



Convoy International
Secondary Academy
BSID: 882508



Convoy International
Secondary Academy - Essa
BSID: 669325

Markham School BSID: 882508/Essa School BSID: 669325
www.convoyinternational.ca
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Convoy International Secondary Academy

COURSE CALENDAR

Grades 9-12

September 2022



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The importance of completing a secondary education

We believe in the importance and value of planning a multi-year plan together with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society.

Our purpose is to deliver exceptional education services to our students and to support students in achieving their highest potential while they prepare for today's challenges and opportunities.

The requirements to remain and finish school

The countless reasons why completing high school is important fall into two groups: good for the individual or good for our society as a whole.

For individuals, finishing high school is often seen as the minimum requirement for successful employment. Yes, people can and do get jobs without a high school diploma, but a person without a high school education will earn approximately \$1 million less over his or her life than someone with post-secondary education.

In addition to getting better jobs and earning more, research shows that people who complete high school generally have better health, live longer and have a higher quality of life. In simple terms, completing high school opens opportunities for every person to enjoy a healthier, wealthier and happier life.

Our society also benefits from more young people completing high school. People who are better educated tend to be active citizens involved in the betterment of their communities (volunteerism, charity and community work, and so on). They also tend to rely less on social services because they are able to support themselves and their families through good-paying jobs. Higher levels of education also mean lower crime rates. Better health means less demand on our health care system and lower costs. And when parents are well educated, the chances are much higher that their children will be as well.

Convoy International Secondary Academy is committed to reaching every student to help them successfully complete their secondary education. There are a variety of programs available to meet each student's skills and interests. Programs include a full slate of interesting and useful electives and a strong core curriculum. The key to our successful learning environment is the strong and caring staff that will do whatever it takes to ensure success for every student.



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The School's Overall Goals and Philosophy

VISION STATEMENT

The Convoy International Secondary Academy envisions to offer the best high school education in Ontario around 21st century demands such as development of academic, social, emotional and moral competencies.

The Convoy International Secondary Academy will aspire to realize this vision through dedicated and motivated teachers, focus on care of Canadian values, research on recent educational developments, consideration of individual student targets and needs, instilling sensitivity to different cultures, cooperation with students and passion for implementing innovation in teaching and learning.

Students are inspired to reach their highest academic potential through an innovative curriculum that encourages them to become effective global citizens, innovators and leaders of their chosen field. The incorporation of Higher Order Thinking skills to deepen knowledge, enable inquiry, innovation and creativity allows students become reflective thinkers, problem solvers and confident, effective communicators and leaders.

MISSION STATEMENT

Convoy International Secondary Academy prepares students for the academic, social and career competencies of Canada and the USA with the knowledge, skills and attitude and understanding filtered from the Growing Success Document and Ontario Curriculum and enriched with the international experience to enable them have a solid position in their future career and wherever the need for them may be. The out come of fulfilling our mission is to raise students who are;

- 1- Responsible
- 2- Organized
- 3- Independent
- 4- Collaborative
- 5- Initiative



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PHILOSOPHY

We firmly believe in an education that combines the academic knowledge with that of personal growth that is suitable for development of a successful career. Convoy International Secondary Academy has established objectives to ensure that each student has an optimal opportunity to:

1. Develop intellectually

We encourage and guide our students to learn beyond the basic bodies of knowledge; to learn independent and critical thinking, to be curious about the world they live in and to be creative in expressing their thoughts.

2. Develop Social Skills

We encourage and guide our students to have a better understanding of who they are as individuals. We celebrate our students' achievement, motivate them to take initiative, help them develop a sense of social responsibility and respect for beliefs of others.

3. Develop Career Skills

We encourage our students to think ahead and identify their career objectives. We assist them in developing work habits and skills that match the ever-changing workplace.

We believe that secondary education plays a pivotal role in the transition of young individuals into productive and contributing members of society. As such, we remain committed to reach every student. To achieve this, we rely on the mutual cooperation of students, teachers, parents and the principal. We provide our students the access to:



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School's Term and Reporting Period

Term	Duration	Grades	# of Classes	Reporting Period
Term 1	Sep. - Nov.	9-12	2	Nov.
Term 2	Nov. - Feb.	9-12	2	Feb.
Term 3	Feb. - Apr.	9-12	2	May
Term 4	Apr. - Jun.	9-12	2	July
Summer July	Jul.	9-12	1	August
Summer August	Aug.	9-12	1	September



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STUDENT RIGHTS AND RESPONSIBILITIES

In order to maintain a school climate in which all students can learn, it is vital for all students to assume responsibility for their behavior. To aid students in making appropriate decisions governing their behavior, the following code of conduct identifying standards and expectations has been developed based on provisions of the various Ontario Ministry of Education codes.

While the standards are not intended to be exclusive, they illustrate the types of behavior that are appropriate and necessary in a wholesome school climate. These expectations shall apply to all students. In school, there are numerous opportunities for disagreement between people to arise. When such occasions occur there must be someone who has the responsibility for settling the disagreements in order to avoid disorder in the school. Such a structure is necessary to facilitate the teaching-learning process. The power and the responsibility for the settlement of disagreements have been given to the CISA Discipline Committee and, through them, to the principals and teachers. In order for this power to be exercised fairly, and so that students know their responsibilities, it is necessary that each student's rights be stated.

1. All students have the right to be free from harassment and physical torment while in class, passing legitimately through the halls, or legitimately on the school grounds. Outward behavior (speech, actions, symbols, etc.) which is motivated by a bias revolving around any of the following - sexual/gender, race, age, disabilities, is expressly prohibited at CISA.
2. All students and staff members have the right to be treated with respect and, in turn, have the obligation to treat others respectfully. This respect and treatment includes not using vulgar, abusive, suggestive, or otherwise offensive language.
3. All students have the right to participate in curricular and extra-curricular activities as long as they have met the requirements CISA.
4. All students have a right to a fair hearing on disciplinary matters with the understanding that the final decisions must be made by the school.
5. All students have the right to bring their concerns about school matters to the attention of the school administration.
6. Students violating the rights of the others understand and accept the consequences made by the CISA Discipline Committee.



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Convoy International Secondary Academy Code of Conduct

CISA strive to provide a safe, caring, learning environment for children, staff and families. We strive to provide an environment in which all children can develop socially, emotionally, physically and cognitively. Our school is based on the belief that each and every child should have the same opportunity to grow and develop in a warm, kind, and caring environment at their own individual pace. We welcome children of all abilities into our programs and will to the best of our ability provide additional support for any child that needs.

The following people are expected to behave in a respectful manner and comply with this code of conduct:

- The children who are registered at our school
- The parents/guardians of children enrolled
- The teachers
- All others such as visitors, extended families etc involved with our school

Guiding Principles for Appropriate Behavior:

- Be Respectful
 - We are respectful of the ideas and feelings of others.
 - Be respectful of the environment, equipment and materials.
- Be Safe
 - Work and play safely to help keep ourselves and others from getting hurt.
- Be Cooperative
 - Solve our problems by talking and listening to each other respectfully to find a solution first.
 - When we cannot solve a problem ourselves, we ask for help.



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UNACCEPTABLE BEHAVIOURS

The following behaviors by children, staff, parents and others involved in our center are unacceptable:

- All forms of bullying (physical, verbal, emotional, social or cyber bullying), including: comments, actions or visual displays that are intentional, hurtful and repetitive
- Harassment, including behavior that degrades, demeans, humiliates or embarrasses someone that a reasonable person would know is unwelcome
- All forms of abuse (sexual, physical or psychological), including verbally, in writing or otherwise discriminate against any person or group because of their race, colour, ancestry, nationality or place of origin, ethnic background, religion, age, sex, gender-determined characteristics, sexual orientation, marital and family status, source of income, political belief and physical or mental disability
- Actions that put another person at risk of harm, including violent physical acts (with or without a weapon)

CISA creates a positive environment for children, parents, staff and others involved in our school by:

- Developing positive relationships, including making time to talk and listen
- Expecting volunteers to always show kindness in words and actions in dealing with each other, with the children and with parents
- Expecting teachers, children and parents to use good manners verbally and with actions
- Establishing clear, consistent, simple limits



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- Stating limits in a positive way and periodically reminding people
- Providing explanations for limits
- Working together to solve problems
- Modelling and encouraging appropriate behaviour

Each student begins a semester with 100 points. Instances which will cause students to lose points, as well as the consequences of breaking rules and regulations, are as follows:

Discipline is administered through the four-level system outlined below:

LEVEL ONE

- 1- Reprimand and warning to student
- 2- Possibility of detention
- 3- Notification given to parents
- 4- Rule clarification to parent and student
- 5- Meeting with parent(s) if required
- 6- Involvement of counseling services
- 7- Deduction of 2 or 5 point

LEVEL TWO

- 1- Reprimand and warning to student
- 2- Possibility of detention
- 3- One to three days in-school suspension
- 4- Notification given to parents
- 5- Meeting with parent(s) if required



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6- Rule clarification to parent and student

7- Deduction of 10 or 15 points

LEVEL THREE

1- Reprimand and warning to student

2- Possibility of detention

3- One to three days out-of-school suspension

4- Notification given to parents

5- Parent conference required

6- Rule clarification to parent and student

7- Deduction of 20 or 25 points

LEVEL FOUR

1- Notification given to parents

2- Parent conference required

3- Recommendation for expulsion for remainder of semester or a full calendar year to Superintendent of Schools and the Board of Education

4- Deduction of 30 or 35 points

THESE "LEVELS" APPLY TO THE VIOLATIONS LISTED BELOW

- Being late 15 minutes or more to the lesson checking section Level 1
- One section absent without permission – Go to class after teacher Level 2-3
- Incident entered in lesson report book Level 1



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- Not paying attention to the lesson: getting mark's 00 and 01 Level 1-2
- Wearing jewelry (the school will confiscate prohibited items and safeguard for 3 months) Level 1-2
- During lunch break: causing noise, disorder in the room Level 1-2-
- Loitering in the canteen or in the playground after lesson bell Level 1-2
- One day absent without permission (without medical advice) Level 1-2-
- Littering at school Level 1-2
- Climbing or jumping on the tables and chairs Level 1-2
- Copying or talking while doing examinations / tests Level 3
- Forging parents' signature to apply for an absence with permission Level 3
- Swearing or gambling (inside or outside school)
- Bringing a mobile phone, cassette, electronic games or other kinds of machine to school (the school will confiscate and safeguard for 1 to 3 months). Level 1-3
- Evading learning section or being dismissed by subject teacher Level 3
- Being dishonest and impolite to teachers or school staff Level 1-2
- Improperly saluting or neglecting to salute during flag ceremony or extra school activities Level 1-2
- Not informing parents about school invitations in which parents involvement required Level 1-2
- Theft or destruction of school or private property (tables and chairs, lights, fans, lesson report book....) Level 3
- Bringing obscene material to school Level 3
- Inciting violence Level 3-4
- Breaking Ontario Province and Canada Federal laws.
- Alcohol possession/use Levels 3-4*
- Alcohol distribution Level 4*



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- Noticeably under the influence of alcohol Levels 4
- “Counterfeit” alcohol possession/use Level 4
- Making false bomb/disaster threats Level 4
- Cheating/plagiarism Levels 2-3-4
- Dress code violation Levels 1-2-3-4
- Drugs – possession/use (including cannabis) Level 4
- Drugs – sale or distribution Level 4*
- Drugs – evidence of use (no evidence of possession) Level 2-3-4*
- “Counterfeit” drugs possession or use of (non-prescription) Level 4
- Fighting Levels 1-2-3-4*
- Inappropriate language Levels 1-2-3-4
- Inappropriate use of technology (note Appendix L) Levels 1-2-3-4
- Theft Levels 2-3-4
- Defiance of authority/insubordination Levels 2-3-4
- Tobacco possession Levels 2-3-4*
- Tobacco use Levels 3-4*
- “Counterfeit” tobacco possession or use of Levels 1-2-3-4*
- Truant Levels 1-2-3-4
- Vandalism Levels 2-3-4
- Weapons possession/use Levels 3-4
- Bullying/harassment (to include, but not limited to, sexual/gender, age, religion, race color, disabilities, or national origin) Levels 1-2-3-4*
- Arson Level 4*
- Gambling – card playing Levels 2-3-4*
- Fireworks, use of Levels 3-4*



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- Skipping class Levels 1-2-3-4
- Skipping lunch/study hall Levels 1-2-3-4
- Unauthorized use of safety equipment (false fire alarm, improper use of fire extinguisher or AED) Levels 3-4*
- Assault/battery – staff Level 4*
- Assault/battery – student Levels 2-3-4*
- Rules violation Levels 1-2-3-4
- Contraband (includes lighters/incendiary devices) Levels 1-2-3-4*
- Being in an unauthorized area Levels 1-2-3-4
- Threat against faculty Levels 2-3-4*
- Threat against student Levels 1-2-3-4

* MAY INVOLVE REFERRAL TO LEGAL AUTHORITIES AND/OR REFERRAL TO NEW LIFE OR THE CENTER FOR ALCOHOL AND DRUG SERVICES.

NOTE: Administrators reserve the right to maintain a safe, orderly environment. Disciplinary situations not covered in this handbook will be dealt with in a manner that follows the philosophy of CISA Board Policies.



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TEACHER RESPONSIBILITIES

CODE OF ETHICS

- The teacher shall give foremost consideration to the student's well-being.
- The teacher shall direct his/her whole professional effort to assist the student to develop his/her whole personality including his/her ability to work.
- The teacher shall act, and shall be seen to act, with justice and fairness.
- The teacher shall recognize that each student is an individual and that students can differ in what is required for the promotion of their education.
- The teacher shall recognize an obligation to assist all students under his/her charge to develop their talents suitably and to the fullest extent feasible.
- The teacher shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
- The teacher shall not intentionally embarrass and disparage the students.
- The teacher shall not use professional relationships with students for private advantage.
- The teacher shall not change any period of his/her schedule with another lesson without Administration Board's permission.
- The teacher shall not leave the classroom during teaching period.
- The teacher shall not send any student out of classroom.
- The teacher shall not arrange any extra-lesson for students without permission of Administration



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LESSON PREPARATION

While preparing lessons it would be good to consider the following points:

- What added value are you giving to the level of the student's educational achievement?
- How can you create ways of adding value to the students' education?
- How do you intend to test what has been achieved? Are the students informed about the success criteria?

PROVIDING DESCRIPTIVE FEEDBACK

Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. Descriptive feedback helps students learn by providing them with precise information about:

what they are doing well,

what needs improvement,

what specific steps they can take to improve.

According to Davies (2007, p. 2), descriptive feedback "enables the learner to adjust what he or she is doing in order to improve." Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. As the teacher provides feedback, and as the student responds to it, the assessment information gathered is used to improve learning as well as instruction. Multiple opportunities for feedback and follow-up are planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers.



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SCHOOL ACTIVITIES

By getting involved in the school's activities teachers will be contributing to the whole school issues rather than just curricular one. School activities will give you the opportunity to develop relationships with other members of staff and with students across the whole school. These relationships have a beneficial effect on your teaching through the mutual respect and trust gained from participating in an activity.

ACHIEVEMENT

Student achievement must be communicated formally to students and parents by means of a Report Card. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the students' strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

The report card provides the following skills demonstrated by the student in every course in the following categories:

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



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The learning skills and work habits are evaluated and reported separately from achievement of the curriculum expectation using a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement). The separate evaluation and reporting of achievement of the curriculum expectations will reflect their critical role in achievement of the curriculum expectations. Four categories for assessment and evaluations are:

- Knowledge and understanding
- Thinking
- Communication
- Application

The evaluation of learning skills should not be considered in the determination of percentage grades.

PURPOSE OF ASSESSMENT

‘The primary purpose of assessment is to improve student learning.’ (Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, Grade 1- 12, 2010, p.6) Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”.

Evaluation Plan: At the beginning of each course, students will receive in writing an “Evaluation Plan” detailing how they will be evaluated. Seventy percent (70%) of the final grade will be based on evaluations conducted throughout the course. Thirty percent (30%) of the final grade will be based on culminating activities and/or final examinations. In each course, all students will be completing assessments:



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for learning, for which they will receive oral or written feedback from their teacher;

as learning,

of learning, in which they will demonstrate the acquisition of skills and knowledge, for which they will receive marks and comments.

As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement.

Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

As essential steps in assessment for learning and as learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyze and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.



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DEVELOPING LEARNING GOALS

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

ELICITING INFORMATION ABOUT STUDENT LEARNING

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

- designing tasks that provide students with a variety of ways to demonstrate their learning; • observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

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



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GRADING

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products (tests/exams, assignments for evaluation). The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted, the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time.

A final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent 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.
- Thirty per cent 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.

Convoy International Secondary Academy grading rubric as below



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GRADE	Letter	SCALE	GRADE	LETTER	SCALE
4+	A+	95.00 - 100.00	2+	C+	67.00 - 69.99
4	A	87.00 - 94.99	2	C	63.00 - 66.99
4-	A-	80.00 - 86.99	2-	C-	60.00 - 62.99
3+	B+	77.00 - 79.99	1+	D+	57.00 - 59.99
3	B	73.00 - 76.99	1	D	53.00 - 56.99
3-	B-	70.00 - 72.99	1-	D-	50.00 - 52.99
			0	F	0.0

Assessment for learning and assessment as learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline, identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card.



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ACADEMIC DISHONESTY

When plagiarism/cheating is detected, it will be investigated. If plagiarism/cheating is confirmed by the teacher, he/she will inform the principal/vice principal, the student, and the parent/guardian of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences. All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal/vice-principal.

However, teachers work with students in a discipleship capacity to train them to recognize and avoid plagiarism. When a student commits an act of plagiarism, the consequences depend on the severity and type of plagiarism. For instance, a student may have done mostly his/her own work but may have a couple of sentences that have been "cut and pasted" and have not been cited. This is different from the essay that is largely "cut and pasted", or largely paraphrased without being cited.

First Offense

- The teacher clearly reviews the meaning of plagiarism and how to avoid it.
- If more than 30% of the assignment has been plagiarized, then the student must redo the assignment, and the new assignment is marked out of 50% of the original assignment.
- If less than 30% of the assignment has been plagiarized, then the student must redo the assignment, and the new assignment is marked out of 80% of the original assignment.
- This allows for the opportunity for the teacher to keep building the kind of relationship with the student that allows the student the opportunity to be open and honest with the teacher.

Second Offense

- The teacher writes this up and it is dealt with by the vice principal.



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- The assignment must be redone, and the new assignment is marked out of 50% of the original assignment.

Third Offense

- The teacher writes this up and it is dealt with by the vice principal.
- Student who commits an act of plagiarism will receive a zero for the assignment.
- The student would not be permitted to redo the assignment.

CONVOY INTERNATIONAL SECONDARY ACADEMY SAFE SCHOOL POLICY

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

Convoy International Secondary Academy:

- is committed to provide a safe learning and working environment for all students, staff and visitors to our schools;
- expects its students, parents/guardians, and employees to actively participate as partners in maintaining a safe learning and work environment in our campuses.
- will not tolerate:
 - a. violence of any kind;
 - b. the possession or presence of weapons;
 - c. harmful, threatening or actual acts of violence or other unlawful acts;



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- d. verbal abuse in any form;
 - e. the presence of any intruder or any activity which places the safety of students, staff or visitors at risk; and
 - f. the possession of, use of, or trafficking in alcohol, illegal drugs or unauthorized prescription drugs;
- will ensure that school officials and staff respond appropriately, without delay and in a consistent fashion when violent incidents threaten the safety and security of our schools and the well-being of our students and staff.
 - will ensure that there are serious consequences to any student who commits a violent act, up to and including expulsions.

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

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

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

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

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

- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;



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- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Conduct and school rules.

	Statement	Action	Reporting/ Responsibility	Supporting Documents
Definitions	Each CISA Health and Safety Policy section is a statement of our commitment to the health and safety of our students and staff and includes the most important details of that commitment. Most policies are accompanied by detailed protocol and procedure as well as other supporting documents, which are available for review.	<p>Acronyms:</p> <p>CISA - Convoy International Secondary Academy</p> <p>HS – High School</p> <p>BOD – Board of Directors</p> <p>LMS - Learning Management System</p> <p>CCTV - Closed Circuit Television</p>	<p>Questions regarding the CISA Health and Safety</p> <p>Policy should be referred to the Health & Safety</p> <p>Committee, specifically the member on duty</p> <p>that day. Issues concerning building grounds, structures</p> <p>or natural environmental</p> <p>issues of concern</p> <p>should be directed to our Head of Operations.</p>	<p>Emergency</p> <p>Contact List, which includes information for the positions mentioned in this document</p> <p>- Procedure and Protocol papers, which are updated throughout the year</p> <p>- Faculty, Staff, and Parent/Student</p> <p>Handbooks, which outline and explain policy procedures in detail.</p> <p>- When a key person is off site for any period during the day, a temporary person will be designated for that role/duty, and the staff will be notified via email.</p>



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Communi cations	Without strong and Effective communications between parents, students, and staff at all times, Health and Safety policies are ineffective. It is Particularly important that Communications are clear before an emergency occurs. A firm commitment to action through a strong Communications policy between all parties is the cornerstone of our Health and Safety Policy and its procedures. The ultimate goal of all health and safety policies is prevention.	All staff, parents, students and visitors are to adhere to the communication chain outlined in this policy and to take action through communicating whenever a health or safety threat is perceived or real. In person meetings or spoken telephone communications are preferred.	The reporting chain for any security, health and safety concerns or emergencies is as follows: - All teachers, staff, students and visitors report to one of the Health & Safety committee members and/or CISA staff who then report to Administration Staff, who then reports to The principal (and eventually to the parents and/or BOD, if necessary).	- Emergency Contact List - Emergency Protocol with evacuation and lockdown procedures are located in each classroom.
Compound Security	CISA Administration are committed to maintaining a safe, secure and healthy	School will be monitored with 24 hour CCTV security. CISA uses RFID Cards that clock employee's in and	Faculty & Staff It is the responsibility of every member of the school's community to	Standard Operating Procedures



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	<p>environment for all staff, students and visitors. We aim for our school grounds to be safe and freely available, putting into place measures to ensure the safety of all who visit our campus.</p>	<p>out of the building.</p> <p>For visitors, there is a camera and bell at the front door, which they must ring in order to proceed to the front office to be granted entrance into the school.</p> <p>All visitors are required to sign in at the front desk in order to go into the school, wearing a Visitor's ID.</p>	<p>alert the management team to any possible security risks or suggestions.</p>	
<p>RISK MANAGEMENT STATEMENT</p>	<p>CISA recognizes that it is in a school environment that, due to its location and facilities in a large, metropolitan city, has potential health and safety risks (i.e. pollution, smog, water supply, traffic, weather, etc.). With clear policy and procedures in place to protect students, staff, and visitors, CISA has done the utmost to minimize those risks with the understanding that they cannot be fully eliminated.</p>	<p>CISA will maintain a medical facility stocked for general medical needs. For all emergencies, a designated driver will be on campus at all times during school hours to provide transportation to the appropriate medical center.</p>	<p>The reporting chain for any security, health and safety concerns or emergencies is as follows:</p> <p>All teachers, staff, students and visitors report to the appropriate homeroom teacher, school secretary, and principal.</p>	<ul style="list-style-type: none"> - CISA Accident/ Injury Report - Emergency Contact List - Health and First Aid Kit and Manual - Fire Drill, Tornado, Lockdown, and Evacuation Procedures



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<p>Staff Screening</p>	<p>CISA recognizes that Risk Management for child protection begins with the recruiting, screening and selection of the right people to work in our school.</p>	<p>CISA will have Consistent procedures (background checks, health checks, etc.) in place for all staff, suppliers, and contractors to Follow, with adequate management and supervision to ensure compliance.</p>	<p>The Administrators and hiring committee are responsible for proper staff screening.</p>	<p>- Staff Handbook - Parent/Student Handbook (Visitors' Guidelines)</p>
<p>Field Trips – Local and Overseas</p>	<p>For all field trips, both local and overseas, the trip supervisor undertakes a risk assessment by completing the field trip request forms prior to departure; this risk assessment is submitted to the supervising teacher's coordinator for</p>	<p>All kind of trips should be written down on schools activity book at least 3 weeks prior to the trip. An informative letter together with a permission form will be sent home to parents before the trip, and no student will be allowed on the trip unless a signed permission form has been returned to school. Overseas trips will involve a more detailed planning</p>	<p>Parents may sometimes be invited to accompany trips and assist in supervising. The coordinating staff member (field trip supervisor) is responsible for informing parties of their specific roles and responsibilities.</p>	<p>- Field Trip Request Form (s)</p>



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	consideration, modification and final sanctioning.	and communication process involving parents, students and participating staff.		
CODE OF ETHICS	CISA Code of Ethics is one of the means by which the school will live up to its mission on behalf of all the people who work and study here. The school on the one hand, and individual students on the other, have justifiable expectations of each other, including: Students have a right to expect that the School will provide a secure, nurturing environment to learn in; the School has a responsibility to provide this. The school expects students to behave in a way which will contribute to such a safe, friendly	The Code of Ethics will be most effective in a caring environment where behavior that is not in accordance with the code is recognized and dealt with promptly and appropriately. With everyone's cooperation in striving for high standards, it will become a code that will not need enforcing, but by which the whole community can happily live and work together.	Each learning team, are responsible for maintaining a code of ethics for its students that includes appropriate Discipline procedures. In all serious discipline or behavioral cases, the head teachers should always be informed.	- Staff Handbook (with Staff Policies and Code of Ethics) - Student Handbook (with Student Policies)



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	environment; it cannot tolerate behavior which undermines this principle.			
Drugs, Alcohol and Cigarettes	<p>Possession of illegal drugs/cannabis and consumption of alcohol during school hours are strictly prohibited.</p> <p>In the case of drugs, this act is clearly criminal.</p> <p>Both present a direct threat to the welfare of others or may result in violence to persons or damage to property.</p> <p>The school grounds are all smoke-free zones This is applicable to all employees, parents, visitors, and, of course,</p>	<p>CISA is legally required to notify the authorities if drugs are found on school grounds.</p> <p>Inebriation or consumption of alcohol during school hours by staff or students will result in suspension and potential dismissal.</p>	<p>The Administrative staff are responsible for taking action in such cases.</p>	<p>-Ontario Laws</p> <p>-Staff Handbook</p> <p>-Student Handbook</p>



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	students. No smoking will be allowed on the premises.			
Emergency Drills	Emergency drills occur regularly throughout the year at least 1x per term. A report on the effectiveness of each drill is sent to the whole school and trainings conducted should contain procedures that need to be improved upon.	Drills are planned and coordinated by the Health & Safety Committee members with a reflection with students and staff on the drill effectiveness after each drill.	Health & Safety Committee to update the Administrative Staff and BOD on our drill effectiveness and plans for improvement. 911 and local Fire department is informed at least 1 hour prior to an emergency drill.	- Emergency Drill Procedures - Emergency Cards, Routes, and Action Plan laminated and posted in a visible place in each classroom. - Evacuation Procedures and details of when to use which procedure - Lock Down Procedures and details of when to use which procedure.



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Withdrawing from a Course

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

Refund Policy

Course Fee

The Course Fee will NOT be refunded under the following circumstances:

International Student for In-class Courses

- The \$500.00 Registration Fee;
- If the student has obtained or extended their student visa using the documents issued by CISA;
- If the student is dismissed in violation of school rules and policies;
- If the student needs to drop or withdraw any course.

Local Student for In-class Courses

- The \$500.00 Registration Fee;
- If the student is dismissed in violation of school rules and policies;
- If the student needs to drop or withdraw any course.

International/Local Student for Online Courses

- The \$500.00 Registration Fee;



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- The Course Fee for the course that has been opened for the student and the account information of that course has been sent to the student;
- 50% of the Course Fee for the courses that have not yet been opened by the School for the student.

Boarding Fee

The boarding fee is charged for the whole academic year from September to June. Students who arrive before September 1 or leave after June 30 might be charged by the School for the extra days living on campus.

Boarding fee can be refunded ONLY when the student's student visa gets rejected.

Guardianship Fee

The Guardianship fee can be refunded ONLY when the student's student visa gets rejected. The School will deduct \$100 for the notarization and refund the rest of the amount charged.



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Diploma and Certificate

The Ontario Secondary School Diploma (OSSD)

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement;
- students must complete 40 hours of community involvement activities; and
- a minimum of 2 credits must be obtained through online study.

Compulsory credit requirements (Total of 18 credits)

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

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

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language



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- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

- Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education
- Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Optional credit requirements

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available by the school.

The Secondary School Literacy Graduation Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine



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whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring.

Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Deferrals are granted in accordance with the policies described in Appendix 3, Section 3 (Ontario Schools Kindergarten to grade 12). Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions as outlined in Appendix 3, Section 2 (Ontario School Kindergarten to grade 12). For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. School boards should ensure that this policy is made known to students and to parents of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board.

School boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve



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their skills so that they are better prepared to retake the literacy test. For example, a board could offer a credit course on learning strategies(see the guidance and career education curriculum policy document) or one on literacy skills (see the English curriculum policy document) for these students. For students who entered Grade 9 in the 1999–2000 school years, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

Deferrals of the Ontario Secondary School Literacy Test

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- students who have been identified as exceptional by an Identification or Placement
- students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
- students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis. The following procedures will be applied:

- A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral. To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.
- A principal may also initiate consideration of a deferral with the parent or adult student.



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- The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff
- The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- If an additional deferral is required, the principal will review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student will be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students will be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
- The decision to defer will be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
- All documentation related to the decision to grant a deferral will be kept in the student's Ontario Student Record.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade12. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. (Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student (Not applicable for private school).

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be



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granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy. For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (The accommodations must be in accordance with those outlined in Appendix 3, Section 1, under the subheading "Permitted Accommodations".) In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

New Requirement for the OSSLT/OSSLC

From 2022 Fall, in-class students will be required to take the OSSLT to meet the literacy requirement, whereas online international students will be required to take the OSSLC to fulfill the requirement.

Exception for Mature Students*

Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

* A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.



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The community involvement requirements and procedure

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

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

Community Involvement Activities not approved:

1. Any paid activity (i.e. babysitting);
2. Cooperative education;
3. Any activities or programs organized by the school (i.e. cadets);
4. Playing on sport teams;
5. Any involving the operation of a motor vehicle or power tools or scaffolding;
6. Any involving in the administration of medications or medical procedures to another person;
1. Any occurring in an unsafe or unsupervised environment;
2. Any displacing a paid worker;
3. Any in a logging or mining environment if the student is under 16 years old;
4. Any in a factory, if the student is under 15 years of age;
5. 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;
6. Any involving handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
7. Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
8. Any involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;



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9. Any consisting of duties normally performed in the home (i.e. daily chores) or personal recreational activities;
10. Any involving activities for a court-ordered program (i.e. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

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

Substitution policy for compulsory credit requirements

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

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

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



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consideration of whether a substitution should be made. The principal will make his decision in consultation with the parent or the adult student and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

Each substitution will be noted on the student's Ontario Student Transcript.



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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 provisions for making substitutions for compulsory credits apply to the Ontario Secondary School Certificate.

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.

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.



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The Granting of the Diploma and Certificates

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

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

The Ontario Scholar Program

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

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



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Secondary School Courses and Related Procedures

The definition of a credit

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours of instructions has been scheduled. It is granted to the student by the principal of a secondary school on behalf of the Minister of Education.

Definitions of the types of courses available in the Ontario curriculum

Grade 9 and 10 Courses:

The following three types of courses are offered in Grades 9 and 10:

- 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.

- 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.

- 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 university, college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.



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Grade 11 and 12 Courses:

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

- College preparation

courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

- University preparation

courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

- University/college preparation

courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

- Workplace preparation

courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

- Open

courses, which comprise a set of expectations that are appropriate for 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 university, college, or the workplace in mind.

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their post-secondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs (see sections 8 and 9).

School boards are required to ensure that students in Grades 11 and 12 have access



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to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines.

Course Prerequisites

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

An explanation of the course coding system

The Ministry of Education has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students, when moving from school to school, seeking employment or when submitting applications to post-secondary institutions. All Ontario secondary school courses are coded with three letters and three numbers to indicate the subject, year or grade, and course content level of difficulty. The course code consists of a course title and a five-character code. The Ministry of Education designates the first five characters; the school or board determines the sixth character.

Code Characters	Explanation	Example - ENG 1D
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	"ENG" indicates an English course
4 th	Grade level as a number * (see below) "1" grade 9 "2" grade 10 "3" grade 11 "4" grade 12	"1" grade 9 or first year



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5 th	Type of course as a letter "D" Academic (grades 9 and 10) "P" Applied (grades 9 and 10), "O" Open (all grades) "E" Workplace Preparation (grades 11 and 12) "U" University Preparation (grades 11 and 12) "C" College Preparation (grades 11 and 12) "M" University/College Preparation (grades 11 and 12)	"D" Academic course
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Description of all the courses offered by Convoy International Secondary Academy

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

English as a Second Language

ESL, Level 1, Open (ESLAO)

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.

Prerequisite: None

ESL, Level 2, Open (ESLBO)



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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.

Prerequisite: ESL Level 1 or equivalent

ESL, Level 3, Open (ESLCO)

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.

Prerequisite: ESL Level 2 or equivalent

ESL, Level 4, Open (ESLDO)

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.

Prerequisite: ESL Level 3 or equivalent

ESL, Level 5, Open (ESLEO)

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



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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.

Prerequisite: ESL Level 4 or equivalent

Science

Science, Grade 9, Academic (SNC1D)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

Chemistry, Grade 11, University (SCH3U)

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.

Prerequisite: Grade 10 Science, Academic

English, Grade 12, University (ENG4U)

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



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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.

Prerequisite: Grade 11 English, University Preparation

Mathematics

Advanced Functions, Grade 12, University (MHF4U)

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors, Grade 12, University (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.



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Access to School Calendar and outlines of the courses of study

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

Access to Ontario Curriculum policy documents

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

Policy regarding student withdrawal from courses in Grade 11 and 12

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

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



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Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

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

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

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

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



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

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

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

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

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



Convoy International
Secondary Academy
BSID: 882508



Convoy International
Secondary Academy - Essa
BSID: 669325

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Prior Learning Assessment and Recognition (PLAR) for Mature Students

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

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process (currently, Convoy International Secondary Academy does not offer this option); (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the course. It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

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

Mature students working towards the OSSD under OS/OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

Full Disclosure

The Ontario Ministry of Education has instructed that schools in Ontario implement a policy of full disclosure in September 1999. This policy states that all grade 11, 12 courses attempted by students must be recorded on Ontario Student Transcripts. This means that any course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. We should follow the rules set in "dropping a course". People needing a certified copy of their Ontario Student Transcript are required to contact the Convoy International



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Secondary Academy office. If the student is currently attending another school - public or private - and is simply taking a single course from Convoy International Secondary Academy, then that student's OSR will reside at the school that the student is attending as a full time student. Convoy International Secondary Academy establishes or obtains the student OSR containing the OST, only if the student becomes the sole responsibility of the Convoy International Secondary Academy.

Supports and Resources

Supports for English language learner

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