

Ontario Preparatory Academy

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School Course Calendar & Handbook 2025-2026 Academic Year

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SCHOOL PHILOSOPHY and WELCOME MESSAGE

At Ontario Preparatory Academy (OPA), we pride ourselves in promoting the academic, social, physical and character development of our students by providing them with a challenging, varied and supportive learning environment. We set high personal and academic standards for our students. We believe with positive support and direction the students will rise to the challenge of meeting Ministry expectations. Ontario Preparatory Academy believes in the importance and value of completing a secondary education. It is the requirement that students in the province of Ontario remain in school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD). Our school philosophy includes our commitment to reach every student to help them achieve a successful outcome from their school experiences.

Our students; whether full time or part time, are recognized and respected as unique individuals. Their successes reflect our own dedication to providing a high quality, well-rounded education that meets students where they are. At Ontario Preparatory Academy (OPA), we remain committed to students, parents, community and our philosophy. We believe that establishing a partnership with families is critical to maximizing the success of each student. Integral to student success is communication between the on-line teachers, the school and families.

MISSION STATEMENT

Ontario Preparatory Academy (OPA), is a private, non-denominational, independent Private On-line High School, inspected by the Ontario Ministry of Education. OPA provides our students with the Ontario Ministry of Education Curriculum with high expectations and within an enriched, caring and secure environment. Our goal is to enable students to pursue and achieve personal and academic excellence through their school experiences, in order to better prepare them to take on effective roles within their families, their careers and communities. OPA works hard to stress the importance of completing an OSSD and is committed to help every student achieve a successful outcome.

SCHOOL COURSE CALENDAR

Ontario Preparatory Academy's School Calendar will provide you with information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario Secondary School Diploma (OSSD). While the calendar will provide you with important information about obtaining an OSSD, you are strongly advised to consult with our Director of Academics or Academic Advisor, to confirm that your academic plans are the most appropriate and flexible to achieve your career goals.

COMPUTER REQUIREMENTS and COMMUNITY RESOURCES

As an on-line school, OPA requires students to engage with staff and course materials online. Although students may use the Public Library Computer Stations, we strongly encourage students to use a private

computer as courses are continuously available to students in order to allow flexible study and work periods. Students should have the following minimum requirements to participate in OPA programs: Hardware - A PC running Windows 8 or higher or A Mac running OS 2GB of RAM High speed internet connection A sound card with speakers or headphones - A functional webcam and microphone A laptop is required for final exams. Software A typical Office Suite including a word processor application, equation editor and spreadsheets (Google Docs will also suffice) Browser - Mozilla Firefox 80 or higher or Safari 12 or higher or In some cases, a scanner or phone/camera may Google Chrome 85 or higher or be required to submit handwritten assignments. - Chromium-based Microsoft Edge

Textbooks or E-books

All course materials are included within the course and no additional textbooks are required. For English courses that use novels or other written materials, all are freely available in a local library. For students who cannot access the books that way, they can be purchased from OPA for a small fee.

STUDENT STANDING

Part-time students are students who are taking any number of Ontario Preparatory Academy (OPA) courses but belong to another school. This school would be known as their home school and will hold the student's Ontario Student Record (OSR). The home school is required to add any credits earned through Ontario Preparatory Academy (OPA) to the student's transcript since it is accredited with the Ontario Ministry of Education. Report cards sent by Ontario Preparatory Academy (OPA) must be kept in the student's OSR.

Full-time students are students taking courses with Ontario Preparatory Academy (OPA) and not attending a school anywhere else in Ontario. These students must notify Ontario Preparatory Academy (OPA) so we can request their OSR and operate as the home school. Students who have never attended an Ontario school will have an OSR created for them. Ontario Preparatory Academy (OPA) will maintain a full-time student's OSR and keep their transcript up to date.

Students in Canada and abroad are able to earn their Ontario Secondary School Diploma (OSSD) completely online through Ontario Preparatory Academy (OPA). In order to obtain an OSSD, students are required to earn a total of 30 credits, complete the Ontario Secondary School Literacy Test (OSSLT), and complete 40 hours of community service.

GRADUATION REQUIREMENTS - ONTARIO CREDIT SYSTEM

The following requirements can be completed at Ontario Preparatory Academy (OPA): Courses taken outside of home school will have to be approved by the Director of Academics prior to students enrolling in outside courses to ensure that they meet Ministry criteria.

Ontario Secondary School Diploma (OSSD): Diploma Requirements

The achievement of the Ontario Secondary School Diploma (OSSD) is valued by (OPA) as the destination for our students.

What you need to earn an OSSD depends on the year you started Grade 9.

1. If you started Grade 9 in 2023 or in prior years, you must earn:

- 18 [compulsory credits](#)
- 12 [optional credits](#)
- the [literacy requirement](#)
- at least 2 [online learning credits](#)

2. If you started Grade 9 in 2024 or in later years you must earn:

- 17 [compulsory credits](#)
- 13 [optional credits](#)
- the [literacy requirement](#)
- at least 2 [online learning credits](#)

Everyone needs 40 hours of [community involvement activities](#) (volunteering) to get their OSSD.

3. If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

You need the following 18 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for [group 1, 2 and 3 courses](#) (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language

- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
 - If you have taken [Native languages](#) in place of French as a second language in elementary school, you may use a [Level 1 or 2 Native languages course](#) to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits

You must earn 12 optional credits by successfully completing courses at Ministry accredited schools. Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

Note: Starting in September 2026, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

Adult learners: If you enter the secondary school system starting in the **2028–2029** school year or later, these requirements apply to you. You may meet these requirements through the [Prior Learning Assessment and Recognition \(PLAR\) for Mature Students](#) process.

4. If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

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

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

The following apply to compulsory credit selections.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.
- You can use a [Level 1 or 2 Native languages course](#) to meet the compulsory credit requirement for French as a second language if you have taken [Native languages](#) in place of French as a second language in elementary school.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)

- technological education (in addition to the 1 compulsory credit required)

Optional credits

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

An Ontario Secondary School Diploma (OSSD) shall be granted by the Minister of Education, on the recommendation of the principal of the school last attended, to a student who has earned a minimum of 30 credits. In order to earn an OSSD, a student must:

- Earn 30 credits Depending on the Year you commenced Grade 9
(18 compulsory credits and 12 optional credits) (17 compulsory and 13 optional)
- Complete minimum 40 hours of community involvement activities
- Pass the Ontario Secondary School Literacy Requirement

Ontario Secondary School Certificate (OSSC): Ontario School: Policy and Program Requirements – Kindergarten to Grade 12; 2012 Requirements

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

- ❖ 7 required compulsory credits
 - ✓ 2 credits in English
 - ✓ 1 credit in Mathematics
 - ✓ 1 credit in Science
 - ✓ 1 credit in Canadian history or Canadian geography ^a
 - ✓ 1 credit in Health and Physical Education
 - ✓ 1 credit in the arts, computer studies, or technological education
- ❖ 7 required optional credits selected by the student from available courses

Certificate of Accomplishment

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

may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and noncredit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

COMPLETION of 30 CREDITS

Ontario Preparatory Academy (OPA) currently offers 39 courses and continues to develop new ones each month. All compulsory course requirements are offered, with the exception of cooperative education. Please see our full list of course offerings.

Ontario Secondary School Literacy Test (OSSLT)

Generally, students write the OSSLT in either the fall sitting November/December or the spring sitting March/April of their grade 10 year. This is a requirement for graduation. All students who want to earn an OSSD must successfully complete the provincial secondary school literacy test or literacy course to earn a secondary school diploma.

International students entering the Ontario secondary school system for the first time with no previous Ontario credits are OS students working towards OS diploma requirements. Grade 12 OS students must meet the literacy requirement.

The Ontario Secondary School Literacy Test (OSSLT) will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9. Regardless of the grade a student joins in, students must write the OSSLT. The Ontario Ministry of Education administers the test, however; Ontario Preparatory Academy (OPA) will arrange for the test to be written in the student's home country for full-time students. Please note, the test date for the OSSLT is fixed year to year and cannot be changed.

Students not successful on their first attempt may rewrite the test. There is no limit to the number of attempts that a student may make. Once students have successfully completed the literacy test, they may not retake the test. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC) in order to meet the literacy requirement. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT if it is determined it is in the best educational interest of the student. Successful completion of this course will provide an alternative means of demonstrating the required literacy skills and meet the literacy requirement.

The credit earned for successfully completing the OSSLC may be used to meet the Gr 11 or Gr12 compulsory credit requirement in English. The credit may also be used to meet the Group 1 compulsory

credit requirement for the OSSD. Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Gr 12 English entrance requirement for university or college programs.

Mature students may enroll in the OSSLC course without having attempted and failed the OSSLT. A mature student is described as: at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program; is enrolled in a secondary program for the purpose of obtaining an OSSD. Only the indication of the successful completion of the literacy requirement will be entered on the student's Ontario Student Transcript. If the student completed the Ontario Secondary Literacy Course, the mark and credit will also be included.

Deferrals: English as a Second Language and English Literacy Development students will take the test when they have reached an appropriate level of proficiency in English. The parents of minors, or staff may request deferral for eligible students and the school Principal may grant permission.

Community Involvement Requirement

Students are required to complete 40 hours of community service to earn an OSSD, however; students joining from outside of Ontario can be granted equivalent hours in the equivalency process. Students generally complete 10 hours per academic year; for example, a student joining in grade 11 from outside of Ontario would likely be required to complete only 20 hours instead of 40. Students may begin to accumulate their community services hours in the summer following their grade 8 graduation.

As stated in Ontario Schools: Policy and Program Requirements - Kindergarten to Grade 12; 2012, every student who begins secondary school must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The community involvement requirement encourages students to develop 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. Community involvement activities are part of the school's program.

Ontario Preparatory Academy (OPA) staff may discuss appropriate types of community involvement activities and projects with students and may offer suggestions upon receiving student or parent requests. However, the selection and management of the involvement is to be directed by the student.

Community involvement activities may take place in a variety of settings, including “not for profit organizations”, public sector institutions (including hospitals) and informal settings. Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience) for example through paid work, or by assuming duties normally performed by a paid employee. Students must fulfill their requirements outside of school hours.

Students must maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the minimum

requirement of hours. The student must submit documentation attesting to the completion of each activity to the principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and her or his parents and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the Ministry and Ontario Preparatory Academy (OPA) for these activities. For a complete list of ineligible activities, see the Ministry of Education's Policy statement found at: <https://www.ontario.ca/document/education-ontario-policy-and-program-direction/policyprogram-memorandum-124>

See Appendix B for more information and a list of eligible and ineligible activities and Community Involvement Tracking Form.

e-Learning Graduation Requirements

Students are required to earn two e-Learning credits to graduate from secondary school, beginning with students who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement. The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

This graduation requirement does not pose a barrier for students enrolled at Ontario Preparatory Academy given we are an online school. Students learning at OPA, have access to the support they need through their teachers instructing any of the online courses offered. For those wishing to opt out or for those wishing to opt back in to this requirement, please complete the provided form in Appendix C and return to info@ontarioprepacademy.ca

Music Certificate Information – (Presently Not applicable at Ontario Preparatory Academy)

1. A maximum of one Grade 11 University/College preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
 - Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
 - Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
 - Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
 - Grade V Practical and Grade III Theory of Trinity College London, England
 - Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
2. A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
 - Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
 - Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
 - Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
 - Grade VI Practical and Grade IV Theory of Trinity College London, England

- Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England Notes:
- The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory

CODE of CONDUCT

Ontario Preparatory Academy (OPA), believes that school promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Our school's code of conduct strictly follows the Ministry of Education's Code of Conduct for Ontario Schools. Standard Behaviour: Respect, civility and responsible citizenship.

All school members must:

- ★ Respect and comply with all applicable federal, provincial and municipal laws;
- ★ Demonstrate honesty and integrity;
- ★ Respect differences in people, their ideas and opinions;
- ★ Treat one another with dignity and respect at all times;
- ★ Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- ★ Respect the rights of others;
- ★ Show proper care and regard for school property and the property of others;
- ★ Take appropriate measures to help those in need;
- ★ Respect persons who are in a position of authority; and
- ★ Respect the need of others to work in an environment of learning and teaching.

All school members must:

- ★ Not be in possession of any weapon, including but not limited to firearms;
- ★ Not threaten or intimidate another person; or cause injury, whether on-line or with an object.

All school members must:

- ★ Not be under the influence of, in possession of, or provide others with, alcohol or illegal drugs.
- ★ Not inflict or encourage others to inflict bodily harm on another person. Instead, seek staff assistance, if necessary, to resolve conflict peacefully. Immediate suspension from OPA will be the minimum penalty faced by a student for:
- ★ Uttering a threat to inflict serious bodily harm;
- ★ Threatening a teacher, or other person in authority;
- ★ Being under the influence of alcohol and or Drugs
- ★ Possession of alcohol, illegal drugs and weapons

- ★ Acts of vandalism causing extensive damage to school property (web or physical) or property located on school premises.

In these instances, police will be involved, as required, and conditions to return on-line to school, will be specified in consultation with school officials.

Dress Code

OPA students are required to dress appropriately while interacting with staff and fellow students whether online or in person. Offensive materials, materials promoting hate or discrimination, or are lewd will not be tolerated. Members of the OPA school community must be clothed in a manner that would be acceptable in a typical secondary school academic setting.

Rights and Responsibilities

Students' Rights

- to participate in all school programs that are appropriate to the needs and abilities of the student
- to learn in a classroom environment that is conducive to student learning
- to be free of verbal and physical harassment
- to be respected by peers and staff

Students' Responsibilities

- to attend scheduled meetings/tutoring sessions/ on-line sessions regularly and punctually
- to respect the rights of others (i.e., their right to learn)
- to respect the privacy, property and equipment of others: peers, staff and community (school)
- to be diligent in preparing for lessons, assignments and other requirements of a program of studies
- to exercise self-discipline in words and deeds
- to co-operate in maintaining community policies, guidelines and harmony

Teachers Rights

- to expect the fullest co-operation of all students in or out of class sessions, while performing their teaching and duties as outlined by the Education Act
- to expect support from the administration and parents in the disciplining of any student who interferes with the rights of others to learn and enjoy mutual respect

Teachers' Responsibilities

- to manage their meeting/ tutoring and online classroom environments
- to report progress and conduct to the administration, parents and students
- to plan and conduct an effective program
- to exercise the authority and discipline in the manner of a "kind, firm, judicious parent"

- to plan, conduct and co-ordinate their synchronous and asynchronous classroom activities with regard for the needs of the school as a whole

Parent/Guardian Responsibilities:

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their son

CREDIT GRANTING

Definition of a Credit: A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by the principal on behalf of the Minister of Education for courses that have been developed or approved by the Ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents. For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework). Ontario Preparatory Academy (OPA) is an Ontario Ministry inspected private high school. Our BSID is 669795.

STUDENT RECORDS

For students who have previously attended a school in Ontario, their Ontario Student Record (OSR) will be requested from the previous school and Ontario Preparatory Academy (OPA) will become their home school. As the home school, Ontario Preparatory Academy (OPA) will maintain all of the student's records and ultimately issue the OSSD. Students (or their parents) should make every effort to inform Ontario Preparatory Academy (OPA) if they are not attending another school in Ontario as the process to transfer a student's OSR can be lengthy. Transcripts will be added to OSR's and OSRs will be maintained as per the OSR Guidelines 2020.

<http://www.ontario.ca/page/ontario-student-record-osr-guideline>

An OSR will be created for students who have not previously attended a school in Ontario. Ontario Preparatory Academy (OPA) will examine previous reports cards and transcripts for prior high school years and perform an equivalency process whereby Ontario credits can be granted for courses completed outside of Ontario; these credits will count toward the student's 30-credit requirement. Students who do not have an Ontario Education Number (OEN) will be assigned one by Ontario Preparatory Academy. A valid source document must be provided by the student in order for an OEN to be assigned.

Students who do not have an OSR will have one created for them by Ontario Preparatory Academy. The OSR will be maintained by Ontario Preparatory Academy until such a date that the OSR is requested by another Ontario school, or upon its retirement. Students who would like to earn an Ontario Secondary

School Diploma will be assessed on a case-by-case basis and will be required to meet all OSSD requirements.

Out Of Province Students

Students attending schools outside of Ontario should contact info@ontarioprepacademy.ca to confirm if and how credits will be transferred. Please note: Ontario Preparatory Academy (OPA) does not issue student identification cards

International Students

Ontario Preparatory Academy (OPA) courses are open to international students around the world, however, there is a different reporting process for international students. International students are those who do not hold a Canadian passport or landed immigrant status. Ontario Preparatory Academy (OPA) will not send official report cards and/or transcripts to students' home schools located outside of Canada. Instead, students will receive a confirmation letter indicating the successful/unsuccessful completion of the course, along with the grade. The student's official transcript will be held in the Ontario Preparatory Academy (OPA) office for a period of five years. If a student requires an official transcript to be sent to post-secondary institutions for admissions purposes, Ontario Preparatory Academy (OPA) will forward the official transcript directly to each post-secondary institution requested. This request must be submitted in writing to info@ontarioprepacademy.ca and may be subject to additional processing fees.

The request must include:

- name and address of their home school in their country of residence
- an accurate home address as identified on the registration form
- contact information for the Principal or their Official Designate

OPA may cross-reference the student's IP address used to access the course with the address given to ensure the validity of this information. Thereafter OPA will communicate the student's enrolment in the course with the school upon registration.

Language Assessment

Upon enrolment an initial assessment will be administered in order to determine a student's English language proficiency (oral, reading, and writing) and literacy development. The initial assessment will take place in the form of an online assessment taken from the Ontario Secondary School Literacy Course, and will be proctored by a Ontario Preparatory Academy (OPA) staff member via Skype or a similar video conferencing application. This assessment will focus on reading comprehension and student writing. A structured interview via Skype (or a similar video conferencing application) will also take place in order to assess oral communication skills (listening and speaking). The initial assessment will be used to make the appropriate programming and placement decisions for the student.

Substitution for Compulsory Courses

In designing a student's program and to ensure that all students can qualify for the Ontario Secondary School Diploma (OSSD), substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, Principals may replace up to three of these

courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal in consultation with the Director of Academics and Academic Advisor, will determine whether or not a substitution should be made. A Principal may also initiate consideration of whether a substitution should be made. The principal will make their decision in consultation with the parent or adult student and in consultation with the appropriate school staff. In all cases, the substitution will only be made if it is deemed to be of no harm either to the student's learning or to the integrity of the Ontario Secondary School Diploma program. Each substitution will be noted on the student's Ontario Student Transcript.

The following are limitations for compulsory credits (Ontario School: Policy and Program Requirements K-12; 2012):

- English as a second language and English Literacy development courses may not be used to substitute for 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 compulsory credit requirement
- Credit earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

Credit Equivalency

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted overseas equivalency credits based upon their previous successful secondary school work in their own country. Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) "U" or "M" or a combination of 4 "U" and a maximum of "2 M" credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin. For students from overseas and outside Ontario, the Principal will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in United Scholastic Academy may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: “equivalency” and “challenge”.

- Equivalency refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document.
- Challenge refers to the process whereby a student’s prior learning is assessed for the purpose of granting credit for a Grade 10, 11 or 12 courses developed from a curriculum policy document.

All credits granted through the PLAR process, that is through either the challenge process or the equivalency process, must represent the same standards of achievement as credits granted to students who have taken the courses. Please note: Ontario Preparatory Academy does not use or support the challenge process.

Prior Learning Assessment and Recognition (PLAR) for Mature Students who are enrolled in Ontario schools, including: secondary schools/ continuing education/ provincial schools/ demonstration schools/ Centre Jules-Léger/TVO’s Independent Learning Centre (ILC)/ Inspected private schools and Inspected First Nation or federally-operated schools.

Ontario Preparatory Academy recognizes Ministry Policy/Program Memorandum 129 and follows the February 1, 2022 revised mandatory PLAR requirements set out in the Ministry Policy/Program Memorandum 132, which are in effect, and apply to mature students as defined as: a mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma (OSSD)

The Principal is responsible for determining when the mature student was previously enrolled in the Ontario secondary school system on the basis of evidence (for example, the Ontario Student Transcript (OST), and/or the Ontario Provincial Report Card, Grades 9–12).

PLAR Equivalency

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. On the Ontario Student Transcript (OST) ‘PLE’ is the code used for equivalent credits granted for previous learning

outside Ontario or in a non-inspected private school in Ontario. For these credits, the code 'EQV' is used instead of a percentage grade.

ACADEMIC GUIDANCE and CAREER PROGRAMS

Ontario Preparatory Academy can provide supplementary individual academic advice to students with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met, and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013" will not only help students succeed in school but will also contribute to their success in the workplace. Throughout their secondary school education, students in Ontario Preparatory Academy courses, will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices. To this end, the Ontario Preparatory Academy Supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;

- Provides opportunities within the Four Areas of Learning in Education, Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in newly revised courses;
- Provides individual assistance and short-term counseling to students, as requested;
- Provides current information on post-secondary programs and admission requirements to all of its college/university bound students;
- Provides access to online counselling through the Director of Academics or Academic Advisor for all students whose Ontario Student Record is held at Ontario Preparatory Academy. This allows students to plan their education, review post-secondary program options and course selection;
- Communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement as required;
- Communicates directly with post-secondary institutions regarding student achievement as required.

COURSE CODES EXPLANATION

The Course Code consists of a course title and a five-character code. The first three characters of the course codes are those given in the Ministry of Education's list of common course codes. The fourth character indicates the grade of a course, as follows: 1 (Grade 9), 2 (Grade 10), 3 (Grade 11), and 4 (Grade 12). The fifth character indicates the type of course, as follows: D (academic), P (applied), O (open), E (workplace preparation), C (college preparation), U (university preparation), M (university/college preparation), and T (transfer).

1 st , 2 nd , and 3 rd	Subject discipline of the course in letters.	"ENG" indicates an English course
4 th	- Grade level as a number: "1" grade 9	"1" grade 9 or first year

	"2" grade 10, "3" grade 11, "4" grade 12 -In the case of a language course the fourth character refers to the level of proficiency	
5th	"Type" of course as a letter: Grades 9 and 10: "W" De-streamed "D" Academic "P" Applied Grades 11 and 12: "U" University Preparation "M" University/College Preparation "C" College Preparation "E" Workplace Preparation All Grades: "O" Open (not linked to any specific post-secondary destination).	"D" Academic course

PREREQUISITES and WAIVING A PREREQUISITE

Courses in Grade 10, 11, and 12 may have prerequisites for enrollment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. A course is designated as a prerequisite for a subsequent course only if it is absolutely essential for the successful understanding of the subsequent course. Prerequisite courses are established by the Ministry Curriculum Guidelines and communicated to students in the course Outline. If a parent or an adult or a student request that a prerequisite be waived, the principal: will determine whether the prerequisite should be waived; may also initiate consideration of whether a prerequisite should be waived; will make their decision based on the best educational interests of the student, and in consultation with parents) or adult student and appropriate school staff. Approval will be recorded and placed in the student's OSR. In cases where a student is permitted to take a course without having the prerequisite course, Ontario Preparatory Academy does not guarantee any particular result, or even a passing grade in the course taken (just as is the case with every other course at the school).

Students are encouraged to earn the prerequisite credit, except in cases where they clearly do have all required prerequisite knowledge. If a student begins a course for which they do not have a prerequisite, they will be unable to continue the course and will not receive a credit. If it is determined the student does not have the correct prerequisite, they will be notified and removed from the course without credit or refund (the opportunity to switch to another course may be offered). Proof of prerequisites must be sent to info@ontarioprepacademy.ca in the form of a final report card, transcript, or credit counselling summary. Screenshots of Career Cruising, My Blueprint, OUAC, etc., will not be accepted. Prerequisite documentation must clearly show the student's legal name, Ontario Education Number (OEN), course code, and final grade.

To ensure students are not enrolled in courses they will not be able to complete, it is important to provide Ontario Preparatory Academy with the academic documentation requested as soon as possible. It is the responsibility of the student and their parents to ensure they have the correct prerequisite(s) for the course(s) in which they are enrolling. Visit the course offerings section of our website to confirm required prerequisites. Refunds will not be provided in cases where students do not have the correct prerequisites.

Students taking courses in Canvas will only have access to the first unit of content until their prerequisites have been received and approved. Upon receipt, students will be issued the Prerequisite Approved award, which will automatically open up the remaining content for them. Students will also have no access to assignments, quizzes/tests, or discussion forums until the Prerequisite Approved award has been issued. Students are also required to submit a valid piece of government issued photo identification or student identification (showing the student's face) upon enrolment. Students who fail to submit identification within two weeks of registration may have their enrollment suspended.

COURSE OFFERINGS

The school will offer an appropriate variety of courses based on demand (enrollment) and at the discretion of the principal. See Appendix “B” for a description of courses that may be offered by the school and the prerequisites for each course. From time-to-time courses may be added to or dropped from this list at the discretion of the principal. Not all courses will be offered every semester. Requests for courses that are not on the list should be directed to the principal.

Course Types Definition

In Grades 9 and 10, three types of courses are offered: de-streamed courses, academic courses, applied courses, and open courses. Academic courses emphasize theory and abstract problems. Applied courses focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades. Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

Courses in Grades 11 and 12 have “type” designations based upon the student’s destination. The following types of courses are available:

- ◆ University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs
- ◆ University/college preparation courses include content that is relevant for both university and college programs.
- ◆ College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs
- ◆ Workplace preparation courses are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship and other training programs

- ◆ Open courses are appropriate for all students and are not linked to any specific post-secondary destination.

Course Outlines

Course outlines are developed for all secondary courses offered and are accessible through the Principal or Teaching Staff. Students will be provided with a course description and evaluation breakdown, units of study, hours per unit, at the commencement of each course. All course outlines are available in the office for parents and students to view.

Course Withdrawals

Course withdrawal by students requires permission from the Principal, Director of Academics, Academic Advisor, and parents (if the student is less than 18 years of age). Students may drop courses within 3 days (or equivalent 9 hours) upon mid-point of the course without any record in the O.S.T. Courses attempted but not dropped within three days of receipt of the mid-point of the course, will be included as an “attempted course” on the O.S.T, with a “W” entered in the credit column and the percentage grade the student earns up to the point of withdrawal.

Grade 11 and 12 Courses: Before the deadline (within the first five days after the report card)/the course withdrawal is not recorded, and the course effectively disappears from the transcript. After the deadline (after the first five days), a “W” is entered in the “Credit” column on the OST. The student's percentage mark at the time of withdrawal is recorded in the “Percentage Grade” column.

Grade 9 and 10 Courses: Withdrawals from Grade 9 or 10 courses are not recorded on the OST.

Repeat Courses: If a student repeats a Grade 11 or 12 course, the transcript will record both attempts. Only one credit will be granted, and an “R” (for repeat) will appear in the credit column for the course with the lower mark. In Grades 11 and 12, all attempts, withdrawals, and repeats of courses are recorded on the Ontario Student Transcript (OST). If students in Grade 11 or 12 courses withdraw within five instructional days* following the issuing of the midterm report card, the withdrawal is not recorded on the OST. If a student withdraws after five instructional days following the issuing of the midterm report card, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column. The percentage grade at the time of the withdrawal is recorded in the “Grade” column. Withdrawal from Grade 9 or 10 courses is not recorded on the OST. *An instructional day is considered any day, Monday-Friday, while the student is enrolled in the course regardless of whether they log in or not. This includes the summer as well.

Changing Course Types

Students may change their educational goals as they proceed to secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Ontario Preparatory Academy makes provisions to make such changes of direction with

consultation through the Director of Academics and the Academic Advisor. In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed Grade 9, although doing so may require additional preparation, as recommended by the principal.

In Grade 10 academic 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, they may take one of the specified as a prerequisite for that course. If the student has not done so, they may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the Principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Transfers

Students wishing to transfer to Ontario Preparatory Academy from another school in Ontario during the term may do so on a continuous basis, but must start courses from the beginning. They cannot forward work from another institution. The transfer must be approved by the principal.

BREADTH OF COURSE TYPES OFFERED

Ontario Preparatory Academy (OPA) offers Standard Courses, Accelerated Repeat Courses, and Preparation Courses.

Standard Courses

Students have one year to complete standard courses. While completing standard courses students have on-line access to their teacher and feedback on assessments. Students earn OSSD credits upon completion of these courses.

Accelerated Repeat Courses

Ontario Preparatory Academy offers students the opportunity to make up high school credits by repeating any high school course to help upgrade their marks. Students typically can complete these courses at an accelerated rate more quickly than standard courses. The onus is on students allocating regular blocks of time on a daily basis towards their completion as these courses provide students with additional practice specifically in areas where they may have previously experienced challenges. Students continue to have access to the course content that was available in the standard course, while completing specific assignments in the areas where they experienced challenges. To enroll in these courses students must have previously attained a mark of at least 40% in their first attempt.

Please note, the lower of the two grades for the course attempted, will show on the student's transcript as an 'R' in the note's column, indicating it was a repeated course. The higher of the two grades will be delineated in the credit value column with a credit indicator of 1.0. Students are encouraged to investigate how the universities of their choosing treat Repeated courses. Generally, universities treat

both courses the same in terms of university admissions. Certain universities may have rules regarding the inclusion of marks achieved in repeated courses when calculating averages for scholarships.

Preparation Courses

Occasionally, Ontario Preparatory Academy also offers Advanced Placement and SAT preparation courses. These are non-credit courses that serve mainly to prepare students for the AP and SAT exams run by the College Board. Students must sit the official College Board exams, in order to earn credits. Students are encouraged to research exam dates and register themselves for these exams through the College Board website.

INDIVIDUAL EDUCATION PLANS (IEPS)

Where possible Ontario Preparatory Academy will strive to implement accommodations, indicated in a student's Individual Education Plan (IEP) or any similar document; i.e. psycho-educational report, student support plan, etc. Students must submit a valid IEP to Ontario Preparatory Academy when enrolling; some accommodations may not be applicable/possible given the nature of the online course a student is enrolling for. Students who complete evaluations prior to supplying their IEP may not have the opportunity to re-attempt them. The most typical accommodations include extra time for quizzes, tests, and the final exam. IEPs that generally state "extra time" result in students receiving 1.5 the amount of time. Students will only receive double the amount of time if the IEP explicitly states so. Other accommodations may include providing alternate submission options and chunking or reducing workload; this must be explicitly outlined in the IEP. Any other accommodations will be considered on a case-by-case basis and will need to be verified by an official medical note. Overall Expectations will remain as mandatory demonstration of learning for credit bearing courses.

COURSE START / DURATION

Generally, students will receive a welcome email within 72 hours of registering and paying for a course, with login instructions to access the online course. Once logged in, students are free to start immediately. Students must read all pages in the course information unit in detail for vital information on how their course works. Students have 12 months to complete their course from the date of registration except in specific cases where a shorter timeline has been requested by our academic partners. The student's enrollment automatically expires at this time and the student's account will become inactive. Students have 30 days from the expiration date to purchase an extension before the course is considered dropped. Extensions are issued based on the original expiration date, rather than the date payment is received. The course extension fee can be paid through e-transfer or credit card. Once a course has been expired for 30 days from the registration date, the course will be considered dropped and the student will be unable to purchase an extension or request a transfer. Students will need to repurchase the full course if they wish to start the course again.

Courses cannot be extended beyond 6 months, therefore, the maximum amount of time a student can remain in a course is 18 months. If a student extends their course by 6 months, they will be automatically removed at the end of the 18 months and will not be able to extend the course again or be reinstated; the course will be considered dropped. Each credit bearing course requires 110 hours of instruction.

Students can work through their courses at their own pace, provided they complete all of the course requirements. There are no due dates in the course other than the one-year course duration. Access to courses beyond the completion of the culminating assignments must be requested by emailing info@ontarioprepacademy.com.

LOGIN / ACTIVITY EXPECTATIONS

Attendance / Logins

Students can work through a course at their own pace, and are expected to complete a course within 365 days of registration. Students should log into their course at least once every five days to ensure important announcements are not missed. Students should communicate their planned completion time with their teacher at the beginning of the course through the welcome questionnaire. The teacher will use their judgement in determining what constitutes regular activity based on that completion timeline. As students may be registered in different classes with different teachers, they may not log into each course everyday and instead choose to split their work time between their classes. Therefore it will be difficult for teachers to assign an absence for a single missed login day. Teachers will instead refer to the student's stated timeline to determine if the student is attending regularly so as to be able to complete their course in the given time frame at the pace they are working. Generally, ***Full-time students*** should be expected to log into course(s) daily, excluding non-school days (weekends, holidays, etc.) and complete work in their classes. Students are considered full-time if Ontario Preparatory Academy is the holder of their OSR and the student is not attending a day school in Ontario. ***Part-time students*** are not expected to log in daily, and should not go more than five school days without logging in. Whether Full-time or Part-time, students should communicate their planned completion time with their teacher at the beginning of the course. The teacher will use their judgment in determining what constitutes regular activity based on that completion timeline. This will also be the case for any ***Grade 8 students*** who wish to attempt a Reach Ahead course.

Teachers will check their classes each week and any absence for a student; (part-time/full-time/Grade 8 attempting Reach Ahead course(s)); of five (5) school days or longer, will trigger an attendance email through the LMS System to the student reminding them to log in. Teachers will also report the absence email to the Director of Academics. Absences of ten (10) school days will be reported to the Principal and parents will be contacted.

Please note: Ontario Preparatory Academy is required to report any full-time students under the age of 18 who have been absent for 15 consecutive days to the Ontario Ministry of Education.

TIME SPENT ON ACTIVITIES

Credit bearing courses, with the exception of half credits, are designed to be 110 hours of planned instruction. Each course unit is given an hour value, and all units combined add up to 110 hours. Students are expected to come close to the planned hours of instruction timing within reason. Activity completion time varies depending on the student's comfort level with the subject matter.

In order to help students self-monitor progress, interaction, assessment, and achievement, they will complete and submit learning reflections periodically throughout the course at pre-determined points relative to each course. Students will receive feedback on their progress in the course when applicable. Work completed outside of the course, such as research, preparation, studying, etc. is not counted in the planned 110 hours.

Timelines for Completion

Courses have been designed so that students who complete all course components will meet or exceed 110 hours of planned instruction. Course completion time can vary depending on a number of factors, such as familiarity with the subject matter, success in prerequisite courses as well as related past courses taken, reading speed, comfort level with online learning tools, etc. Generally, students who are studying online full-time and are focusing on one course at a time should complete a course within four-six weeks. Part-time students with full course loads take 12-16 weeks on average to complete a course, but may take longer. Students may complete courses in a shorter time-frame, but must complete all required components of the course. Ontario Preparatory Academy recommends students decide on a target date for completion at the outset of the course, and backwards chain in order to devise a plan by which to complete their course(s). This entails looking at the breakdown of the units in the course and spreading them over the prescribed time period. Students may be asked to share their plans for course completion with staff, parents and even their Academic Advisor, so as to establish accountability for course completion.

Course Updates

OPA staff periodically update course outlines, syllabi, lessons, assessments, rubrics, gradebook weightings, activities, etc. in order to ensure and maintain the highest quality of course design. Due to the asynchronous nature of the courses and some programs, these updates may be made during a student's journey through a course. The overall learning outcomes and curriculum expectations will not be impacted by such changes. Once students are notified of any such course changes, they will be accountable for the latest course updates.

ASSESSMENT and EVALUATION

The primary purpose of assessment and evaluation (A&E) is to improve student learning.

Information gathered through A&E helps staff to identify students' difficulties and strengths, and tailor their teaching style to students' needs, via differentiated instruction. Evidence of learning includes a) conversations, b) observations, and c) student product. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with meaningful descriptive feedback that guides their efforts towards improvement.

- **Assessment as learning.** Students are actively engaged in this assessment process: that is, they monitor their own learning; use assessment feedback from teacher, self, and peers to determine next steps; and set individual learning goals.

- Assessment for learning. The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there.

Evaluation is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning. As per OPA Policy and in accordance with the Ministry of Education teachers are required to employ the triangulation of these three methods of evaluation: Observation, conversation, student product. Evidence of student achievement for evaluation is collected over time. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. Further, assessment must involve the co-construction of learning goals (student friendly linguistic understanding of the expectations) and success criteria which as an example would be student friendly language for rubrics and other marking devices.

The final percentage grade for Grade 9 - 12 courses will be derived as follows:

-70% of the grade will be based upon evaluations undertaken throughout the course. This portion of the grade should represent the student's most consistent level of achievement, with special consideration given to the more recent evidence of achievement.

-30% of the grade will be based upon a final evaluation in the form of one or a combination of the following: an examination, a performance, an essay, or another method of evaluation suitable to the course content and expectations. The final evaluation should be administered at or towards the end of the course. There will be no exemptions from the final evaluation.

Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance standards). Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart. Two separate aspects of student achievement must be reported: achievement of curriculum expectations and learning skills. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and the corresponding level of achievement as described in the Achievement Chart.

Evaluation will be based on the provincial curriculum expectations, and on the achievement levels outlined in the secondary curriculum policy documents. These levels of achievement are associated with percentage grades, and are defined as follows:

- ❖ 80-100% Level 4: a very high to outstanding level of achievement. Achievement is above the provincial standard.
- ❖ 70-79% Level 3: a high level of achievement. Achievement is at the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.
- ❖ 60-69% Level 2: a moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- 50-59% Level 1: a passable level of achievement. Achievement is below the provincial standard.
- Below 50% Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course

MISSED and LATE ASSIGNMENTS

Ontario Preparatory Academy will make it clear to the students and parents/guardians early in the school year that they are responsible not only for their behaviour in the classroom/school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher and in a form approved by the teacher. Students must understand that there may be consequences for not completing assignments for evaluation or for submitting those assignments outside of the agreed upon time frames. Generally, this will only occur when there are specific deadlines such as a resubmit or a timed assessment. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies will be used to encourage the student to modify their behaviour. Some of these may include:

- Asking the student to clarify the reason for not completing the assignment taking into consideration legitimate reasons for missed deadlines.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists. « Setting up a student contract
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.
 - Late assignments and projects may have 10% per day deducted up to five days late. After five days, an assignment or project will be accepted and marked with 50% deducted- it will not be reduced any further.
 - After ten days, the assignment or project may not be accepted, and the student may receive a zero for the mark.

In the case of resubmits, if no valid reason and/or documentation can be provided, the original grade will stand. Teachers will use their discretion if they choose to allow the resubmit or not.

Students handing in assignments or projects because of a Special Circumstance absence according to our provincial attendance policy will not be penalized under this policy.

Assignment Resubmissions

Ontario Preparatory Academy allows the re-submission of assignments under certain circumstances, however, the decision to do so rests on the teacher's professional judgment. Typically, students will be most interested in the re-submission of weighted assignments, however, the policy below pertains to non-weighted assignments as well. In general, teachers will only allow assignment re-submissions from students who have completed all of the non-weighted (assessment for and as learning) items leading up to the assignment in question. The purpose of the non-weighted items is to give students the opportunity to get feedback on various pieces and apply this to the submission of the weighted assignment. Students are strongly encouraged to complete all of the non-weighted work in their course in addition to the weighted work; this is essential to their learning and success in the course. If a student requests the opportunity to re-submit a weighted assignment, teachers will deny this request if the student has not completed the prior work. Students will be asked to go back and complete the non-weighted pieces leading up to the assignment in question, pay close attention to the feedback given on these items, then re-submit the weighted piece. Students will need to leave time after the submission of the non-weighted items) before attempting the weighted one in order to allow the teacher to grade it and give feedback; the maximum turnaround time for this should be four days. Weighted quizzes, tests, and the final exam are not eligible for re-submission or second opportunities. Teachers will generally allow three-to-four re-submissions throughout the duration of the course; however, such scenarios will be dealt with on a case-by-case basis depending on the teacher's professional judgment and the student's unique situation. Students will only be permitted to re-submit an assignment once (pending approval); multiple re-submissions are not allowed. All resubmits are subject to assigned deadlines and those deadlines must be met or the late assignments policy will be applied.

Quizzes, Tests, and Examinations

Students must write quizzes, tests, and exams (in courses where final examinations are required) alone without the assistance of friends, parents, tutors, or any other person. Students are not to access any outside material, including coursework and/or notes with the exception of formula sheets in certain assessments where it has been indicated as permitted by the teacher and in the assessment details. Students with an Individual Education Plan (IEP) or similar documents may be permitted to utilize outside material upon approval from the Ontario Preparatory Academy Director of Academics. Students that copy information from their course, their notes, or any other source and present them as their own answers will be given a grade of zero on the entire assessment. Answers that are very similar to those given in the course content will be investigated to determine whether they could be committed to memory or not within reason. Any violation of the aforementioned is considered a serious academic offence; a grade of zero will be applied to the entire assessment; students may be removed from the course without credit.

Completion of the final exam (in courses where final examinations are required) is a component for earning the credit for a course at Ontario Preparatory Academy. Exams must be proctored (supervised). Students with health concerns or concussions will still be required to write their final exams, however, accommodations will be made to assist them. Please contact the Ontario Preparatory Academy office at info@ontarioprepacademy.ca to discuss further as these scenarios are handled on a case-by-case basis. A

student's performance on the final exam (in courses where final examinations are required) will be compared to their overall performance in the course. If there is a major discrepancy between coursework and the final exam performance, Ontario Preparatory Academy reserves the right to investigate the situation, which may or may not include re-writing of unit tests, re-submission of assignments, and a web conference discussion surrounding the contents of the final exam. Ontario Preparatory Academy also reserves the right to remove students from a course without earning a credit in cases where severe levels of academic dishonesty have been found.

MIDPOINT CHECK-IN

Each course contains a Midpoint Check-In at the halfway point, depending on the course and agreed upon dates of completion. The Midpoint Check-In is mandatory but does not count towards the final grade.

Mandatory Video Assessments

Many courses have mandatory video assessments. Whether these are weighted or not, they are a requirement for completion of the course. Students will not be permitted to write their final exams until all mandatory video assessments have been completed to the teacher's satisfaction. Ontario Preparatory Academy will also compare a student's prerequisite grade to their current course grade to monitor any inconsistencies. Ontario Preparatory Academy reserves the right to investigate a student's course should there be a significant discrepancy between the current grade and prerequisite grade, as well as any discrepancy between submitted written work and work obtained via video. In the event that the academic integrity policy is violated, a student's grade may be calculated and reported as a combination of the authentic assessments collected, as deemed appropriate in the professional judgement of the teacher, principal, and Director of Academics.

EXAM PROCTORING and THE FINAL EXAM

In courses where a final examination is required, students must have finished and submitted all coursework before taking the final exam. Once the exam is written, any outstanding coursework will be given a grade of zero. It is the student's responsibility to ensure they have submitted all coursework before writing the final exam. Students have two options for writing their final exam (in courses where final examinations are required):

- Students must arrange for a proctor for their final exam by filling out the proctor form and sending it to info@ontarioprepacademy.ca at least 5 days before the requested exam time. A proctor is a professional adult of the student's choosing, who is not related to the student (e.g. day school teacher, guidance counselor, librarian, doctor, lawyer, accountant, etc.) who has a dedicated professional email address (i.e. first.lastname@business.ca) This individual must agree to supervise the student for the duration of the exam, in accordance with OPA procedures, as outlined by the instructor. The exam may be written at a time, place, and location that is most comfortable for the student. Proctors must have access to a printer and scanner, and must not be related to the student. Once approved, Proctors will be given the exam access code to input for the student. Proctors will ensure the exam is printed if necessary, and all pages of the student's

work are uploaded in a single pdf within 2 hours of the exam finishing. Students should email info@ontarioprepacademy.ca with any questions surrounding the exam process.

TEACHER CONTACT

Ontario Preparatory Academy course teachers are available to students via the online platform. There is a built-in communication tool within the learning environment students must use; students and teachers should not communicate via external email addresses. Any emails sent to teachers externally may not be received and could result in miscommunication.

Students can easily identify their teacher in a few different ways:

There is a teacher welcome video on the main course page in the course information module; students can enter the course by clicking on the course title on their dashboard. Teachers can also be reached using the chat or inbox features on the left side of the student's screen when in Canvas.

After clicking the button, the teacher's name will appear on the next page. Clicking their name will automatically compose a new email to the teacher. Students are welcome to send internal communications to their teacher at any time, however, the teacher will respond within 24 hours (Monday to Friday). During peak times and/or holidays, teachers may take slightly longer to respond. Students experiencing a lack of teacher response should contact info@ontarioprepacademy.ca to report the issue. The course communication tool is an internal tool only, meaning it will only work inside the system and cannot communicate with email addresses outside of it. For example, you cannot email ***** from a Gmail account

Teachers can meet with students through agreed upon times and dates, as well as communicate asynchronously through email. Students are able to book appointments during this time to meet with the teacher via video conference. These appointments are scheduled on a first-come, first-served basis, so students should schedule appointments with teachers well in advance to ensure availability. These appointments are scheduled directly with the teacher through the internal communication tool. We recommend students utilize the office hours when they have numerous questions or need in-depth assistance. If a student is sending a multitude of questions to the teacher, they may recommend meeting at a separate and mutually agreeable time. All communication should be performed online.

Teachers will grade work submitted to the course and leave detailed feedback. This feedback is found directly within the assignment or quiz. In some cases, teachers may send additional feedback via the course communication tool. Teachers will return graded work with feedback within four days, however, during peak times and/or holidays, this could take an additional one-to-two days. If a student is in need of feedback more quickly or needs the work to be graded in order to complete the course by a deadline, this should be arranged directly with the teacher. Teachers may or may not be able to accommodate this special request, depending on their current workload. Once the final exam is written, teachers have five days to finish grading all of the course work and submit the final grade to the Ontario Preparatory Academy office. In cases where students submit a large portion of work right before writing the final exam, this time could be longer.

ACADEMIC INTEGRITY POLICY

The intent of this policy is to clearly state the expectations of students with respect to research and completion of work for the purpose of evaluation.

Plagiarism is defined as one or a combination of the following:

- Copying of assignments,
- Copying of graphs, tables, graphics
- Copying the work of peers
- Copying or close imitation of published work (texts, periodicals, pamphlets, recordings)
- Copying Internet web sites
- Misrepresenting the ideas and/or work of others as your own

Cheating is defined as one or a combination of the following:

- Giving your own work to others, including helping them in any way during tests or exams
- Using the work of others,
- Copying the work of others on tests or exams.
- Using unauthorized aids or other supports during tests/exams (notes, smartphones, etc.)

If a student is unsure of what constitutes plagiarism/cheating it is incumbent upon the student to consult with OPA staff. A lack of understanding of what constitutes plagiarism/cheating is not an excuse or defense and will not be considered in determining the consequences. In the event of incidents of academic dishonesty, the student and Director of Academics will be notified of the occurrence, of the consequence, and of the potential consequences of subsequent incidents. The following is a list of academic violations along with their respective consequences:

Improper Citation: The student fails to utilize a citation method in the piece. Teachers will generally specify which citation method is required, however, should this guidance not be given, students are expected to follow either MLA, CMS, or APA formatting. Grades 9 and 10 First Instance: A warning and an opportunity to redo the piece. Subsequent Instance: A warning and an opportunity to redo the piece. Grades 11 and 12 First Instance: A warning and an opportunity to redo the piece. Subsequent Instance: An opportunity to redo the piece to a maximum grade of 75%.

Unaccredited Paraphrasing: The student uses an idea (in different wording) from a source and portrays it as their own without a citation. To be safe, students should use a citation when in doubt. Grades 9 and 10 First Instance: A warning and an opportunity to redo the piece. Subsequent Instance: An opportunity to redo the piece to a maximum grade of 75%. Grades 11 and 12 First Instance: An opportunity to redo the piece to a maximum grade of 75%. Subsequent Instance: An opportunity to redo the piece to a maximum grade of 50%.

Unaccredited Verbatim: The student uses an idea that is word-for-word from a source and portrays it as their own without a citation. Grades 9 and 10 First Instance: An opportunity to redo the piece to a maximum grade of 75%. Subsequent Instance: An opportunity to redo the piece to a maximum grade of 50%. Grades 11 and 12 First Instance: An opportunity to redo the piece to a maximum grade of 50%. Subsequent Instance: A grade of zero. No opportunity to resubmit.

Full Plagiarism: The student uses a piece written by someone else and attempts to pass it off as their own work. Grades 9 and 10 First Instance: A grade of zero. No opportunity to resubmit. Subsequent Instance: A grade of zero. No opportunity to resubmit. Grades 11 and 12 First Instance: A grade of zero. No opportunity to resubmit. Subsequent Instance: A grade of zero. No opportunity to resubmit. Students may be removed from the course.

Furthermore, depending on the severity and frequency of the incident(s) the principal may impose additional consequences which may include; suspension and/or expulsion from the school (extreme circumstances). No refunds of paid tuition are given for consequences associated with plagiarism/cheating/ behaviour if the student is removed from the school.

REPORT CARDS, TRANSCRIPTS, and HOME SCHOOLS

A report card will be completed and filed in the Ontario Student Record for each student who has been enrolled at Ontario Preparatory Academy. As required by law, a student's record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the Ontario Student Transcript (OST), which is the official record of a student's academic achievement in high school. Transcripts for all full-time OPA students will be added to their OSR's.

The report card provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course. A credit is granted for every course in which the student's grade is 50% or higher. Students and parents/guardians of those students under 18 years of age will have full access to view report cards in the OSR as per the full disclosure policy mandated by the Ministry of Education. Ontario Preparatory Academy will produce an official report card once students have reached the midpoint check-in and final completion of their course(s). Should the student have any specific questions in regards to achieving the midpoint check-in of their course, they must contact their teacher. An official hard copy of the midpoint and final reports will be mailed to the student's current day school, where they will reside in the OSR. The day school will then be responsible for updating the Ontario Student Transcript to reflect the course completion once the final report card has been obtained. An official digital copy of the report card will be emailed to the student. If the student requires an electronic copy of a report card to be sent to their day school or anywhere else (such as a university or college), this request must be sent to info@ontarioprepacademy.ca. A midpoint and final report card will only be released if a student has provided appropriate prerequisite evidence for their course. If prerequisite evidence has not been provided, reports will be held and the credit will not be issued. Teachers will submit midpoint and final report card information to the OPA office within 5 business days of the student reaching the midpoint or completing the course. Once the teacher has submitted this information, it will be generated and processed by the OPA within 5 business days. Students can expect report cards by email within 10 business days of reaching midterm or completing their course. Documents to home schools will be mailed by standard mail via Canada Post. Students must anticipate that the mailing time may take up to one to two weeks. If a document is required sooner than the suggested Canada Post timeframe, students are welcome to schedule an overnight courier via Purolator at their own expense. When scheduled via Purolator, the expense generally ranges from \$30 - \$40. For instructions on how to schedule the courier, the student must reach out to

info@ontarioprepacademy.ca . The courier must only be scheduled once the report card is prepared and ready to be mailed out. If scheduled sooner, the pickup time may be missed and the student will not be reimbursed by Ontario Preparatory Academy. For any Grade 11 or 12 student applying to post-secondary institutions, the Post-Secondary Transmission Form should be submitted upon enrolment to the course, or at their utmost earliest convenience. At the time of enrolment, midpoint, and final, Ontario Preparatory Academy will communicate to the desired universities and colleges, or OUAC/OCAS, granted the request form was submitted. Please note: for OUAC 101 applicants, Ontario Preparatory Academy will generally only send the course updates to OUAC via email. If the desired post-secondary institution is requesting an official report be mailed directly to them (i.e. Toronto Metropolitan University), the student must include that information on Section C of the Post-Secondary Transmission Form. Upon releasing the midpoint or final report card to the student's current day school and home address, Ontario Preparatory Academy will also send out a report to the requested post-secondary institutions for those who have completed and submitted the Post-Secondary Transmission Form. Transcripts are often confused with report cards. A transcript is a document outlining a student's permanent academic record, illustrating all courses taken in high school along with the grades received and any certificate conferred. A report card is a document outlining the course completed, the grade, the learning skills, and the comment from the teacher. Only the home school of a student can generate a transcript. A student who is not full-time with Ontario Preparatory Academy cannot request a transcript from Ontario Preparatory Academy. For students who are full-time with Ontario Preparatory Academy, an Ontario Student Transcript (OST) can be generated. In general, transcripts are only needed when applying to post-secondary institutions.

The student's official transcript will be held at the main location of Ontario Preparatory Academy for a period of five years. If a student requires an official transcript to be sent to post-secondary institutions for admissions purposes, Ontario Preparatory Academy will forward the official transcript directly to each post-secondary institution requested. This request must be submitted via the Post-Secondary Transmission Form. Please note that there are fees associated with sending transcripts.

OUAC - ONTARIO UNIVERSITY APPLICATION

The process for sending grades to the Ontario University Application Centre (OUAC) is different for certain types of students. Please note: the majority of students are known as 101 applicants; however, some students are known as 105 applicants. Please click [here](#) to learn more about the differences between 101 and 105 applicants. For 101 and 105 applicants, students will need to communicate their university application information to Ontario Preparatory Academy by submitting the Post-Secondary Transmission Form. This form can be found by going into your course, then clicking Useful Links > Post-Secondary Transmission Form. This form is also linked in many other places on our site. Student information will not be sent to OUAC or any university unless this form has been submitted to info@ontarioprepacademy.ca .

101 APPLICANTS Generally, students attending a physical high school who have yet to graduate are considered 101 applicants. An OUAC number is composed of 10 digits beginning with the current school year, followed by six digits. For example, for the 2018-19 school year, the OUAC number would be in the following format: 2019-012345. Each student has a unique OUAC number. In most cases, if the first digit after 2019- is a zero, the student is a 101 applicant. Students' home school guidance counsellors are responsible for registering them for OUAC in their grade 12 year. Toward the end of November, students will receive their Application Access Code Letter from their school, which includes their PIN. The PIN allows students to set up their OUAC profile, but is not actually their OUAC reference number. The OUAC reference number is given to the student by OUAC once the student has selected and applied to their

university programs and paid the application fees. Once completed, students will receive a reference number in the following format: 2019-012345. Students attending Ontario Preparatory Academy full-time should contact the OPA Academic Advisor for information regarding their OUAC account. As the school year progresses, there are a number of submission deadlines students must meet. These deadlines for receipt of grades are set by OUAC but Ontario Preparatory Academy sets its own deadlines in order to ensure adequate processing time for grades. The updated list of those dates and deadlines is located [here](#). Ontario Preparatory Academy can only report three stages within a student's course. This will only be communicated once prerequisite evidence has been provided. When a student is enrolled, the registration is sent to OUAC whereby the course code is listed with a 'C' for 'Current' (provided the OUAC reference number has been sent in). This tells the universities the student is currently taking the course.

Once the student reaches the midterm point in the course (this point is clearly laid out within the online course breakdown) and the midterm report has been issued, Ontario Preparatory Academy will send the updated midterm grade to OUAC. The course will then be assigned an 'M' for midterm, along with the midterm grade. Please note: midterm grades are NOT collected by OUAC for first semester courses (this means they will not accept midterm grades until late-January). Once the final exam and all required course components have been completed and the final report has been issued, Ontario Preparatory Academy will send the updated final grade to OUAC. The course will then be assigned an 'F' for final, along with the final grade. Students may also see a 'P' listed next to the course they are taking with Ontario Preparatory Academy; this indicates the course was completed at a private school. This has no bearing on how the course is treated by university admissions departments. Please note: OUAC can take as long as 10 business days to upload a grade once it has been sent to them, so it is vital students pay attention to the deadlines set out by Ontario Preparatory Academy in order to allow for enough processing time. If students miss these deadlines, Ontario Preparatory Academy will continue to send in grades daily, however, there is no guarantee they will be shown by the university/OUAC target dates. This could result in the student being passed over for an admission offer. Generally, there is an application deadline in mid-January. Following that, the first target date to receive grades will be mid-February. At this stage, universities will be looking at student OUAC profiles, expecting to see final grades for semester one courses, or midterm grades for full-year courses. Since Ontario Preparatory Academy courses are neither semestered nor full-year, OUAC generally sees them as semestered. At this point in the year, students who are in a two-semester school will have three final grades for grade 12 U/M level courses. Students in full-year school will have six midterm grades for grade 12 U/M level courses. Depending on the student's school structure, they may need to aim to finish their course or just at midpoint by this collection period. In order to guarantee the student's grade is showing by this deadline, Ontario Preparatory Academy requires students to complete coursework three-to-four weeks prior to this deadline. For example, in the 2019-20 school year, the deadline for universities to see semester one final grades is February 13. Ontario Preparatory Academy requires students to complete courses by January 17 to have final grades included for this collection period. Ontario Preparatory Academy's deadlines are earlier due to slow processing times in the OUAC office. At peak times, it can take OUAC 10 business days or more to upload grades that have been sent in. The only way to upload grades directly to OUAC in real-time is to have the student's home school guidance counsellor upload them directly; Ontario Preparatory Academy does not have direct access to student profiles, unless the student is a full-time Ontario Preparatory Academy student. Many home schools are not willing to upload Ontario Preparatory Academy grades directly for students, however, it is recommended students ask, as this gives them a significant amount of extra time to complete their course. By mid-January, all students should have their

OUAC reference numbers and provided them to Ontario Preparatory Academy via the Post-Secondary Transmission Form. It is recommended students check their online OUAC profiles to ensure the course(s) they are enrolled in are showing as current enrolments. From time to time, OUAC makes errors and accidentally removes courses added by Ontario Preparatory Academy, so it is wise for students to check their OUAC profiles frequently. Note: it is important for students to check their OUAC profiles regularly to ensure the courses they are enrolled in are showing - particularly during the month of February. Ontario Preparatory Academy is able to send enrolment and final grades to OUAC at any given time, however, the guidelines are different for midterm grades. Ontario Preparatory Academy is not able to send semester one midterm grades to OUAC prior to January. In the early weeks of February each year, OUAC will remove courses without a midterm or final grade from OUAC profiles if a grade has yet to be posted. If a student's OUAC profile shows they are currently enrolled in a course, rather than showing a midterm or final grade, this course will likely be removed from the student's profile in mid-February.

This is a regular occurrence that happens year after year; students are encouraged not to panic in this situation. If students notice there are courses missing from their OUAC profile, they should contact info@ontarioprepacademy.ca and their enrolment information will be re-sent to OUAC immediately. By late April, universities are expecting to see semester two midterm grades on student profiles. Generally, this is the time of year when universities send out the majority of their admissions offers. The majority of students are in two-semester schools; therefore, they will generally have three final grades and three midterm grades at this point in the year for grade 12 U/M level courses. Students should note they will likely not receive an offer of admission if they do not have ENG U at least listed as a current course at this time. A grade 12 English course is a requirement for earning the OSSD, so universities will assume students who are not at least enrolled in this course will not be graduating, which is a requirement to enter university. Similarly, students who are applying to programs with specific course requirements should also ensure these courses are listed as current by this time of year. For example, the University of Guelph may require SPH4U and MHFU for a particular program; they will not offer admission to any student who is not at least enrolled in these courses. In mid-July, universities are expecting to see all remaining final grades. At this point in the year, most students will have 6 final grades for their grade 12 U/M level courses. If students have already been offered admission prior to this date, they may not be required to meet this deadline. The conditions for admission vary from university to university, so students should read their offer of admission carefully and adhere to any deadlines given from their university. Dates and deadlines given by the university directly generally override any dates listed by OUAC. Students should note that their graduation status needs to be updated on OUAC as part of the admission requirements for university; this can only be updated by the student's home school or school board. This can be problematic for students who complete courses required for graduation once their home school has closed for the summer. Ontario Preparatory Academy will send the final grade for these courses to OUAC where they will be posted. The report card will also be mailed to the student's home school, however, if they are closed for the summer, they will not be able to process it and update the student's graduation status until they open again in late August. Many universities' admission offers require that the graduation status is updated on OUAC well before the end of August, so it is the student's responsibility to contact their home school or school board in order to facilitate this process.

105 APPLICANTS Generally, students who are not attending a physical high school or have already graduated are 105 applicants. Their OUAC number will look like this: 2020-123456. In most cases, if the first digit after 2020- is a 1, the student is a 105 applicant. 105 applicants are treated differently than 101s. For 105s, universities require report cards and transcripts to be sent directly to them. 105 applicants will still

need to register, apply to their selected universities, and pay the application fees on OUAC. Students should register as a 105 applicant at the beginning of the school year and communicate their OUAC reference number and the information for their selected universities to Ontario Preparatory Academy via the Post-Secondary Transmission Form as soon as the OUAC application has been completed. When students first apply, each university will need a copy of the student's transcript. A transcript, not to be confused with a report card, shows all credits completed by a student since grade 9. This can only be issued by the student's home school. Students should contact the school they last attended full-time and have an official transcript sent to each university they have applied to. Note: universities will only accept transcripts and report cards directly from the issuing institution(s).

Throughout the year, Ontario Preparatory Academy will send updates to each university regarding the student's enrolment in a new course, their midterm report, and their final report. Generally, 105s should follow the same target dates as 101s outlined here. Universities may communicate different deadlines to 105 applicants; in these cases, students should adhere to those deadlines rather than those listed by OUAC. Students should keep in mind that to meet a final grade deadline, they should write their final exam at least 10 days prior to that date to allow for marking, processing, and postage time. Report cards are sent via standard mail; however, students can arrange for them to be couriered overnight at their own expense via Purolator. Please contact the Ontario Preparatory Academy office for those details. For students who have transcripts from a school other than Ontario Preparatory Academy, the universities will look at their transcript from their last school in conjunction with the report card(s) from Ontario Preparatory Academy.

In some cases, home schools are willing to accept these report cards, add them to the transcript, and then send an updated version of the transcript. However, most schools are not willing to add any courses to a student's transcript once they have graduated.

OCAS - ONTARIO COLLEGE APPLICATION SERVICE

Students should apply via the OCAS website. Once students have obtained their OCAS applicant number (found in the following format: 20-123-4567), they must submit this information via the Post-Secondary Transmission Form. This form can be found by going into your course, then clicking Useful Links > Post-Secondary Transmission Form. This form is also linked in many other places on our site. Student information will not be sent unless this form has been submitted to info@ontarioprepacademy.ca . In addition to submitting the Post-Secondary Transmission Form, students must make the following changes to their OCAS profile in order to grant Ontario Preparatory Academy access to their OCAS portal: Under the Education tab, the student must indicate they are currently enrolled in a Ontario Preparatory Academy course. Under the Basis of Admission tab, the student must indicate they are currently in a high school course. Ontario Preparatory Academy will not be able to access the student account until the above steps have been completed. Once the above has been completed and a report has been submitted to the Ontario Preparatory Academy office, the student's OCAS Portal will be updated within two business days. There are no general deadlines for OCAS, rather, each individual college lists its own. Students are responsible for ensuring they are aware of the different deadlines at each college they have applied to.

REFUNDS, CREDITS, AND TRANSFERS

Course fees are non-refundable under any circumstance. Students who would like to drop an online course must submit the Drop Course Request form found within the online environment. Students who drop the course within 30 days of registration and have not completed any activities in the course may be eligible to transfer into another Ontario Preparatory Academy course at no charge. If students in the scenario listed above do not wish to take another online course, they may be eligible to use the credit toward another Ontario Preparatory Academy program. This must be requested via email to info@ontarioprepacademy.ca within 30 days of registration; any differences in price must be paid by the student. Students who request a transfer after 30 days of registration will be charged an administrative fee of \$150.00 whether they have accessed the course or not. Students are not able to transfer courses after 90 days from their registration date or they have completed assessments in the course; at this point, students only have the option to continue the course or drop it. The course transfer fee can be paid via the e-transfer or credit card. Transfers and credits must be submitted in writing prior to the student reaching the midterm point in the course. Students are not able to transfer or receive credit for a course if the midterm point has been met. At this point, students only have the option of dropping or continuing the course. Since all Ontario Preparatory Academy courses expire one year from registration, students who transfer to another online course will carry over the same expiration date, i.e. the one year will start from the date of the original registration rather than the date of the transfer.

GRADUATION CEREMONIES

Full-time students who graduate from Ontario Preparatory Academy are invited to attend the virtual graduation ceremony at a date and time to be determined. Students interested in attending should contact their Ontario Preparatory Academy Director of Academics or info@ontarioprepacademy.ca.

ADDITIONAL FEES

There are a number of additional fees that students and parents should be aware of. All fees can be paid via e-transfer or credit card. See attached fee Schedule.

SCHOOL SESSION DATES AND HOLIDAYS

Ontario Preparatory Academy operates on a continuous entry format.

Session dates commenced on September 1, 2025

The 2025-2026 Session is in force from September 1 to August 31.

2025-2026 Year - Dates where Ontario Preparatory Academy staff will NOT be available

Thanksgiving Day holiday – October 13, 2025

Christmas Eve Day / Christmas Day / Boxing Day – December 24-26, 2025

Family Day – February 16, 2026

Good Friday / Easter Monday – April 3-6, 2026

Victoria Day – May 18, 2026

Canada Day – July 1, 2026

Labour Day – September 1, 2026

Upon Request

The Course Outlines and The Course Calendar

Please speak with the course teacher, Director of Academics, Academic Advisor, or the principal for more information.

You can also view the course calendar on our website <https://ontarioprepacademy.ca>

Please note: Access to all Secondary curriculum policy documents may be found on the ministry website: www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html



APPENDIX A – COURSE DESCRIPTIONS

GRADE 9

English, Grade 9 De-streamed (ENL 1W)

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

Mathematics, Grade 9 De-streamed (MTH 1W)

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

Prerequisite: None

Science, Grade 9 De-streamed (SNC1W)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

Geography, Grade 9 De-streamed (CGC1W)

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply

geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Prerequisite: None

Core French, 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Healthy Living and Personal Fitness Activities Grade 10 Open (PAF10) (For High Performance Athletes)

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 a variety of individual activities related to weight training, agility training, sport specific skill development and leadership development.

Prerequisite: None

Building the Entrepreneurial Mindset, 9, Open (BEM10)

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

Prerequisite: None

GRADE 10

Integrated Arts Grade 10, Open (ALC2O)

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None

Media Arts, Grade 10 Open (ASM2O)

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

English, Grade 10 Academic (ENG2D)

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 or Applied

Core French, 10, Academic (FSF2D)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

Principles of Mathematics, Grade 10 Academic (MPM2D)

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: Math Grade 9, Academic

Science, Grade 10 Academic (SNC2D)

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, Academic or Applied

Canadian History Since WWI, Grade 10 Academic (CHC2D)

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

Civics, Grade 10 Open (CHV2O)

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

Career Studies, Grade 10 Open (GLC20)

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

Food and Nutrition, 10 Open (HFN20)

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

Healthy Living and Personal Fitness Activities Grade 10 Open (PAF20) (For High Performance Athletes)

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 a variety of individual activities related to weight training, agility training, sport specific skill development and leadership development.

Prerequisite: None

Launching and Leading a Business, 10 Open (BEP2O)

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

Communication Technology, 10 Open (TGJ2O)

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

GRADE 11

American History, 11, University Preparation (CHA3U)

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

The Individual and the Economy, 11, University Preparation (CIE3M)

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Understanding Canadian Law, 11, University Preparation (CLU3M)

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Food and Culture, 11, University/College Preparation (HFC3M)

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

Working with Infants and Young Children, 11, College Preparation (HPW3C)

This course prepares students for occupations involving children from birth to six years of age. Students will study theories about child behaviour and development, and will have opportunities for research and observation and for practical experiences with young children. Students will become familiar with occupational opportunities and requirements related to working with infants and young children. They will also have opportunities to develop research and critical-thinking skills as they investigate and evaluate current research about early childhood education.

Prerequisite: None

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

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)

English, Grade 11 University Preparation (ENG3U)

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

Functions and Applications, Grade 11, College/University Preparation (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

Functions, Grade 11 University Preparation (MCR3U)

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

Biology, Grade 11 University Preparation (SBI3U)

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

Chemistry, Grade 11, University Preparation (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative

properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

Physics, 11, University Preparation (SPH3U)

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

Prerequisite: Science, Grade 10, Academic

Environmental Science, Grade 11, University/College Preparation (SVN3M)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas. Prerequisite: Grade 10 Science, Applied or Academic

Healthy Living and Personal Fitness Activities Grade 11 Open (PAF30)

This course equips students with 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. The course will focus on a variety of techniques and strategies for developing routines and personal fitness goals.

GRADE 12

Visual Arts, 12, College/University Preparation (AVI4M)

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

make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

Photography, 12, College/University Preparation (AWQ4M)

This course focuses on enabling students to refine their use of the creative process when creating and presenting art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. In this focused visual arts course, students will explore storytelling and self discovery through photography and its related elements. This course will ask students to work with various photography mediums and technologies to explore the many uses of photographs and how their manipulation can change their meaning and purpose.

Prerequisite: AWQ3M, Photography, College/University Preparation

Canada: History, Identity, and Culture, 12, University Preparation (CHI4U)

This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

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

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

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

Canadian and International Law, 12, University Preparation (CLN4U)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

Calculus and Vectors, 12, University Preparation (MCV4U)

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

Prerequisite: Advanced Functions, 12 (prerequisite or concurrently)

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

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter 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

Recreation and Healthy Active Living Leadership, 12, University/College Preparation (PLF4M)

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through

mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

Chemistry, Grade 12, University Preparation (SCH4U)

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, Grade 12, University Preparation (SPH4U)

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

Prerequisite: Physics, Grade 11, University Preparation

Earth and Space Science, Grade 12, University Preparation (SES4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10 Academic

Science, 12, University/College Preparation (SNC4M)

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, or college preparation course in science

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

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 analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse 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=

Families in Canada, 12, University Preparation (HHS4U)

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

English, Grade 12 University Preparation (ENG4U)

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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

Advanced Functions, Grade 12 University Preparation (MHF4U)

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

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

Biology, Grade 12 University Preparation (SBI4U)

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

International Business Fundamentals, Grade 12 University/College Preparation (BBB4M)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Prerequisite: none

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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze 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

Ontario Literacy Course Grade 12 Open (OLC40)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test. Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a literacy portfolio containing a record of their reading experiences and samples of their writing.

Healthy Living and Personal and Fitness Activities Grade 12 Open (PAF40)

This course is designed to further the students' development to improve their physical fitness through various strength training techniques. They will be focusing on a variety of methods to increase cardiovascular fitness, muscular endurance and general strength. In addition, they will learn to evaluate the various components of physical fitness. Further, the theory component will include a focus on human skeletal anatomy, nutrition for high performance, advanced weight training terminology and theory, safety aspects of training and a thorough exercise inventory list. Students will also study the components of healthy relationships, reproductive health, mental health and personal safety.

PLEASE NOTE:

Any course descriptions not listed can be obtained by contacting the Director of Academics.

APPENDIX B – Community Involvement

Information on the Community Involvement Diploma Requirement

Every full-time student who attends Ontario Preparatory Academy will be required to complete a minimum of 40 hours (10 hours per high school year) of community involvement in order to receive a diploma. The activities are to be completed outside of school time – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays. The purpose of the community involvement requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirements for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the Director of Academics.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of the student is paramount. It should be noted that students will not be paid for performing any community involvement activity.

Roles and Responsibilities

Students are responsible for gaining approval for their Community Involvement activities from the Director of Academics or Academic Advisor, before they begin the activity. Students must submit the Community Service form to info@ontarioprepacademy.ca, attention to the Academic Advisor, in order for the activity to be counted towards the 40-hour requirement needed for OSSD completion. Forms must be signed by the student, a parent, and the student's Supervisor for the activity. (A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.)

Ontario Preparatory Academy is responsible for approval of community involvement activities. The school has developed a list of approved community involvement activities, which is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. United Scholastic Academy will not approve student participation in any activities that are on the Ministry's list of ineligible activities.

List of Eligible Activities:

- Working and/or assisting with activities for the elderly (senior citizens);
- Working and/or assisting with persons who are physically or mentally challenged;
- Coaching an athletic team in the community, or assisting with the management of the team;
- Helping any community organization such as Rotary, Lions, Kiwanis, United Way, Kids Help Phone, Food Banks;

- Working with the Boy Scouts of Canada or Girl Guides of Canada, Daily Bread Food Bank, Children's Aid Society;
- Volunteer work in any health care or educational setting;
- Working with any community organization recognized as helping make the city a safer or more environmentally sound place;
- Volunteering time to raise money for recognized charities such as Kid's Help Phone, Canada World Youth, Interim Place, Canadian Cancer Society, Campaign Against Student Poverty, the United Way;
- Volunteering at the Humane Society or Veterinary Clinic;
- Volunteering to help in not-for-profit community activity that is approved by the principal or their designate.

List of Ineligible Activities:

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

Community Involvement Record

Student Name:	OEN:
Date of Birth:	School Year:

Activity and Description of Duties	Organization and Location	Contact Name and Phone Number	Supervisor Signature	Date Completed	# of Hours

These activities must be completed outside regular instructional class time. Students may begin to earn hours the summer before they enter Grade 9.

*The placement **must not** replace someone who would normally be paid to do this type of work.

**Activities must be on the attached list or receive prior approval from the Principal

***A supervisor **cannot** be a parent or member of the immediate family such as grandparents, aunts or uncles.

.....
Student Signature

.....
Date

.....
Parent/Guardian Signature

.....
Date

Appendix C - E-learning Opt Out



e-learning Opt Out

DATE:
2025 - 2026

Part 1: The e-Learning Graduation Requirements

Students are required to earn two e-Learning credits to graduate from secondary school, beginning with students who entered Grade 9 in the 2020-21 school year. Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement. The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

This graduation requirement does not pose a barrier for students enrolled at Ontario Preparatory Academy given we are an online school. Students learning at OPA, have access to the support they need through their teachers instructing any of the online courses offered.

Parents/guardians/full time OPA students 18 years of age or older or those who are 16 or 17 years of age and have withdrawn from parental control, may choose at any time to opt out of the mandatory e-Learning courses and opt out of the graduation requirement at any time. Opting back into the e-Learning graduation requirement is possible any time.

If you have decided to opt your student or yourself (18 years of age or older or student who is 16 or 17 years of age and has withdrawn from parental control), please complete and submit this form info@ontarioprepacademy.ca

Part 2: Confirmation

I agree with the following statements:

- The benefits of e-Learning have been shared with me by OPA, including how development of digital literacy and other important transferable skills are intended to help prepare students for success after graduation and in all aspects of their lives.
- Having reviewed the e-Learning graduation requirement, I would like to opt my student/myself out of this requirement.

I understand the following statements:

- Upon receipt of this form by OPA, my student/I will not be required to earn two (2) e-Learning credits to earn an Ontario Secondary School Diploma.
- My student/I will face no academic penalties for opting out of this graduation requirement.
- My student/I will continue to complete all other applicable graduation requirements.
- My student/I have the opportunity to opt back into the e-Learning graduation requirement.
- Opting out will be recorded on my student's/my transcript as "Online Learning Graduation Requirement - Non-Applicable."

Part 3: Student/Parent/Guardian Confirmation of Opting Out of e-Learning Graduation Requirement

Student's Last Name, First Name, Student Number

Parent/Guardian Last Name, First Name (if applicable) Date (YYYY/MM/DD)

Signature of Parent/Guardian or Student Age 18 or older, or Student who is 16 or 17 and has withdrawn from parental control

Please note: When you return this form, it will be included in your student's/your Ontario Student Record.

Appendix D - Fee Schedule

OPA Fee Schedule 2025 - 2026	
Costs	
Item	Cost Per Request
Per Course	\$550
Transcript Fee - Official	\$30
Transcript Courier Fee - Email	\$15 per request
Transcript Courier Fee - Post/Courier	\$20 per request
Guidance fee (OSSD assessment)	\$50
NCAA Review	\$50
OSR transfer and management for Ontario full time students	\$50
OSR Creation for out of province/country students	\$100
PLAR/Credit Equivalency fee	\$250
OUAC/OCAS upload for full time students	\$50
Post grad OUAC admin	\$150
Course Waiver fee	\$45 per course
Repeat Course (of an OPA Course)	\$400
Credit Recovery (of an OPA Course)	\$150
Course Extension (per 3 months for a maximum of 2 times)	\$175
Course Change Fee (within 7 days of registration or the first assignment otherwise not granted)	\$200
OSSLT fee - onsite	\$250
ESL or Course Based Entrance Assessment	\$150 (per assessment)
IEP or Special Education Assessment (using pre-existing assessments and psycho-ed repots)	\$250
Student Visa Letter	\$75
Enrolment Letter	\$25
Misc Courier Fee (Domestic/International)	\$40/\$100
Domestic Grad Package (includes diploma and mailing)	\$75
International Grad Package (includes diploma and mailing)	\$125