

# **Tzu Chi Academy**

## **School Course Calendar: 2024-2025**

### **Goals and Philosophy**

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. Tzu Chi Academy has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students.

Tzu Chi Academy is organized to provide students with opportunities to pursue combinations of Academic, Business, and Technological Studies, as well as courses in the Arts, Physical and Health Education and Career Education. Tzu Chi Academy is committed to helping students acquire the knowledge, skills, values and attitudes, which are useful both now and in later life.

### **The Importance and Value of Completing a Secondary Education**

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information is essential to succeed in this ever-changing global economy. One has to constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides students with the analytical skills necessary to pursue a wide-range of career objectives.

### **The Requirement to Remain in Secondary School until 18 or Obtained OSSD**

According to Bill 52 entitled, *The Education Amendment Act, Learning to Age 18, 2006*, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This is to encourage more students to graduate and fewer to leave school without adequate preparation for work or further studies.

### **School Organization**

There are no defined semesters at our school. Our school provides flexible scheduling for its students. Courses, however, must be completed within 10 months of registration.

### **Ontario Secondary School Diploma: If you started Grade 9 in 2023 (or previously)**

In order to earn the Ontario Secondary School Diploma a student must:

- Earn 18 compulsory credits
- Earn 12 additional optional credits

- Complete 40 hours of community involvement activities
- Successfully meet the Ontario provincial literacy requirement
- At least 2 online learning credits

### **Compulsory Credits:**

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

#### **4 credits in English (1 credit per grade)**

- The Ontario Secondary School Literacy Course (OSSLC) may be used as an additional English credit (to meet either the Grade 11 or 12 English credit) or a Group 1 compulsory credit.
- 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**

- 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 Credits:**

In addition to the 18 compulsory credits (7 for the OSSC), students must earn 12 optional credits (7 for the OSSC). Of these 12 optional credits, up to 4 may include credits earned through approved dual credit courses. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available at Tzu Chi Academy.

### **Ontario Secondary School Diploma: If you started Grade 9 in 2024 (or later)**

In order to earn the Ontario Secondary School Diploma a student must:

- Earn 17 compulsory credits
- Earn 13 additional optional credits
- Complete 40 hours of community involvement activities
- Successfully meet the Ontario provincial literacy requirement
- At least 2 online learning credits

Starting Grade 9 in 2024 (or later), you need the following to get your OSSD.

### **Compulsory Credits:**

You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the STEM-related course group

### **The following apply to compulsory credit selections:**

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- STEM-related course group

### **Of the 17 Compulsory Credits, you must complete 1 from the following STEM group:**

- business studies
- computer studies
- cooperative education

- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

### **Optional Credits:**

- You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.
- Optional credits may include up to 4 credits earned through approved dual credit programs.

### **Online Learning Graduation Requirement Opt-Out Process**

As part of the Ontario Ministry of Education's mandate, parents and guardians of students currently in grades 9-11 may choose to opt-out of the mandatory online learning courses required for graduation from secondary school. If you have a child, who is currently enrolled in Grades 9-11, and would like to opt them out of mandatory online learning courses in secondary school, please contact our school in order to obtain the Online Learning Opt-Out Form. Once this form is complete, please return it to Tzu Chi Academy office. Only hard copies of the Online Learning Opt-Out Form will be accepted. The submitted form will be subsequently stored in the respective student's Ontario Student Record (OSR).

NOTE: If you do not wish to opt-out of mandatory online courses, you do not need to complete this form.

### **The Ontario Secondary School Certificate (OSSC)**

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

#### **7 required compulsory credits**

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

#### **7 required optional credits**

- 7 credits selected by the student from available courses

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

### **The Certificate of Accomplishment**

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario

Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

### **List of Available Courses**

Students study the following courses at Tzu Chi Academy:

AVI4M	Visual Arts, Grade 12, University Preparation
BEM1O	Building the Entrepreneurial Mindset, Grade 9, Open
CHC2D	Canadian History Since World War 1, Grade 10, Academic
ENG4U	English, Grade 12, University Preparation
ICS3U	Introduction to Computer Science, Grade 11, University Preparation
LKMDU	International Languages, Mandarin, Level 3, University Preparation
LKBDU	International Languages, Simplified Mandarin, Level 3, University Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation
MHF4U	Advanced Functions, Grade 12 University Preparation
MTH1W	Mathematics, Grade 9, De-streamed
SPH4U	Physics, Grade 12, University Preparation

Curriculum documents for all secondary courses can be accessed online at the following URL:

<https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

Course outlines for all courses offered at Tzu Chi Academy are given to students registered in the course and can also be obtained upon request to the principal.

### **Community Involvement**

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society

beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time – during lunch hour, after school, on weekends, or during school holidays – and for keeping track of their activities under the guidance of Tzu Chi Academy principal. Students must choose an activity that is approved by Tzu Chi Academy such as helping classmates with school work, assisting in sports activities at a community centre, helping senior citizens, involvement in community events, volunteering at a hospital or in the community.

Student activities are not to displace workers or to be during scheduled classroom time. Grade 8 students are allowed to start their volunteer hours when they complete their Grade 8 academic studies.

### **Approved Activities:**

Students can seek opportunities in the community by offering assistance to service clubs, community groups, charities, conservation groups, health agencies and others. For example:

- Fundraising (not-for-profit organizations)
- Community sports coaching
- Helping to organize community events
- Participating in environmental projects
- Assisting Seniors
- Participating on committees
- Participating on community project

### **Ineligible Activities:**

- Any activity where you are paid
- Co-operative education experiences
- Any required activities of a course or program
- Playing on a school or recreational sports team
- Activities which are regular family responsibilities
- Court-ordered community service programs
- Alternative measures program
- Any diversionary program that uses community service
- Any activity in an unsafe, unsupervised environment

### **The Secondary School Literacy Graduation Requirement**

Students must pass the Ontario Secondary School Literacy Test, which is administered annually in March. Passing the test is a requirement of the OSSD. Students who do not pass may take the Ontario Secondary School Literacy Course (OSSLC). Tzu Chi Academy principal has 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 interests of the student. Students who pass the course are considered to have met the literacy

graduation requirement. The literacy requirements are in the best interest of the students. The result is recorded on the student transcript.

### **Accommodations**

The accommodations provided for students writing the OSSLT are in the categories of:

- Setting
- Time
- Presentation Format (formats for administration of test)
- Response Format (permitted formats for student responses)
- Audio Recording of Responses
- Verbatim Scribing of responses
- Video Recording of Responses (reading only)

### **Deferrals**

The student who is working toward an OSSD but will not participate in the test, because:

- The student is an English language learner and has not yet acquired a level of proficiency in English sufficient to participate;
- The student has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
- The student has not yet acquired the reading and writing skills appropriate for Grade 9 or
- The student has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to Tzu Chi Academy, and appropriate accommodations cannot be provided.

### **To make a deferral decision it must be done:**

- Prior to the test;
- For each student individually and
- In consultation with the student and parents or guardians or the adult student, and with the appropriate teaching staff.

### **Exemption**

The student is not working toward an OSSD (and this is indicated in the IEP).

To make an exemption decision must be done:

- Prior to the test;
- For each student individually and
- In consultation with the student and parents or guardians or adult student, with the appropriate teaching staff and with the consent of the parents or guardians or adult student.

### **Substitutions for Compulsory Credits**

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. These substitution courses must be selected from the course offerings of

Tzu Chi Academy that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three of these courses (or the equivalent of half courses) with the courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript.

### **Prerequisite Courses**

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At Tzu Chi Academy, students must complete the prerequisite identified for the course they wish to register for. A proof of prerequisite completion is mandatory prior to course registration.

### **Waiving Prerequisites**

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

### **Credit System and Courses**

#### **The Credit System:**

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours of classroom instruction with the student achieving a mark of 50% or higher. Credits are granted to students by Tzu Chi Academy principal, on behalf of the Minister of Education.

#### **Types of Courses:**

Ontario credit courses have a common course code system: e.g., ENG4U, BBB4M

1. The first 3 characters represent the course name: e.g., ENG = English, BBB=Introduction to International Business.
2. The 4<sup>th</sup> Character indicates the grade or language level: e.g., 1=Grade 9; 2=Grade 10; A=Level
3. The last character indicates the course type: e.g., C= College; D= Academic; M= College; University; U= University or W = De-streamed.

#### **The following three types of courses are offered in Grades 9:**

- 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 (Example: FSF1D).
- 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 (Example: ATC1O).
- De-streamed, as a result of feedback from education stakeholders and partners this type of course has been designed with 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 (Example: CGC1W).

**The following three types of courses are offered in 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 (Example: ENG2D).
- 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 (Example: MFM2P).
- 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 (Example: GLC2O).

**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 (Example: BDI3C).
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs (Example: MCV4U).
- 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 (Example: BBB4M).
- 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 (Example: BAN4E).
- 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 (Example: CPC3O).

**Changing Course Types**

When students decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. A student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 de-streamed mathematics course.

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. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

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

### **Cooperative Education**

Tzu Chi Academy may provide students with the opportunity to extend their knowledge through cooperative education programs. Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience.

A cooperative education course is based on a related course (or courses) from an Ontario curriculum policy document in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component.

The cooperative education teacher will develop the student PPLP.

Cooperative education will not be provided during this academic year.

### **Remedial Programs**

When necessary, Tzu Chi Academy will provide its students with tutoring services (online or on-site).

For the purpose of remediation, the principal may decide to add instructional hours to a course, in addition to the mandated 110 hours of instruction.

Tzu Chi Academy operates a summer school during the months of July and August. Students who would like to repeat courses or upgrade marks may attend Tzu Chi Academy during this time. All summer school courses must not begin before July 1<sup>st</sup> and be completed by no later than August 31<sup>st</sup> of the same year.

### **Achievement - Curriculum Expectations**

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

### **Assessment and Evaluation of Student Achievement**

The primary purpose of assessment and evaluation is to improve student learning. Assessment is the process of gathering information from a variety of sources (student products such as assignments and tests, observations of student performance, and conversations with students) that accurately reflects how well a student is achieving the curriculum expectations. Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria, or performance standards and assigning a level of achievement to represent that quality.

Assessment and evaluation will be based on the content standards and the performance standards outlined in this document and in the curriculum policy document for each discipline.

All curriculum expectations must be accounted for in instruction, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment but not necessarily evaluated.

*Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- *are fair, transparent, and equitable for all students;*
- *support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;*
- *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;*
- *are communicated clearly to students and parents at the beginning of Tzu Chi Academy year or course and at other appropriate points throughout Tzu Chi Academy year or course;*
- *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;*
- *provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;*
- *develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.*

Evaluation is based on gathering evidence of student achievement through:

- Products
- Observations
- Conversations

**Assessment *for* Learning** - we provide feedback and coaching

Assessment FOR Learning is the process of seeking and interpreting evidence for the use of learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to go there.

**Assessment *as* Learning** - we help students monitor progress, set goals, reflect on their learning  
Assessment AS Learning is the process of the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves.

**Assessment *of* Learning** – we use assessments as ways of providing evaluative statements about the level of achievement of students

Assessment OF Learning is the assessment that becomes public and results in statements of symbols (marks/grades/levels of achievement) about how well students are learning. It often contributes to pivotal decisions that will affect students' future.

### **Performance Standards**

Levels or degrees of achievement are organized into broad learning categories. These include communication, knowledge/understanding, application and thinking. While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information and act as a framework used to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of work and provide clear and specific information about their achievement to students and their parents.

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. The final grade in the form of a percentage grade for each course will be determined as follows:

- Seventy per cent 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.
- Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, culminating activity and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The achievement chart identifies four categories of knowledge and skills. It is a standard province-wide guide to be used by teachers. It enables teachers to make judgements about student work that are based on clear performance standards and on a body of evidence collected over time. The purpose of the achievement chart is to:

- Provide a common framework that encompasses all curriculum expectations for

- All courses outlined in this document;
- Guide the development of quality assessment tasks and tools (including rubrics);
- Help teachers to plan instruction for learning;
- Assist teachers in providing meaningful feedback to students;
- Provide various categories and criteria with which to assess and evaluate students' learning.

### **Categories of Knowledge and Skills**

The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the subject expectations for any given course are organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories of knowledge and skills are: Knowledge and Understanding, Thinking, Communication, and Application.

Teachers will ensure that student work is assessed and/or evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

The categories of knowledge and skills are described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*, as follows:

Knowledge and Understanding	Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding).
Thinking	The use of critical and creative thinking skills and/or processes
Communication	The conveying of meaning through various text forms.
Application	The use of knowledge and skills to make connections within and between various contexts.

### **Report Cards**

At the end of each course a Report Card will be given to the student with the percentage final grade achieved, credit earned, attendance details and a record of the learning skills demonstrated by the student.

Semestered schools are required to provide formal written reports to parents two times per semester. Non-semestered schools are required to provide formal written reports to parents three times a year. The first report must be issued during the fall. Schools that offer a combination of semestered and non-semestered courses should develop a combined reporting schedule that provides for two written reports for semestered courses and three written reports for non-semestered courses.

Report cards will include evaluation of students' Learning Skills and Work habits as follows:

### Learning Skills and Work Habits

<b><u>Responsibility</u></b>	<b><u>Organization</u></b>
<ul style="list-style-type: none"> <li>• Fulfils responsibilities and commitments within the learning environment.</li> <li>• Completes and submits class work, homework, and assignments according to agreed-upon timelines.</li> <li>• Takes responsibility for and manages own behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>• Devises and follows a plan and process for completing work and tasks.</li> <li>• Establishes priorities and manages time to complete tasks and achieve goals.</li> <li>• Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.</li> </ul>
<b><u>Independent Work</u></b>	<b><u>Collaboration</u></b>
<ul style="list-style-type: none"> <li>• Independently monitors, assesses, and revises plans to complete tasks and meet goals.</li> <li>• Uses class time appropriately to complete tasks.</li> <li>• Follows instructions with minimal supervision.</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts various roles and an equitable share of work in a group.</li> <li>• Responds positively to the ideas, opinions, values, and traditions of others.</li> <li>• Builds healthy peer-to-peer relationships through personal and media-assisted interactions.</li> <li>• Works with others to resolve conflicts and build consensus to achieve group goals.</li> <li>• Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.</li> </ul>
<b><u>Initiative</u></b>	<b><u>Self-Regulation</u></b>
<ul style="list-style-type: none"> <li>• Looks for and acts on new ideas and opportunities for learning.</li> <li>• Demonstrates the capacity for innovation and a willingness to take risks</li> <li>• Demonstrates curiosity and interest in learning</li> <li>• Approaches new tasks with a positive attitude.</li> <li>• Recognizes and advocates appropriately for the rights of self and others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sets own individual goals and monitors progress towards achieving them.</li> <li>• Seeks clarification or assistance when needed.</li> <li>• Assesses and reflects critically on own strengths, needs, and interests.</li> <li>• Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.</li> <li>• Perseveres and makes an effort when responding to challenges.</li> </ul>
E – Excellent   G – Good   S – Satisfactory   N – Needs Improvement	

<b>Percentage Mark</b>	<b>Achievement of the Provincial Curriculum Expectations</b>
<b>80-100</b>	The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)
<b>70-79</b>	The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)
<b>60-69</b>	The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2)
<b>50-59</b>	The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)
<b>Below 50</b>	The student has not demonstrated the required knowledge and skills. Extensive remediation is required.
<b>I</b>	Insufficient evidence to assign a percentage mark (for Grade 9 and Grade 10 courses only)
<b>W</b>	The student has withdrawn from the course.

### **Prior Learning Assessment and Recognition**

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 students have acquired, in both formal and informal ways, outside an Ontario Secondary School. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR Challenge and Equivalency may be granted by the principal according to Ministry guidelines for PLAR, and Tzu Chi Academy procedure manual. The PLAR process for mature students is specifically addressed in PPM 129, while PPM 132 provides general guidelines for all students.

The PLAR process developed by Tzu Chi Academy in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions. PPM 129 outlines the PLAR procedures for mature students, ensuring they have a clear pathway to receive recognition for their prior learning, while PPM 132 outlines the general procedures and criteria applicable to all students.

### **Recording and Reporting**

#### **Ontario Student Record (OSR)**

The Ontario Student Record (OSR) is the record of a student’s educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information “for inclusion in a record in respect of each pupil enrolled in Tzu Chi Academy and to establish, maintain, retain, transfer and dispose of the record”. The act also regulates access to an OSR and states that the OSR is “privileged for the information and use of supervisory officers and the principal and teachers of Tzu Chi Academy for the improvement of instruction” of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

### **Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) was developed in 1983 to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

Since the 1999–2000 school year, schools have been required to provide a complete record of students’ performance in Grade 11 and 12 courses.<sup>1</sup> Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. The OST will include:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OSS or through the equivalency process under OSIS;
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- confirmation that the student has completed the forty hours of community involvement;
- confirmation that the student has successfully completed the provincial secondary school literacy requirement.

### **Full Disclosure**

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.



No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student's learning plan.

### **Reporting Student Achievement to Parents**

Regular progress reports will be provided to the parents of students who are under 18 years of age. Report cards will be provided to parents at the end of each course. Students who are 18 years of age and older will have to give permission to the teachers to communicate with their parents about their academic progress.

Student success is based also on their ability to maintain a high standard when it comes to learning skills and work habits in their regular studies. These are based on 6 established criteria. These are:

- **Responsibility:** The student is willing to act independently and make decisions without authorization.
- **Organization:** The student is able to plan, arrange, coordinate, administrate and management the workload.
- **Independent Work:** The student shows self-governance, self-determination and autonomy when independently completing all tasks.
- **Collaboration:** The student can effectively work with others to produce or create something.
- **Initiative:** The student can act to take charge and shows ingenuity, originality and enterprise.
- **Self-Regulation:** The student has control of oneself and can act independently

### **School Services**

#### **Computers**

All school students must have access to reliable computers and internet.

#### **Guidance**

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate-courses and in making application to post-secondary institutions. Tzu Chi Academy principal is also the guidance teacher.

#### **Education and Career Planning Supports**

When students begin at their studies at Tzu Chi Academy, they review with the principal their educational goals and become familiarized with the learning pathway form to best plan their educational direction. Upon completion of their studies, they will again sit with the principal to prepare a personalized transition plan either for their home-school, or post-secondary directions (university, college or the workplace).

#### **Education Support for Parents**

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

### **Student Accommodations and Modifications**

At school, no modifications are made to any of the courses. Instructional, test and environmental accommodations may be given to students upon recommendation by the educational psychologist associated with our school.

### **English Language Learners**

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

### **Library and Community Resources**

Students are encouraged to use their local public libraries and their home-school library for their research projects.

### **Student Responsibilities**

#### **Guiding Principles**

All members of Tzu Chi Academy community are to be treated with respect and dignity, especially persons in positions of authority. Responsible citizenship involves appropriate participation in the civic life of Tzu Chi Academy community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Members of Tzu Chi Academy community are expected to use non-violent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others.

The possession, use or threatened use of any object to injure another person endangers the safety of oneself and others. Alcohol and illegal drugs are addictive and present a health hazard. Tzu Chi Academy will respond strongly to school members who are in possession of, or under the influence of alcohol or illegal drugs. Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of Tzu Chi Academy community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.

Student's achievements will be periodically reviewed with the student, teacher, and the principal. An action plan will be developed, if necessary, with the student's participation to help enhance the student's success. If the student is under the age of 18, the action plan will also be reviewed with, and signed by the parent.

### **Attendance**

Regular attendance is necessary for success in any learning process. Persistent absenteeism makes it difficult for the student to demonstrate achievement of the curriculum expectations. Attendance will be closely monitored. Persistent absence and lateness may result in withdrawal from the course or expulsion from Tzu Chi Academy. Students should carefully review Tzu Chi Academy attendance policy.

Students are also required to attend school until they reach the age of eighteen or graduate.

### **Academic Honesty**

When students submit work to their teachers for evaluation, they imply that the work is the result of only their own efforts and is not in any way the result of the efforts of others. Academic honesty is essential for the development and acquisition of knowledge. Students who present the work of others as their own are guilty of plagiarism and will receive a mark of zero for the work and will have the details of the plagiarism noted in their school records. In principle, students who are guilty of cheating on tests or examinations will receive a mark of zero on the test or examination and have the details of the cheating noted in their school records. (The principal will review each case individually with reference to Tzu Chi Academy policy on Academic Honesty)

### **Code of Student Behaviour**

A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe, and feel safe in Tzu Chi Academy community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions, which put the safety of others or oneself at risk. (Tzu Chi Academy adheres to the principles of the provincial code of behavior specified in PPM No. 128.)

### **Cyber-Bullying**

Tzu Chi Academy recognizes that technology plays an important and positive role in everyone's lives, both educationally and socially. It is committed to helping all members of Tzu Chi Academy community to understand both the benefits and the risks, and to equip children with the knowledge and skills to be able to use technology safely and responsibly.

“Cyberbullying involves the use of information and communication technologies to support deliberate, repeated, and hostile behaviour by an individual or group that is intended to harm others.”

The complete policy is found in Tzu Chi Academy's policy and procedure manual.

### **Student Expulsion**

Our school believes that all students have the right to learn and achieve success and acknowledges the impact of school climates on students' success. Our school is committed to prevention and intervention strategies to address bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form, whether systemic or based on

individual actions of staff, students or community members that directly impact school climate through curriculum, educational programs and services. Our school has established a clear process for reporting and responding to any behaviour that would have a negative impact on school climate. Our school's approach to making schools safer involves progressive discipline. This involves the whole school and combines discipline with opportunities for students to continue their education. Students will also have more opportunities to learn from the choices they make. Progressive discipline promotes positive student behaviour. It also enables the principal to choose the consequences that are appropriate to the student's needs and behaviour. Expelled students are removed from school for an indefinite time period. Students are suspended first, while expulsion is being considered.

The complete policy is found in Tzu Chi Academy's policy and procedure manual.

### **School Course Information**

#### **Course Outlines**

Detailed course outlines have been prepared for all courses offered at our school. The outlines provide details regarding each individual course including, curriculum expectations, course content, teaching and learning strategies, along with assessment and evaluation strategies. A copy of each course outline is available through the subject teachers or the principal.

The following courses are currently being taught at our school:

AVI4M	Visual Arts, Grade 12, University Preparation
BEM1O	Building the Entrepreneurial Mindset, Grade 9, Open
CHC2D	Canadian History Since World War 1, Grade 10, Academic
ENG4U	English, Grade 12, University Preparation
ICS3U	Introduction to Computer Science, Grade 11, University Preparation
LKMDU	International Languages, Mandarin, Level 3, University Preparation
LKBDU	International Languages, Simplified Mandarin, Level 3, University Preparation
MCV4U	Calculus and Vectors, Grade 12, University Preparation
MHF4U	Advanced Functions, Grade 12 University Preparation
MTH1W	Mathematics, Grade 9, De-streamed
SPH4U	Physics, Grade 12, University Preparation

### **School Timetable**

Our school provides students with flexible scheduling. All courses must be completed within 10 months of registration.

### **Course Description:**

#### **AVI4M - Visual Arts, Grade 12, University Preparation**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

#### **BEM10 - Building the Entrepreneurial Mindset, Grade 9, Open**

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

#### **CHC2D - Canadian History Since World War 1, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

#### **ENG4U - English, Grade 12, University Preparation**

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

### **ICS3U - Introduction to Computer Science, Grade 11, University Preparation**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

### **LKMDU - International Languages, Mandarin, Level 3, University Preparation**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

### **LKBDU - International Languages, Simplified Mandarin, Level 3, University Preparation**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

### **MCV4U - Calculus and Vectors, Grade 12, University Preparation**

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 modelling 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.

### **MHF4U - Advanced Functions, Grade 12 University Preparation**

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.

### **MTH1W – Mathematics, Grade 9, De-streamed**

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

### **SPH4U - Physics, Grade 12, University Preparation**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

### **Online Components**

#### **Minimum Hardware Requirements:**

Learners participating in on-line courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity; limited interactions and/or long wait periods for file downloads. To access and successfully complete courses online, you must have the following:

- Access to the internet
- Word, PPT, Excel (or similar) processing software
- PDF editing software
- Printer (for some courses)
- Scanner (for some courses)
- Webcam, Microphone and Headphones/Speaker
- Ability to download, install and run some software (for some courses)

Additional Software: Some courses may require access to some OSAPAC software, specifically at this time, Geometer's Sketchpad, Simply Accounting or Smart Ideas. It is recommended that up-to-date virus, spyware, and adware protection be implemented.

#### **Online Attendance:**

Regular attendance in any learning environment is vital to school success. Students who do not participate in their online course regularly will diminish their learning experience. The following processes have been put into place to encourage regular attendance by the student:

- The principal will maintain attendance records as it is expected that students and teachers

should login to their course on a regular basis

- Due to the continuous in-take entry and exit model of online education, there is no prescribed yearly or even semesterized calendar. It is expected that a typical online course will take approximately 110 days or 4 months for the student to complete (assuming a minimum of 1.25 hour per day online participation), but this time may start or end arbitrarily.
- Students are expected to login to their online course at minimum three times in a single week, or an absence will be recorded on their report card.
- Students who leave a course before completion must communicate their intentions either in writing to the principal or over the phone in the interest of up-to-date record keeping, before any request can be acted upon
- To encourage attendance, the principal will work with the curriculum writers, to set manageable assessment and evaluation assignments early in the course, in order to give the student positive feedback and breakdown any existing technology barriers
- Students who have not completed their course within 10 months from the day of enrollment in that course, will be unenrolled from the course with no chance of re-instatement

### **Acceptable Use Policy:**

Tzu Chi Academy 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 Moodle Learning Management System at our school is intended for educational purposes only. Any use of any Learning Management System (LMS) tool within a 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 Tzu Chi Academy 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
- Tzu Chi Academy 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 parents/guardians)
- Immediately 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