enough credits to graduate with a regular high school diploma.

To be eligible for a Certificate of Accomplishment, students typically need to have completed a certain number of credits and have made a sincere effort to meet the diploma requirements. The specific requirements for the certificate might vary slightly depending on the school board or district policies.

If you or someone you know is seeking a Certificate of Accomplishment, I recommend reaching out to the guidance counselor or school administration. They will be able to provide you with the necessary information and guide you through the process.

THE GRANTING OF THE DIPLOMA AND CERTIFICATES

On the recommendation of the principal, the Minister of Education grants diplomas and certificates at any time during the year to students who have successfully completed the necessary requirements.

Where a student has completed the requirements through private study, night school or summer school, or e-learning, the diploma or certificate will be issued by the principal of the school that holds the student's Ontario Student Record when the final credit is earned. If the final credit is earned through the Independent Learning Centre, the student may choose to have the diploma or certificate issued by the director of the Independent Learning Centre or the principal of the school last attended. The person issuing the diploma or certificate will submit the necessary report to the Ministry of Education.



THE ONTARIO SCHOLAR PROGRAM

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

The list of ministry-approved courses and the conditions for the granting of this award are given in the following ministry document: www.edu.gov.on.ca/extra/eng/ppm/ppm53.pdf.

5. COURSE SELECTION AND COURSE CODES

The Ontario Scholar Program recognizes students who have earned an Ontario Secondary School Diploma in the current or previous school year and who have attained an aggregate of at least 480 marks in any combination of ministry approved courses that provide a total of 6 credits. Upon the recommendation of their principal, these graduating students receive a certificate from the Minister of Education.

The design of the Ontario education system at the secondary level is framed on the concept of students earning credits, in both mandatory and optional areas. The course coding of all programs offered through OVS employs a 5-character system, which is established and recognized by the Ministry of Education; for example:

MCV4U

The first digit indicates the major area of study for the course; for example: M for Math, S for Science, E for English.

The second and third digit serve as the course descriptor within the subject area; for example: CV stands for Calculus and Vectors, while BI stands for Biology.

The fourth digit signifies the grade level; for example, 1 is grade 9, 2 is grade 10, 3 is grade 11, and 4 is grade 12.

The fifth and final digit is used to denote the level of intensity at which the course is delivered.



In grades 9 & 10, D represents Academic, P represents Applied, W represents De-streaming, while O denotes open level courses.

In grades 11 & 12, this digit indicates the intended post-secondary destination of students in those courses: U is for University, C is for College, while M represents mixed-level courses appropriate to either university or college.

THE DEFINITION OF A CREDIT

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

A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with Ministry requirements as outlined in the curriculum policy documents. Partial credits may be granted for the successful completion of certain locally developed courses. For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course.

Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom instruction and activities and/or through community placements related to work experience and cooperative education.

DEFINITIONS OF THE TYPES OF COURSES

Grade 9 and 10 courses

In Grades 9 and 10, students will select an appropriate combination of courses to build their knowledge and skills, and to explore their interests before determining the courses and course types they will undertake in Grades 11 and 12.

When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway. (See section 7.2.3 on course type changes.)

In Grade 9, all courses are offered in a single stream - either as de-streamed, or open course types. In Grade 10, the course types offered are academic, applied, and open.

Course types are as follows:



- **Academic** courses develop students' knowledge and skills through the study of theory and abstract problems. They focus on the essential concepts of a subject and explore related concepts. They incorporate practical applications as appropriate.
- **Applied** courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas and students are given more opportunities to experience hands-on applications of the concepts they study.
- **De-streamed** courses equip every student with the knowledge and skills they need to prepare for senior secondary courses.
- **Open** courses, which comprise a set of expectations that are appropriate for every student, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college or the workplace in mind.

Grade 11 and 12 courses

In Grades 11 and 12, students will focus increasingly on their individual interests as they identify and prepare for their initial postsecondary destinations. These grades also offer more opportunities for learning experiences beyond the school. These may include cooperative education, work experience and specialized programs such as the Ontario Youth Apprenticeship Program, specialist high skills major programs, school-work transition programs and dual credit programs (see sections 8 and 9).

School boards must ensure that students in Grades 11 and 12 have access to appropriate destination-related courses in English, mathematics, and science, in accordance with the course types included in the curriculum for these disciplines.

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

- **College** preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- **University** preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- **University/college** preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- **Workplace** preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers (if they plan to enter the workforce directly after graduation) or the requirements for admission to certain apprenticeship or other training programs.
- **Open** courses, which comprise a set of expectations that are appropriate for every student, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college or the workplace in mind.



Course Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these will be identified as prerequisites. Convoy International Secondary Academy will provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. School has established a procedure for waiving a prerequisite that must be followed. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff. In case a prerequisite is waived, all the documents will be kept in student's OSR.

Prior learning assessment and recognition

Prior learning includes the knowledge and skills students have acquired, in both formal and informal ways, outside of Ontario's secondary school system. The prior learning assessment and recognition (PLAR) process evaluates skills and knowledge against the overall expectations of the Ontario Curriculum. Students transferring into an Ontario secondary school, including continuing education, the Independent Learning Centre and inspected private schools, may have their skills and knowledge evaluated in order to earn credits toward the Ontario Secondary School Diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The implementation of PLAR is mandatory. The PLAR process involves two components:

- **Challenge** is the process of assessing students' prior learning for the purpose of granting credit from the Ontario Curriculum.
- **Equivalency** involves assessing credentials from other jurisdictions.

Prior learning assessment and recognition for adolescent students

Prior learning assessment and recognition (PLAR): implementation in Ontario secondary schools provides direction to school boards regarding PLAR for regular day school students.

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



Prior learning assessment and recognition for mature students

Prior Learning Assessment and Recognition for Mature Students – Revised Mandatory Requirements provides direction to school boards regarding PLAR for mature students who are enrolled in Ontario schools.

Because of the broader life experience of mature students, PLAR requirements are different than for adolescent students.

Prior learning assessment and recognition for financial literacy

Students who successfully complete the Grade 9 and 10 individual assessments for mathematics as part of the Prior Learning Assessment and Recognition (PLAR) for Mature Students process, will be deemed to have met the Grade 10 financial literacy graduation requirement.

6. COURSE OFFERINGS AND DESCRIPTIONS

Description of all the courses offered by Convoy International Secondary Academy

Some courses may not be offered due to low enrollment. A minimum of 3 students are required to offer an in-class course.

THE ARTS

AVI10 — 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

ASM10 — Media Arts, Grade 9, Open

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



AVI20 — 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

ASM20 — 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:** None

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:** ASM10 or ASM20

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

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

BEM10 — Building the Entrepreneurial Mindset, Grade 9, Open

Course Description:

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking. **Credit Value:** 1.0 Credit **Prerequisite:** None

BEP20 — Launching and Leading a Business, Grade 10, Open

Course Description:

This course introduces students to the skills and knowledge required to become an entrepreneur. Students explore opportunities for developing and launching a small business while learning about leadership, marketing, financial planning, customer service, and business operations. Students also examine the characteristics and responsibilities of successful entrepreneurs in local and global markets. **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 investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

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 — Issues in Canadian Geography, Grade 9, De-streamed

Course Description:

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and



sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. **Credit Value:** 1.0
Credit Prerequisite: None

CHV20 — 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 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 groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role in the world, and contributions of individuals and communities to Canadian identity and heritage. Students will develop historical inquiry and critical-thinking skills while investigating historical issues and perspectives. **Credit Value:** 1.0 Credit **Prerequisite:** None

CHC2D — Canadian History Since World War I, Grade 10, Academic (effective beginning in the 2026–27 school year)

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

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 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 equivalent

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 equivalent assessment

LYFDU — Farsi (Persian), Level 3, University Preparation

Course Description:

This course provides extended opportunities for students to communicate and interact in Farsi (Persian) in a variety of social and academic contexts. Students refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical-thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. Students also broaden their understanding and appreciation of diverse communities where Farsi is spoken and develop skills necessary for lifelong language learning. **Credit Value:** 1.0 Credit **Prerequisite:** LYFCU — Farsi (Persian), Level 2, University Preparation, or equivalent assessment.

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

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

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:** None

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 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 or ENG3U — English, Grade 11, University Preparation

OLC40 — 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 take the course.

ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT

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 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

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

GLC20 — 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**

HEALTH AND PHYSICAL EDUCATION

PPL10 — 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**

PPL20 — 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**

PPL30 — 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**

PPL40 — 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 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

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 vector applications 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-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 investigate mathematical models related to finance and other practical situations 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 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, or equivalent

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 health, nutrition, metabolic processes, genetics, disease prevention, and environmental sustainability. The course emphasizes real-world applications of biology and prepares students for college programs and workplace pathways related to health and biological sciences.

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 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 chemical bonding, chemical reactions, solutions and solubility, electrochemistry, and organic chemistry while exploring the role 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

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

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;
- 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.

The final grade is determined as follows:

- Seventy percent (70%) of the grade is based on evaluations conducted throughout the course. This portion reflects the student's most consistent level of achievement, with special consideration given to more recent evidence of learning.
- Thirty percent (30%) of the grade is based on a final evaluation administered at or near the end of the course.

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.

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

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
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*.

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.

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), is not acceptable.

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.

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:

- 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.

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.

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.

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

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.



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.

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:

- 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, teachers may contact the student and/or parent or guardian to provide support and encourage re-engagement.

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.

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.

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.

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
- 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

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
- Expulsion in accordance with Ontario Ministry requirements

The school reserves the right to determine appropriate disciplinary responses based on individual circumstances and Ministry policies.

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.

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, 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;
- 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;
- 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 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:

- 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

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 expulsion for serious incidents where appropriate.

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 2:30 PM to 4:30 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

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 withdrawing request to the office, in writing, within one week from receiving their midterm report card (60% in the course). In such a case the mark will not be entered in the student's transcript. In case the student is under the 18 years of age, a letter from student's parent/guardian is required. Upon receiving the cancellation request, we will update the student's course load.

- full-disclosure date
- transcript implications
- withdrawal procedures
- parent consent requirements

FULL DISCLOSURE

The Ontario Ministry of Education has instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all grade 11, 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. We should follow the rules set in "dropping a course". People needing a certified copy of their Ontario Student Transcript are required to contact the Convoy International Secondary Academy office. If the student is currently attending another school - public or private - and is simply taking a single course from Convoy International Secondary Academy, then that student's OSR will reside at the school that the student is attending as a full-time student. Convoy



International Secondary Academy establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of the Convoy International Secondary Academy.

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.
- 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, particularly in in-person learning environments. 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.

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 or falls significantly behind the recommended course schedule, teachers may contact the student and/or parent or guardian through approved school communication methods.

Teachers may communicate with students and parents/guardians through:

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

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:

- 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 the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) outlined in section 6.1.1. Substitutions should be made to promote and enhance student learning or to respond to special 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 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.

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 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) 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.

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.



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

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

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

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



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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 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.

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 AND RESOURCES

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



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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.

ATTENDANCE POLICY

Regular attendance and active participation are important components of student success. Students are expected to attend all scheduled classes, participate actively in learning activities, and communicate with the school regarding any absences.

IN-PERSON STUDENTS

Students enrolled in in-person courses are expected to attend all scheduled classes and arrive on time.

If a student is absent, the student or parent/guardian (where applicable) must notify the school and provide a reason for the absence. Attendance records are maintained by classroom teachers and school administration.

A maximum of five (5) absences per course (approximately 12.5 instructional hours) is permitted without formal intervention.

If a student accumulates three (3) to four (4) absences, the school may arrange a meeting involving the student, parent/guardian, teacher, and Academic Advisor to review the attendance concern and develop a Student Success Action Plan. The purpose of the plan is to identify barriers to attendance and provide appropriate academic support.

Depending on the amount of missed instruction, students may be required to complete additional work, attend extra-help sessions, or arrange supplementary instructional support to address learning gaps resulting from absences.

If a student accumulates six (6) or more absences in a course, the school will conduct an attendance review to determine whether the student can reasonably achieve the course expectations. Depending on the circumstances, the school may recommend:

- Continued enrollment with additional supports;
- Credit rescue opportunities where appropriate;
- Withdrawal from the course and re-enrollment at a later date;
- Transfer to the online version of the course where available.

The final decision will be made by school administration in consultation with the student, parent/guardian, and teaching staff.



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Students who are late for class will be contacted where appropriate, and records of lateness, absences, reasons provided, and interventions undertaken will be maintained in the student's file.

ONLINE STUDENTS

Online learning at Convoy International Secondary Academy – Essa (CISA) is primarily asynchronous and requires students to demonstrate independence, responsibility, and consistent engagement.

Students enrolled in online courses are expected to:

- Log into Moodle regularly;
- Access course materials and communications;
- Complete assignments and assessments according to the recommended course schedule;
- Maintain regular communication with teachers;
- Log into the course a minimum of three (3) times per week.

Student engagement may be monitored through:

- Moodle login activity;
- Assignment submissions;
- Assessment completion;
- Course participation;
- Communication with teachers.

If a student fails to log into the course for three consecutive days, does not meet the minimum participation expectations, or falls significantly behind the recommended course schedule, the teacher may contact the student and/or parent/guardian to provide support and encourage re-engagement.

Students are expected to complete online courses within the established course timelines. The minimum duration for completion of an online course is four (4) weeks.

Continued lack of participation or engagement may result in an academic review by school administration to determine whether the student should remain enrolled in the course or be provided with alternative learning options.