



## Table of Contents

<b>School Policy, Practices and Procedures</b>	<b>3</b>
<i>School Goals and Philosophy</i>	3
<i>The Requirement to Remain in School</i>	3
<i>School Organization</i>	3
<i>Rights and responsibilities</i>	3
Students	3
Student Attendance	4
Teachers	4
Parents	4
<i>Code of Conduct</i>	4
Cheating and Plagiarism	5
Appropriate Computer Use	5
<b>Diploma and Certificates</b>	<b>6</b>
<i>Compulsory Credit Requirements</i>	6
For Students who started Grade 9 in 2023 or earlier	6
For Students who are starting Grade 9 in 2024 or in later years	7
<i>Optional Credits</i>	8
<i>Literacy Requirement</i>	8
<i>Community Involvement Requirement</i>	8
<i>On-line Learning Course Requirement</i>	8
Exception:	9
<i>Substitution Policy</i>	11
<i>Ontario Secondary School Certificate</i>	11
<i>The Certificate of Accomplishment</i>	12
<b>Curriculum</b>	<b>12</b>
<i>Definition of a Credit</i>	12
<i>Definition of Types of Courses</i>	12
Course Coding System	14
Description of Courses	14
Ontario Curriculum Policy Documents	21
Experiential Learning	21
Withdrawing from a Course	21



Changing Course Type	21
Prior Learning Assessment and Recognition (PLAR)	22
PLAR for mature students	23
<i>Other ways of earning credits</i>	23
<i>Evaluation and Examination Policies</i>	24
<i>Reporting Student Achievement</i>	25
Ontario Student Record (OSR)	25
Ontario Student Transcript (OST)	25
<b>Supports and Resources</b>	<b>27</b>
<i>Guidance</i>	27
Supports of English Language Learners	27
Library, Computer Labs and Community Resources	28
Special Education	28



# School Policy, Practices and Procedures

## *School Goals and Philosophy*

Completing a secondary education is of paramount importance, it equips individuals with essential knowledge, critical thinking skills, and the ability to adapt to new challenges. At Lev Academics we are committed to helping every student achieve this goal by providing quality education, personalized guidance and support. Lev Academics will provide a platform and an environment that encourages intellectual growth, creativity and personal development. Through a comprehensive curriculum and dedicated teachers we will prepare students for their future. We understand and recognize that every student is unique, and we strive to provide inclusive education, catering to diverse learning styles and individual strengths. By promoting academic excellence and personal growth, Lev Academics will play a pivotal role in helping students have a successful outcome in secondary school.

## *The Requirement to Remain in School*

According to Bill 52 entitled, *The Education Amendment Act, Learning to Age 18, 2006*, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This Bill is to encourage students to remain in school and graduate.

## *School Organization*

At Lev Academics there are no defined semesters, we offer our students a flexible schedule with no specific start or end date. Each student's schedule will be developed with their teacher and each course must be completed within 10 months of registration. This structure allows Lev Academics to provide the student their midterm report card when the course is 50% completed and a final report card when the course is complete in full.

## *Rights and responsibilities*

### **Students**

Students have the right to know the assessment techniques and methods used to determine their achievement and grade in the course. (For example, a rubric or observational oral feedback). They also have the right to know the information about the Ministry of Education's assessment and evaluation policy regarding the consequences for academic dishonesty.



Students are responsible for providing evidence of their achievement, academic honesty, work to the best of their ability, work to hand in the work and be on time for classes. They also need to be part of the learning and assessment process with teachers when there is difficulty in meeting timelines so that missed work is completed within pre-established timelines. Students are responsible for communicating with their parents/guardians about due dates, timelines, work submission, assessment methods, evaluation methods and content of the course.

## **Student Attendance**

Regular and consistent attendance is mandatory for all students and critical throughout the academic process. Lev Academics will be monitoring the attendance of each student to ensure the student is attending class and meeting all academic requirements.

## **Teachers**

Teachers have the right to expect students to be active participants in their learning, get the assignments in on time, reach final deadlines for the submission of work, use their professional judgment when assessing and evaluating student achievement and expect students to be academically honest.

Teachers are responsible for providing feedback to students and parents/guardians, returning student work in a timely manner, using the achievement chart, teaching to many different learning styles, working with the student if they are missing deadlines, working to the Ministry of Education guidelines and being clear about academic honesty and integrity.

## **Parents**

Parents/guardians have the right to be informed regarding course requirements, assessment and evaluation methods, due dates and timelines for work submission information about their student's performance and information about the Ministry of Education assessment and evaluation policy.

Parents/guardians are responsible for communicating regularly with the school and understanding how they can contribute to their Student's success. Parents should contact the teacher if anything challenging occurs for their student.

## ***Code of Conduct***

At Lev Academics we will do our best to provide and offer a supportive and safe learning environment in order to foster academic success and an open and welcoming space where students can learn. Students will be supported by teachers and administrative staff through promoting confidence, self-esteem and respect. Any person who is displaying disrespect,



unkindness or any detrimental behaviour will have consequences as this behaviour will not be accepted or tolerated at Lev Academics.

## **Cheating and Plagiarism**

Students are expected to and are required to demonstrate respect for the intellectual property rights of others. Cheating and Plagiarism will not be accepted and they must complete the assignments doing their own work. Plagiarism is

- The use of ideas or thoughts of a person other than the writer, without proper acknowledgement;
- The use of direct quotations, or of material paraphrased and/or summarized by the writer;
- The submission of an assignment that has been written in part or in whole by someone else as one's own; and
- The submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own.

Cheating is

- The buying and/or selling of assignments, or exam/test questions;
- Submission of the same piece of work in more than one course without the permission of the teacher;
- The preparation of an assignment by someone else other than the stated writer;  
Allowing one's assignment to be copied by someone else;
- Providing another student your assignment;
- The unauthorized giving or receiving of information or assistance during an examination or a test.

Breaking the policy either intentionally or through the ignorance of the policy, is a form of academic dishonesty and is unacceptable. The students involved will receive a mark of zero for the assignment. In addition, these students may be subject to further consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of progressive behavioral and academic responses, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

## **Appropriate Computer Use**



Computer use is for educational purposes only. Each student is required to have access to a computer for the purpose of learning, connecting with their teacher and accessing the LMS. Lev Academics has the right to review all student work in order to determine the appropriateness of computer use. If the Learning Management System is deemed to be used inappropriately, the Administration will decide the consequences (which may include suspensions and/or removal from the program).

In some cases, further action may be taken including contacting day schools, legal representation or the police. Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected of inappropriate use.

Students are reminded to:

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

## **Diploma and Certificates**

### *Compulsory Credit Requirements*

#### **For Students who started Grade 9 in 2023 or earlier**

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 18 are compulsory and 12 credits are optional.

#### **Compulsory credits are:**

- 4 credits in English (1 credit per grade) \*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 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



Plus one credit from each of the following groups:

- 1 additional credit (group 1): additional credit in English, or French as a second language, \*\* or a Native language, or a classical or an international language, or social sciences, or Native studies or the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*\*
- 1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language, \*\* or cooperative education\*\*\*
- 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, \*\* or computer studies, or cooperative education\*\*\*

## For Students who are starting Grade 9 in 2024 or in later years

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 17 are compulsory and 13 credits are optional.

### Compulsory credits are:

- 4 credits in English (1 credit per grade) \*
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 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
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit from the STEM related course group

**STEM – Related Course Group** Choose one course from this group to meet the requirement for the 17 Compulsory Credits.

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (In addition to the 3 compulsory credits listed above)
- Science (In addition to the 2 compulsory credits listed above)
- Technological Education (In addition to the 1 compulsory credit listed above)



## *Optional Credits*

### **For students who started Grade 9 in 2023 or earlier:**

In addition to the 18 compulsory credits described above, students must also complete an additional 12 Optional Credits.

### **For students who are starting Grade 9 in 2024 or later:**

In addition to the 17 compulsory credits described above, students must also complete an additional 13 Optional Credits.

## *Literacy Requirement*

One of the provincial requirements of all OSSD graduates is the successful completion of the Ontario Secondary School Literacy Test (or equivalent). Lev Academics does not provide the writing of the literacy test. Students must make arrangements with their home school, no later than January 31 to confirm their eligibility for writing the literacy test. Students must keep Lev Academics informed of their writing of the Literacy Test and if needed, provide Lev Academics with the results. It is up to the home school to enter the test results on the students' OST.

## *Community Involvement Requirement*

In addition to the 30 credits, students must also complete 40 hours of Community Involvement Activities in order to meet the provincial Community Involvement Requirement. One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Please note that Lev Academics does not facilitate nor provide any assistance towards Community Involvement Activities. This activity must be facilitated, tracked and completed through the students' home school.

## *On-line Learning Course Requirement*

As per PPM 167 (2022), students must earn a minimum of two on-line learning credits unless they have been opted out or exempted. Adult learners entering the Ontario secondary school system in 2023-24 or later are also required to meet this graduation requirement unless they opt themselves out of the requirement. Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement.



Eligible Courses For the purposes of this graduation requirement, on-line learning courses are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for: examinations and other final evaluations, access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners).

On-line learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

Ineligible Courses Credits that shall not count towards the online learning graduation requirement include those earned through:

- **In-person learning**, in which students are physically present with other students in the same course and their educator in the school environment; blended learning, in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online;
- **Flipped classrooms**, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment; remote learning, characterized by minimum synchronous learning requirements, among other requirements (as defined in PPM 164).

## **Exception:**

### **Remote Learning Credits Earned During the 2020-21 School Year**

The ministry recognizes the extraordinary circumstances of the COVID19 pandemic. As a result, up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement. Where applicable, our principal will select one of these credits and use it to meet the student's online learning graduation requirement.

### **School Policies for On-line Learning Requirement**

The following policies and procedures apply only for students where our school is the holder of the student's OSR.

### **Opt-out Process**



Our school has a procedure that allows for students to be opted out of the online learning graduation requirement: at the request of their parent/guardian at the student's request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control). Students, or their parents as appropriate, may complete our school's Online Learning Opt-out Form to record their decision to opt out of the online course graduation requirement. Our school only accepts these forms from students where our school is the holder of the student's OSR. Upon receipt, our school acknowledges the opt-out request, and we include it in the student's OSR. Once the form has been included in the student's Ontario Student Record, the graduation requirement will not apply to the student.

### **Principal's Discretion**

Where necessary, the opt-out process may be initiated by the school principal if it's in the student's best interest. However, the choice is ultimately that of the parent/guardian, the student who is 18 years of age or older, or who is 16 or 17 years of age and has withdrawn from parental control.

The principal has the discretion to exempt students under 18 years old and still under parental control from the online learning graduation requirement without parental consent if they determine the need is pressing and in the best interests of the student and the parent cannot be reached. However, this authority shall not be used to circumvent parent/guardian choice. Where we make a determination to exempt a student, if possible, we will notify the parent/guardian in writing with a rationale outlining why the exemption was made. A copy of this notification will be included in the student's OSR. Once the notification is included in the student's OSR, the graduation requirement shall not apply to the student.

### **Reporting**

As the principal of the school holding the students' OSRs, we will ensure that a determination is made for each of our students whether the online learning graduation requirement is met, and if so, we will indicate on the Ontario Student Transcript (through the home school) and the student's report card. If the graduation requirement does not apply, for example due to an opt-out, this will also be indicated on both the Ontario Student Transcript and report card. This will be recorded on the transcript as "Online Learning Graduation Requirement - Non-Applicable"

### **School Support**

Our school will continue to provide support for students while they are enrolled in online learning. A point of contact is available to serve as a conduit between the online learning educator and additional support that may be required by the student.

### **Student Transfers**



Prior to any of our students transferring to another school, we will ensure that a determination is made regarding how many online learning credits towards the graduation requirement may be considered completed based on their evaluation of the student's learning. A record of this determination and its rationale will be filed in the student's OSR.

Please note that for a student with a completed Opt-out Form from a private school, a new Opt-out Form will be required if the student transfers to a publicly funded school.

## ***Substitution Policy***

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements. Substitutions are only made to promote and enhance student learning or to respond to special needs and interests and made only if the student's educational interests are best served by such a substitution. (See Form at the end of this doc)

If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. The principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate Education Officer in the Ministry of Education's Toronto office to review the matter. The limitations on substitutions for compulsory credits are outlined in OS, K-12, page 67. Each substitution is noted on a student's OST.

Lev Academics will not make substitutions for compulsory courses. Students are expected to complete all compulsory and optional courses as outlined in the Ministry of Education's OSSD graduation requirements.

## ***Ontario Secondary School Certificate***

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

### ***Compulsory credits (total of 7)***

- 2 credits in English
- 1 credit in Canadian geography or
- Canadian history



- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

### ***Optional credits (total of 7)***

7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate. Lev Academics currently does not offer the Ontario Secondary School certificate.

## ***The Certificate of Accomplishment***

Students who leave school before fulfilling 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses 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 a student has fulfilled the appropriate requirements.

## **Curriculum**

### ***Definition of a Credit***

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Ministry of Education.

### ***Definition of Types of Courses***

In grades 9 and 10, students have important choices to make that will open doors to the future. The selection of courses is based on potential career goals. The Ontario curriculum is organized by discipline, grade, and course type. Course types offered in grades 9 and 10, including the relatively newly created de-streamed, differ from those offered in grades 11 and 12 that are offered as



college preparation, university preparation, university/college preparation, workplace preparation, and open.

**Open** courses in Grades 9 - 12 - comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with a specification or with the workplace in mind.

**De-streamed** courses in Grade 9 – the relatively newly created de-streamed courses provide all students with the same experience. These courses were introduced in order to ensure that students (and their parents) have ample opportunity to make decisions regarding senior high school courses and beyond. De-streamed courses provide equal preparation for all types of courses offered in subsequent years of high school.

**Academic** courses in Grade 10 (English, French, History, Science) - develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

**Applied** courses in Grade 10 (English, French, Science) - focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

**College Preparation** courses in Grades 11 and 12 - are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeships or other training programs.

**University Preparation** courses in Grades 11 and 12 - are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

**University/College Preparation** courses in Grades 11 and 12 - are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs at universities and colleges.

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

**Locally Developed** courses focus on the most essential concepts of a discipline. Lev Academics does not offer Locally Developed Level 'L' courses.

**Alternative (Non-Credit)** Courses Alternative courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations – that is



expectations not found in the Ontario curriculum (OS, Section 3.3.1). “K - Courses” focus on a developmental continuum of specific skill development which may be taken in preparation for credit courses. These courses focus on the essential concepts of a subject and develop students’ knowledge and skills through practical applications and concrete examples . Our school does not offer any Alternative (Non-Credit) courses.

## Course Coding System

Ontario high school credit courses have a common course code system: e.g., ENG4U, BBB4M. The first 3 characters represent the course name: e.g. ENG = English, BBB = Introduction to International Business. All English courses start with the letter E, all business courses start with the letter B, all Mathematics courses start with the letter M etc. The 4<sup>th</sup> character indicates the grade or language level: e.g. 1=Grade 9; 2=Grade 10; etc. The 5<sup>th</sup> character indicates the course type: e.g. W= Destreamed, C= College; D= Academic; M= College or University; U= University.

The Ontario education system at the secondary level is based on the concept of students earning credits, both mandatory and optional credits. The course coding of all programs offered through Lev Academics uses a 5-character system that is established and recognized by the Ministry of Education. Lev Academics offers a variety of D, P, M, C, E, O and U level courses. These courses are sufficient to satisfy both the required and elective components towards the OSSD. We, however, do not offer a complete set of secondary credit courses for the OSSD.

## Description of Courses

Below is a list of courses and descriptions of the courses that Lev Academics currently offers.

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

**Prerequisite:** Functions, Grade 11, University Preparation (MCR3U), or Mathematics for College Technology, Grade 12, College Preparation (MCT4C)

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.

### **Analysing Current Economic Issues Online Course, CIA4U, Grade 12, University Preparation**



**Prerequisite: Prerequisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.**

Grade 12 Economics encourages students to investigate the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Throughout this course, students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use economic inquiry and communication skills to analyze current economic issues, make informed judgements, and present their findings.

### **Biology, SBI3U, Grade 11, University Preparation**

**Prerequisite:** Grade 10 Science, Academic

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.

### **Biology, SBI4U, Grade 12, University Preparation**

**Prerequisite:** Grade 11 Biology, University Preparation (SBI3U)

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.

### **Business Leadership: Management Fundamentals, BOH4M, Grade 12, University/College Preparation**

**Prerequisite:** None

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.



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

**Prerequisite:** Advanced Functions, Grade 12, University Preparation (MHF4U), must be taken prior to or concurrently with Calculus and Vectors.

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

### **Canadian and World Politics, CPW4U, Grade 12, University Preparation**

**Prerequisite:** Any university or university college prep course in Canadian and World Studies, English, Social Studies and Humanities.

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

### **Chemistry, SCH3U, Grade 11, University Preparation**

**Prerequisite:** Grade 10 Science, Academic (SNC2D)

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.

### **Chemistry, SCH4U, Grade 12, University Preparation**

**Prerequisite:** Grade 11 Chemistry, University Preparation (SCH3U)



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.

### **Core French, FS1D, Core French Grade 9**

**Prerequisite:** Minimum of 600 hours of French instruction or equivalent from Elementary School.

The aim of the course is to provide students with the necessary skills in all three strands of the French language. Students will develop their ability to read simple texts, write short responses and express personal details and opinions orally. Students will be required to learn various grammar concepts in order to familiarize themselves with the different parts of a sentence, as well as proper sentence structure. Students will be exposed to new vocabulary corresponding to the different units, and will have multiple opportunities to listen and speak in French.

### **Core French, FSF2D, Core French Grade 10**

**Prerequisite:** FSF1D

The aim of the course is to provide students with the necessary skills in all three strands of the French language. Students will develop their ability to read simple texts, write short responses and express personal details and opinions orally. Students will be required to learn various grammar concepts in order to familiarize themselves with the different parts of a sentence, as well as proper sentence structure. Students will be exposed to new vocabulary corresponding to the different units, and will have multiple opportunities to listen and speak in French.

### **Core French, FSF3U, Core French Grade 11**

**Prerequisite:** FSF2D, Grade 10 French

This course offers students extended opportunities to speak and interact in real-life situations in French. In this course, students will develop their creative and critical thinking skills by exploring, and responding to, a variety of oral and written texts.

### **Core French, FSF4U, Core French Grade 12**

**Prerequisite:** FSF3U, Core French Grade 11

Grade 12 Core French provides students with opportunities to communicate and interact in French independently. Students will develop their listening, speaking, reading and writing skills. They



will also use learning strategies in real life situations and develop their creative and thinking skills. This will be done by responding and interacting with a variety of oral and written texts. Students will enrich their understanding of French communities.

### **Mathematics of Data Management, MDM4U, Grade 12, University Preparation**

**Prerequisite:** Functions, Grade 11, University Preparation (MCR3U), or Functions and Applications, Grade 11, University/College Preparation (MCF3M)

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing 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.

### **English, ENL1W, Grade 9, Destreamed**

**Prerequisite: None**

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.

### **English, ENG2D, Grade 10, University Preparation**

**Prerequisite:** Grade 9 English (ENL1W or ENG1D or ENG1P)

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 analyse 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.

### **English, ENG3U, Grade 11, University Preparation**

**Prerequisite:** Grade 10 English, Academic (ENG2D)



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.

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

**Prerequisite:** Grade 11 English, University (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.

### **Environment and Resource Management, CGR4M, Grade 12, University/College Preparation**

**Prerequisite:** Any university, university/college, or college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyze these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment.

### **Equity and Social Justice: From Theory to Practice, HSE4M, Grade 12, University/College Preparation**

**Prerequisite:** Any university, college, or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyze strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply



research skills and will design and implement a social action initiative relating to an equity or social justice issue.

### **Exploring Canadian Geography, CGC1W, Grade 9**

#### **Prerequisite: None**

Grade 9 Canadian Geography 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.

### **Families in Canada, HHS4U, Grade 12, University Preparation**

**Prerequisite: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.**

Grade 12 Families in Canada examines issues facing families and people in Canada's society. In this course, students will draw on sociological, anthropological and psychological theories and research to examine factors affecting families and assess what it takes to support Canadian families.

### **Functions, MCR3U, Grade 11, University Preparation**

**Prerequisite:** Principles of Mathematics, Grade 10, Academic (MPM2D)

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.

### **Health and Nutrition, HFA4U, Grade 12, University Preparation**



**Prerequisite:** Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies

This course explores the relationships between food, energy balance, and nutritional status; our nutritional needs at different stages of life; and the role of nutrition in health and disease.

Throughout this course, students will evaluate nutrition-related trends and examine how food choices can promote food security and environmental responsibility. They will also learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

### **International Business Fundamentals, BBB4M, Grade 12, University/College**

**Prerequisite:** None

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.

### **Launching and Leading a Business Course, BEP20, Grade 10, Open**

**Prerequisite:** None

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 begin to develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. 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.

### **Mathematics, MTH1W, Grade 9, Destreamed**

**Prerequisite:** None

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.



### **Mathematics, MFM2P, Grade 10, Foundations of Mathematics**

**Prerequisite:** Grade 9 Math (MTH1W)

This course allows students to extend their problem-solving and algebraic skills through both investigation reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry.

### **Mathematics, MPM2D, Grade 10, Academic Preparation**

**Prerequisite:** Grade 9 Math (MTH1W or MPM1D or MFM1P)

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.

### **Physics, SPH3U, Grade 11, University Preparation**

**Prerequisite:** Grade 10 Science, Academic (SNC2D)

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

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

**Prerequisite:** Grade 11 Physics, University Preparation (SPH3U)

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 analyze, 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.

### **Science, SNC1W, Grade 9**



**Prerequisite:** None

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.

**Science, SNC2D, Grade 10 Academic**

**Prerequisite:** Grade 9 Science (SNC1W or SNC1P or SNC1D)

This course allows students to enhance their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and relates these areas of study to technology, society, and the environment. Throughout this course, students will further develop their skills in planning and conducting scientific investigations. Through the various units of this course, students will seek to deepen their understanding of scientific theories as they relate to: the interaction of light and matter; the forces that affect climate and climate change; the chemical reactions of acids and bases, and the connections between cells and systems in both animals and plants.

**Spanish, LWSCU, Grade 11**

**Prerequisite:** LWSBD

This course offers students opportunities to further develop their knowledge of Spanish and to enhance their communication skills. Students will use increasingly sophisticated language in a variety of activities that will enable them to speak and write. Students will also enhance their thinking skills through the study of literature and continue to explore aspects of the culture of countries where the language is spoken through a variety of print and technological resources.

**The Individual and the Economy Online Course, CIE3M, Grade 11**

**Prerequisite:** CHC2D, Grade 10 Canadian History Since World War I CHC2P, Grade 10 Canadian History Since World War I

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.

### **The Writer's Craft, EWC4U, Grade 12, University Preparation**

**Prerequisite:** Grade 11 English, Academic (ENG3U)

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

### **Visual Arts, AVI20, Grade 10**

**Prerequisite: None**

The Grade 10 Visual Arts Program provides an excellent introduction for success in arts-related classes for grades 11 & 12. It introduces visual concepts by examining, interpreting, evaluating, and reflecting on various art works. Students of Visual Arts will develop and demonstrate an understanding of how art works reflect the society in which they were created, and how they can affect personal values. This course helps to refine students' abilities to use multiple mediums to express ideas, change meaning through context, and further their understanding of visual culture.

To access all outlines for the Course of Study please visit our website at [www.levacademics.com](http://www.levacademics.com).

## **Ontario Curriculum Policy Documents**

The courses offered at Lev Academics have been developed according to the requirements of the Ontario Ministry of Education. Information on Ministry course documents and Ontario Curriculum Policy documents may be found at the Ministry of Education website, <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

## **Experiential Learning**

While Lev Academics recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands-on experiences, we do not offer co-op based courses at this time.

## **Withdrawing from a Course**



- Withdrawals occurring within 5 days of the issuing of the first report card from Lev Academics will result in the mark not being recorded on the OST.
- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a “W” being entered in the “Credit” column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student’s withdrawal from a course, an “S” may be entered in the “Note” column on the OST.

## Changing Course Type

Some students may change their educational goals as they proceed through 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 require for their new pathway. In most cases, a student may enrol in a different type of course in a given subject in grade 12 than what they completed in grade 11, although doing so may require additional preparation, as recommended by the principal and as stated in the Ministry’s curriculum documents.

In Grades 11 and 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. Students wishing to request a course type change should consult the principal. Parents of students under the age of 18 must approve any course changes. Requests for course changes are subject to course availability and class size considerations as approved by the principal.

## Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as *Prior Learning Assessment and Recognition* (PLAR), students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the principal who grants the credits. Our PLAR, developed in compliance with ministry policy, is the equivalency process which involves the assessment of credentials from other jurisdictions. We do not currently offer the PLAR Challenge process.

Credits granted through PLAR represent the same standards of achievement as credits granted to students who have taken the courses. Our procedures include the steps below in order to make sound course selection decisions:

- collecting student transcripts and report cards (originals or certified copies/translations)



- academic assessments
- consultation with staff with subject expertise
- student interview
- determination of diploma requirements, such as e-learning and community hours.

PLAR credits are documented in the OSR, specifying which are compulsory and optional credits. In accordance with the recently revised PPM, the requirements concerning the application of PLAR procedures are different for Mature Students, because of their broader life experience. Following individual assessments, a personal interview and a review of documentation submitted by the student, the number of credits to meet the requirements of the OSSD, including compulsory credits, is determined at the discretion of the principal.

Our students may receive credits through PLAR if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. This must be requested to the principal and CEO of Lev Academics (both Melissa Grossman and Elise Greenberg). Please include:

- Name:
- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:
- Special Circumstances:

Student submissions will be reviewed and evaluated in addition to an interview with the student in order to make the best assessment of the skills and knowledge that are necessary for the credit equivalencies.

## **PLAR for mature students**

Mature students have different requirements than regular day school students.

A mature student is defined as a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program for the purpose of obtaining an OSSD. Students are asked to communicate their request in writing to the principal and CEO of Lev Academics (both Melissa Grossman and Elise Greenberg). Please include:

- Name:
- Contact information: Address, phone and email address
- Date of Birth:
- Last school attended and Year attended:
- Reason for Request:



- Special Circumstances:

Students will be asked to complete a set of questions regarding their previous training, work and life experiences. Following a review of this questionnaire, the student will have an interview and will be asked to complete an assessment of the skills necessary for the credit equivalency being requested.

### *Other ways of earning credits*

In order to earn an OSSD, students must earn credits outside of Lev Academics including ILC, distance education, public or private schools. There are many ways that students can earn high school credits outside of Lev Academics. Registration for these courses requires approval from the guidance department from the student's home school. Lev Academics does not have a guidance counselor on sight. These opportunities include eLearning, ILC and continuing education courses from public school boards.

### *Evaluation and Examination Policies*

The primary purpose of assessment and evaluation is to improve student learning. The following principles lay the foundation for rich and challenging practice. These principles are fully understood and observed by our teachers. These principles guide the collection of meaningful information that help inform instructional decisions, promote student engagement, and improve student learning. The Seven Fundamental Principles are in place to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs;
- are carefully planned to relate to the specific curriculum expectations and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement; and,
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessments for, as and of learning are conducted throughout each course. When grading



assessments of learning, teachers assign marks to the categories of the achievement chart, namely Knowledge & Understanding, Thinking, Communication, and Application. The final grade for each course is determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course with special consideration given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students are provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills, in a balanced manner.

Examinations are a part of every course as part or whole of the 30% culminating evaluation that is designed for the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. For online courses, examinations take place under the supervision of a pre-approved proctor.

## *Reporting Student Achievement*

Lev Academics will use the Provincial Report Card, Grades 9-12, for formal written reports sent home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period. It also reflects learning skills and work habits. The final report reflects achievement of the overall expectations for the entire course, as well as development of the learning skills and work habits.

Please see a copy of the Lev Academics report card at the end of this document.

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

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



When a student registers for a course credit at Lev Academics they will also have to be registered either full time or part time in another Ontario Secondary School, the OSR will be held by the school where the student is taking the majority of their courses.

Please note that Lev Academics is not responsible to hold the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records.

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

An OST is established for each student enrolled in an Ontario secondary school course since it is the comprehensive record of all course work and diploma requirements achieved by a student. All information recorded on the transcript is kept up to date, first in electronic form, then copied onto an official OST form whenever a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST is stored in the OSR folder.

As per the Ontario Student Transcript Manual (2010), the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, Lev academics students will have their OST housed at their home school. Lev Academics is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through Lev Academics. When students complete a course through Lev Academics, they will be issued a final report card. We forward an additional copy of the report card directly to the school that maintains the student's OSR so they can add it to the ongoing list of courses on the student's overall transcript. Students in need of a certified copy of their OST are to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to Lev Academics clearly authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

The OST includes the following information:

- the student's achievement in grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
- credits granted through the PLAR and/or Mature PLAR process;
- confirmation that the student has completed the online course requirement;
- confirmation that the student has completed the community involvement requirement; and
- confirmation that the student has completed the provincial secondary school literacy requirement.

The OST may also contain special indicators such as identification of any course that has been



substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a grade 11 or 12 course.

*Note:* If a student withdraws from a grade 11 or 12 course within five instructional days following the issue of the first report, the course withdrawal is not recorded on the OST.

## Supports and Resources

### *Guidance*

Lev Academics will provide guidance for students through assessing their academic learning style and identifying where they need assistance. Understanding the ways that lead to enhanced learning allows the students to make quality decisions around their course selection and in their post-secondary goals.

When students begin their studies at the school, they are able to review with the principal their educational goals and the student becomes familiarized with the 'learning pathway form' to best plan their educational direction. Upon completion of their studies, they will discuss with their course teacher to prepare a plan either for their home-school, or post-secondary directions (university, college or the workplace).

Lev Academics provides supplementary individual student counseling with respect to course selection and post-secondary planning. They do this through the teacher consulting with the student their needs/concerns and help the student by putting appropriate plans in place. This will take into account the students' skills and competencies that by doing so, individual student needs and concerns are met and appropriate plans can be put into place.

Students, at their home school and during their course selection at Lev Academics, will learn about the educational and career opportunities 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.

Our teachers take a number of steps to ensure that at-risk students are identified early and contingency plans are put in place, whenever possible. Teachers will:

- identify students earning marks less than 65% and provide study tips, test preparation strategies to help the student improve achievement.
- support English Language Learners by providing instructional and assessment accommodations within courses;
- provide opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions);



- provide individual assistance and short-term counseling to students, when requested;

## **Supports of English Language Learners**

Lev Academics is committed to helping all students prosper, including those whose first language is not English. When receiving instruction, students find success in a supportive and safe environment which our school will provide. Teachers can adapt instructional programs to facilitate English-language development, and ensure the success of all students. Adaptations may range from expectation modification, diversity in instructional strategy, assessment accommodations, and the use of a variety of learning resources. As English language learners acquire English proficiency, program delivery can be further adapted.

## **Library, Computer Labs and Community Resources**

Lev Academics encourages their students to access their home school for resources, including their school library and may also access public libraries for any independent projects or lab work the student has been assigned. If a student cannot access any of these resources Lev Academics will assist in providing help and guidance.

## **Special Education**

IEP's: Under the education act, the supervisory officer, principal and teachers that work directly with the student who has the IEP can gain access to the information of the IEP. The principal will house the IEP in their email and will hold a meeting with the teacher in regards to the IEP to go over the content of the IEP. When the student has finished their courses with Lev Academics, the IEP will be deleted.

Students who have any needs such as but not limited to: behavioral, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or accommodations to thrive in their course. These are outlined in the Ministry of Education's curriculum policy documents <https://www.dcp.edu.gov.on.ca/en/parents>.

Special education programs and accommodations include: differentiated instruction and assessments and working collaboratively with the student.



## Midterm/Final Report Card

Date \_\_\_\_\_

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Student: \_\_\_\_\_ School Address: 72 Palm Drive, Toronto, ON, M3H 2B8  
OEN#: \_\_\_\_\_ Board: Independent School Board  
School: Lev Academics BSID Number: 883201  
School Phone: 647.300.3130 Principal: Elise Greenberg

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Course Code: \_\_\_\_\_  
Course Title: \_\_\_\_\_  
IEP: \_\_\_\_\_

Reporting Period	First	Final
Mark (%)		
Credit Earned		
Learning Skills (E= Excellent, G= Good, S= Satisfactory, N= Needs Improvement)		
Responsibility		
Organization		
Independent Work		
Initiative		
Self-Regulation		

Elise Greenberg, Principal



**LEV ACADEMICS**  
ELEVATE • EDUCATE • EXCEL