CONCORDIA ONTARIO ACADEMY

SCHOOL COURSE CALENDAR

2026–2027

1165 Centre Street
Fenwick, Ontario L0S 1C0

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1165 Centre Street, Fenwick, Ontario L0S 1C0

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INTRODUCTION TO THE SCHOOL COURSE CALENDAR

This guide describes Concordia Ontario Academy's purpose, academic courses, policies and procedures. It provides students and families with information about the rights and responsibilities of membership in the Concordia community. Students and parents/guardians are encouraged to read the guide carefully.

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1) CONCORDIA ONTARIO ACADEMY - MISSION, PHILOSOPHY, AND OBJECTIVES

Concordia Ontario Academy is a fully inspected private school located in the beautiful Niagara Region with its campus located in Fenwick, Ontario. Concordia Ontario Academy offers both in-person and online courses leading to an Ontario Secondary School Diploma.

Accordingly, courses focus on the development of academic skills necessary for entry and success in university programs throughout Canada and internationally. Courses are designed to encourage students to understand all the theoretical principles, practical applications, and substantive content of each given subject. Academic excellence, communication skills, citizenship preparation, and social skills are all essential components of each course. In each course, students are expected to meet standards that have been established by the Ministry of Education of Ontario.

Concordia Ontario Academy is committed to reach every student and help to achieve a successful outcome from the secondary school experience. To this end, Concordia Ontario Academy offers small class sizes (ideally, of 10 or less), which facilitates greater teacher-student interaction and one-on-one attention. Instruction is tailored, as much as possible, to the unique learning needs and interests of these students.

1.1 MISSION

Concordia Ontario Academy provides students with the opportunity to achieve academic and professional success in a globalized society. Utilizing the latest technological advancements and individually developed school programs, Concordia will maximize each student's unique potential. Students are the essence of our mission, and their success is the driving force for our existence.

1.2 PHILOSOPHY

While our primary focus is on academics and creating a pathway for academic success for each and every one of our students, we also value their diverse abilities - and strive to provide a wholistic educational experience specific to their unique needs.

With these four core values, we are privileged to serve our students:

- Libertas -

- Freedom or liberty that enables each student to determine their own unique destiny- and contribute in a positive manner to their family, community, their nation, and international understanding.

- Scientia –

- Love of knowledge; a desire to achieve academic excellence in and out of the classroom; learning that is manifested in hard work and patience.

- Veritas -

- Search for the truth, a predisposition to work towards what is right and true.

- Veneratio -

- Highest respect for themselves and others, and for social justice and the environment.

1.3 CONCORDIA ONTARIO ACADEMY OBJECTIVES

- Provide an exciting results-based learning environment where students will thrive and succeed
- Develop and deliver excellent learning systems that all students will embrace
- Accommodate the needs of a diverse student population
- Provide students with the pathway to post-secondary education and acceptance into prestigious universities abroad
- Develop individual career plans for students to excel Locally and Internationally
- Ensure facilities and operations support our school's current needs and anticipated growth.

2) SCHOOL ORGANIZATION

2.1 SEMESTER SYSTEM

Concordia Ontario Academy's school year is organized into three academic semesters:

- Semester 1: September to January
- Semester 2: February to June
- Semester 3: July to August

Online courses may operate on a continuous-enrolment basis, subject to the course completion timelines described below.

2.2 THE ACADEMIC SCHOOL YEAR

Online Courses

Students may enrol in an online course throughout the year, subject to course availability and the school's enrolment procedures. Each OSSD credit course is designed to include a minimum of 110 hours of planned learning activities. Students are expected to complete the course within 12 months of the course start date, unless an extension is approved by the Principal.

In-Person Courses

In-person courses are scheduled according to the school's academic calendar. Students are expected to attend the scheduled instructional program and complete the planned learning activities required for the course, including a minimum of 110 hours.

2.3 SCHOOL HOLIDAYS AND BREAKS

School Year Calendar at a Glance – September 2026 to June 2027

- First day of classes: Tuesday, September 8, 2026
- Thanksgiving: Monday, October 12, 2026
- Christmas break: Monday, December 21, 2026 to Friday, January 1, 2027
- Family Day: Monday, February 15, 2027
- March break: Monday, March 15 to Friday, March 19, 2027
- Easter break: Friday, March 26 to Monday, March 29, 2027
- Victoria Day: Monday, May 24, 2027
- Last day of the school year: Wednesday, June 30, 2027

These dates apply to the school's scheduled in-person academic calendar. Online students should follow the course schedule and communications provided by their teacher.

2.4 ACADEMIC REPORTING PERIODS

Online Courses

For online courses, a mid-term report card will normally be issued when the student has completed approximately 50% of the planned course learning activities (approximately 55 hours). A final report card will be issued after the student has completed the course requirements, including the final evaluation.

In-Person Courses

- Semester 1 mid-term report cards: normally issued in mid-November.
- Semester 1 final report cards: normally issued during the second week of February.
- Semester 2 mid-term report cards: normally issued in mid-April.
- Semester 2 final report cards: normally issued during the third week of June.

Report cards communicate student achievement, strengths and next steps for improvement. Students and parents/guardians may contact the Principal or teacher with questions about academic progress.

2.5 DAILY SCHOOL SCHEDULE

Online Courses

Online students are expected to access the Learning Management System (LMS) and engage with course activities at least three times per week. LMS access is one indicator of engagement; teachers will also consider completed learning activities, student-teacher communication, participation and other evidence of learning. If a student does not meet the expected level of engagement, the teacher will contact the student and, where applicable, the parent or guardian.

In-Person Courses

Time	Period
8:45 a.m. – 10:00 a.m.	Period 1
10:00 a.m. – 11:15 a.m.	Period 2
11:15 a.m. – 12:00 p.m.	Lunch
12:00 p.m. – 1:15 p.m.	Period 3
1:15 p.m. – 2:30 p.m.	Period 4

3) SCHOOL POLICIES AND PROCEDURES

3.1 STUDENT ACHIEVEMENT

Student achievement will be reviewed periodically by the student, teacher and Principal to monitor progress and determine whether the student is meeting the Ontario curriculum expectations for the course.

When necessary, an individual action plan will be developed in consultation with the student. The plan will identify areas for improvement and strategies to support academic success. For students under the age of 18, the plan will also be reviewed with the parent or guardian. The school may request the parent or guardian's acknowledgement of the plan.

Teachers will provide ongoing, descriptive feedback about student progress, assignments, assessments and overall achievement. Students are encouraged to communicate regularly with their teachers and seek assistance when needed.

3.2 STUDENT ATTENDANCE AND PARTICIPATION

Regular attendance and meaningful participation support student learning and achievement. Concordia Ontario Academy expects students to engage consistently in their online or in-person courses and to take responsibility for completing planned learning activities.

Beginning in the 2026–2027 school year, attendance and participation form part of the final course grade for students in Grades 9 to 12, in accordance with the Ontario Ministry of Education's updated assessment and evaluation requirements.

Final Course Grade Components

Component	Grades 9–10	Grades 11–12
Classroom work completed throughout the course	65%	65%
Mandatory final evaluation(s)	20%	25%
Attendance and participation	15%	10%
Total	100%	100%

The required final evaluation format and weighting vary by subject and grade. The applicable requirements are outlined in Section 7.4 and in each course outline.

Attendance and Engagement Expectations

Students are expected to:

- Complete the planned learning activities for each OSSD credit course, which are designed to provide a minimum of 110 hours of learning.
- Maintain a learning log documenting online and offline learning activities and the approximate time spent on those activities, where required by the course.
- Access the school's LMS regularly and, for online courses, meet the school's expectation of engaging with the course at least three times per week.
- Access assigned course materials, lessons and learning activities.
- Participate in scheduled instructional activities and maintain regular communication with teachers.
- Complete and submit required assignments, assessments and learning activities within established timelines.

Attendance and participation will be monitored using appropriate evidence, which may include attendance records, LMS activity, participation in instructional activities, teacher-student communications, completed learning activities and other evidence of engagement. A login by itself does not establish meaningful participation or completion of planned learning.

For asynchronous online courses, attendance is documented through evidence that the student is engaging with the planned course of study rather than through a scheduled class roll call. Teachers will maintain dated records, as appropriate, of LMS activity, completed or submitted learning activities, assessment participation, required learning checkpoints, teacher-student communications and any scheduled conferences or instructional

sessions. A login alone is not sufficient evidence of attendance or learning. Where expected engagement is not demonstrated, the teacher will record the concern, contact the student (and parent/guardian when appropriate), provide an opportunity to re-engage and document follow-up. Excused absences and approved extensions will be considered in accordance with school policy and Ministry requirements.

Teacher documentation should identify the date, type of learning activity or contact, evidence reviewed, any follow-up required and the outcome of that follow-up. Records are retained in the student's course/LMS file and are available to the Principal for monitoring and review.

Assessment of Attendance and Participation

Teachers will assess attendance and participation throughout the course. In addition to attendance records, teachers will consider whether the student:

- Participates in class discussions or online instructional discussions and contributes ideas.
- Asks relevant questions.
- Respects the contributions of others.
- Demonstrates positive leadership, where appropriate.
- Contributes to a positive and respectful learning environment.
- Demonstrates consistent engagement in planned learning activities.

The Ministry's attendance and participation criteria provide the following achievement-level guidance:

Achievement level	Unexcused absences	Participation
Level 4 (80–100%)	0.0% to 2.5% of classes missed	Consistently participates in discussions and contributes ideas; asks relevant questions; respects others' contributions and demonstrates positive leadership; contributes to a positive classroom culture.
Level 3 (70–79%)	More than 2.5% to 5% of classes missed	Generally participates and contributes ideas; asks relevant questions; respects others' contributions; contributes to a positive classroom culture.
Level 2 (60–69%)	More than 5% to 7.5% of classes missed	Occasionally participates and sometimes contributes ideas; asks relevant questions; respects others' contributions; contributes to a positive classroom culture.
Level 1 (50–59%)	More than 7.5% to 10% of classes missed	Infrequently participates and rarely contributes ideas; asks relevant questions; respects others' contributions; contributes to a positive classroom culture.
Below Level 1 (below 50%)	More than 10% of classes missed	Does not participate in discussions or contribute ideas, ask relevant questions, respect others' contributions, or contribute to a positive classroom culture.

The percentages above relate to unexcused absences. Teachers will consider the Ministry's full attendance and participation criteria and the evidence available for the course. The criteria are not intended to replace professional judgement or to turn LMS logins into an automatic attendance calculation.

Excused Absences

Excused absences do not negatively affect a student's attendance and participation mark. Excused absences are absences permitted under legislation or school policy, as outlined in the Ministry's enrolment register instructions. They may include illness or other unavoidable circumstances, inclement weather, and approved cultural days or holy days.

Students or parents/guardians should notify the school of an absence and provide an explanation when appropriate. Teachers will record excused absences separately from unexcused absences.

Monitoring Attendance and Student Engagement

When a student has not been actively participating in course activities for more than one week, the following steps will normally be taken:

1. The course teacher will attempt to contact the student by email or telephone to discuss the absence or lack of engagement.
2. If the student remains inactive or does not respond, the teacher will notify the Principal.
3. For students under the age of 18, the parent or guardian will be contacted. Students who are 18 years of age or older will be contacted directly.
4. If there is no improvement, the Principal will contact the student and/or parent or guardian to identify any circumstances affecting participation and discuss appropriate next steps.
5. Where appropriate, an action plan may be developed to help the student re-engage and complete the course successfully.

The purpose of these communications is to support students, identify barriers to participation and encourage successful course completion.

Students who wish to withdraw from a course must notify the Principal in writing. The school will follow applicable Ministry requirements and its enrolment agreement when processing a withdrawal. A student will not be withdrawn solely because of an excused absence. Where a student has ceased participating, the school will make reasonable efforts to contact the student and, where applicable, the parent or guardian before determining the appropriate next steps. Tuition and refund matters will be addressed in accordance with the enrolment agreement and applicable law.

Students and parents/guardians should also be aware of Ontario's compulsory school attendance requirements, subject to applicable legislative exceptions.

3.3 LATE AND MISSED ASSIGNMENTS AND EVALUATIONS

(In accordance with Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, as updated by the Ministry of Education.)

Students are responsible for providing evidence of their learning so that teachers can assess and evaluate achievement of the overall and specific curriculum expectations for each course.

Students are expected to complete and submit assignments, assessments and evaluations by the due dates communicated by the teacher. Teachers will identify due dates and, where appropriate, an ultimate deadline representing the last opportunity to submit work for evaluation.

A student who anticipates difficulty meeting a deadline should contact the teacher as soon as possible, preferably before the due date, to discuss the circumstances and any appropriate extension or alternative arrangement.

When addressing late or missed assignments, teachers will use professional judgement and consider the student's individual circumstances. Strategies may include:

- Asking the student to explain the reason for the late or missed work.
- Helping the student develop time-management and organizational skills.
- Breaking major assignments into stages with interim deadlines.
- Communicating with students and, where appropriate, parents/guardians about due dates and outstanding work.
- Considering legitimate reasons for missed deadlines.
- Developing an individual action plan or student learning contract, where appropriate.
- Holding teacher-student or parent-teacher conferences.
- Providing tutoring, counselling or other appropriate academic support.
- Considering appropriate accommodations and supports for English language learners and students with identified learning needs.
- Providing an alternative assignment, assessment or evaluation when appropriate.

Evaluation will be based on demonstrated achievement of curriculum expectations and the evidence of learning provided by the student. A late penalty will not be used in a way that distorts the student's demonstrated achievement of curriculum expectations. Teachers will follow Ministry policy when determining a percentage grade.

Students are encouraged to communicate with teachers promptly whenever circumstances may affect their ability to complete assignments or evaluations. The Principal is available to assist students, parents/guardians and teachers with concerns about academic progress, attendance, participation and course completion.

4) PARENT ENGAGEMENT AND COMMUNICATION

When new students are enrolled, Concordia Ontario Academy clearly identifies expectations about reporting student success and communicating student progress to parents, guardians, or students (if they are adults).

4.1 MONITORING

Parents and/or guardians of students under the age of 18 will have access to their son/daughter's learning log, portfolio, progress reports, assignments, teacher feedback, teacher-student communication, assessment/evaluation items, electronic report card, etc. Students 18 years or older must consent to allow parents and/or guardians to have access to this information. This transparency will allow parents to monitor their child's learning progress and to become more involved with their child's education. A parent may also make a request to the school to allow the student's home schoolteacher or tutor access to the student's online course related information.

4.2 COMMUNICATION

Concordia Ontario Academy uses a variety of methods to keep parents up to date on school news, coming events and their child's progress. These methods include, but are not limited to: website updates, email, Skype, and phone calls. Communication about student achievement is designed to provide detailed information that will encourage students to set goals for learning, help teachers to establish plans for instruction, and assist parents in supporting learning at home. To promote effective communication about student progress, a conference or interview may be scheduled at any time during the course enrolment period, at the request of the parent, guardian, the student, the teacher or the Principal.

5) ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

Ontario Secondary School Diploma (OSSD) Graduation Requirements

5.1 COMPULSORY AND OPTIONAL CREDITS

Ontario Secondary School Diploma (OSSD) Graduation Requirements

The following requirements apply to students who entered Grade 9 in the 2024–2025 school year or later. Students who entered Grade 9 before September 2024 are subject to the graduation requirements that applied to their cohort. Students and parents/guardians should consult the Principal for an individual graduation review.

To earn an Ontario Secondary School Diploma (OSSD), a student must:

- Earn a minimum of 30 credits: 17 compulsory credits and 13 optional credits.
- Meet the provincial secondary school literacy graduation requirement.
- Complete at least 40 hours of eligible community involvement activities.
- Meet the online learning graduation requirement, unless the student has opted out or is exempt.
- Meet the Financial Literacy Graduation Requirement if the student is in the cohort to which it applies.

Compulsory Credits – 17 Credits

Subject / requirement	Credits
English – one credit in each grade (Grades 9–12)	4
Mathematics – Grade 9, Grade 10, and at least one Grade 11 or 12 credit	3
Science	2
Canadian Geography (Grade 9)	1
Canadian History (Grade 10)	1
The Arts	1
Health and Physical Education	1
French as a Second Language	1
Technological Education (Grade 9 or 10)	1
Career Studies	0.5
Civics and Citizenship	0.5
STEM-related course group	1
Total compulsory credits	17

STEM-related Course Group

The additional compulsory credit must be earned in one of the following subject areas:

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (in addition to the three compulsory mathematics credits)
- Science (in addition to the two compulsory science credits)
- Technological Education (in addition to the compulsory technological education credit)

Optional Credits – 13 Credits

Students must earn 13 additional optional credits by successfully completing courses from the Ontario curriculum. Up to four optional credits may be earned through approved dual-credit programs, in accordance with Ministry policy.

Additional Graduation Requirements

A. Provincial Secondary School Literacy Requirement

Students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or meet the requirement through the Ontario Secondary School Literacy Course (OSSLC), in accordance with Ministry policy. The OSSLT is

normally administered when students are in Grade 10. Students who require accommodations, special provisions, deferrals or an exemption should consult the Principal.

B. Community Involvement Activities

Students must complete a minimum of 40 hours of eligible community involvement activities. Students may begin accumulating eligible hours during the summer before entering Grade 9. Activities must comply with Ministry eligibility requirements and be approved in accordance with the school's procedures. Students are responsible for documenting their activities and submitting the required forms to the school for review and verification.

C. Online Learning Graduation Requirement

Students must earn at least two online learning credits as part of the 30 credits required for the OSSD, unless they have opted out or have been exempted in accordance with Ministry policy. The opt-out or exemption process must be documented using the applicable Ministry form. Parents/guardians may act on behalf of students under 18; students who are 18 or older, or 16 or 17 and have withdrawn from parental control, may make their own request, as applicable.

D. Financial Literacy Graduation Requirement

Beginning in the 2026–2027 school year, students who entered Grade 9 in the 2025–2026 school year or later must meet the Financial Literacy Graduation Requirement as part of the compulsory Grade 10 Career Studies course (GLC2O).

The requirement is completed through Ministry/TVO financial literacy learning modules and assessment questions administered by the school. Students must achieve at least 70% to meet the graduation requirement and may have up to two attempts during the course. The requirement accounts for 5% of the final mark in GLC2O. Where a student has already met the requirement or is exempt, the 5% is not included in the student's final course mark. Successful completion is recorded on the Ontario Student Transcript.

Students who entered Grade 9 before the 2025–2026 school year are not required to meet this additional graduation requirement. Ministry exceptions may also apply to certain students transferring into Ontario schools or following specified mathematics pathways. Students should consult the Principal to confirm their individual eligibility.

Important Notice

Graduation requirements are established by the Ontario Ministry of Education and may change. Students and parents/guardians should consult the Principal to ensure that course selections and graduation plans meet the requirements applicable to the student's Grade 9 entry cohort.

5.2 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
- 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 substitution policy for OSSC compulsory credits is the same as that for the OSSD.

5.3 THE CERTIFICATE OF ACCOMPLISHMENT

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

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

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

Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

5.4 LIST OF AVAILABLE COURSES

The following courses are listed as available through Concordia Ontario Academy. Course availability may depend on enrolment, staffing and scheduling. Students should confirm current availability and prerequisites with the Principal before registering.

MATHEMATICS

- MPM2D – Principles of Mathematics, Grade 10, Academic
- MCR3U – Functions, Grade 11, University Preparation
- MHF4U – Advanced Functions, Grade 12, University Preparation
- MCV4U – Calculus and Vectors, Grade 12, University Preparation
- MDM4U – Mathematics of Data Management, Grade 12, University Preparation

English

- ENG2D – English, Grade 10, Academic
- ENG3U – English, Grade 11, University Preparation
- ENG4U – English, Grade 12, University Preparation
- EWC4U – The Writer's Craft, Grade 12, University Preparation
- OLC4O – Ontario Secondary School Literacy Course

Classical Studies and International Languages

- LKMBD – Traditional Mandarin, Level 1
- LKMCU – Traditional Mandarin, Level 2
- LKMDU – Traditional Mandarin, Level 3
- LYADU – Arabic, Grade 12

Business Studies

- BAF3M – Financial Accounting Fundamentals, Grade 11, University/College Preparation
- BBB4M – International Business Fundamentals, Grade 12, University/College Preparation
- BOH4M – Business Leadership: Management Fundamentals, Grade 12, University/College Preparation

Science

- SBI3U – Biology, Grade 11, University Preparation
- SBI4U – Biology, Grade 12, University Preparation
- SCH3U – Chemistry, Grade 11, University Preparation
- SCH4U – Chemistry, Grade 12, University Preparation
- SPH3U – Physics, Grade 11, University Preparation
- SPH4U – Physics, Grade 12, University Preparation

Canadian and World Studies

- CGW4U – World Issues: A Geographic Analysis, Grade 12, University Preparation
- CIA4U – Analysing Current Economic Issues, Grade 12, University Preparation
- CHV2O – Civics and Citizenship, Grade 10, Open
- CHC2D – Canadian History Since World War I, Grade 10, Academic

Social Sciences and Humanities

- HFA4U – Nutrition and Health, Grade 12, University Preparation

Computer Studies

- ICS3U – Introduction to Computer Science, Grade 11, University Preparation
- ICS4U – Computer Science, Grade 12, University Preparation

English as a Second Language (ESL)

- ESLAO – English as a Second Language, Level 1, Open
- ESLBO – English as a Second Language, Level 2, Open
- ESLCO – English as a Second Language, Level 3, Open
- ESLDO – English as a Second Language, Level 4, Open
- ESLEO – English as a Second Language, Level 5, Open

Concordia Ontario Academy does not necessarily offer every course required for an individual student's OSSD program. Students who require a compulsory or optional course that is not listed above should consult the Principal about completing that credit through another school authorized to grant OSSD credits. Course selections and transfer arrangements should be confirmed in advance so that graduation requirements and transcript records can be reviewed.

Grade 10 Career Studies (GLC2O): Concordia Ontario Academy does not currently list GLC2O among the courses it offers. Students who require this compulsory credit must consult the Principal to arrange completion through another school authorized to grant OSSD credits. The Principal will confirm the arrangement and ensure that the completed credit is documented and reviewed as part of the student's graduation plan. Students who have already earned an equivalent credit or who are subject to a Ministry-approved exemption will have their records reviewed individually.

Course Descriptions for Courses Listed Above

MPM2D – Develops students' understanding of linear relations, analytic geometry, measurement and geometry, and quadratic relations. Students apply mathematical reasoning and problem-solving strategies to a range of situations.

MCR3U – Introduces the mathematical concept of the function through linear and quadratic relations and extends learning to polynomial, trigonometric, exponential and other functions. Students investigate, represent and apply functions.

MHF4U – Extends students' understanding of functions, including polynomial, rational, logarithmic and trigonometric functions. Students use mathematical processes to analyse relationships and solve problems.

MCV4U – Builds on students' knowledge of functions and develops an understanding of rates of change, derivatives and their applications, as well as vectors and their operations and applications.

MDM4U – Develops students' ability to organize, analyse and interpret data. Topics include probability, probability distributions, statistical analysis and the use of data to support informed decisions.

ENG2D – Develops oral communication, reading, writing and media-literacy skills through the study of literary and informational texts. Students communicate ideas clearly and use critical and creative thinking.

ENG3U – Develops literacy, communication, and critical and creative thinking through the study of challenging literary, informational and media texts. Students produce a range of oral, written and media works.

ENG4U – Consolidates literacy, communication, and critical and creative thinking through the analysis of literary texts and informational materials. Students develop sophisticated written and oral communication for university preparation.

EWC4U – Provides opportunities to explore creative writing in a range of forms and genres. Students develop voice, style and craft through drafting, revising, workshopping and evaluating their own and others' writing.

OLC4O – Provides eligible students with an opportunity to demonstrate the literacy skills required for graduation. Students strengthen reading and writing skills through a variety of texts and practical literacy tasks.

LKMBD – Introduces students to Mandarin language and culture, developing beginning skills in listening, speaking, reading and writing for familiar everyday contexts.

LKMCU – Builds on introductory Mandarin skills and develops greater confidence and accuracy in listening, speaking, reading and writing, while expanding students' cultural understanding.

LKMDU – Further develops Mandarin communication skills through increasingly complex oral, written and reading activities and the study of cultural contexts.

LYADU – Develops students' ability to communicate in Arabic through listening, speaking, reading and writing, while expanding their understanding of Arabic-speaking cultures.

BAF3M – Introduces the principles and procedures of financial accounting. Students record and analyse financial transactions, prepare financial statements and consider the role of accounting in decision-making.

BBB4M – Explores international business, global trade and the economic, cultural, political and geographic factors that influence business activity. Students examine international markets and develop business-related skills.

BOH4M – Examines the role of management in organizations, including leadership, planning, organizing, staffing, directing and controlling. Students analyse management practices and develop decision-making and teamwork skills.

SBI3U – Explores biodiversity, evolution, genetic processes, the structure and function of animals, and plant anatomy and growth. Students develop scientific investigation and analytical skills.

SBI4U – Examines biochemistry, metabolic processes, molecular genetics, homeostasis and population dynamics. Students conduct investigations and analyse the processes that sustain living systems.

SCH3U – Develops understanding of chemical properties and bonding, chemical reactions, quantities in chemical reactions, solutions and solubility, and atmospheric chemistry. Laboratory investigation is an important component.

SCH4U – Explores organic chemistry, structure and properties of matter, energy changes and rates of reaction, chemical systems and electrochemistry. Students apply chemical concepts through problem-solving and investigation.

SPH3U – Introduces kinematics, forces, energy, waves, sound, electricity and magnetism. Students use scientific inquiry, mathematical analysis and practical investigations to explain physical phenomena.

SPH4U – Extends students' understanding of energy and momentum, gravitational, electric and magnetic fields, the wave nature of light and modern physics. Students apply mathematical and experimental methods.

CGW4U – Examines global patterns and issues related to population, resources, development and the environment. Students use geographic inquiry and spatial technologies to analyse issues and propose responses.

CIA4U – Examines current economic issues from Canadian and global perspectives. Students analyse economic models, policies and trends and assess their effects on individuals, businesses and governments.

CHV2O – Explores the rights and responsibilities of citizenship, democratic processes and civic participation in Canada. Students investigate issues of public concern and develop informed action plans.

CHC2D – Examines major developments in Canadian history since the First World War, including political, social and economic change. Students use historical inquiry to analyse events, perspectives and evidence.

HFA4U – Examines the relationships among nutrition, health and well-being. Students investigate food choices, nutrients, health conditions and current issues in nutrition and develop informed decision-making skills.

ICS3U – Introduces computer programming and the development of software solutions. Students learn computational thinking, program design, coding, testing and documentation.

ICS4U – Extends programming and software-development skills through the design, implementation and evaluation of increasingly complex solutions. Students explore algorithms, data structures and software development practices.

ESLAO – Develops beginning English-language skills in listening, speaking, reading and writing for everyday communication and adjustment to the school and community environment.

ESLBO – Builds English listening, speaking, reading and writing skills for familiar everyday and introductory academic situations. Students expand vocabulary and confidence in communication.

ESLCO – Develops English communication for a wider range of everyday and academic purposes. Students read varied texts, make oral presentations and write in different forms.

ESLDO – Strengthens English fluency and accuracy for classroom and social situations. Students develop the oral communication, reading and writing skills needed across secondary school subjects.

ESLEO – Prepares students to transition to mainstream English and other secondary school courses. Students develop independence in academic reading, writing, discussion, research and presentation tasks.

These brief descriptions provide an overview of the courses listed as available. The individual course outline is the authoritative document for the full curriculum expectations, prerequisite details, instructional activities, assessment and evaluation plan, and final evaluation requirements.

Course outlines for every course offered will identify the Ministry-approved course title, course code, grade, course type, credit value, prerequisite (where applicable), curriculum expectations, assessment and evaluation methods, and required final evaluation. Course outlines are provided to students enrolled in the course and are available to parents/guardians upon request.

5.5 ACCESS TO CURRICULUM DOCUMENTS

Ontario curriculum policy documents and course expectations are available through the Ontario Ministry of Education's official curriculum website. Parents/guardians and students may request access to the course of study for any course offered by Concordia Ontario Academy. Course outlines are provided to students at the beginning of each course and are available from the Principal upon request.

5.6 COMMUNITIY INVOLVEMENT

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 principal. Students must choose an activity that is approved by the school such as helping classmates with schoolwork, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community.

The Community Involvement form is available online.

5.7.1 ELIGIBLE ACTIVITIES

Help your Neighbours:

- Provide service to seniors or to the others who have difficulty leaving their homes – ranking, shovelling, shopping, visiting, reading, meal preparation.
- Assist a neighbour with childcare – take child to park, watch child while parent prepares dinner;
- Tutor younger students – read, take to library, help with homework. Help your community:
- Volunteer at a senior's home/center – visit, read, play cards or board games, take seniors for walks, crafts;
- Help organize local community events – food drives/banks;
- Take part in environmental initiatives – cleaning and recycling operations, park clean – up, planting tree and flower beds;
- Get involved in charitable activities – walk – a thons, daffodil sales, canvassing for organizations;
- Assist with sports teams-community leagues, parks & recreation programs;
- Volunteer in leadership role with community groups – youth groups;
- Volunteer with social service or animal welfare agencies –Red cross, united way, Humane Society;
- Get involved in the democratic political process – scrutineer, canvassing, campaigning;
- Service through religious communities/places of worship;

- Assist with literacy initiatives – at local libraries, day care centres, community centres.

5.7.2 LIST OF INELIGIBLE ACTIVITIES

The Ministry of Education has developed a list of activities that may NOT be chosen as community involvement activities and that are therefore ineligible activity is an activity that:

- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the students' lunch breaks or "spare" period is permissible;
- Would normally be performed for wages by a person in the workplace;
- Is a requirement of a class or course in which the students are enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- Take place in a logging or mining environment, if the students are under sixteen years of age;
- Takes place in a factory, if the students are under fifteen years of age;
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- Involves the operation of a vehicle, power tools, or scaffolding;
- Involves the administration of any type or form of medication or medical procedure to other persons;
- Involves handling of substances classed as "designated substances" under the Occupational Health and safety Act;
- Requires the knowledge of tradesperson whose trade is regulated by the provincial government;
- Involved banking or the handling of securities, or the handling of jewelry, works of art antiques, or other valuables;
- Consists of duties normally performed in the student's home or personal recreation activities.

5.8 THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

Students must meet the provincial secondary school literacy graduation requirement to earn the OSSD. This requirement is normally met by successfully completing the Ontario Secondary School Literacy Test (OSSLT). A student who does not successfully complete the OSSLT may meet the requirement by successfully completing the Ontario Secondary School Literacy Course (OSSLC), subject to Ministry eligibility and approval requirements.

5.9 ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The OSSLT assesses the literacy skills students are expected to have acquired by the end of Grade 9. It is administered by the Education Quality and Accountability Office (EQAO) according to the provincial schedule. Concordia Ontario Academy will communicate applicable test dates and arrangements to eligible students. Accommodations, special provisions, deferrals and exemptions will be considered in accordance with EQAO and Ministry requirements. Successful completion is recorded on the Ontario Student Transcript.

5.10 ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

Students who are eligible under Ministry policy may take the Ontario Secondary School Literacy Course (OLC4O) to meet the literacy graduation requirement. Students should consult the Principal regarding eligibility, course availability and arrangements. Successful completion of the course satisfies the literacy graduation requirement and is recorded on the Ontario Student Transcript.

5.11 SUBSTITUTIONS FOR COMPULSORY CREDITS (Ontario School 2016, Section 6.2)

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of Concordia Ontario Academy that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

5.12 PREREQUISITE COURSES

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At Concordia Ontario Academy, students must complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion in the form of a transcript or report card is mandatory prior to course registration.

5.13 WAIVING PREREQUISITES(Ontario Schools 2016, section 7.2.3)

If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his decision in consultation with the parent and appropriate school staff. The principal's decision is final and there is no further avenue of appeal. As part of the consideration of whether or not the prerequisite may be waived, the student may be asked to take a special test or examination.

5.14 EXTERNAL MUSIC CREDITS (Ontario Schools 2016, section 7.3.4)

Students studying music privately are eligible for up to two secondary school external music credit. The student must submit the original grade reports, with marks, for photocopying. Grade 7 Practical + Grade 1 Rudiments is eligible for a Grade 11 external music credit. Grade 8 Practical + Grade 2 Rudiments is eligible for Grade 12 external music credit. In each case the mark for the course is the average of the two marks earned. While this does not count in the Concordia Ontario Academy average, it is recorded on the student's transcript (OST)

5.15 EXPERIENTIAL LEARNING PROGRAMS (Ontario Schools 2016, section 8)

Concordia Ontario Academy does not offer a formal experiential learning program. Experiential learning programs include job shadowing and job twinning, and work experience and cooperative education, which are typically offered at the secondary school level. Descriptions of these programs include: cooperative education programs, which allow students to earn secondary school credits while completing a work placement in the community; work experience which provides students with a learning opportunity in the workplace for a limited period of time; job shadowing which allows a student to spend on-half to one day observing a worker in a specific occupation; and , job twinning which provides the opportunity for a student to observe a cooperative education student at his or her placement for on-half to one day. Please note that Concordia Ontario Academy will not be offering cooperative education during the 2020-21 school year.

5.16 PRIOR LEARNING AND RECOGNITION (PLAR)

Students in Ontario Secondary Schools may obtain credit for knowledge and skills they have acquired, in both formal and informal ways, outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. This process involves two components: challenge and equivalency.

Prior Learning and Recognition Process: Challenge

Students may "challenge" a specific course for credit if they can provide evidence indicating a likelihood of success. Since grade 9 is viewed as a foundation year for high school, the PLAR process does not apply to grade 9 credits. A student who believes that he possesses the full range of knowledge and skills for a course in the school course calendar should refer to the principal for information about completing the application. The student should be prepared to provide reasonable substantive evidence for success in the challenge process (e.g., a portfolio, documentation of related course work, recommendation from a teacher, etc.). Furthermore, the student will be required to demonstrate achievement of the course expectations through formal tests, including an examination, and other assessment strategies appropriate for the particular course. Students who are successful in the challenge assessment will receive a final percentage grade and a credit for the course.

Students who have received education outside of Ontario and are now enrolled Concordia Ontario Academy may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum documents in order to earn credits towards the Ontario Secondary School Diploma.

Prior Learning and Recognition Process for Credit Equivalency

Equivalent credits may be granted for credits that are earned outside an Ontario Secondary School program. Credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document. Students who are eligible for equivalent credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school 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.

Please refer to Appendix 2 for the form that is used to record the assessment of credits not earned in an Ontario Secondary School.

All credits granted through the PLAR process- through either the challenge process or the equivalency process, must represent the same standards of achievement as credits granted to students who have taken the courses.

5.17 ALTERNATIVE CREDIT OPTIONS

If students enrolled at Concordia Ontario Academy are seeking alternative credit options for courses that are not currently offered by the school, the Principal can provide suggestions for alternatives that include accessing other virtual online course providers and continuing education courses for credit.

6) CURRICULUM

6.1 CREDIT SYSTEM AND COURSES

6.1.1 THE CREDIT SYSTEM

A credit is granted in recognition of the successful completion of a Grade 9–12 course developed from an Ontario curriculum policy document. A full credit course is scheduled for a minimum of 110 hours of planned learning activities and is awarded when the student achieves a final percentage grade of at least 50%.

Planned learning activities are activities designed to lead to the achievement of the course curriculum expectations. They include teacher-student interaction and assigned individual or group work, but do not include homework. For online courses, planned learning activities may include teacher instruction and feedback, scheduled online learning, guided independent work and other course activities that form part of the planned instructional program.

Credits are granted by the Principal on behalf of the Minister of Education, in accordance with Ministry requirements.

6.1.2 TYPES OF COURSES

Ontario secondary school courses are identified by a common course code. The code identifies the subject, grade or level, and course type.

Grade 9

Grade 9 courses are based on the current Ontario curriculum. Grade 9 courses are de-streamed in most subject areas; the former academic/applied distinction does not apply to de-streamed Grade 9 courses.

Grades 10, 11 and 12

Course types and pathways vary by grade and subject. Depending on the course and curriculum policy, course types may include:

- Academic and applied courses (where these remain available in the applicable grade and subject).
- Open courses, designed to broaden students' knowledge and skills and to support participation in society.
- University preparation courses, designed to prepare students for university programs.
- College preparation courses, designed to prepare students for college programs and certain apprenticeship or training programs.
- University/college preparation courses, designed to prepare students for specific programs at universities and colleges.
- Workplace preparation courses, designed to prepare students for direct entry into the workplace or certain apprenticeship or training programs.

The course type and pathway are identified in the individual course outline. Students should consult the Principal when selecting courses and confirming prerequisites.

6.2 SCHOOL COURSE INFORMATION

6.2.1 MATHEMATICS

Grade 11

Course Name: Functions

Course Type: University Preparation

Course Code: MCR3U

Credit Value: 1.00

Prerequisite: Principles of Mathematics, Grade 10, Academic

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

6.2.2 English as Second Language (ESL)

Course Name: English as a Second Language

Course Type: OPEN

Course Code: ESL Level 1, Open (ESLAO)

Credit Value: 1.00

Prerequisite: Oxford English Placement Test

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

Course Name: English as a Second Language

Course Type: OPEN

Course Code: ESL Level 2, Open (ESLBO)

Credit Value: 1.00

Prerequisite: ESLAO or Oxford English Placement Test

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Course Name: English as a Second Language

Course Type: Open

Course Code: ESL Level 3, Open (ESLCO)

Credit Value: 1.00

Prerequisite: ESLBO or Oxford English Placement Test

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

Course Name: English as a Second Language

Course Type: Open

Course Code: ESL Level 4, Open (ESLDO)

Credit Value: 1.00

Prerequisite: ESLCO or Oxford English Placement Test

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

Course Name: English as a Second Language

Course Type: Open

Course Code: ESL Level 5, Open (ESLEO)

Credit Value: 1.00

Prerequisite: ESLDO or Oxford English Placement Test

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

6.2.3 English

Grade 10

Course Name: English

Course Type: Academic

Course Code: ENG2D

Credit Value: 1.00

Prerequisite: ENG1D or equivalent

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

Grade 11

Course Name: English

Course Type: University Preparation

Course Code: ENG3U

Credit Value: 1.00

Prerequisite: ENG2D or equivalent

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

Grade 12

Course Name: English

Course Type: University Preparation Course Code: ENG4U

Credit Value: 1.00

Prerequisite: ENG3U or equivalent

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

6.2.4 Business Studies

Grade 11

Course Name: Introduction to Financial Accounting

Course Type: University/College Preparation (BAF3M)

Credit Value: 1.00

Prerequisite: None

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

6.2.5 Science

Grade 11

Course Name: Biology

Course Type: University Preparation

Course Code: SBI3U

Credit Value: 1.00

Prerequisite: Science, Grade 10, Academic

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Grade 11

Course Name: Chemistry

Course Type: University Preparation Course Code: SCH3U

Credit Value: 1.00

Prerequisite: Science, Grade 10, Academic

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

Grade 11

Course Name: Physics

Course Type: University Preparation Course Code: SPH3U

Credit Value: 1.00

Prerequisite: Science, Grade 10, Academic

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

6.3 CHANGING COURSE TYPES

When students decide to embark on a new pathway, they may find that they have not completed the prerequisite courses needed. A student may enrol in a different level of course in a subject in Grade 10 than the type he or she

completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 Academic Mathematics course is the Grade 9 Academic Mathematics course, so a student who is planning to move from the Grade 9 Applied Mathematics course to the Grade 10 Academic Mathematics course must take either the designated transfer course or the Grade 9 academic Mathematics course.

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

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

6.4 COOPERATIVE EDUCATION

Concordia Ontario Academy does not currently list Cooperative Education as an offered program. Cooperative Education is an experiential learning program that combines a classroom component with a community workplace placement and is governed by Ministry requirements. Students who are interested in earning Cooperative Education credits should speak with the Principal about available options through another authorized school or provider.

7) ASSESSMENT, EVALUATION, ACHIEVEMENT AND REPORTING

Assessment, evaluation and reporting at Concordia Ontario Academy are guided by the Ontario Ministry of Education's Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010), as updated by subsequent Ministry policy requirements, including the mandatory secondary assessment and evaluation requirements effective in the 2026–2027 school year.

The primary purpose of assessment and evaluation is to improve student learning. Teachers gather evidence of student achievement from a variety of sources, including observations, conversations and student products. Assessment information helps teachers identify strengths and learning needs, adapt instruction and provide descriptive feedback that supports improvement.

Evaluation involves judging the quality of student work against established criteria and assigning a percentage grade that reflects the student's demonstrated achievement of the curriculum expectations. Teachers use professional judgement and consider the most consistent evidence of achievement, with particular attention to more recent evidence.

7.1 DEFINITIONS

- Assessment:

the process of gathering information from a variety of sources that accurately reflects how well a student is achieving the curriculum expectations.

- Evaluation:

the process of judging the quality of student work on the basis of established criteria, and assigning a value (i.e., level, letter grade, or numerical mark) to represent that quality.

- Curriculum Expectations:

the expectations, or content standards identified for each course describe the knowledge and skills that students are expected to develop and demonstrate in their class work, on assessments, and in various other activities on which their achievement is assessed and evaluated. Two sets of expectations are listed for each strand (or broad curriculum area) of every course – overall expectations and specific expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each course. The specific expectations describe the expected knowledge and skills in greater detail. Taken together, the overall and specific expectations represent the mandated curriculum.

7.2 ACHIEVEMENT LEVELS

An overall level of achievement is determined based on evidence gathered from evaluations linked to the following. Achievement Chart Categories:

- Knowledge & Understanding - Demonstration of knowledge and understanding of overall curriculum expectations;
- Thinking - Use of planning, processing, and critical and creative thinking skills
- Communication - Organization of ideas and communication for different audiences and for different purposes through various forms using appropriate conventions, vocabulary and terminology;
- Application - Application and transfer of knowledge and skills, and making connections within and between various contexts.

7.3 REPORTING STUDENT ACHIEVEMENT

Concordia Ontario Academy reports student achievement through formal report cards and ongoing communication with students and, where applicable, parents/guardians. For online courses, a mid-term report card is normally issued at approximately the halfway point of the course and a final report card is issued after the student has completed the course requirements and final evaluation. For in-person courses, reporting periods follow the school's semester calendar.

Report cards communicate the student's percentage grade, achievement of curriculum expectations, significant strengths and next steps for improvement. Teachers may also communicate progress through conferences, email, telephone and the school's Learning Management System.

Parents/guardians of students under 18 may receive information about the student's progress in accordance with school procedures and applicable privacy requirements. Students who are 18 or older control access to their personal educational information, subject to applicable law.

7.4 FINAL SUMMATIVE EVALUATIONS AND EXAMINATIONS

Each credit course includes a final evaluation that assesses the student's achievement of the course expectations. Beginning in the 2026–2027 school year, the final evaluation must follow the Ontario Ministry of Education's mandatory assessment and evaluation requirements for Grades 9 to 12.

Final Course Grade Components

Component	Grades 9–10	Grades 11–12
Classroom work completed throughout the course	65%	65%
Mandatory final evaluation(s)	20%	25%
Attendance and participation	15%	10%
Total	100%	100%

Mandatory Final Evaluation Requirements by Subject

Grades 9 and 10

Subject area	Required final evaluation
English, Mathematics and Science	20% written exam. For Grade 9 Mathematics (MTH1W), the EQAO Grade 9 Mathematics Assessment is the 20% final written assessment.
The Arts, Computer Studies, Health and Physical Education, Technological Education	10% written exam and 10% culminating task.
Canadian and World Studies	20% written exam (Geography in Grade 9; History, Civics and Citizenship in Grade 10).
Business Studies; Social Sciences and Humanities	10% written exam and 10% culminating task.
Classical Studies and International Languages; French as a Second Language; Native Languages; First Nations, Métis and Inuit Studies	10% written exam and 10% culminating task.
Grade 10 Career Studies (GLC2O)	5% Financial Literacy Graduation Requirement and 15% culminating task.

Grades 11 and 12

Subject area	Required final evaluation
English, Mathematics and Science	25% written exam.
The Arts, Computer Studies, Health and Physical Education, Technological Education	10% written exam and 15% culminating task.
Canadian and World Studies; Business Studies; Social Sciences and Humanities	15% written exam and 10% culminating task.
Classical Studies and International Languages; French as a Second Language; Native Languages; First Nations, Métis and Inuit Studies	10% written exam and 15% culminating task. NBE3U and NBE3C require a 25% written exam.

Courses and subject areas exempt from the mandatory written-exam requirement

Certain courses are exempt from the mandatory written-exam requirement, although they must still include a final evaluation worth 20% in Grades 9 and 10 or 25% in Grades 11 and 12, as applicable. Exemptions include:

- Grades 9 and 10 locally developed compulsory credit courses.
- Grades 11 and 12 workplace preparation (E) courses and open (O) courses.
- Guidance and Career Education, except Grade 10 Career Studies (GLC2O).
- Cooperative Education.
- Interdisciplinary Studies.

- American Sign Language as a Second Language.

For exempt courses, the final evaluation may include projects, presentations, portfolios or other appropriate evaluation methods, consistent with Ministry requirements.

All written final examinations for Grades 9 to 12 must be scheduled during the designated examination period. Private schools may continue to proctor examinations online for students, in accordance with Ministry policy. The specific format, date and weighting of the final evaluation will be communicated to students through the course outline and by the teacher.

7.5 ATTENDANCE AND EVALUATION FOR CREDIT

A full credit is granted when a student successfully completes the course expectations and the planned learning activities scheduled for a minimum of 110 hours. Regular attendance and active engagement are important because they provide opportunities for instruction, teacher-student interaction, feedback and demonstration of learning.

For online courses, planned learning activities may include online instruction, teacher-student interaction, guided independent learning and other assigned activities designed to achieve the curriculum expectations. Students are expected to maintain appropriate records of their learning activities where required by the course.

Attendance and participation also contribute to the final course grade in accordance with Section 3.2 and the Ministry's 2026–2027 requirements. Excused absences do not negatively affect a student's attendance and participation mark. The school will monitor attendance and engagement, communicate concerns to students and, where applicable, parents/guardians, and provide appropriate support to encourage course completion.

7.6 STUDENT WITHDRAWAL FROM COURSE(S) IN GRADE 11 AND 12 (Ontario Schools 2016, Section 4.1.2)

If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

7.7 ONTARIO STUDENT RECORD (OSR) (Ontario Schools 2016, section 4.1.1 and

Ontario Student Record (OSR) Guideline, 2000)

The OSR is the official record for the student and contains report cards and a record of the diploma requirements completed, along with other information the principal deems conducive to the education of the student. Students have the right to examine the contents of their OSR at any time. In addition, parents of students under the age of 18 also have access to their son or daughter's OSR.

7.8 ONTARIO STUDENT TRANSCRIPT (OST) (Ontario Schools 2016, 4.1.2)

The Ontario Student Transcript is the student’s official record of credits earned and other graduation requirements completed. All Ontario courses taken by the student at the Grade 11 and 12 level, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a course within five school days after the midway point of the course duration, the withdrawal will not be recorded.

A student’s final results for the Literacy Test as well as confirmation that the student has completed the community involvement requirement will also be included on the student transcript. A copy is available, upon request, by a student and/or parent (if the student is under the age of 18). This transcript is the official document a person must present whenever evidence of secondary education standing is required.

7.9 ACADEMIC HONESTY

Members of Concordia Ontario Academy are expected to maintain high standards of honesty throughout the many aspects of their life and study at the school. Students who have evidenced academic dishonesty may be made subject to disciplinary procedures including but not limited to: receiving a warning; marks deducted for work submitted; dismissal from the course; suspension or permanent dismissal from the online school.

7.10 PLAGIARISM

Plagiarism is submitting another person's work as your own. Plagiarism is cheating. This is not accepted at the Concordia Ontario Academy or any other school, college or university. We expect our students to be original thinkers who are able to demonstrate and present their learning in their own words and voice.

7.11 UNINTENTIONAL PLAGIARISM

Students use ideas from another source and forget or neglect to cite them. This often happens when attempting to paraphrase or copy key ideas from another writer.

7.12 INTENTIONAL PLAGIARISM

Students deliberately present another person's work as their own. Examples include:

- Copying and pasting facts and information from another source such as Wikipedia or a website;
- Copying an essay or assignment belonging to another student or one found or purchased on the Internet;
- Having another person write your tests or assignments or impersonate you to write your final exam.

7.13 CONSEQUENCE OF PLAGIARISM

Depending on the severity of the incident, the following steps will be taken to deal with plagiarism or cheating:

- Money In cases of unintentional plagiarism, the student will be asked to revise the assignment to provide correct references. The teacher will talk with the student. Parents or guardians may be contacted
- In cases of intentional plagiarism, the student will receive a mark of zero on the assignment, test or exam. The teacher will interview the student and report the incident to the principal. Parents or guardians will be contacted

8) SUPPORTS AND RESOURCES

8.1 EDUCATIONAL PLANNING AND COURSE SELECTION

When students begin at Concordia Ontario Academy, assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate courses and in making application to post-secondary institutions. At Concordia Ontario Academy, student can meet with guidance teacher in person or online. They will sit with the principal to discuss their educational goals and become familiarized with the learning pathway form to best plan their educational direction. Upon completion of their studies, they will again sit with the principal to prepare a personalized transition plan either for their home-school, or postsecondary directions (university, college or the workplace).

8.2 EDUCATION SUPPORT FOR PARENTS

Parents and students may request a learning pathway form at any time to complete and review with the principal. They may also request to review curriculum documents, course descriptions and prerequisites and discuss their implications with the principal.

8.3 INTERVENTION SUPPORTS AND STUDENT SUCCESS

If a student is at risk for not graduating, early intervention is key. By meeting with parents, the student, teachers, and administration, an intervention plan is created in order to assist the student. Much like the IEP process, the intervention plan is unique to each student and is aimed at keeping the student on track for graduation.

8.4 ENGLISH LANGUAGE LEARNERS

At Concordia Ontario Academy, teachers provide learning opportunities to enable English language learners to develop a proficiency in English. These opportunities are integrated into the curriculum in all subject areas. Teachers provide instructional programs which address students' different levels of proficiency in English and help these students adjust to a new linguistic, cultural, and educational environment.

8.5 LIBRARY, COMPUTER LABS

Students are encouraged to use the local Public Libraries, the Niagara College Online Library, and the Niagara College Welland Campus Libraries (in future) for their research projects.

Concordia Ontario Academy has computers available for student use related to their academic studies. Internet access is available through these computers.

8.6 COMMUNITY RESOURCES

The student Services department seeks to engage with the community to provide students with appropriate resources. This process begins with the guidance counsellor, the student success counsellor, and/or social worker talking to students and developing an understanding of their specific needs, Students identified as needing external support are referred to specialists in the community. These specialists include doctors and psychiatrists for medical observation, psychologists and social work therapists for family or individual counselling, community programs for specific needs, and psychological testing for accommodation and support recommendations. The social worker, guidance counsellor receives updates and information from these professionals that informs school support and accommodation.

6. 7 ACCOMODATIONS

Concordia Ontario Academy courses offer flexible, personalized learning experiences for students. For students who have an Individual Education Plan (IEP), Administration and teachers will review the IEP with students/parents at the start of each semester, and teaching staff will implement accommodations that are listed in the student's IEP. Typical accommodations for students on an IEP may include reducing the workload, simplifying tasks and materials, providing extra time for tests and exams, allowing scribing or the use of specialized equipment, and conference meetings with students/parents/staff.

When deemed appropriate, consultation regarding recommendations and specific student needs included in the IEP may be discussed with a licensed psychoeducational professional.

9) Code of Conduct and Safe Schools

9.1 FOCUS ON EQUITY

Concordia Ontario Academy values the contributions of all members of our diverse community of students, staff, parents and community groups to our mission and goals Concordia Ontario Academy also recognizes that certain groups in our society are treated inequitably because of individual and systemic biases. Concordia Ontario Academy expects all members of our community to honour the Ontario Human Rights Code and its goal to prevent discriminations and harassment that violates human rights.

Concordia Ontario Academy believes that everyone should have access to the same opportunities and benefits and can be treated with equal dignity and respect, regardless of their background. To this end Concordia Ontario Academy is committed to ensuring that the human rights of all community members are respected. Our equity and human rights policy apply to all Concordia Ontario Academy constituents, including students, teachers, administration, Board members and parents/guardians of our students.

9.2 A SAFE LEARNING ENVIRONMENT

Concordia Ontario Academy is committed to promoting responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Such learning and teaching environments are to be peaceful and welcoming for all. They must be free of negative factors such as bullying, discrimination, intimidation, hateful words and deeds, and physical violence in any form. They must clearly demonstrate respect for social justice and human rights and promote the values needed to develop responsible members of a democratic society.

This shall be achieved by establishing and maintaining high expectations for behaviour with a strong emphasis on conflict prevention as well as early intervention. This requires reciprocal communication between parents and the school, and a working partnership to identify issues and enact a plan to resolve them.

9.3 STUDENT CODE OF CONDUCT

The Ontario code of Conduct sets clear provincial standards of behaviour. It specifies the mandatory consequences for student actions that do not comply with these standards.

Expectations of Students

To ensure optimal student success, education must be a consistent process, requiring continuous and active participation in the learning environment. Students must learn to work not only as individuals, but also with each other. The process involves the student in listening, cooperating, sharing, interacting, and experiencing mutual evaluations. Students must be able, both individually and in groups, to investigate, analyse, synthesize, generalize, and make intuitive leaps in the pursuit of knowledge.

All members of the school community are to be treated with respect and dignity, especially those in positions of authority. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others. Members of the school community are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is not a responsible way to interact with others.

The administration and staff of Concordia Ontario Academy have the duty to create a positive and safe environment for all. Rules and regulations are established to ensure a proper learning environment in which student-athletes may pursue their studies. School personnel will endeavour to carry out these rules in a friendly, fair, and firm manner in order to safeguard each student’s right to the finest education we can provide.

Concordia Ontario Academy feels that good standards of student conduct are necessary for effective learning to occur, for the safety of others, and for the smooth operation of the school. School discipline is a shared responsibility. Students, parents, teachers, residential supervisors, and administrators all share in this endeavour and responsibility. Students and parents should be aware that this course calendar only describes the major areas of unacceptable behaviour. At any time, students may be disciplined and/or counselled by teachers, coaches, administrators, or other staff members, and/or referred to other authorities in special circumstances.

Student responsibilities include: • Demonstrating a commitment to learning through punctual and regular attendance, being prepared and ready to learn • Practicing honesty and integrity including, but not limited to, not participating in or

encouraging plagiarism, misrepresentation of original work, use of unauthorized aids, theft of evaluation instruments, or false representation of identity • Following school rules and taking responsibility for his/her own actions • Refraining from bringing anything to school, or using anything inappropriately, that may risk the safety of themselves or others • Showing proper care and regard for school and community property, as well as only visiting other schools for school related and authorized activities

Respect is the Foundation

Concordia Ontario Academy is deeply committed to helping students develop their talents, build character, and pursue excellence. To accomplish these goals, students must live with integrity and have respect for themselves and others. As such Concordia Ontario Academy pays close attention to student behaviour, as guided by the expectations in this Code of Conduct. Simply put, all students are expected to adhere to the rules of the school, respond to direction from teachers and administration, and be courteous and considerate in their interactions with staff and students.

Specific expectations are outlined below:

Language

Every member of the Concordia Ontario Academy community has a responsibility to use appropriate language at all times. This responsibility is an extension of the fundamental obligation to treat all persons with respect and dignity. Everyone must refrain from using offensive or inappropriate language, especially language that is derogatory or profane to any one person or group based on race, ethnicity, religion, gender, or sexual orientation.

Students are also reminded that their use of inappropriate language and vocabulary on social networking sites reflects negatively on the school and on themselves as individuals, and that use of such language has historically caused student-athletes at other institutions to lose scholarship offers from universities whose coaches may be monitoring them.

Harassment

Harassment occurs when an individual or group engages in behaviour that is hurtful or offensive to another person. Harassment could involve gestures, comments, jokes, stories/rumours, or related actions. The most common forms of harassment in a school setting are verbal and written forms that occur in-person or over a form of electronic such as a cell phone or the Internet.

In certain circumstances, a harassing behaviour that occurs “outside of school” may have a detrimental effect on the learning environment of the school. In such cases, the school will assess those circumstances, and may, at the discretion of the principal, investigate the incident. This would include the investigation of incidents involving harassing content sent electronically, regardless of where and when those messages/files/images were created.

Bullying

Recurring and deliberate acts of harassment are sometimes classified as “bullying.” The Ontario Ministry of Education defines bullying as “a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation.” Bullying occurs in a context where there is a real or perceived power imbalance. Bullying can be verbal, written, graphic, or physical, and also includes online or electronically transmitted messages.

Bullying behaviour is forbidden at Concordia Ontario Academy, and if the school administration concludes that a student has engaged in a persistent pattern of targeted harassment, the principal of Concordia Ontario Academy will respond accordingly. Given the wide range of possible situations and behaviours, cases will be considered on an individual basis by the principal (in consultation with all involved parties). Whenever possible, explaining the unwelcome and inappropriate nature of the behaviour to the offender should precede more formal action. Attempts to justify such behaviour as a prank or joke do not change its harassing or bullying nature, even if done unintentionally.

Any student who feels bullied or harassed, or is concerned about such behaviour is encouraged to consult with a trusted adult, such as a teacher, residential supervisor, or the principal.

Damage or Theft of Property

Students are expected to treat all school and personal property with care and respect. In any case where students are involved in causing damage to school property, or the property of others, whether intentionally or unintentionally, students are expected to come forward and resolve the situation by taking appropriate responsibility for their actions. If a student vandalizes school property or the property of another student, or if a student is involved in any kind of theft, the student will meet with school administrators, who will review the situation and apply appropriate

consequences. At minimum, remuneration will have to be provided by the student and/or parents/guardians for damage done to property.

Punctuality

In order to effectively and fully participate in school life, as well as to be in-class for the required number of instructional hours, it is essential that students are on-time for their classes and activities. Lateness indicates a lack of regard for other people's time and energy and creates disruptions that undermine the effective functioning of the school. Consistent punctuality is a sign of the self-discipline a student requires to be successful in school and in life.

Use of Technology

Concordia Ontario Academy has a commitment to the acceptable use of technology. The school is responsible for helping students to develop appropriate skills and attitudes toward the use of various technologies in their learning. The school must also ensure students' use of technology does not hinder their own learning or the learning of others. As such, laptops, computers, and network services are to be used in a responsible, efficient, ethical, and legal manner in accordance with the mission statement of the school. Improper use of the network may result in the loss of network privileges and further discipline, as deemed necessary by the principal.

Computers /Laptops/ iPads

Concordia Ontario Academy provides free Wi-Fi on a secure network throughout the academic wing and student residence. Every student who uses a laptop, computer, iPad at school is expected to use it, during class time, for academic reasons only. Students are expected to voluntarily limit their activities to topics and sites that are appropriate. Prohibited uses include playing or downloading games, watching or downloading videos, searching for inappropriate material on the Internet, and engaging in on-line activities of any kind that are not appropriate for the school environment. To be clear, students are expected to use the network in a way that will not disrupt its use by others. Students must not vandalize or modify any of the systems that make up the school network. Students are not to use or install pirated software on school computers, or download such software using the school network. While the school's network and Internet connection are closely monitored and regulated, it is the responsibility of students to ensure that they do not attempt to engage in inappropriate activities of any kind.

Cell Phones and Electronic Devices

We realize the importance for students to remain in close contact with family and friends, including the use of social media. But cell phones and similar electronic devices may be an unnecessary intrusion on the academic environment, and it is expected that students do not use these devices during instructional time or during other school activities for non-school related activities. All students and their families are expected to establish routines for communication that do not involve the use of cell phones (for calls or text messages) during instructional time. Students are permitted to bring the devices to school, but they must not use them during instructional time unless approved by the teacher. In any case that a student is using a cell phone or electronic device during instructional time without permission, the teacher will remind the student that cell phones are not to be used during instructional time, and cell phones may be temporarily taken until the end of class if the student consistently does not adhere to the policy.

When it comes to communicating via phone with students, parents are reminded to respect their child's need for sleep and need to be in-class for school activities and programs.

Electronic and Social Media

Like all online sites, students must use electronic and social media appropriately and responsibly. Students must not use inappropriate language and behaviour on social networks such as Twitter, Facebook, Twitter, Tik Tok, etc.

Administrative regulations permit teachers to use electronic media to communicate with currently enrolled students about matters within the employee's professional responsibilities.

Electronic media may include e-mail, text messaging, instant messaging, and social networking sites, among other forms.

Cell Phone Cameras

To protect the privacy of members of the school community and to ensure that every member feels safe from the intrusive use of image technology, students are asked to refrain from using their cellular devices to take photos of others without permission, and to only take pictures and/or videos for school-related purposes or at special events that warrant the use of a camera.

Dress Code

Concordia Ontario Academy believes that the academic day is a time for serious learning, and as such, clothing should reflect modesty, professionalism, discipline, and good taste.

Clothing must always be presentable.

Clothing worn after-school, while in-residence, must always be tasteful. No references to alcohol, drugs, or anything sexual or offensive may ever be worn on a student's clothing, whether during school, after school, or at a school-sponsored activity.

Conduct Before or After School

Teachers, support staff, administrators and residential supervisors have full authority over students at before- or after-school activities on campus and at school-sponsored events offcampus, including field trips, and study halls/tutorials. Students are subject to the same rules of conduct that apply during the instructional day and will be subject to consequences established by the Code of Conduct.

Discipline Process

All discipline issues at Concordia Ontario Academy are dealt with on a case-by-case basis. Teachers, school staff and administrators will correct inappropriate behaviour when required to help students develop the skills and self-discipline necessary to become effective and contributing members of society. In cases when a student has broken the Code of Conduct, the principal will work with the student to help him develop an understanding of the issue so that the behaviour can be corrected and avoided in the future. As needed, the principal may apply consequences ranging from warning conversations or detentions for minor infractions, to suspensions and expulsions for serious offenses. The principal may also put a student on a probation period.

In extreme cases when a student has failed to meet the school's expectations several times, has committed a major infraction of some kind, or has been disciplined while placed on probation, the student's enrolment at the school may be called into question. In these cases, the school may convene a discipline hearing. A discipline hearing is a meeting of the student, the parents/guardians, any relevant teachers/residential supervisors, and the principal. At the hearing, all relevant issues will be shared and discussed in a fair manner. If, at the end of the hearing process, the school concludes that a student's actions warrant an expulsion, the student will be asked to withdraw from Concordia Ontario Academy immediately. In these cases, the school will offer as much support as possible to assist the student in his transition to a new educational setting.

Infractions

Please note that repeat offenders receive a progressively more serious disciplinary response than the initial violation. In most instances, continued violation of the same offense will result in suspensions or recommendation for expulsion. The principal of Concordia Ontario Academy reserves the right to objectively determine consequences based upon the seriousness of a particular infraction and the previous discipline record of a student who commits the offense.

9.4 Role of Parents in Promoting a Safe School Environment

Parents are responsible for supporting 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 schoolwork and progress; ensure that their child attends school regularly and on time; support school policies; and support the school staff in dealing with behavioural correction and disciplinary issues with their child. During disciplinary action, it is important for parents to demonstrate support their child, as well as the school, in order to help promote and maintain a culture of appropriate behaviours.