CANADIAN
GLOBAL SCHOOL

COURSE CALENDAR

2021 - 2022

Welcome to Canadian Global School !

Canadian Global School is a private school currently located in Ottawa, Ontario, Canada.

Known for its strong academics, Canadian Global Schooll meets and exceeds the standard Ontario curriculum, allowing your child's education to thrive through individualized learning programs, taught by fully-certified teachers.

Our Mission

Canadian Global School was established with a vision of offering a highly respected and innovative Ontario High School Model to motivate International Students seeking a Canadian Education abroad and in Canada.

We share the belief that all children deserve an education that is 21st century-based, differentiated, student-centred, delivered by highly professional and trained Growth Mindset teachers and follows the Ontario Ministry's highly regarded Growing Success model of Assessment & Evaluation.

Every Child Is Valued

Our teachers and educational assistants are dedicated to making our students feel safe, important, and valued. We teach our students to be curious, confident and independent learners by providing a stimulating atmosphere that supports risk-taking and encourages students to express their ideas. This environment allows our teachers to recognize how each of our students is unique. We take the time to get to know their strengths and to identify any areas of concern. As a result, our teachers can successfully adapt programs for individual needs, setting realistic expectations for further growth in a subject area or enriching the curriculum to provide a more challenging program.

Setting Our Students Up For Success

Our school follows the curriculum set out by the Ontario Ministry of Education. Due to our highly acclaimed proprietary curriculum content and our teacher training program, we can enhance the curriculum to include student interests, making the class experience more exciting and promoting more interaction.

This helps to motivate students by piquing their interest in a particular area and encourages further learning. Teachers emphasize the importance of organizational skills and teach students methods to help them achieve their educational goals..

Anti-Bullying

We do not tolerate bullying in our school. Our teachers are proactive in teaching students the tools they need to prevent bullying. Teachers encourage their students to seek to understand the actions and feelings of others without passing judgment. We educate our students on the characteristics of bullying and ensure that they know what bullying is and what it is not. We provide a structured, safe and respectful environment wherein students are expected to show compassion, empathy and acceptance. Teachers are always present to help guide students and to help them become better individuals.

Communication With Students and Parents

Parents and Guardians are kept up-to-date through regular communication in progress reports and our parent section of Edsby. Teachers also make themselves available to answer any questions from students or parents and ensure that all of our students feel confident in their studies. Parents appreciate the emphasis our teachers place on ensuring good communication between home and school. There is also regular communication by the Principal and Lead Teacher through the school website, emails, WeChat and WhatsApp.

We are very proud of our students and our program, and we welcome the opportunity to speak to you.

Leadership Opportunities

We encourage leadership through participation in the Duke of Edinburgh Award program, Cooperative Opportunities in the community, Community Volunteer work, and being encouraged to model and share knowledge and ideas through class discussion.

Flexible to the *Educational Needs* of Our Students

Canadian Global School provides a student-centred education in an online environment. CGS offers students a continuous intake course option, a work at their pace model for completely online students and a monitored and structured model for the blended learning day students. The teacher contacts the student upon registration to provide the necessary information to the student so they can begin the online course right away,

To Provide Professional School Services

Canadian Global School will establish and maintain OUAC or OCAS accounts for our OSR students planning to enter post-secondary institutions upon graduation from high school. CGS will promptly produce and forward copies of the Ontario Student transcripts to post-secondary institutions. CGS will make arrangements for students to write the Ontario Secondary School Literacy Test (OSSLT) and offer services to help all students prepare for the test and receive accommodations if applicable. To establish a Canadian Global School Individual Education Plan (IEP) for exceptional students to identify their specific learning expectations and how they are to be accommodated within their online course. Canadian Global School responsibility is to establish and maintain Ontario Student Records (OSR) for those students who are the sole responsibility of Canadian Global School , following the Ontario Ministry of Education's guidelines. Finally, Canadian Global School's responsibility is to determine the equivalent credits earned by students entering the Ontario school system in their previous educational setting and advise the student on the remaining requirements to be completed to earn the Ontario Secondary School Diploma (OSSD).

Hardware and Software Requirements

Edsby is an online Learning Management System and requires an internet connection to be accessed. Google Apps is a suite of cloud computing productivity and collaboration software tools and software. It includes Google's popular web applications, including Gmail, Google Drive, and Google Docs. We also have a Microsoft option for students who do not have access to Google. They can use Microsoft Outlook, Microsoft OneDrive and Microsoft Word.

Students will be given a student login and password to log in to Edsby and Google (or Microsoft) to access all course material. To log in and use the service, your browser is required to have JavaScript and Cookies enabled.
Furthermore, desktops are necessary to have Adobe Flash Player 10.1 or greater installed. It is highly recommended that students use Chrome Browser to access their courses and work on activities. Students can access their courses on Chromebooks, Macbooks, PCs, tablets and Smartphones.

Some courses may require additional hardware such as a camera, microphone or speakers. Please refer to the specific course outline to determine if any other software or hardware is required or provided in the course.

Browser	Minimum version	Recommended version
Google Chrome (recommended and to download click here)	30.0	Latest
Mozilla Firefox	25.0	Latest
Apple Safari	6	Latest
Microsoft Internet Explorer	9	Latest

The School

Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain an Ontario Secondary School Diploma (OSSD). Canadian Global School is not a traditional high school. We believe we offer a high-quality education that embraces the changing face of education and provides students with opportunities to meet their goals while learning the skills they need to succeed in post-secondary education and the workforce.

Canadian Global School's Administrative staff promise to create and maintain meaningful and productive interactions between students to ensure that technology and learning online do not in any way deter the learning process. The Principal and teachers promise to provide meaningful and quality course content to meet the Ministry Curriculum expectations and adequately prepare students for post-secondary opportunities and the workforce. The Principal and teachers also promise to allow parents to be involved in their child's education by allowing access to course materials and assessments. In addition, online grades, report cards, feedback and conferencing enable parents to stay up to date on their child's progress.

Attendance Policy

Regular attendance and participation are essential to school success. Students who do not participate regularly in their online or blended learning courses will risk experiencing a negative learning experience. Canadian Global School will maintain attendance records to ensure that students and teachers log in to their course on a regular basis. Due to the continuous entry and exit model of our fully online courses, there is no yearly or semester calendar followed. Students who leave a course before completion must communicate their intentions either in writing to the Principal or over the phone before they will be officially withdrawn.

Students must login to the course 5 times a week between Monday to Sunday. Teachers will use this as attendance paired with completion of weekly course work. If a student logins 5 times a week but does not complete the course work, they will be marked absent.

Constant and relevant feedback and communication will be given to students to encourage regular attendance and participation. Students who have not completed their course within 10 months from the day of enrolment in that course, will be automatically un-enrolled from the course. It is important to note that as of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school.

Code of Conduct for Computer Use
The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

The Edsby Learning Management System at the Canadian Global Schooll is intended for educational purposes only. Any use of any LMS tool within the course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes. Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.

If the LMS is used inappropriately or in a prohibited manner, the Principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.

It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.

The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:

- Never reveal your password to your course to any individual except your parent.
- Always report to your Principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.
- Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

Safe School Environment

A positive learning and teaching environment is essential if students are to succeed in school.Canadian Global School is committed to creating school learning environments that are caring, safe, peaceful, nurturing, positive, and respectful, and enable all students to reach their full potential. When a school has a favorable climate, all school community members feel safe, included, accepted, and actively promote positive behaviors and interactions with each other.

Therefore, Canadian Global School will conduct School Climate Surveys to hear directly from students, school staff and parents about how they view our school climate. The survey results will allow us to make informed planning decisions about programs to help prevent bullying and promote safe and inclusive schools.

Ministry of Education Policies and Procedures Website Links:

- *Promoting a Positive School Environment*
- *Ontario's Safe School Strategy*
- *Shaping a Culture of Respect in Our Schools*
- *Ontario's Code of Conduct*
- *Progressive Discipline*
- *Caring and Safe Schools*

The following processes have been put into place to create a safe school environment for the student:

- Google Drive and Gmail or Microsoft Onedrive and Outlook are provided to all students for school functions but remain the property of Canadian Global School. Therefore, inappropriate electronic material is not permitted in Google Drive, Gmail, Onedrive or Outlook. The school reserves the right to inspect a student's Google Drive, Gmail, Outlook and Onedrive when and where the welfare of the school is involved.
- All students are expected to treat other students, teachers and admin staff with respect, courtesy and consideration. Profanity will not be acceptable in any of the communication tools provided within the online courses.
- All students will accept the authority of the teachers, and all teachers will demonstrate respect for all students.
- Threats, distasteful remarks, abuse of any kind, or harassment by any individual that impairs the health and welfare of any student or staff member are not permitted. They will be reported to the Canadian Global School Principal immediately.

Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own. The Canadian Global School Plagiarism Policy is designed to teach the student to identify plagiarism, distinguish between the two types of plagiarism, identify strategies to avoid plagiarism, practice proper paraphrasing, and explain the consequences of plagiarism by the student. Canadian Global School teachers have access to software that detects plagiarism. In addition, commercial search engines are often very good at detecting work copied from material available online.

Negligent Plagiarism means presenting someone's work as your own in an accidental, naïve, careless, or reckless way. For example, this often happens when a student paraphrases incorrectly or borrows words or phrases from another source and forgets to cite the source.

Dishonest Plagiarism means that the student has knowingly presented a person's work as their own. All instances of plagiarism that are not considered negligent plagiarism will be assumed to be dishonest plagiarism.

Canadian Global School commits to having policies for assessments that minimize the risk of cheating. We also commit to begin each course with a refresher learning on academic integrity.

In the event of incidents of academic dishonesty, the student, Academic Director (and, in the case of students under 18, their parents) will be notified of the occurrence, of the consequence, and the potential implications of subsequent incidents. Students must attend an additional Webinar on Plagiarism to ensure they have a clear understanding.

Improper Citation

Grades 11 and 12

First Instance: A warning and an opportunity to redo the piece.

Subsequent Instance: An opportunity to redo the piece to a maximum grade of 75%.

Unaccredited Paraphrasing

Grade 11 and 12

First Instance: An opportunity to redo the piece to a maximum grade of 75%.

Subsequent Instance: An opportunity to redo the piece to a maximum grade of 50%.

Unaccredited Verbatim

Grades 11 and 12

First Instance: An opportunity to redo the piece to a maximum grade of 50%.

Subsequent Instance: A grade of zero. No opportunity to re-submit.

Full Plagiarism

Grade 11 and 12

First Instance: A grade of zero. No opportunity to resubmit.

Subsequent Instance: A grade zero. No opportunity to resubmit.

Online Code of Conduct

Canadian Global School provides online systems and resources for use by teachers and students. Online resources include all material that is accessed through a computer or telecommunications network. All policies, procedures, codes of behavior, and rules of the Canadian Global School apply to those using online systems and resources provided by or on behalf of Canadian Global School.

The **"Code of Online Conduct"** pertains to the use of online systems and resources. This Code has been prepared to protect the rights and safety of all. Canadian Global School takes appropriate measures to ensure the security of the facilities and the information contained in them. Canadian Global School reserves the right to monitor online resources by all that access the systems.

Personal Safety Rules: Never reveal information about your identity (such as your name, address, phone number, age, physical description or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information. Never reveal personal information online about someone else unless you have their prior permission and know the information will not be used for harmful purposes. Never reveal your access password or that of anyone else. Never send a picture of yourself, another person, or a group over an electronic network without prior informed permission of all the individuals involved and their parents or guardians in the case of minors. Report immediately to a teacher any message or request that you receive that bothers you or suggests personal contact with you. Never publish the specific dates, times and locations of your whereabouts to people who are not directly entitled to such information or to public forums where unknown persons might access the information

Unacceptable Sites and Materials: On a global network such as the Internet, it is impossible to control the content of the information effectively. On occasion, users of online systems may encounter controversial material that other users, parents or staff might consider inappropriate or offensive. It is the responsibility of the individual user not to access such material intentionally. If such material is accessed by accident, the incident must be reported immediately to a teacher or appropriate authority. Canadian Global School is committed to meeting obligations under the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code by providing safe schools and workplaces that respect the rights of every individual. Discrimination and harassment will not be tolerated. Therefore, it is not acceptable to use online systems to knowingly access sites, which contain material of a discriminatory or harassing nature.

Users of the Canadian Global School On-Line systems will not knowingly access, upload, download, store, display, distribute or publish any information that: is illegal or that advocates illegal acts or facilitates unlawful activity; threatens or intimidates any person or suggests violence, hatred or discrimination toward other people; uses inappropriate and/or abusive language or conduct; contains inappropriate religious or political messages; violates or infringes the rights of any other person according to Canadian Global School policies, Ministry of Education policies, the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms; is racially, culturally or religiously offensive; encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions; is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature; contains personal information, images, or signatures of individuals without their prior informed consent; constitutes messages of sexual harassment or which contains inappropriate romantic overtones; solicits any users on behalf of any business or commercial organization without appropriate authorization; supports bulk mail, junk mail or "spamming"; propagates chain letters, or other e-mail debris; attempts to hide, disguise or misrepresent the identity of the sender.

Academic integrity

It is the responsibility of students to be academically honest in all aspects of their schoolwork so that the marks they receive are a true reflection of their achievement. Academic dishonesty, therefore, is a serious offence, and, as a result, students must understand what academic dishonesty entails and are clear as to consequences. It is the responsibility of school staff to communicate to students that intellectual honesty is required in all aspects of their school work.

Practicing academic honesty also demonstrates that students are:

1. Self-directed, responsible, lifelong learners;
2. Collaborative contributors, and
3. Responsible citizens

Canadian Global School is committed to ensuring the integrity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding the integrity and will be held accountable for the quality of their work and actions. Canadian Global School takes preventative measures to reduce the incidence of academic dishonesty among its students. Academic dishonesty consists of any deliberate attempt to falsify, fabricate, or otherwise tamper with data information, records, or any other material relevant to the student's participation in any course.

Academic Dishonesty is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

1. Copying from another student or making information available to another student for copying during a test/ examination/ quiz or individual/ group assignments;
2. Failing to follow instructions of the presiding teacher during an examination;
3. Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
4. Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

Program Planning

Relevant policies set out in <u>Ontario Schools: Policy and Program Requirements, 2011 (OS)</u> as set out by the Ministry of Education of Ontario are informative for parents and students. In addition, links to all of the appropriate Ontario Curriculum Documents are made available to parents, guardians and students from the Introduction Unit of each course. They are also available to the general public from the Ministry of Education's website.

Types of Secondary School Courses

The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. The Principal grants credit on behalf of the Ministry of Education to recognize the successful completion of the expectations of a 110-hour course developed or approved by the Ministry of Education. The curriculum is organized into several courses intended to enable students to choose courses suited to their strengths, interests, and goals. The following three types of courses are offered in Grades 9 and 10:

1.**Academic courses** develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. The code of an academic course ends with the letter "D", ie ENG1D

2.**Applied courses** focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. The code of an applied course ends with the letter "P", ie ENG1P

3. Open courses that comprise a set of expectations appropriate for all students are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of the university, college, or workplace in mind. The code of an open course ends with the letter "O", i.e. BTT2O

4. The common course code of all courses at Canadian Global School consists both of a five code character and a course title component, as designated by the Ministry of Education and Training in Ontario:

For example **ENG3U Grade 11 English University Preparation**

ENG	3	U	a
Course Descriptor	Grade of Course	Course Type	School Code
English University Preparation	"1" = Grade 9 "2" = Grade 10 "3" = Grade 11 "4" = Grade 12	D - Academic P - Applied O - Open U - University C - College M - College/University	

Grades 9 and 10 courses

Students choose between academic and applied courses in each core subject – English, French as a second language, mathematics, science, geography, and history.

Academic courses

Academic courses develop a student's knowledge base and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. In addition, they incorporate practical applications as appropriate.

Applied courses

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

Open courses

Open courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject and to enrich their education generally. Thus, open courses comprise a set of expectations that are appropriate for all students.

- **Students in Grades 9 and 10, along with their parents or guardians, will choose between academic, applied, de-streamed, or open courses primarily based on their strengths, interests, and needs. Canadian Global School guidance counseling team and teachers are here to assist the student in choosing their course selection. Students who are successful in any academic or applied course in Grade 9 will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. Grade 10 courses do have prerequisite requirements. Grade 10 academic courses prepare students for Grade 11 University or College preparation courses; Grade 10 applied courses prepare students for Grade 11 College or Workplace preparation courses.**

Changing Course Types

A student may change their educational goals in secondary school. If the student decides to embark on a new pathway, they may find that a prerequisite course that has not been completed is now required. 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 Grade 9 academic mathematics course (MPM1D) or the designated transfer course (MPM1H). In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course.

Grades 11 and 12 Courses

Grade 11 and 12 students will choose destination-related course types: University Preparation, University/College Preparation, College Preparation, and Open Courses. Students will make their choices based on their interests, achievement, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each class. **The following four types of courses are offered in Grades 11 and 12:**

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeships or other training programs. The code of a college preparation course ends with the letter "C", ie MBF3C
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The code of a university preparation course ends with the letter "U", ie SCH3U
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. The code of a university/college preparation course ends with the letter "M", ie MCF3M
- **Open courses** which comprise a set of expectations that are appropriate for all students are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of the university, college, or workplace in mind . The code of an open course ends with the letter "O", ie EMS3O

Prerequisite Courses

Courses in Grades 10, 11, and 12 often require the student to have completed a prerequisite course. All prerequisite courses are identified in curriculum policy documents published by the Ministry of Education, and no course apart from these may be identified as prerequisites. Therefore, any school operating in Ontario must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will decide in consultation with the student, the appropriate staff, and the parent or guardian.

Programs for Exceptional Students

Recognizing the needs of exceptional students and designing courses to meet those needs are important and challenging aspects of program planning. Students who have an existing Individual Education Plan will have that IEP honored by implementing appropriate accommodations.

Reaching Ahead

Elementary school students may reach ahead and take high school credits. This may occur only after the Principal of Canadian Global School consults with the student, the parents or guardian, and the student's elementary school principal. Canadian Global School will issue the OSSD credit.

Key Ideas from Growing Success

The Seven Fundamental Principles state:

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special educational needs, those who are learning the
3. language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
4. are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
5. are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
6. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
7. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
8. develop students' self assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. (Growing Success, pp 6) For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:
9. 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
10. 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. (Growing Success, pp 41)

Growing Success Assessment, Evaluation and Reporting

At Canadian Global School, we have further broken down this 30% into RST and exam components

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Assessment and Evaluation Strategies

To ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

1. address both what students learn and how well they learn;
2. are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
3. are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
4. are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
5. are fair to all students;
6. accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP);
7. accommodate the needs of students who are learning the language of instruction;
8. ensure that each student is given clear directions for improvement;
9. promote students' ability to assess their own learning and to set specific goals;
10. include the use of samples of students' work that provide evidence of their achievement, and
11. are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

The Achievement Chart

The achievement chart for each subject matter is included in the curriculum policy document, specific to that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

1. The chart is organized into four broad categories; **Knowledge / Understanding, Thinking / Inquiry, Communication, and Application / Making Connections.** The names of the categories differ slightly from one discipline to another, reflecting differences in the disciplines.
2. The achievement chart describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information, to enable teachers to make consistent judgements about the quality of student work, and to provide clear feedback to students.
3. The achievement chart provides teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
4. The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

NOTE: Level 3 (70-79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

ACHIEVEMENT CHART: ENGLISH, GRADES 9–12

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge and Understanding – Subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding)				
	The student:			
Knowledge of content (e.g., forms of text; strategies used when listening and speaking, reading, writing, and viewing and representing; elements of style; literary terminology, concepts, and theories; language conventions)	demonstrates limited knowledge of content	demonstrates some knowledge of content	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
Understanding of content (e.g., concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking – The use of critical and creative thinking skills and/or processes				
	The student:			
Use of planning skills (e.g., generating ideas, gathering information, focusing research, organizing information)	uses planning skills with limited effectiveness	uses planning skills with some effectiveness	uses planning skills with considerable effectiveness	uses planning skills with a high degree of effectiveness
Use of processing skills (e.g., drawing inferences, interpreting, analysing, synthesizing, evaluating)	uses processing skills with limited effectiveness	uses processing skills with some effectiveness	uses processing skills with considerable effectiveness	uses processing skills with a high degree of effectiveness
Use of critical/creative thinking processes (e.g., oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	uses critical/ creative thinking processes with limited effectiveness	uses critical/ creative thinking processes with some effectiveness	uses critical/ creative thinking processes with considerable effectiveness	uses critical/ creative thinking processes with a high degree of effectiveness

Communication – The conveying of meaning through various forms

	The student:			
Expression and organization of ideas and information (e.g., clear expression, logical organization) **in oral, graphic, and written forms, including media forms**	expresses and organizes ideas and information with limited effectiveness	expresses and organizes ideas and information with some effectiveness	expresses and organizes ideas and information with considerable effectiveness	expresses and organizes ideas and information with a high degree of effectiveness
Communication for different audiences and purposes (e.g., use of appropriate style, voice, point of view) **in oral, graphic, and written forms, including media forms**	communicates for different audiences and purposes with limited effectiveness	communicates for different audiences and purposes with some effectiveness	communicates for different audiences and purposes with considerable effectiveness	communicates for different audiences and purposes with a high degree of effectiveness
Use of conventions (e.g., grammar, spelling, punctuation, usage), **vocabulary, and terminology of the discipline in oral, graphic, and written forms, including media forms**	uses conventions, vocabulary, and terminology of the discipline with limited effectiveness	uses conventions, vocabulary, and terminology of the discipline with some effectiveness	uses conventions, vocabulary, and terminology of the discipline with considerable effectiveness	uses conventions, vocabulary, and terminology of the discipline with a high degree of effectiveness

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

	The student:			
Application of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) **in familiar contexts**	applies knowledge and skills in familiar contexts with limited effectiveness	applies knowledge and skills in familiar contexts with some effectiveness	applies knowledge and skills in familiar contexts with considerable effectiveness	applies knowledge and skills in familiar contexts with a high degree of effectiveness
Transfer of knowledge and skills (e.g., literacy strategies and processes; literary terminology, concepts, and theories) **to new contexts**	transfers knowledge and skills to new contexts with limited effectiveness	transfers knowledge and skills to new contexts with some effectiveness	transfers knowledge and skills to new contexts with considerable effectiveness	transfers knowledge and skills to new contexts with a high degree of effectiveness
Making connections within and between various contexts (e.g., between the text and personal knowledge and experience,	makes connections within and between various contexts with limited effectiveness	makes connections within and between various contexts with some effectiveness	makes connections within and between various contexts with considerable effectiveness	makes connections within and between various contexts with a high degree of effectiveness

Reporting Student Achievement

Student achievement is communicated formally to students and parents by means of "Secondary School Report Card, Grades 9-12".

Reporting on Achievement of Curriculum Expectations

The report card, which follows the Provincial Report Card very closely, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. This reflects the corresponding level of achievement as described in the achievement chart for the discipline.

1. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.

2. The final grade for each course in Grades 9-12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation. This may be a final examination, a rich summative task, or a combination of both an exam and an RST.

Evaluation refers to the process of judging the quality of student learning based on established performance standards and assigning a value to represent that quality. Evaluation is based on "assessment of learning". While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated on the basis of their achievement of related specific expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate the achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three different sources; observations, conversations and student products.

Reporting on Demonstrated Learning Skills and Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are**:**
(**1**) **Responsibility** (**2**) **Organization** (**3**) **Independent Work** (**4**) **Collaboration** (**5**) **Initiative** (**6**) **Self-regulation.** `

The learning skills and work habits are evaluated using a four-point scale: (E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement).

Teacher Comments

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas of improvement.

Methods of Evaluation

Teachers will consider all evidence collected from all products submitted or not submitted. Some evidence may carry more weight than others. Teachers will consider all evidence and use their professional judgement to determine the student's report card grade. Determining a report card grade will involve teacher's professional judgement and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to the more recent evidence. The Principal will work with teachers to ensure common and equitable grading practices that follow Ministry policy. For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of the percentage mark.

Final Examination

1. Each course has a final assessment that will be given as a final examination, a rich summative task, or a combination of both an exam and an RST.
2. Students in the same course should be similarly evaluated, which means that final exams assessments will use the same format, although particular questions may differ.
3. A course with a final examination must be written in a supervised environment with a proctor. A proctored exam is one that is overseen by an impartial individual, the Proctor, who monitors and supervises a student while he or she is taking the final exam. The Proctor enters the private password to allow students access to the final exam. The Proctor ensures the security and integrity of the exam process. Students in online courses with final exams must fulfil their responsibilities in arranging and taking a proctored final exam.

Coursework

1. Students must complete all of the assigned coursework.
2. Coursework may include assignments, tests, projects, labs, discussions, etc.
3. Students assume the responsibility to ensure that they have completed all of the assigned requirements of the course before completing the final exam or assessment task.
4. Once the final exam is written or the final assessment is submitted, no further assignments may be submitted, unless prior arrangements have been made between the student and the teacher.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation in the Province of Ontario. If a student is enrolled in Kanata Academy International as well as another Ontario secondary school, the OSR is held by the school where the student is taking the most courses. Canadian Global School will not hold the OSR for students who have already graduated from another school. If the student is currently attending another school - public or private - and is simply taking a single course from Canadian Global School, then that student's OSR will reside at the school that the student is attending and taking the most courses. Canadian Global School l establishes or obtains the student OSR only if the student becomes the sole responsibility of the Canadian Global School.

Contents of the OSR:
- **Form 1A**
- **Provincial Report Card: CGS will file both the midterm and final report cards in the student's OSR or CGS will send these report cards to the student's school where this OSR is held**
- **Ontario School Transcript (OST)**
- **Documentation Files for such things as IPRC, IEP, psychological assessments, Violent Incident Form, etc.**
- **Prior Learning Assessment and Recognition (PLAR) Challenge for Credit: Cumulative Tracking Record**
- **Annual Community Involvement Report**
- **Ontario Secondary School Literacy Test results**

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Access to the OSR

Students and their parents or guardians (if the student is under age 18) may examine the contents of the OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education.

Transfer of the OSR

The OSR is an ongoing record and may be transferred from Canadian Global School if the student transfers to another school. The original material transfer in the OSR occurs by Priority Post when Canadian Global School receives a written request from the receiving school. If a student transfers outside Ontario, then only a copy of the OSR is transferred

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document maintained by the Ontario school for each student. The OST is stored in the student's Ontario Student Record (OSR) and retained for 55 years after a student retires from school. It is a record of all secondary school coursework and diploma requirements. The OST will be issued to students whose OSR is held by Canadian Global School as required and upon graduation. In September 1999, the Ontario Ministry of Education instructed that schools in Ontario implement a full disclosure policy. This policy states that all grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts.

Students needing a certified copy of their Ontario Student Transcript from Canadian Global School may contact the Administration Head. Suppose the student is currently attending another school - public or private - and is simply taking a single course from Canadian Global School. In that case, that student's OSR will reside at the school that the student is attending. Students registered in a publicly funded secondary school earn credit or credits with CGS. The publicly-funded secondary school principal ensures that the CGS credit is recorded on the student's OST. CGS will automatically forward an official copy of the student's final report card of the course taken at CGS to the student's school holding the OSR to add the credit to the OST. CGS establishes or obtains the student OSR containing the OST only if the student becomes the sole responsibility of CGS.

Withdrawal from a Course

- **Withdrawals occurring within 5 days of issuing the first report card (Full Disclosure Date) from Canadian Global School will result in the mark not being recorded on the OST.**

- A withdrawal from a Grade 11 or 12 courses after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST.
- If extraordinary circumstances relate to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.

Repetition of a Course

- Only one credit is earned if course is repeated.
- In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

Equivalent Credits

Out of province students or transfers from non-inspected private schools may be granted equivalent credits upon the Principal's evaluation of the student's previous learning.

- "Equivalent Credits" are entered in the "Course Title" column.
- "PLE" is entered in the "Course Code" column.
- "EQV" in the "Percentage Grade" column.
- the total number of credits entered into the "Credit" column.
- and the number of compulsory credits entered into the "Compulsory" column.

Ontario Secondary School Diploma (OSSD) Requirement

Earning an Ontario Secondary School Diploma (OSSD)

Canadian Global School s a Ministry of Education accredited private high school. You can accumulate credits towards an Ontario Secondary School Diploma (OSSD), just like students at any Ontario high school.

What You Need: OSSD Requirements

The credits needed for graduation with an OSSD are different depending on when a student first enrolled in high school. But all diplomas require that students have a minimum amount of study in English, Mathematics, Science, and other subject areas. Adult students (18 and over) may be able to receive credits for courses and training programs they took outside of secondary school.

Credit for Learning Outside High School

Get the credit you deserve. Students over 18 may be able to get a maximum of 12 credits for learning outside of Ontario high schools. You may be eligible for either maturity equivalent credits or for Prior Learning Assessment (PLAR).

What You Need to Graduate

The credits and other diploma requirements you need to graduate depend on when you first enrolled in high school in Ontario.

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.

Diploma Required if started Grade 9 On or After September 1, 1999

Started Grade 9 On or After September 1, 1999

To graduate with an Ontario Secondary School Diploma (OSSD) you must earn credits, participate in community involvement activities, and complete the provincial secondary school literacy requirement.

Credits Needed to Graduate

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma.

18 compulsory credits	
4	English (1 credit per grade) *
3	Mathematics (at least 1 credit in Grade 11 or 12)
2	Science
1	French as a Second Language
1	Canadian History
1	Canadian Geography
1	The Arts
1	Health and Physical Education
5	Civics
5	Career Studies

	Plus ONE credit from each of these three groups:
1	Group 1: 1 additional credit in English or French as a Second Language∗∗, or a Native language, or a classical or an international language, or social sciences and the humanities (family studies, philosophy, world religions), or Canadian and world studies, or guidance and career education, or cooperative education∗∗∗
1	Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or French as a Second Language∗∗, or cooperative education∗∗∗
1	Group 3: 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9 to 12), or French as a Second Language∗∗, or computer studies, or cooperative education∗∗∗

	In addition to the compulsory credits, students must:
1 2	Earn 12 optional credits (courses you get to choose) †

	Community involvement and literacy requirements
1	Complete 40 hours of community involvement activities
	Complete the provincial literacy requirement

∗ A maximum of 3 credits in English as a Second Language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. ∗∗ In groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ∗∗∗A maximum of 2 credits in cooperative education can count as compulsory credits. † The 12 optional credits may include up to 4 credits earned through approved dual credit courses 2010

The 40-hour Community Involvement Requirement

As part of the diploma requirements, you must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time while you earn your secondary school credits.

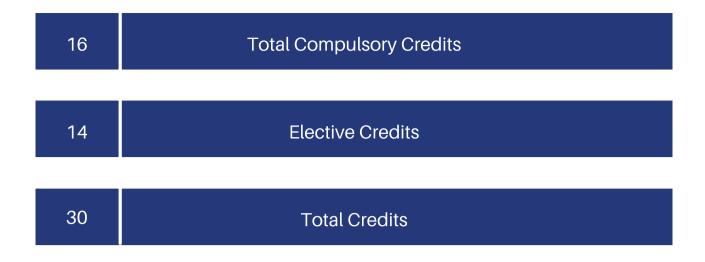# Diploma Required if started Grade 9 Before September 1, 1999

If you first enrolled in Grade 9 before September 1, 1999, you get your OSSD by completing the requirements that were in effect at that time. (The curriculum changed in 1999.)

To find out what you require to earn your high school diploma, obtain a copy of your Ontario Student Transcript from your last high school and contact Canadian Global School.

You can get any additional credits you need for your OSSD by taking new curriculum courses.

OSSD Requirements Under the Old Curriculum

18 compulsory credits	
5	English/français (at least 2 Senior Division*)
1	French/anglais
2	Mathematics
2	Science
1	Canadian History
1	Canadian Geography
1	The Arts
1	Health and Physical Education
1	Business/Technology Studies
1	Additional Credit in Social Science** (Senior Division*)

16	Total Compulsory Credits
14	Elective Credits
30	Total Credits

* A maximum of 3 credits in English as a Second Language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. ** In groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. ***A maximum of 2 credits in cooperative education can count as compulsory credits. † The 12 optional credits may include up to 4 credits earned through approved dual credit courses. 2010

The Provincial Secondary School Literacy Requirement (OSSLT)

If you entered Grade 9 in the 1999 - 2000 school year or in subsequent years, you must successfully complete the Provincial Secondary School Literacy Requirement.

The test determines whether you have acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

How to Take the Test

Once you have completed the requirements for Grade 9 (8 credits), and have earned at least one credit through Canadian Global School , contact us for information regarding the test.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that you have acquired, in both formal and informal ways, outside of secondary school. You may have your knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses.

Request for a PLAR Assessment

- You may ask for an assessment of your diploma requirements after you have successfully completed one-course withCanadian Global School and submitted an original student transcript.
- If you have completed the eligibility requirements outlined on the PLAR Fact Sheet, you will be asked to complete the PLAR Application Package.
- There are 2 parts to the process:
1. Submission of the completed PLAR Application Package.
2. Assessment and Recordkeeping by the Canadian Global School l PLAR committee.

Credits for Prior Learning

If you are a mature student, you may be able to receive Maturity or Prior Learning credits depending on when you first entered secondary school.

Who is a Mature Student?

- is at least 18 years' old
- has not attended a traditional school (i.e. Day School) for at least one year
- is enrolled in a secondary school credit program for the purpose of obtaining an OSSD

Two Routes to Credit:

Maturity Credits	PLAR (Prior Learning Assessment and Recognition) for Mature Students
You may be eligible for Maturity Credits if you: a. Started high school in Ontario before September 1, 1999, or b. Enrolled in an Ontario secondary school as an adult (18+) before February 1, 2004	You may be eligible for PLAR credits if you: a. Started high school in Ontario after September 1, 1999, or b. First enrolled in an Ontario secondary school after February 1, 2004

Maturity Credits

How many maturity credits can I earn?

You may be recommended for up to 12 maturity credits for:

- life and work experience since leaving secondary school
- successful completion of courses not usually considered secondary school subjects (this could be certification or designation in a specific program that required a minimum of 110 hours of instruction or training)
- successful completion of each period of an apprenticeship program (for example, electrician, hairdresser or mechanic)

How Do I apply for Maturity Credits?

After you have completed one full Canadian Global School course, you may submit a request to the attention of the Guidance Counsellor for an official diploma assessment. You will need to submit your original secondary school transcript, a current resume and (if applicable) original documentation of courses and training completed outside of secondary school.

If all documentation is in order, you will receive a one-page diploma assessment outlining your diploma requirements and the number of maturity credits you have been granted.

Can I earn my diploma with maturity credits?

No, a mature student must still complete a minimum of four Grade 11 or Grade 12 credits after becoming a mature student. These credits must include Grade 11 or 12 English. Canadian Global School diploma assessment will tell you exactly how many more credits you need.

Cooperative Education

Cooperative education is a hands-on method of learning that allows students to earn secondary school credits towards their OSSD by combining in-school studies with related work experiences. The student's learning activities at the work placement are closely aligned to one or more related course(s) in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course(s) together constitute a student's cooperative education program.

The cooperative education course includes pre-placement, integration, and placement components. The Ontario Ministry of Education Policy document for Cooperative Education and Other Forms of Experiential Learning, provides an overview of the required hours for each of these components.

Students must remain at their placements until the date stipulated in their Work Education Agreement, even in cases where the required course hours have been completed before the end of the school term. The completion date of this agreement coincides with the completion date of other school courses.

Cooperative education will be available to CGS students from Grades 11-12. It is possible for a Grade 10 student to be placed in the Cooperative education program, but it will be determined by the principal on a case-by-case basis.

Virtual Cooperative Education

Virtual Cooperative education is a program that allows students who are at least 16 years of age to earn secondary school credits while completing a work placement.

In Virtual Co-op, students complete all or part of the placement component of their program remotely using electronic communications technology. The placement supervisor may be located in their local community or another community, city, or province. Students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The Virtual Cooperative Education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for
the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions allow students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) is developed for all students in a cooperative education program. A student's progress in achieving the curriculum
expectations and meeting the requirements identified in the PPLP will be assessed and evaluated by the eCo-op teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor. (MOE, 2011a, pp. 75-76)

English as a Second Language (ESL)

Some students at Canadian Global School may require support in learning the English language and developing a full range of English literacy skills to achieve the curriculum expectations in all subjects and at all grade levels. Therefore, the programs of study offered by Canadian Global School will be flexible to accommodate the needs of students who require instruction in English as a second language or English literacy development. Teachers of all subjects are responsible for helping students develop their ability to use English.

Students who enrol in Canadian Global School must provide information during registration about their English language learning backgrounds, including the number of years they have been learning English. If a student has spent less than 4 years in an English Language School, they must provide recent IELTS or TOEFL results. If they do not have this, they may take the CGS Language Placement Test for $40.00. This information is provided to teachers so they can target instruction and provide appropriate accommodations throughout the course. Appropriate accommodations to teaching, learning, and evaluation strategies help students gain proficiency in English since students learning English as a second language at the secondary level have limited time to develop this proficiency.

English Language Learners (ELL) are encouraged to explore opportunities to work in their first language, use a bilingual dictionary, keep a vocabulary log, and use graphic organizers to help them complete complex tasks. ELLs are provided with extra time on quizzes, tests, and examinations to ensure they have time to process the demands of the job and process the language. Special consideration is given to more recent evidence of achievement

Guidance and Career Programs

Canadian Global School will provide individual student counseling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013" will not only help students succeed in school, but will also contribute to their success in the workplace.

Canadian Global School does the following to support students:

1. supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;
2. provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
3. provides individual assistance and short-term counseling to students, when requested;
4. provides current information on post-secondary programs and admission requirements to all of its college/university bound students;
5. provides the opportunity for Grade 8 students to "Reach Ahead" to Grade 9 courses with the approval of their elementary school Principal. This program allows students to explore course options and academic interests early in their high school career;
6. provides access to Career Cruising or My Blueprint for all students whose Ontario Student Record is held at Canadian Global School . This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;

- communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;
- communicates directly with post-secondary institutions regarding student achievement.

Exceptional Students

All students require support from teachers, classmates, family, and friends to thrive and gain full benefit from their school experience. Some students have special needs that require support beyond those ordinarily received in the school setting. In Ontario, students who have behavioural, communicational, intellectual, physical or multiple exceptionalities, may have educational needs that cannot be met through regular instructional and assessment practices. These needs may be met through accommodations, and/or an educational program that is modified above or below the age-appropriate grade-level expectations for a particular subject or course. Such students may be formally identified as exceptional pupils.

What is Canadian Global School's role?

Canadian Global School l must develop an Individual Education Plan (IEP) for every full-time identified student. Canadian Global School also has the discretion to develop an IEP for students who have not been formally identified as exceptional but are receiving special education programs and/or special education services.

An IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and demonstrate learning.

A student's IEP must typically have a direct progress reporting link to the Report Card. If the student has an existing IEP, please send a copy of this IEP to Canadian Global School upon registration.

What does an IEP enable?

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations within their online and blended learning courses. Using the IEP, Canadian Global School will implement those capabilities of the system which will be particularly appropriate in meeting the student's needs.

How does an IEP work?

Assignments and activities within the online and blended learning courses must take into account the strengths, needs, learning expectations, and accommodations identified in the student's IEP. Accommodations may include reducing the workload, simplifying tasks and material, differentiating lessons and assignments and providing more time for learning and the completion of activities. The assistance of other persons and the use of specialized equipment may also be required to accommodate the student's needs.

What if the student does not have an IEP, but requires accommodations?

In special circumstances, a student may require accommodations to be made in their course. If a student requires accommodations due to reasons not outlined in an IEP, the student will need to submit a note from a consulting physician and/or professional. This document should indicate the accommodations required and the reasons for the accommodations to be made. However, at Canadian Global School we strive to individualize and differentiate our teaching strategies for all students to meet their learning styles and needs.

Technology in the Curriculum

At Canadian Global School courses are entirely online and students experience firsthand the benefits of a technologically enriched education and thereby acquire skills for the 21st century. Increasing reliance on computers, networks, and information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. Canadian Global School places a great deal of emphasis on using the information obtained to solve problems and make decisions.

Software Programs for Students

Students will become familiar with a wide range of available software programs. Among the applications that can aid student learning are multimedia resources, databases, video lessons, simulations, Google Hangouts, collaborative online learning through Google Docs, learning modules, and simulations. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem-solving, research, and communication. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general, students must acquire the knowledge, skills, and attitudes to allow them to use computer and information technology safely, effectively, confidently, and ethically.

Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is additional to the 30 credits needed for a high school diploma. Students who are the sole responsibility of Canadian Global School will be able to choose their own community involvement activities, within guidelines that will be provided by Canadian Global School .

Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking form supplied by the school. The student is required to submit the tracking form yearly and the data will be placed on the OST to be kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the Principal of the school where the student's OSR is held.

Students are to select community activities appropriate to their age, maturity and ability. The student is not to partake in any activity in which the student's safety will be compromised. Any activity NOT on the approved list must receive written approval of the Principal of Canadian Global School before beginning the activity.

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing on sport teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involving in the administration of medications or medical procedures to another person;
- Any occurring in an unsafe or unsupervised environment;
- Any displacing a paid worker;
- Any in a logging or mining environment if the student is under 16 years old;
- Any in a factory, if the student is under 15 years of age;
- Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;

- Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
- Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

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

Roles and Responsibility

- The **Principal** is required to provide information about the community involvement requirement to parents, students, and community sponsors. The Principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.
- **Students** will select an activity or activities from the list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the Ministry of Education's and the school's lists of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the principal before beginning the activity.

- Before beginning any activity, **students** will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.
- A "Completion of Community Involvement Activities" form must be completed by the **student, the student's parent** (if the student is under eighteen years of age), and the **community sponsor** (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.
- **Parents (or guardians)** should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "Notification of Planned Community Involvement Activities" form and the "Completion of Community Involvement Activities" form if the student is under the age of eighteen years. Parents are also responsible for obtaining the appropriate insurance covering the student for any unseen circumstances while involved in these community activities.