Apex Academy
ONLINE

Learn the modern way. Online, anytime.

2022/23
CALENDAR

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Welcome

Dear Student

Welcome to Apex Academy Online! You will have access to your course within 24 hours. The course is delivered to you asynchronously which means you can log in at anytime and from anywhere.

Learning with Apex Academy Online offers you more choices, more flexibility and unique learning opportunities. At Apex Academy Online you are able to study and submit assignments and assessments when you are at your best, collaborate with students across geographic boundaries, and have access to engaging instructional content.

Now you are part of Apex Academy Online, you have a team of experienced staff from the Principal, Guidance Counsellor and Office Administrator, through to supportive and empathetic teachers ready to help, guide and encourage you in your course.

Although there are no deadlines to submit work, I strongly encourage you to create a daily schedule that works with your school day, training schedules or your lifestyle.

Your teacher will be in touch with you within 24 hours of your registration. Your teacher will guide you through the course by answering your questions, giving you feedback on your assignments, and evaluating your assessments, as well as marking your final evaluation pieces.

Your guidance counsellor will be in touch with you within 48 hours of your registration and will provide support and help if you need it. You may also contact your Guidance Counsellor for help with post-secondary planning and course suggestions.

The key to being successful in an online course is consistent attendance and active participation.

Reading through the Course of Study will help you and your parents to interpret the teacher's comments on your progress and to work with teachers to improve your learning.
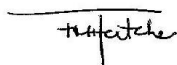
We encourage you to:
- find a quiet space for you to work;
- make a study plan for your course;
- set a daily study schedule;
- manage your time carefully;
- eliminate any distractions around your study area;
- complete and submit your assignments in a timely manner;
- limit social media while you are studying;

It is all of our responsibility to create a safe learning environment that respects diversity and a positive sense of self, as well as nurturing a sense of belonging to the school.

It is important for you to use technology when learning in the online environment; however, it must be used appropriately, safely and responsibly.

If there are any questions or concerns you may have on any aspect of the course or your learning experience, please contact your Apex Academy Online teacher or Guidance counsellor. We're here to help.

We hope you enjoy your experience with Apex Academy Online and wish you every success in your course!

Frances Hatcher
Principal

Mission Statement & Core Values

Mission Statement

Our mission is to inspire young minds to value the pursuit of knowledge and ignite a passion for lifelong learning.

Our Core Values

1. **Quality**
   We believe the best way to serve students and their families is to place an emphatic focus on the intelligent design and delivery of our courses. Simply put, we deliver amazing educational experiences that exceed expectations.

2. **Integrity**
   We are committed to operating with transparency in our relationships with staff, students, and parents. We will always place the best interests of our students above all else.

3. **Empowerment**
   Imparting knowledge and developing young minds is the key to our collective future. Giving students the confidence and capabilities to succeed academically will empower them to achieve greatness in all aspects of life.

4. **Understanding**
   We understand the challenges that face students today; the constant demands on their time and the pressure to succeed. This is why we work hard to create an environment that gives them the flexibility to manage their study time and exam schedules to suit their individual needs. In addition to this, students also have access to advice and support from our guidance counsellors to help navigate any difficulties they may encounter.

5. **Equity**
   Consistency, accessibility, and fairness are the best ways to evaluate and assess course curriculum. Our learning environments are constructed thoughtfully to serve a diverse student population.

Value Proposition

Your high school experience redefined. Learn the modern way. Online, anytime.
Earning credits towards your Ontario Secondary School Diploma (OSSD) has never been more accessible. Apex Academy Online delivers exceptional course content to students using best-in-class technology.

It's okay, we hate alarm clocks too.
Our asynchronous learning model allows you to study and submit assessments when you are at your best. Take up to 9 months to complete each course and manage your schedule like a boss.

No cliques, no bias.
Let yourself shine without the popularity contest.
Our grading tools allow the majority of submissions to be kept anonymous to eliminate marking biases.

Collaborate beyond your postal code.
Discuss, interact, and learn with students from across geographic boundaries to enrich your perspective. Join digital groups, submit and receive video feedback, and connect with peers on your terms.

School Organization

Apex Academy Online is an asynchronous online school. Students can register and access course content 365 days a year, 24 hours a day.

Domestic students will receive a mid term report card after completing the designated mid-term point of the course. Students will receive a final report card once the final evaluations have been completed.

International students will receive a notification of their grade at midterm and after the final exam is complete. Apex Academy Online will keep the official report cards and transcript on file and will send them to post secondary programs when requested by the student.

Apex Academy Online Contact Information

Business Office

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Contact Info:

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Head of Guidance:	Ms. Maria Leonardo	guidance@apexacdaemyonlne.com
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Director of Administration	Mr. Paul Hatcher	administration@apexademyonline.com
General Inquiries		inquires@apexacademyonlne.com

Value of Completing a Secondary Education

Our goal is to provide an empathetic and supportive environment which allows our students, with a variety of learning needs, to be successful in their courses. Apex Academy Online recognizes that every student learns in a unique way, especially in a virtual classroom. When the strengths and needs of our students can be met, they are engaged in their learning and are better prepared for graduation, post-secondary study and the world of work.

Our program includes:
- an asynchronous approach allowing students to begin courses at any time and work at their own pace; ·
- responsive and supportive teachers;
- access to educational planning and a Guidance Counsellor;
- the use of a variety of technologies to support student learning styles.

The dedicated team of the Principal, Guidance Counsellor and Office Administrator provide extra attention and ongoing support for each student.

Hardware & Software Requirements

Students should have the following minimum requirements to access on Apex Academy Online programs

Screen Size

- A minimum of 1024x600. That is the average size of a netbook. You probably won't want to view Canvas on a smaller screen than that.

Operating Systems

- Windows XP SP3 and newer
- Mac OSX 10.6 and newer
- Linux - chrome OS

Mobile OS Native App Support

- iOS 5 and newer
- Android 2.3 and newer

Computer Speed & Processor

- Use a computer 5 years old or newer when possible
- 1GB of RAM
- 2 GHz processor

Internet Speed

- Along with compatibility and web standards, Canvas has been carefully crafted to accommodate low bandwidth environments
- Minimum of 512k

Note:

Canvas recommends a minimum bandwidth of 512K which is basic DSL.
Canvas is built using web standards and runs on Windows, Mac, Linux, iOS, & Android or any other device supporting the **Google Chrome** browser.
We highly recommend updating to the **latest version** of the **Google Chrome** browser.

General Requirements:

- A sound card with speakers or headphones
- Integrated webcam and microphone software
- Adobe Reader or another PDF Reader equivalent
- A typical Office Suite including a word processor application, equation editor and spreadsheet capabilities

Other Notes

The Java plug-in is required for screen sharing in Conferences. Otherwise, there are no other browser plug-ins used by Canvas.

Section I - Program & Diploma Information

Transition to High School

When students transition from Grade 8 to Grade 9 in an online school, it can be a complex and challenging time for them.

Our focus is on helping students make a smooth transition focusing on feeling safe in the online environment and developing a sense of belonging to the school by creating discussion boards, chat rooms and video conferences for these students to connect with one another.

The components of the Grade 8 Transition Plan are the following:
- the Principal and Guidance Counsellor will discuss a transition plan, including any Individual Pathways Plan (IPP), or specific support requirements with the student's parents;
- the Guidance Counsellor and teacher are partnered with the student;
- the Guidance Counsellor will monitor the student for their first set of online courses to help develop organization and independent learning skills.

Parents and students have the opportunity to access the Apex Academy Online's learning environment prior to courses starting in order to ensure they are comfortable.

Apex Academy Online does not currently offer Grade 9 courses,

Ontario Secondary School Diploma Information

Students at Apex Academy Online will have the opportunity to complete their secondary school studies in line with the requirements set out in *Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016, Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010* and *Policy/Program Memorandum 167* outlining the requirement of the online learning graduation requirement.

Students are required to stay in school until they reach the age of 18 or have received their Ontario Secondary School Diploma (Bill 52).

Students will benefit from our team approach, as well as guidance and career counseling support in order to meet graduation requirements.

Emphasis will be placed on home-school communication through our Learning Management Platform, Canvas and support from the teacher and Guidance Counsellor.

Courses & Credits

Our courses are written and delivered according the Ontario Ministry of Education guideline. Once a credit has been granted by the Principal of Apex Academy Online, it will be placed on the student's transcript by the home school.

The Definition of a Credit

A full credit (1.0) is a course of 110 hours or more of instruction, assessment and evaluation. Students are awarded a credit upon successful completion of the prescribed curriculum expectations set by the Ontario Ministry of Education. There are two exceptions, a half credit in Civics and Citizenship and a half credit in Career Studies. Each half credit is scheduled for a minimum of 55 hours and carries a value of 0.5 credit.

At Apex Academy Online, students will complete credits delivered using the Canvas Learning Management Platform. Student activity will be tracked in logs showing pages and activities accessed and time spent on each. Parents of students under 18 will have access to Canvas to track progress and support the student.

Curriculum documents developed by the Ontario Ministry of Education are the basis of every course developed by Apex Academy Online. These courses may be offered at the destreamed, academic, and open level in Grades 9 and the academic, applied and open level in grade10. Courses at the university, university/college, college and open level are offered in grades 11 and 12. Course documents can be accessed at https://www.dcp.edu.gov.on.ca/en/

Course Types

The following course types are offered in Grade 9 and 10:

- **Destreamed** courses,grade 9 mathematics and grade 9 science replace the academic and applied level courses and are designed to help ensure that all students have as many opportunities as possible to achieve their full potential.

- **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. ***Applied courses are no longer offered at the Grade 9 level.***

- **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.

Grade 9 Courses

Grade 9 courses in English, Geography, French as a Second Language, Extended French and French Immersion will be offered using the current academic course expectations. All other subjects will continue to be offered as open courses.

The following course types are offered in Grade 11 and 12:

- **University preparation** courses prepare students for university by focusing on the knowledge and skills required to meet university entrance requirements.

- **University/college preparation** courses prepare students for specific programs offered at university and college

by focusing on the knowledge and skills required to meet entrance requirements.

- **College preparation** courses prepare students for college, apprenticeship, and training programs by focusing on the knowledge and skills required to meet entrance requirements.

- **Open** courses broaden knowledge and skills. These courses are not designed for specific post-secondary programs.

Understanding Course Codes & Levels

Courses are identified by:
- three letters denoting the course name with the first letter indicating the subject area
- a number denoting the grade level
- a letter denoting the academic level

The first letter denotes the subject area:

A.- Arts	F – French	M – Mathematics
B – Business	G – Guidance and Career Education	N – First Nations, Métis, and Inuit Studies
C - Canadian and World Studies	H – Social Sciences and the Humanities	P - Healthy Active Living Education
D - Cooperative Education	I - Computer Studies & Interdisciplinary Studies	S - Science
E - English	L - Classical and International Languages	T - Technological Studies

The next two characters differentiate between subjects within the subject area: CHC means Canadian History Since World War I.

The first number indicates the grade level of the course: 1 - Grade 9, 2 - Grade 10, 3 - Grade 11, and 4 - Grade 12.

Grades 9 & 10 Course Levels

W	Destreamed (Grade 9 only)
D	Academic
P	Applied
O	Open

Grades 11 & 12 Course Levels

U	University Preparation
M	University/College Preparation
C	College Preparation
E	Workplace Preparation
O	Open

For example, MTH1W means mathematics at the destreamed level, SNC2P means science at the Grade 10, applied level, and SCH3U means chemistry at the Grade 11, university preparation level.

The courses offered at Apex Academy Online are outlined in this course calendar.

Parents and students who require a more detailed explanation of course coding, curriculum or Ontario Ministry of Education policies may consult with the Principal or Guidance Counsellor.

Courses of Study are available in the Learning Management Platform, Canvas, for parents and students to view at any time, or can be requested from the Principal.

Official Ministry of Education documents can be accessed at https://www.dcp.edu.gov.on.ca/en/

Ontario Secondary School Graduation Requirements

In order to receive the Ontario Secondary School Diploma (OSSD), students in Ontario are required to complete 30 credit courses, including 18 compulsory credits and 12 electives/optional courses. Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn **at least two online learning credits** as part of the requirements for an OSSD, unless they have opted out or been exempted. Other requirements include passing the provincially mandated Ontario Secondary School Literacy Test and completing a minimum of 40 hours of approved Community Involvement activities.

What Do You Need to Graduate from Secondary School?			
18 Compulsory Credits			
Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma		Plus one credit from each of the Following groups:	
4	credits in English (1 per grade)*	1	**Group 1** • English or French as a second language*** • a Native language • a Classical or International language • Social Science and Humanities • Canadian and World Studies • Guidance and Career Studies • Cooperative Education****
3	credits in Mathematics (1 credit in Grade 11 or 12		
2	credits in Science		
1	credit in Canadian History		
1	credit Canadian Geography		
1	credit in the arts		
1	credit in Health and Physical Education	1	**Group 2** • Health and Physical Education • The Arts • Business Studies • French as a Second Language*** • Cooperative Education****
1	credit in French as a Second Language		
0.5	credit in Civics and Citizenship		
0.5	credit in Career Studies	3	Group 3 • Science (Grade 11 or 12) • Technological Education • French as a Second Language*** • Computer Studies • Cooperative Education****
In addition, students must complete:			
✔	12 option credits**		
✔	40 hours of Community Involvement		
✔	the Provincial Literacy requirement		

* A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory English requirements, but the fourth (4th) must be a credit earned for grade 12 compulsory English course.

** The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

*** In groups 1, 2 and 3, a maximum of 2 credits in a French as a second language can count as compulsory

credits, one from group 1 and one from group 2 or 3.

**** A maximum of 2 credits in cooperative education can count as compulsory credits.

The Ontario School Certificate

In Ontario, the expectation is that all students will qualify for the Ontario Secondary School Diploma; however, for those students who leave school before earning the diploma, the Ontario Secondary School Certificate can be granted providing the students has earned at least 14 credits, 7 compulsory courses and 7 elective/optional credits.

Those credits must be distributed as following:

What Do You Need for an Ontario Secondary School Certificate?		
7 Compulsory Credits		
Students must earn the following compulsory credits to obtain the Ontario Secondary School Certificate		Plus 7 elective credits chosen by the student from available courses.
2	credits in English (1 per grade)*	
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, or Computer Studies, or Technological Education	

The Certificate of Accomplishment

At times, students leave school before fulfilling the requirements for the diploma or the certificate. In these cases, the student may be granted a Certificate of Accomplishment.

The certificate recognizes the achievement of students who plan to enrol in vocational or training programs.

The student's transcript will be issued with the certificate, as well as the student's Learning Support Plan, if avialble.

For those students who return to school to complete additional credit and non-credit courses, which includes courses with modified or alternative expectations delivered 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 if a student goes on to complete the appropriate requirements.

Substituting a Compulsory Credit

The Principal may substitute up to three (3) compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3) in cases where the program requires flexibility to tailor a student's individual needs and to support his or her progress through secondary school.

Any substitution will be made to promote and enhance the student's learning or to respond to special needs and interests. Two half-credit courses may also be substituted to meet one compulsory credit requirement (counted as one substitution); one full-credit course also may be used through substitution to meet the two compulsory half-credit requirements of Civics and Citizenship and Career Studies.

When a parent or an adult student (18 or older) requests a substitution, the Principal will discuss with the parent or student whether the substitution should be made. The Principal may also initiate consideration of whether a substitution should be made. The Principal will make his or her decision in consultation with the Guidance Counsellor, the parent or the adult student.

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.
- 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.
- Cooperative Education credits 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 documented on the Apex Academy Online Substitution Form and will be placed in the Ontario Student Record held by the home school. The substitution will be noted on the student's Ontario Student Transcript by placing an 'x' in the notes column on the transcript.

Prerequisites & Co-Requisites

Courses in Grades 10, 11, and 12 may have prerequisites or co-requisites for enrollment.

Prerequisite courses are identified in ministry curriculum policy documents and may not be changed. The student must pass the course before enrolling in the more advanced course.

Apex Academy Online will provide clear and accurate information about prerequisites on the web site, in the Student Handbook, and in the Courses of Study on the Learning Management Platform.

A parent or adult student (18 or older) may request that a prerequisite be waived. The Principal will make the decision in consultation with the parent or the adult student and the Guidance Counsellor.

The Principal may also initiate consideration of whether a prerequisite should be waived. If the Principal waives a prerequisite because it is in the best academic interest of the student, it will be documented on the Apex Academy Prerequisite Waiver Form and placed in the student's Ontario Student Record by the home school.

A co-requisite is a course that a student must enroll in at the same time as, or in some cases prior to, enrolling in the desired course. Grade 12 Advanced Functions and Calculus and Vectors are co-requisite courses.

Changing Course Types

As students proceed through secondary school, they may change their educational goals. Often they find that they have not completed all of the prerequisite courses required. The Principal will make provisions to allow those students to make such changes of direction.

In Grade 9, all students will:
- o   take the destreamed math and science course. In Grade 10, students can choose the academic or applied pathway for mathematics and science
- o   take the academic level course in English. In Grade 10, students can choose the academic or applied pathway in English.
- o   take the academic level in French as a Second language, Extended French, or French Immersion. In Grade 10, students can choose the academic or applied pathway in French.
- o   Students with little or no knowledge of French or have not accumulated 600 hours of elementary Core French may take the Core French (FSF1O).

In Grades 10 to 12, a student may change to a different type of course if 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 at Apex Academy Online, in Summer School, Night School, or through the Independent Learning Center. However, if the Principal believes that the student can be successful in a particular course without having taken the specified prerequisite course, the Principal may waive the prerequisite. The prerequisite waiver documentation will be placed in the student's Ontario Student Record by the home school.

Community Involvement

Students must complete a minimum of 40 hours of Community Involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Students can plan and select their community involvement activities in consultation with the Guidance Counsellor and their parents. Guidance Counsellor's have access to a list of community involvement opportunities to help students identify potential areas of participation.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will able to start accumulating community involvement hours in the summer before they enter Grade 9. For mature students, the Principal will determine the number of hours of Community Involvement activities required.

All activities must be recorded and approved by the school using the Apex Academy Online Community Involvement Form available on the student logon area on the Apex Academy Online website.

Community Involvement activities may take place inside or outside the school; those which occur inside the school may not be part of a credit program. ·Activities may take place during the school day, but must occur outside the student's scheduled course time, that is, during the lunch hour, or before or after classes.

Student fund-raising, and acting as a student tutor or mentor within the school all qualify as Community Involvement activities. Volunteer activities, coaching, or other work with community groups or charitable organizations all qualify as Community Involvement, as long as the student is not paid for the work done or take the place of somebody who is normally paid for that activity.

Independent activities in the community, such as visiting, helping out, and picking up groceries or supplies for an elderly or disabled neighbour; shoveling snow or raking leaves, etc. may also count.

The supervisor of the activity must sign the student's Community Involvement Form and note the number of hours completed. The form must be submitted to the Principal or Guidance Counsellor for inclusion in the student's Community Involvement Record.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 are able to start accumulating Community Involvement Hours in the summer before they enter Grade 9. A letter, on letterhead, from the supervisor of the activity stating what the student has done and the number of hours completed must be forwarded to the Principal or Guidance Counsellor.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario Secondary School Literacy Test (OSSLT) is used for assessing the literacy skills of students in Ontario for the purpose of determining whether the student meets the provincial secondary school literacy requirement for graduation.

The test is scheduled by, and administered through, the Education Quality and Accountability Office (EQAO) each year.

Students will usually take the OSSLT in the school year following their Grade 9 year unless a deferral is granted by the Principal. (See Accommodations, Deferrals and Exemptions).

Students who do not successfully complete the test 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. For students with special education needs, accommodations specified in the student's Student Learning Plan will be made available on the day of the test.

A student will take the test in the language of instruction of the school in which he or she is enrolled at the time the test is administered. We will ensure that this policy is made known to students and to parents of students who are planning to transfer from the French-language system to Apex Academy Online, or vice versa, and who have not yet fulfilled the literacy graduation requirement.

A student who has successfully completed the test in either English or French at their previous school is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to Apex Academy Online.

Accommodations, Deferrals & Exemptions

Accommodations

Accommodations will be available a for students who are receiving educational supports and those who have a Student Learning Plan, so they have a fair and equal opportunity to successfully complete the Ontario Secondary School Literacy Test.

Students needing such accommodations may or may not have been formally identified as exceptional but rather have been identified by teachers in consultation with the Principal and Guidance Counsellor.

The accommodations made will be the same as those that are set out in the Student Learning Plan and that have been available to the student in the course, including assessments and evaluations.

Accommodations, such as alternative forms of print and extra time, will be allowed; however, the actual content of the Ontario Secondary School Literacy Test may not be altered for any reason.

Deferrals

Students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test, might benefit from a deferral of the test. This will be particularly relevant to international students.

Exemptions

A student must have a Student Learning Plan that clearly indicates he or she is **not** working towards the Ontario Secondary School Diploma in order to be exempted from writing the test. The Principal, in consultation with the parent(s)/guardian(s) and student, will make all decisions regarding the exemption.

The Ontario Secondary School Literacy Course

Students who have had two opportunities to take the Ontario Secondary School Literacy Test and have failed it at least once, are eligible to enroll in the Ontario Secondary School Literacy Course.

The Principal has the discretion to allow a student to enroll in the course before the student has had a second opportunity to take the course, if the Principal determines that it is in the best educational interest of the student.

Mature students may enroll directly in the course.

The credit earned for successfully completing the course 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 granted credit for the Ontario Secondary School Literacy Course through the challenge process from the Prior Learning Assessment and Recognition policy.

For students with special education needs, accommodations specified in the Student Learning Plan will be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations will be permitted.

Students who were receiving special education programs and/or services and had a Student Learning Plan

documenting accommodations required during the taking of the test may be eligible to enroll directly in the course if the required accommodations were not available on the day the test was administered.

Apex Academy Online does not currently offer the Ontario Secondary School Literacy Course.

Section II – Assessment, Evaluation & Reporting

Assessment and Evaluation Policy

The Course of Study outlining course content, and assessment and evaluation for each course will be available for parents and the student at the start of each course on the Learning Management Platform. Copies of the Course of Study can also be requested from the Principal prior to signing up for a course.

The Course of Study contains the course description, modules of study breakdown and teaching strategies used, as well as how students will be evaluated and assessed on each module. The school's cheating and plagiarism are also included.

As mandated by the Ministry of Education policy, final grades in all credit courses (Grades 9 – 12) will be weighted as following:
- 70% for course work
- 30% for the final evaluation which may include an exam, independent study project, essay, etc.

Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, *2010* outlines the requirement for assessment and evaluation and reporting of student progress in all courses. Since the main purpose of assessment and evaluation is to improve student learning, the information gathered helps teachers identify students' strengths and those areas that need improvement.

The *Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools*, *2010* document can be found on the Ontario Ministry of Education web site at www.edu.gov.on.ca

Growing Success Definitions

Assessment is the process of gathering information that accurately reflects how well the student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning".

As part of "assessment for learning", the teacher will provide the student with descriptive feedback and coaching for improvement. The teachers engages in "assessment as learning" by helping the student to develop their capacity to be an independent, autonomous learner who is able to set individual goals, monitor their progress, reflect on their thinking and learning, and determine next steps.

Evaluation or "assessment of learning" refers to the process of judging the quality of the student's learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and the student what they know and can do with respect to the overall curriculum expectations. Evaluation is based on "assessment of learning" that provides evidence of the student's achievement at strategic times throughout the course, often at the end of a period of learning.

In order to ensure that assessment and evaluation are valid and reliable and that they lead to improvement of the student's learning, the teacher will use a variety of assessment and evaluation strategies that:
- addresses what the student learns and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement charts that appear in the curriculum policy documents for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for the student to demonstrate the full range of their learning;

- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the student;
- accommodates the needs of the student, consistent with the strategies outlined in their Student Learning Plan;
- ensures that the student is given clear directions for improvement;
- are communicated clearly to the student and parents at the beginning of the course and at the appropriate points throughout the course.

Evidence of Student Achievement for Evaluation

Evidence of the student's achievement for evaluation is collected over time from three different sources – *observations*, *conversations*, and *student products*. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning.

Student products may be in the form of essays, reports, mathematics worksheets, science reports, etc. Student product assignments for evaluation may include rich performance tasks, exams, projects, and/or essays.

Conversations and Observations will occur through face-to-face communication and video submissions.

To ensure equity for all students, evaluations in the form of test and exams are completed using on online monitoring service called Proctorio.

Tests are more application and communication based, and also include a number of video and oral components to ensure equity.

Assignments for evaluation will not include ongoing homework that the student does in order to consolidate knowledge and skills or to prepare for the next class.

The evaluation of student learning is the responsibility of the teacher and will not include the judgment of the student or of the student's peers.

Assessment and Evaluation of Students with a Learning Disability

The primary purpose of assessment and evaluation is to improve student learning. At Apex Academy Online, assessment of student learning is ongoing. The teacher will create assessments and evaluate student learning in a fair, transparent and equitable way; thereby, guiding the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

Accommodations

Accommodations are supports or involvements that will help the student access the curriculum and demonstrate learning. For example: extra time, oral assessment, or text-to-speech applications.

The teachers will support the student's learning style, including special education needs, by providing multiple opportunities for the student to demonstrate the full range of their learning. The teacher will provide ongoing descriptive feedback that is clear, specific, meaningful and timely, to support improved learning and achievement through constructive feedback on assignments, e-mail, and face-to-face communication.

If a student is clearly struggling with concepts, the Guidance Counsellor, in consultation with the teacher and Principal, will create a Student Learning Plan for the student. Regular check-ins with the Guidance Counsellor and updating parents will be part of the support plan.

Report Cards

A report card will be issued at midterm and upon completion of the course. Parents and the student can access progress reporting and grades through our online reporting in the Learning Management Platform.

Determining a Report Card Grade: Grades 9 to 12

When determining the final grade the teacher 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 the evidence collected through observations, conversations, and student products, as well as the evidence for all the assignments and tests for evaluation that the student has completed or submitted, the number of assignments for evaluation that were not competed or submitted, and the evidence of achievement that is available for each overall expectation of the 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 the student's skills and knowledge than others. The teacher 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.

Determining a report card grade will involve the teachers' professional judgment and interpretation of evidence and will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

Achievement Levels

The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:

Provincial Levels of Achievement with Percentage Grades		
Level	Percentage Grade	Provincial Standard
Level 0	49% and below	Represents failure in achievement of the course.
Level 1	50% – 59%	Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness.
Level 2	60% - 69%	Represents achievement that approaches the standard. The student demonstrates the specified knowledge and skills with some effectiveness.
Level 3	70% - 79%	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness.
Level 4	80% - 100%	Represents achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness.

The Final Evaluation

All courses will deliver a final evaluation in the form of an examination, performance assessment, essay assessment, culminating project and/or other method approved by the Principal and suitable to the evaluation of course expectations.

The final evaluation in the course will be administered once the student has reached the end of the course, completing and submitting all required work beforehand.

Ontario Student Record (OSR)

An Ontario Student Record (OSR) is established for each student who enrolls in an Ontario School operated by a school board, inspected private school, or the Ministry of Education. The OSR is created under the authority of the Education Act, and the contents of the OSR are protected under the Freedom of Information and Protection of Privacy Act. Parents/guardians and the student may examine the contents of the OSR upon request, with the assistance of the Principal. Parents/guardians of a student who is 18 years or older require the permission of that student to access the student's OSR.

At Apex Academy Online the OSR folders are kept in a secure environment. The Ontario Student Transcripts (OST) and index cards are kept electronically in our Student Information System, Trevlac.

The Principal will:
- establish, maintain, retain, transfer, and dispose of a record for each student enrolled in the school in compliance with the policies and procedures established by the Ontario School Record (OSR) Guideline, 2010;
- ensure that the materials in the OSR are collected and stored in accordance with the policies in the guideline and those established by the school;
- ensure the security of the OSR;
- ensure that the staff at Apex Academy Online who perform clerical functions with respect to the establishment and maintenance of the OSR, are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

When a student transfers to another school in Ontario, the school requires an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR will be sent upon receipt of an official written request from the receiving school accompanied by a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not 18 years of age or older, or by the student if he or she is an is 18 years of age or older.

When a student retires from the school, the Principal will give the parent(s) of the student if he or she is not 18 years of age or older, or to the student if he or she is 18 years of age or older, an up-to-date copy of the student's Ontario Student Transcript, if applicable.

The following components of the OSR will be retained for five years after a student retires from the school
- secondary report cards;
- the documentation file, where applicable;
- additional information that is identified by the Principal and Guidance Counsellor, as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student retires from the school:
- the OSR folder;
- the OST;
- the office index card.

The destruction of all or any part of the OSR when its retention is no longer required under the guideline will be under conditions that ensure the complete and confidential disposal of the record.

Apex Academy Online will use information from an OSR to assist in program planning for each student.

Reporting

The school uses the Apex Academy Report Card which is modeled after the Ontario Provincial Report Card, to identify to the student and parents the most consistent level of performance that the student has demonstrated throughout each course.

The report card also includes a record of the student's demonstration of the 6 learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self regulation).

Additionally, the student's strengths and weaknesses are indicated, as are the steps needed for improvement. Report cards are individualized and anecdotal. Parents and the student may access real time information by logging into our Learning Management Platform.

An original copy of the report card will be retained in the student's OSR by the home school.

If the student is only taking one or two credits at Apex Academy Online, a report card will be emailed, or mailed if preferred, to the student's home school. Apex Academy Online will retain copies of the student's official documents electronically.

Attendance & Performance

The key components of successful performance in an online course are consistent attendance and active participation.

The Ministry of Education places equal emphasis on both the process of learning and content of the course. The Ministry of Education assessment and evaluation policy demands increased reliance on performance-based assessment and as a result, regular activity in the learning environment is essential so that evaluation and the awarding of credits will not be jeopardized.

Apex Academy Online students are expected to log into the learning environment regularly and complete 110 hours or more of learning, assessment and evaluation.

Apex Academy Online reserves the right to discontinue a student's enrollment where there is chronic absenteeism or extended non-attendance in one or more courses.

Full Disclosure

In Grades 11 and 12 all attempts, withdrawals after 5 days of the midterm, and repeats of courses are recorded on the Ontario Student Transcript. This is Ministry of Education policy and may not be changed in any way.

Withdrawal From a Course:

If the student in Grade 11 or 12 course withdraws within 5 days following the midterm point of the course, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws after 5 days and continued work following the midterm point of the course, the withdrawal is recorded on the OST by entering a "**w**" in the "Credit" column. The percentage grade at the time of the withdrawal will be recorded in the "Grade column".

Although not likely to occur, a withdrawal for Grade 9 or 10 courses is not recorded on the OST.

Credits in Jeopardy

If a student is nearing the completion of a course at a failing grade, the student will have the opportunity to extend the course in consultation with the teacher, Guidance Counsellor and Principal.

Section III – Course Offerings & Course Descriptions

Arts
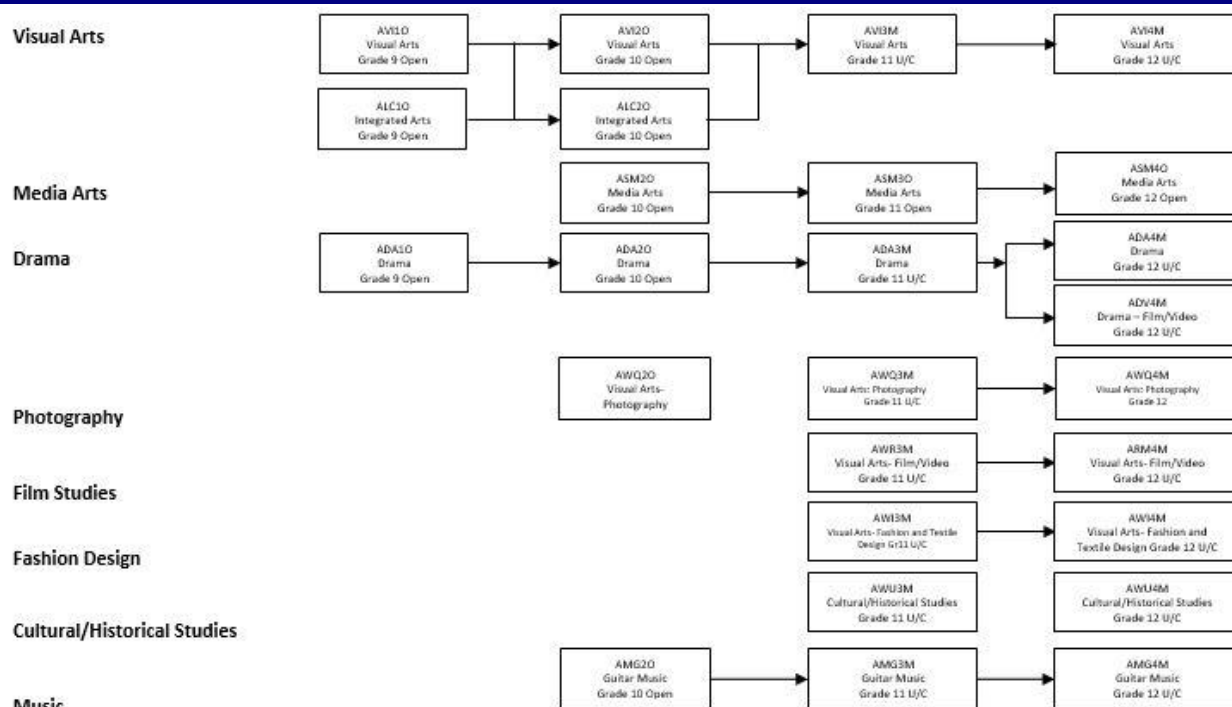
STUDENTS MUST EARN ONE COMPULSORY CREDIT IN THE ARTS AND A SECOND COMPULSORY CREDIT IN HEALTH AND PHYSICAL EDUCATION, OR THE ARTS OR BUSINESS STUDIES, OR CO-OP.

AVI2O Visual Arts, Grade 10 (Open)

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
Prerequisite: None

AWQ3M Visual Arts: Photography, Grade 11 (University/College Preparation)

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design). This course will focus on Photography.
Prerequisite: Visual Arts, Grade 9 or 10, Open

Business
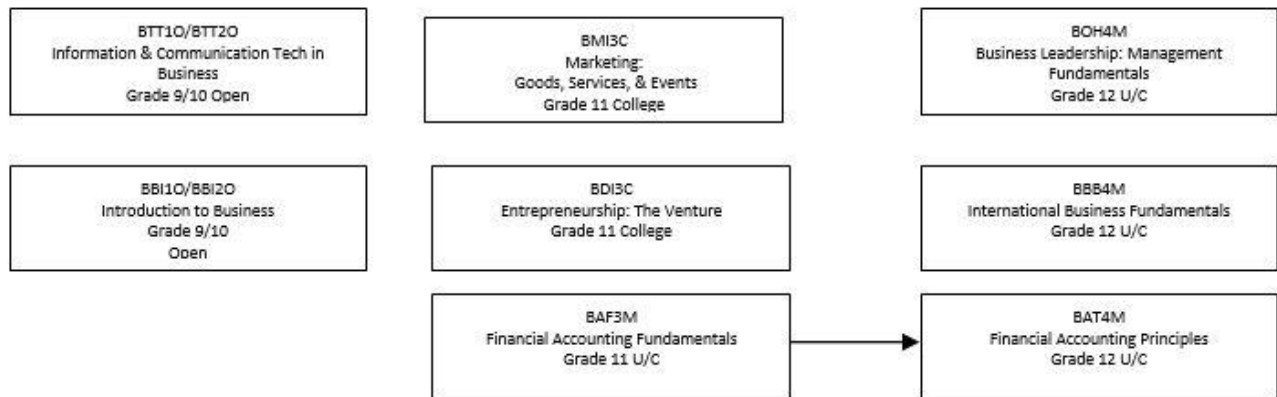
BMI3C Marketing: Goods, Services, Events (College Preparation)

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.
Prerequisite: None

BOH4M Business Leadership: Management Fundamentals, Grade 12 (University/College Preparation)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.
Prerequisite: None

BAT4M Financial Accounting Principles, Grade 12 (University/College Preparation)

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.
Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

Canadian & World Studies

GEOGRAPHY

- CGC1D Issues in Canadian Geography Grade 9 Academic
- Any University or U/C course in C&W studies, English or Social Sciences and Humanities
- CGF3M Forces of Nature: Physical Processes and Disasters. Grade 11 U/C
- CGG3O Travel & Tourism: A Geographic Perspective, Grade 11 Open
- Any University or U/C course in C&W studies, English or Social Sciences and Humanities
- CGW4U World issues: A Geographic Analysis Grade 12 University
- CGR4M The Environment & Resource Management. Grade 12 U/C
- CGU4M World Geography Urban Patterns & Population Issues Grade 12 U/C

History

- CHC2D Canadian History Since World War I Grade 10 Academic
- CHA3U American History Grade 11 University
- CHW3M World History to the End of the Fifteenth Century. Grade 11 U/C
- Any Grade 11 or 12 University course in C&W studies, English or Social Sciences and Humanities
- CHY4U World History Since the Fifteenth Century. Grade 12 University
- CHI4U Canada: History, Identity & Culture Grade 12 University

Law

- CLU3M Understanding Canadian Law Grade 11
- CLN4U Canadian & International Law Grade 12 University

Politics

- CHV2O Civics & Citizenship Grade 10 Open
- CPW4U Canadian & World Politics Grade 12 University

Economics

- CIE3M The Individual & the Economy Grade 11 U/C
- CIA4U Analyzing Current Economic Issues Grade 12 University

STUDENTS MUST EARN THE FOLLOWING COMPULSORY CREDITS: ONE CREDIT IN CANADIAN GEOGRAPHY, ONE CREDIT IN CANADIAN HISTORY AND ONE ADDITIONAL CREDIT IN ENGLISH, FRENCH AS A SECOND LANGUAGE, OR A NATIVE LANGUAGE, OR A CLASSICAL OR INTERNATIONAL LANGUAGE

CHC2D Canadian History Since World War I, 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.
Prerequisite: None

CHV2O Civics and Citizenship, Grade 10, (Open) (0.5 credit)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.
Prerequisite: None

CIA4U Analyzing Current Economic Issues, Grade 12 (University Preparation)

This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop   informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.
*Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities*

CGW4U World Issues a Geographic Analysis, Grade 12 (University Preparation)

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyze government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

English

COMPULSORY ENGLISH COURSES: STUDENTS MUST EARN CREDITS IN ENGLISH - ONE IN EACH GRADE
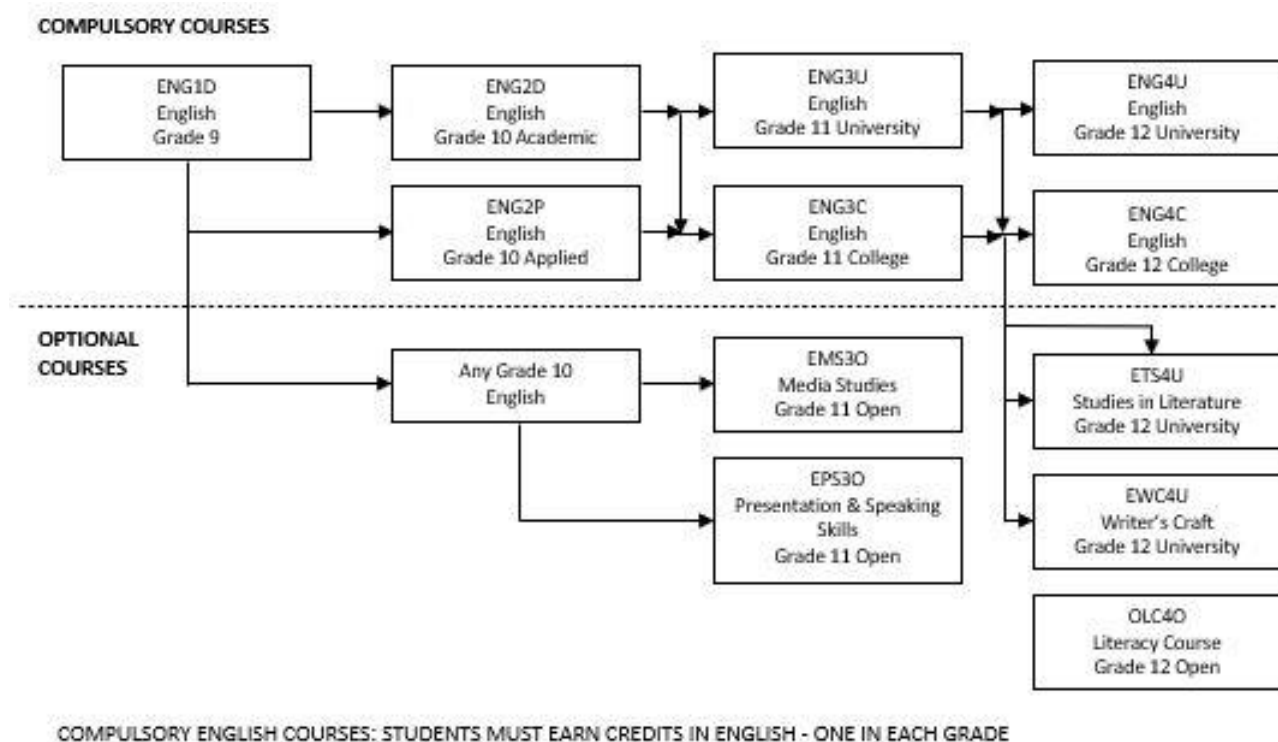
ENG2D English, Grade 10 (Academic)

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, 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 the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisite: English, Grade 9, Academic

ENG3U English, Grade 11, (University Preparation)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic

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 analyze 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.

Prerequisite: English, Grade 11, University Preparation

Guidance & Career Education

| GL51O	GLC2O	GPP3O
Learning Strategies	Career Studies	Leadership & Peer Support
Grade 9 Open	Grade 10 Open	Grade 11

GUIDANCE AND CAREER EDUCATION COURSES WILL MEET THE DIPLOMA GROUP 1 REQUIREMENTS

GLC2O Guidance & Career Education, Grade 10 (Open) (0.5 credit)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

Healthy Active Living
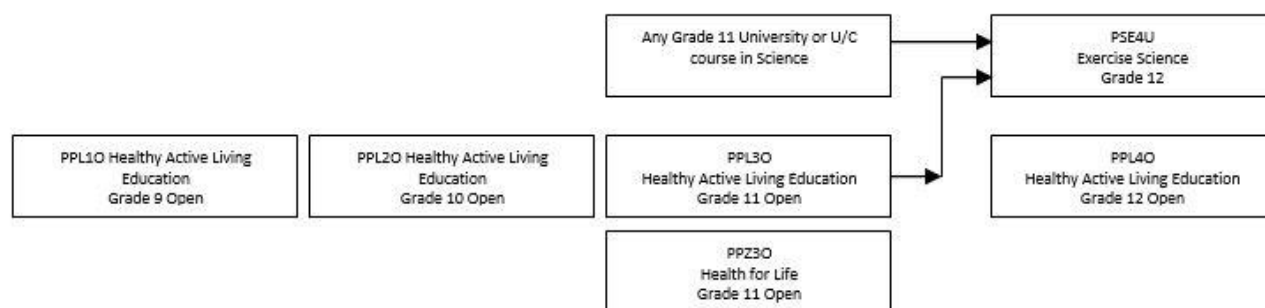
STUDENTS MUST EARN ONE CREDIT IN HEALTH AND PHYSICAL EDUCATION AND ONE ADDITIONAL CREDIT IN HEALTH AND PHYSICAL EDUCATION OR THE ARTS OR BUSINESS STUDIES.

PAF2O Healthy Living and Personal & Fitness Activities, Grade 10 (Open)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course will focus on healthy living and personal and fitness activities.
Prerequisite: None

PAF3O Healthy Living and Personal & Fitness Activities, Grade 11 (Open)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course will focus on healthy living and personal and fitness activities.
Prerequisite: None

PAF4O Healthy Living and Personal & Fitness Activities, Grade 12 (Open)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. This course will focus on healthy living and personal and fitness activities.
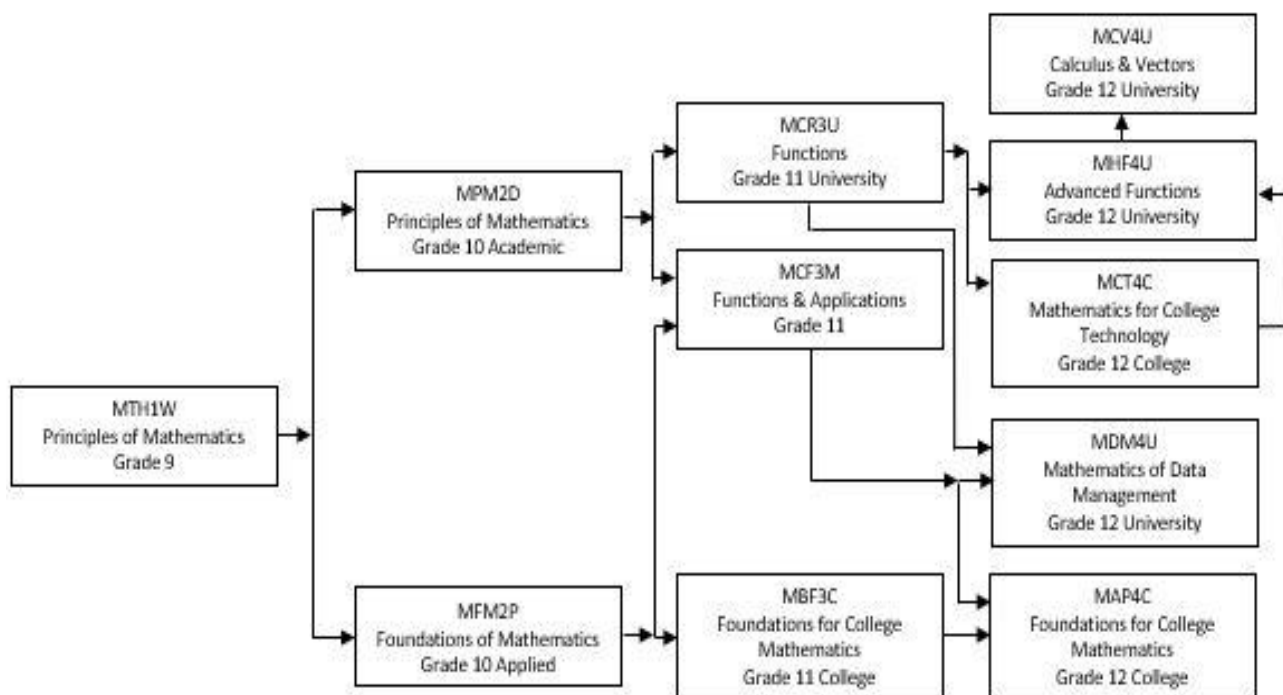*Prerequisite: None*

Mathematics

STUDENTS MUST EARN THREE CREDITS IN MATHEMATICS WITH AT LEAST ONE IN GRADE 11 OR 12

MPM2D Principles of Mathematics, Grade 10 (Academic)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Mathematics, Grade 9, Destreamed

MCR3U Functions, Grade 11, (University Preparation)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; and develop facility in simplifying polynomial and rational expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic

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; 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 who plan to study mathematics before proceeding to any one of the variety of university programs
Prerequisite: Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparation

MCV4U Calculus and Vectors, Grade 12, (University Preparation)

This course builds on student's 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, rational, exponential, and sinusoidal functions; and apply these concepts and skills to modeling of real-world relationships. This course is intended for students who plan to study mathematics in university and who may choose to pursue careers in fields such as physics and engineering.
*Co-requisite: Advanced Functions, Grade 12, University Preparation*

MDM4U Mathematics of Data Management, Grade 12, (University Preparation)

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; solve problems involving counting techniques, probability, and statistics; and carry out a culminating project that integrates the expectations of the course. Students will continue to develop the mathematical processes necessary for success in senior mathematics. Students planning to pursue university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Science
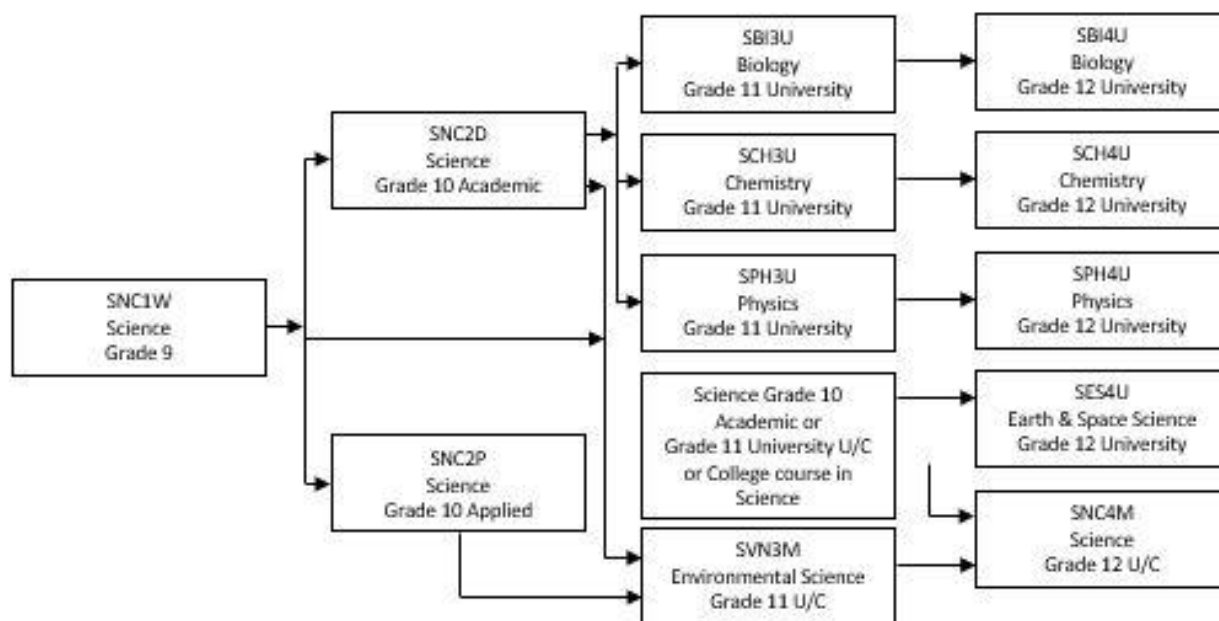
STUDENTS MUST EARN TWO CREDITS IN SCIENCE AND ONE ADDITIONAL CREDIT IN SCIENCE, OR TECHNICAL EDUCATION, OR FRENCH AS A SECOND LANGUAGE, OR COMPUTER SYUDIES, OR COOPERATIVE EDUCATION

SNC2D Science, Grade 10 (Academic)

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.
Prerequisite: Science, Grade 9, Destreamed

Biology

SBI3U Biology, Grade 11, (University Preparation)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.
Prerequisite: Science, Grade 10, Academic

SBI4U Biology, Grade 12, (University Preparation)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation

Chemistry

SCH3U Chemistry, Grade 11 (University Preparation)

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: Science, Grade 10, Academic

SCH4U Chemistry, Grade 12 (University Preparation)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University Preparation

Physics

SPH3U Physics, Grade 11 (University Preparation)

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
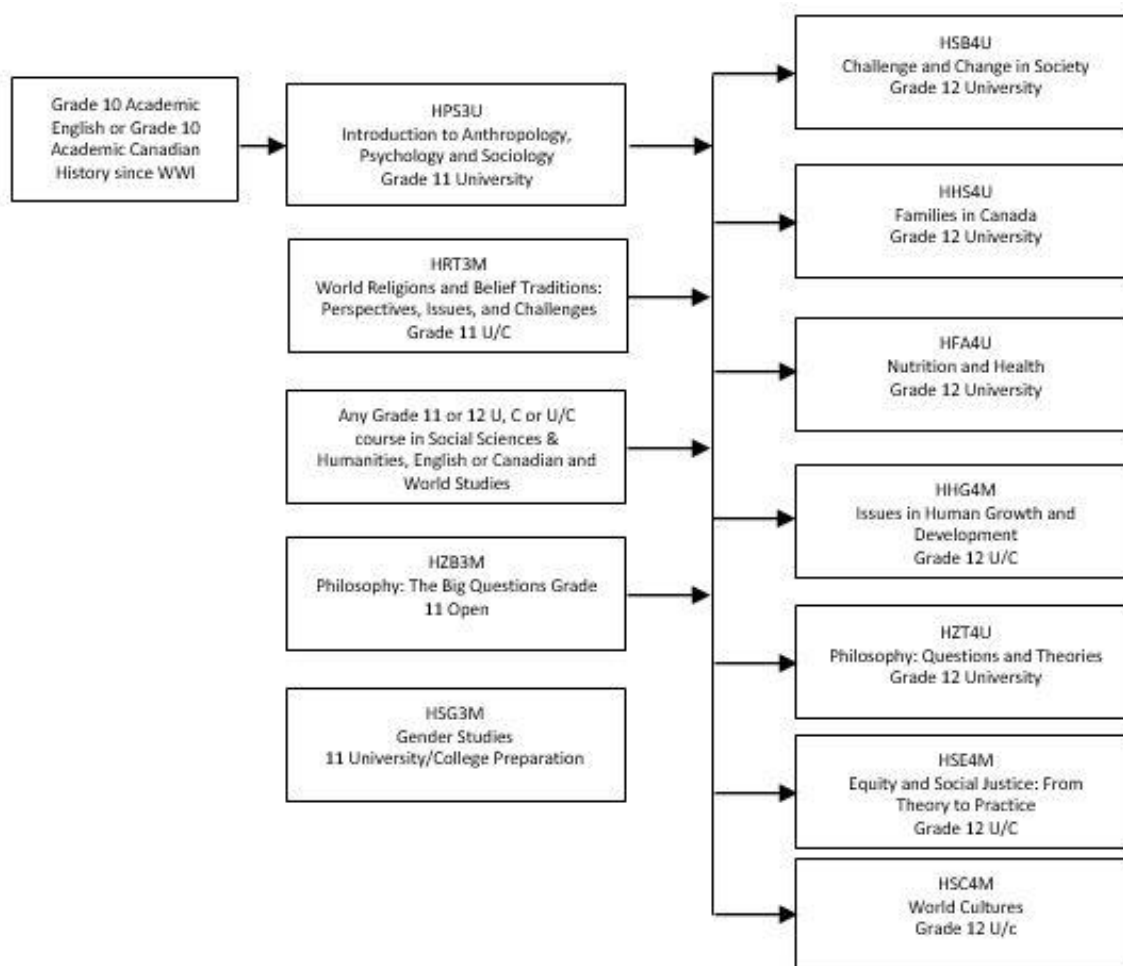*Prerequisite: Science, Grade 10, Academic*

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 relating to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation

Social Science

Grade 10 Academic English or Grade 10 Academic Canadian History since WWI → HPS3U Introduction to Anthropology, Psychology and Sociology Grade 11 University

HRT3M World Religions and Belief Traditions: Perspectives, Issues, and Challenges Grade 11 U/C

Any Grade 11 or 12 U, C or U/C course in Social Sciences & Humanities, English or Canadian and World Studies

HZB3M Philosophy: The Big Questions Grade 11 Open

HSG3M Gender Studies 11 University/College Preparation

HSB4U Challenge and Change in Society Grade 12 University

HHS4U Families in Canada Grade 12 University

HFA4U Nutrition and Health Grade 12 University

HHG4M Issues in Human Growth and Development Grade 12 U/C

HZT4U Philosophy: Questions and Theories Grade 12 University

HSE4M Equity and Social Justice: From Theory to Practice Grade 12 U/C

HSC4M World Cultures Grade 12 U/c

HSP3U Introduction to Anthropology, Psychology and Sociology, Grade 11 (University Preparation)

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

HSB3U Challenge and Change in Society, Grade 11 (University Preparation)

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

HSB4U Challenge and Change in Society, Grade 12 (University Preparation)

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Section IV - Special Programs

Prior Learning Assessment Recognition

Prior Learning Assessment and Recognition (PLAR)

At times, a student may wish to earn credits towards the Ontario Secondary School Diploma in ways outside the traditional setting, as outlined in the following two sections. Prior learning includes the knowledge and skills that the student has acquired, in both formal and informal ways, evaluated against the expectations outlined in provincial curriculum policy document for the purpose of gaining credit.

The Challenge Process

With regard to the "challenge" process, the PLAR policy states that:

'Students may challenge and earn a maximum of four credits for prior learning, including a maximum of two credits in any one discipline. · The PLAR challenge process includes a formal test (70%) and other assessment strategies (30%).

Apex Academy Online will not offer the "challenge" process.

Credit Equivalency

With regard to the "equivalency" process, the PLAR policy states that:

'Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The Principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.'

For more information on the PLAR process, please speak with the Principal or Guidance Counsellor.

Alternate Ways to Earn Credits

The Independent Learning Centre

Secondary school credit courses are available through the Independent Learning Centre (ILC). Courses offered are from the Ontario Ministry of Education curriculum policy documents and will enable students to fulfill the requirements for an Ontario Secondary School Diploma. ILC courses follow a blended learning model, combining print and online components with support from secondary school teachers certified through the Ontario College of Teachers (OCT).

When a student has successfully completed an ILC course, the Principal of the home school will record his or her achievement on the Ontario Student Transcript. Information about eligibility, enrollment procedures, and course offerings may be found at the ILC website, https://ilc.tvo.org.

Cooperative Education

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement the student's academic programs and are valuable for all students, whatever their post-secondary destination.

A cooperative education program comprises of a stand alone course credit (DCO3O) where a student is exploring their interests or 1-4 cooperative education credits and the related courses, on which the cooperative education course are based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program.

Apex Academy Online does not offer Cooperative Education Programs.

Independent Study

A teacher may allow a student to work towards a credit through independent study. The teacher is responsible for assigning course components, suggesting resources and assessing the student's achievement. The total work involved must be equivalent to that expected in the time scheduled for the course

Apex Academy Online does not offer independent study placements.

Summer School

Summer school courses are available for a student who wishes to earn additional credits, repeat courses they have unsuccessfully completed, or improve their achievement in a course.

Guidance Counsellors will assist students wishing to take summer school through Apex Academy Online.

E-Learning

Electronic technologies that support learning and teaching is termed e-learning.
It may include use of:
- computer-based learning modules;
- internet-based courses;
- threaded discussions;
- video conferencing;
- electronic whiteboards,
- digital projectors, chat rooms;
- e-mail.

Apex Academy Online offers online credit courses and online resources for students wishing to take e-learning courses. For any credit course delivered online, all the curriculum expectations for the course will be accounted for, and assessment, evaluation, and reporting will be undertaken in accordance with policies outlined in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.

External Music Credits

Full-time Apex Academy Online students who are engaged in private music studies are eligible for a maximum of two music credits, one grade 11 and one grade 12. The student must submit an original of the grade report with marks which the school will copy and place in the student's OSR.

The Grade 7 Practical plus Grade 1 Rudiments will qualify a student for a Grade 11 External Music credit.

The Grade 8 Practical plus Grade 2 Rudiments will qualify a student for a Grade 12 External Music credit.

In each case, the grade entered on the OST will be an average of the two component grades.

Section V - Student Involvement & Support

Student Success Support

The Ontario Ministry of Education "Student Success" initiative provides additional support to students who experience difficulty in school for a variety of reasons.

The focus of the support is to:
- improve the literacy and numeracy skills of all students;
- ensure a smooth transition from grade 8 to 9;
- ensure a smooth transition from secondary school to both post-secondary education and the work place;
- develop programs within schools which prepare students for their selected destination.

The Apex Academy Online has a team approach to support students both transitioning into and out of the school. The Principal and Guidance Counsellor will contact each student who enrolls in a course to welcome them to the school and discuss any supports the student requires. The teacher will have a video conference with the student at the beginning of the course to discuss the student's learning style and any necessary supports and accommodations. Throughout the student's time at the school, there will be regular contact with the Guidance Counsellor. At the end of their time at the school, students will complete a survey on their experience.

Supports for English Language Learners
There are different types of English language learners.
- newcomers from other countries whose first language is not English; and
- Canadian born students who were raised in communities where English was not spoken.

Apex Academy Online will conduct a proficiency assessment including reading comprehension, writing skills, oral communication skills. If a student needs ESL support, placement in an appropriate program with Principal and Guidance Counsellor consultation will be suggested. Programs will include enrollment in the appropriate ESL course or an instructional course through a local language school.

Supporting First Nations, Métis and Inuit Students
The vision of the Ontario Ministry of Education is to support First Nation, Métis, and Inuit students in Ontario to gain the knowledge, skills, and confidence they need to successfully complete their elementary and secondary education in order to pursue post-secondary education or training and/or to enter the workforce.

Apex Academy Online supports this vision and will incorporate the traditional and contemporary knowledge, skills, and attitudes that First Nation, Métis, and Inuit students will require to be a social contributor, be politically active, and an economically prosperous citizens of the world.

Teachers at the school will:
- provide curriculum links that facilitates learning about contemporary and traditional First Nation, Métis, and Inuit cultures, histories, and perspectives for all students;
- apply targeted learning strategies for effective oral communication and mastery of reading and writing; ·
- apply strategies for developing critical and creative thinking; ·
- provide access to a variety of accurate and reliable Aboriginal resources such as periodicals, books, software, and resources;
- create a supportive and safe environment for all First Nation, Métis, and Inuit students.

Special Provisions Available for Exceptional Students

There are five areas of exceptionality recognized by the Ontario Ministry of Education for which provisions will be made:
- behaviour
- communication
- intellectual
- physical
- multiple

What is a Student Learning Plan?

The Student Learning Plan is a document describing the accommodations/supports required based on an assessment of the student's strengths and needs. At Apex Academy Online, a Student Learning Plan is developed for every student identified as exceptional.

In addition, a Student Learning Plan may be developed for a student who has not been formally identified as exceptional but who requires accommodations, such as extra time.

An Explanation of Modifications and Accommodations

Students may require specific interventions in school courses in order to achieve academic success. Program modifications involve changes to the grade-level expectations for a course in the Ontario curriculum and may include changes to the number or complexity of curriculum expectations or a shift in course level to support learning. Students are not eligible for credits towards the OSSD in courses that are modified.

Accommodations are supports or involvements for students with special educational needs that help the student access the curriculum and demonstrate learning. As per the Student Learning Plan, these may include: extra time, copies of notes, process sheets and cue cards. Any accommodations or strategies used for students are outlined in the Students Learning Plan.

Apex Academy Online does not modify curriculum.

Intervention Strategies, Supports and Programs

Our team pays close attention to the academic performance and success of our online students. In addition to the report cards that go out at midterm and the end of a course, we have regular communication between home and school. At the school we use our Learning Management Platform, Canvas, as a tool for parents and students to have access to a student's academic record. Using an individual login, logs of student activity, current grades, as well as a list of completed and outstanding assessments can be monitored.

If there are concerns about the student's progress or online experience, parents are involved in various stages of the intervention depending on circumstances.

The support that is provided to the student as part of the interventions is personalized and may include:
- extra help sessions with the teacher via video conference;
- counseling support with the Guidance Counsellor;
- referrals to external agencies re: psychoeducational assessments;
- development of a Student Learning Plan;
- regular check-ins with Guidance Counsellor and Principal;

Guidance Support

Each student has a Guidance Counsellor. Video conferences with their Guidance Counsellor can be arranged as frequently as required for academic/course planning and for post-secondary planning. Parents are invited to these meetings; however, if they do not attend the course selection information is communicated to them by the Guidance Counsellor through email.

Computer Labs & Resources

Apex Academy Online provides access to all necessary course resources through the Learning Management System (LMS).

Community Resources

Students will be encouraged to visit appropriate libraries, galleries, museums and other institutions to support their learning.

Student Conduct - Roles & Responsibilities

Students are responsible for their learning. Students who make the effort required to succeed in school and are able to apply themselves will soon discover that there is a direct relationship between this effort and their achievement, and will be more motivated to work.

Some students find it more difficult to take responsibility for their learning because of challenges they face. Apex Academy Online teachers pay attention, have patience, and encourage these students; however, encouraging them to take responsibility for their own progress and learning is an important part of education for all students, regardless of their circumstances.   Mastering the skills connected with online learning requires practice and work.

Parents/Guardians

Parents/guardians have an important role to play in supporting student learning as studies show that students perform far better in school if their parents/guardians are involved in their education.

By becoming familiar with the curriculum and online platform, parents can determine what is being taught in the courses and the expectations for successful completion of the course.

This awareness will enhance parents/guardian's ability to discuss their child's work with them, as well as communicate with teachers and ask relevant questions about their child's progress.

Knowledge of the expectations in the course will help parents to interpret the teacher's comments on student progress and to work with teachers to improve their child's learning.

Parents can support their child's learning by encouraging their child to:
- find a quiet space;
- make a study plan;
- set a daily study schedule;
- manage time carefully;
- eliminate distractions;
- complete and submit their assignments;
- limit social media while studying.

Acceptable Use & Code of Behaviour

Apex Academy Online is committed to helping each student to develop self-discipline, self-respect and self-esteem. To optimize success, all students in our online school environment are expected to:

- be courteous;
- access their courses regularly;
- prepare for and participate in their learning;
- show respect for themselves, other students, and Apex Academy Online staff.

Apex Academy Online is committed to providing a supportive online environment which maximizes learning that allows students and staff to work and learn together.

To this end students are expected to:

- conduct themselves appropriately in the learning environment;
- avoid defiance, verbal abuse, harassment, cyber-bullying or rudeness in all its forms;
- avoid plagiarism and cheating.

Policy Statement

The Education Amendment Act dated June 4, 2007 (Bill 212), states that a school must be a place that promotes responsibility, respect, civility, and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted.

Apex Academy Online promotes a safe online learning and teaching environment for all staff and students. Apex Academy Online focuses on maintaining a positive school environment in which our students can learn and teachers can teach. Equity, inclusion and respect are critical components embedded in our learning environment. Any actions that risks the emotional well-being or physical safety of any person in our online environment shall not be tolerated.

Apex Academy Online's progressive discipline procedures will be used to respond to inappropriate student behaviour in our online environment. The procedures are be based on a progressive discipline approach and consideration of mitigating and other factors, as required by the Education Act.

The procedure will be reviewed regularly by Apex Academy Online staff.

According to the Education Act, the purposes of the Provincial Code of Conduct are:

- to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity;
- to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community;
- to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility;
- to encourage the use of non-violent means to resolve conflict;
- to promote the safety of people;
- to discourage the use of alcohol and illegal drugs; and
- to prevent bullying/cyber-bullying in schools.

As part of this responsibility, the Principal and staff will ensure implementation of the Apex Academy Online Code of Conduct.

Reporting Incidents

Responding to incidents that can have a negative impact on school climate (i.e., inappropriate and disrespectful behaviour) is to stop and correct it immediately so that the students involved can learn what is acceptable and what is not.

"Behaviour that is not addressed becomes accepted behaviour." *Safe Schools: Promoting and Supporting Positive Student Behaviour, 2018*

Unacceptable behaviour does not have to be face-to-face, and may take many forms such as written, phone or e-mail, or most commonly, on social media.

Apex Academy Online staff will respond to any student behaviour that is likely to have a negative impact on the school online environment.

Behaviours include:
- bullying, including cyberbullying;
- swearing at staff or other students;
- homophobic or racial slurs;
- sexist comments or jokes.

Apex Academy Online staff will immediately address inappropriate student behaviour that may have a negative impact on the online school environment.

Responding may include the following:
- naming the type of behaviour and explaining why it is inappropriate and/or disrespectful;
- asking the student to correct the behaviour (e.g., to apologize for a hurtful comment and/or to rephrase a comment);
- intervention by the Guidance Counsellor;
- intervention by the Principal;
- communication with the student's parents;
- withdrawal from the course if the behaviour persists.

When staff are aware that an incident involves a student with special education needs, they will respond in a way that takes into account information in the Student Learning Plan.

Support for Students

Apex Academy Online will provide supports for all students who are affected by inappropriate behaviour from students or staff, as well as those who engage in these types of behaviours.

In responding to any incident, Apex Academy Online staff who work with students must act in a timely, sensitive, and supportive manner. They are expected to support students – including those who disclose or report incidents and those who wish to discuss issues of healthy relationships, gender identity, and sexuality – by providing them with contact information about professional supports (e.g., public health units, community-based service providers, Help Phone lines). Parents of students who have been affected as the result of a serious student incident will be contacted by the Principal, who will invite parents to have a discussion regarding the incident and the supports that will be provided to their child.

Responding to Incidents of Cyber-bullying

Cyberbullying is the use of cell phones, instant messaging, e-mail, chat rooms or social media sites, such as Facebook, Snapchat, Instagram or Twitter, etc. to harass, threaten or intimidate someone.

Cyberbullying can include such acts as making threats, sending provocative insults, racial, ethnic or gender slurs, attempting to infect somebody's computer with a virus or flooding an e-mail inbox with messages

In the event that a student is found to be bullying or harassing another student, the Principal will remove the student from the course and may contact the authorities.

Cheating & Plagiarism

Academic dishonesty includes any type of cheating that occurs in relation to an assignment, assessment or evaluation set by a teacher. Cheating includes Plagiarism.

Examples of cheating include:
- copying from another student;
- allowing another student to copy work;
- using notes, textbooks, cue cards, formula sheets, etc. without a teacher's approval;
- using devices during an assessment or evaluation without support of an educational plan or a teacher's permission;

Examples of plagiarism include:
- using somebody else's words, ideas or creations without acknowledgment of that person
- passing off somebody else's work as your own;
- not using quotation marks to identify a quotation;
- giving incorrect information about the quotation source;
- changing words but keeping the structure of the sentence, paragraph, essay, etc.

Online Test-taking and Exams

Online tests and exams will be managed by the use of remote proctoring by Proctorio. The proctoring will include customizable test security functions including identity authentication, activity monitoring and multi-modal delivery.

Attendance Policy

As the student is working through the course at their own pace, each course is scheduled to take 12 – 14 weeks to complete; however, the student may take up to nine (9) months to complete course work.

Logging in regularly to the course is as important for an online student as a student taking a course at school. Working at a daily scheduled time will enhance the student's learning experience and keep the continuity of the course.

The Canvas reporting system will allow teachers, and Guidance Counsellors, to track the student's activities and course participation. Online and off-line activities are determined for each module by the teacher based on the number of hours the teacher has allocated for the module. The online portion of the module is tracked using the Learning Management Platform and the off-line portion of the module is tracked via the student Learning Log. The student learning log will be submitted to the teacher three times during the course.

To ensure the student is actively engaged in their online course(s), and to ensure that those at risk of disengaging can

be motivated toward successful completion of their course(s), teachers will:
- monitor student activity in their courses at all times;
- set a guideline for completion with the student and check in regularly that the student is on track;
- send a weekly check-in message to the student.

The teacher will use the email tool within the Learning Management Platform to communicate with the student.

An absence will be recorded when a student has not logged into the Learning Management Platform for 5 consecutive days. These absences will be monitored by the teacher and Office Administrator.

If a student has not logged on to the course for 5 consecutive days, the teacher will contact the student to offer guidance and support. If the teacher does not receive a response from the student within 48 hours, the teacher will contact the parent/guardian (if student is under the age of 18) to discuss possible support for the student.

If a student remains inactive in the course for an additional 5 consecutive days (i.e. a total of 10 consecutive days), the teacher will contact the Apex Academy Online guidance counsellor. The Office Administrator will send an email to the student and their parents (if student is under the age of 18) informing them of the continued inactivity and to set an appointment to discuss the student's continued enrollment in the course.

The teachers will use their professional judgment in this process and provide information to the Office Administrator and Guidance Counsellor if they are aware of the student's status (e.g. sickness etc.).

For students where Apex Academy Online is their home school, a general attendance policy, wherein they must not be absent, without reason, for more than 15 consecutive days, will be in effect. The student must log in to the course regularly and inform the teacher and Office Administrator if they are unable to log in e.g., sickness.

Assignment Due Dates

Due to the asynchronous nature of our courses, there are no due dates in the courses other than the fact that the student must complete their course within nine (9) months.

A student must complete all coursework and ISP before writing the final exam; all assignments and assessments must be submitted no later than the start of the final exam.

At times extenuating circumstances may occur, but it is important for the student to understand we are preparing them for the real world and university professors and employers are not as flexible with respect to deadlines.

The teacher will make sure that the student is assessed on their academic achievement and not their learning skills. The teacher will use professional judgment, as appropriate.

Teachers may use the following strategies to help the student submit assignments on time:
- Help the student improve time-management skills; ·
- Chunk major assignments so they can completed in stages;
- Maintain ongoing communication with students about due dates and late assignments;
- Schedule conferences with the guidance counsellor and parents if the problem persists;

Missed Tests and Exam Policy

Tests and the exam are to be taken by the student as they reach them in the course.. The teacher will encourage the student to take tests in a timely manner.   The student must complete and submit all coursework and the ISP/Culminating activity before taking the final exam.

Completing the final exam (final culminating activity, essay or project) is a requirement for earning a credit with Apex Academy Online.