



# Capital International Academy

## The School Course Calendar

**2016**

G2, 1390 Prince of Wales Dr

Ottawa, Ontario

K2C 3N6



# Capital International Academy

---

## Our mission

---

"Secondary schools work hard to foster learning opportunities for students, but not all students feel they are achieving success. Some students need an alternative to the traditional high school setting. This is where our program plays an integral role in our system. Students who are capable learners, but who have become disengaged in their learning thrive in our unique program setting, which align with Ontario curriculum outcome. In our programs, students are encouraged to take control over the means and pace of their learning. Staff and students work together to provide learning opportunities within a positive, goal-oriented, student-centered learning community. Our community acknowledges and supports diversity and individual learning styles. With a whole student focus, our programs provide for the student's academic, social, and emotional needs. Success brings success and students develop the learning skills they need to achieve their Secondary School Diplomas. Students follow their own unique pathways that may take them to work, college, apprenticeships, or university – but always towards a positive future."

### Importance and Value of Education

A strong secondary education opens many doors to students. At Capital International Academy, we encourage our students to explore a range of opportunities within the school framework and to learn the values of hard work, self assessment, and dedication. By allowing them to take responsibility for their own actions and accomplishments, we provide an environment which helps them to achieve their unique aspirations.



## Requirement to Remain in School

Every student in Ontario must stay in school until the age of eighteen, or until they have earned an Ontario Secondary School Diploma [OSSD]. Capital International Academy's goal is to facilitate our students' educational journey. Capital International Academy strives for excellence by ensuring that each of our students have a maximum opportunity to learn. This is accomplished by focusing on our established goals. We believe in creating a partnership between students, parents, and the school. We aim to develop a community of learners bound together by self-discipline and respect. We believe that our teachers are part of this community, and guide and assist the learning experience in a small class setting. Our students are expected to develop their potential as individuals and to become contributing, responsible members of society, who will think clearly, feel deeply, and act wisely.

## The School's Overall Goals and Philosophy

- To establish a tradition of excellence in academics and personal growth.
- To develop a feeling of self-worth through accomplishments, self-discipline and respect for oneself and others.
- To encourage self-motivation so that students take a responsible role in their own education.
- To create a positive learning environment through shared responsibility of teachers, students and parents.
- To prepare students for the world of work by developing productivity, punctuality, and pride in work.
- To encourage students to take risks and get involved in new academic and life experiences.
- To encourage our parents to be an active part of the school community
- To assist our international students adjust to Ontario educational practices and expectations; and to facilitate their pursuit of post-secondary school education.

## School Organization

- School Principal: Mike Khristo
- School Manager: Jie Meng and Xueqing Wan
- Administration officer: Xiaozhou Liu and Qinyin Zhang
- HR Officer: Xiaozhou Liu and Qinyin Zhang
- Marketing Manager: Xueqing Wan
- Teachers: Chenyu Li, Tyler Hepditch and Mike Khristo



**School term:**

Semester 1: Feb 1st, 2016- April 4th, 2016

Semester 2: April 5th, 2016- May 26th, 2016

Semester 3: May 27th, 2016 -July 22, 2016

**Reporting periods:**

Report Card Dates: April 21, 2016; June 2, 2016; July 29, 2016

**Timetable:**

Course Code	Course Duration	Time
ENG4U	Feb.1 – April 4	11:00 – 2:00
ENG3U	Feb.16 – April 15	2:00 – 5:00
MHF4U	Feb.18 – April 19	2:00 – 5:00
MDM4U	Feb.1 – April 4	2:00 – 5:00
MCR3U	Feb.1 – April 4	11:00 – 2:00
ENG4U	April 5 – May 26	11:00 – 2:00
MHF4U	April 5 – May 26	2:00 – 5:00
MCV4U	May 27 – July 22	11:00 – 2:00
MDM4U	May 27 – July 22	2:00 – 5:00

**Attendance Policy**

All students are required to speak only English in class, on campus, during school activities, for the entire time they are enrolled in the program. Should a student persistently break this rule, it will result in the following actions:

**DRESS CODE**

1. Caps, hats or head coverings are NOT to be worn during the school day, or inside the school day, or inside the school building. DO NOT BRING CAPS OR HATS ON CAMPUS DURING SCHOOL TIME.
2. Beards and goatees are NOT allowed. Sideburns (no longer than the bottom of the ear) and mustaches are allowed and must be neat and well trimmed.
3. Sunglasses are not to be worn on school grounds unless prescribed for medical purposes and verified with a doctor’s note, which must be presented to an administrator for approval.
4. Pictures or writing on book sacks, gym bags, jackets, etc. of and offensive, derogatory or obscene nature is prohibited at school (e.g. alcohol, tobacco, drugs, weapons, blood, skulls, etc.).

**SMOKE FREE POLICY**

This policy describes management of smoking within Capital International Academy. It reflects a concern for the health of both employees and students and is based on current legislative requirements and educational practices. Our aim is for students and adults to respect our smoke free expectations by choosing not to smoke at school. We intend to achieve this by promoting the non use of tobacco among students and adults. Capital International Academy is a non smoking environment where the use of tobacco products will be prohibited on all school property and at school sponsored events.



**ATTENDANCE**

Regular attendance is crucial to success in the Capital International Academy programs. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. The Capital International Academy expects all students to attend all classes. Valid documentation must be presented to the teacher and the office for missed classes. Persistent absences will result in the following actions:

<b>1<sup>st</sup> Notice Upon 5 HOURS Absence</b>	<b>2<sup>nd</sup> Notice Upon 9 HOURS Absence</b>	<b>3<sup>rd</sup> Notice Upon 15 HOURS Absence</b>
Warning to student and the development of a plan by student and staff to improve attendance.	Warning sent to parents or guardians with an interview required with the Principal.	Interview with the Principal. Potential loss of Credit.

**The School's Code of Conduct**

*Introduction*

- A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment
- All students, parents, teachers and staff have the right to be safe, and feel safe, in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions which put the safety of others or oneself at risk.
- The Code of Conduct specifies the mandatory consequences for student actions that do not comply with Capital International Academy standards of behavior. The standards of behavior apply not only to students, but also to all school members, i.e. individuals involved in the school system- parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.

*Guiding Principles - Standards of Behavior*

Respect, civility and responsible citizenship involve appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights; but, more importantly, they accept responsibility for protecting their rights and the rights of others.

All school members are expected to:

- Respect and comply with all applicable federal, provincial and municipal laws;



- Respect and treat others fairly, regardless of their race, ancestry, place of origin, color, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- Respect the rights of others;
- Respect differences in people, their ideas and opinions;
- Treat all members of the school community with respect and dignity, especially persons in positions of authority;
- Demonstrate honesty and integrity;
- Respect the rights and the needs of others to work in an environment that is conducive to learning and teaching;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Maintain an environment where conflict and differences can be addressed in a manner characterized by respect and civility. Insults, disrespect, and other hurtful acts disrupt learning and teaching;

### *Code of conduct: Prohibited behaviors & consequences*

At Capital International Academy, we believe in enforcing the principles and actions stated in our Code of Conduct. We also believe in the concept of progressive discipline as stated in Ontario Schools, 2011: "The approach utilizes a continuum of interventions, supports, and consequences to reinforce positive behavior while helping students make good choices. Students should be given opportunities to learn from the choices they make. Schools are expected to actively engage parents in the progressive discipline approach" [pp. 12-13].

### *Behaviors to Be Avoided*

No school member can:

- Be in possession of any weapon, including but not limited to firearms;
- Use any object to threaten or intimidate another person;
- Cause injury to any person with an object;
- Be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs

(The school will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where and when necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs. Students



should be aware that lockers are the property of the school and the school has the authority to search them. )

- Inflict or encourage others to inflict bodily harm on another person;
- Bully anyone in the form of physical, verbal, sexual or psychological abuse or harass anyone through any comment or conduct based on race, culture, religion, gender, language, disability or sexual orientation.
- Possess, or send in electronic form, hate literature, pornography, or racist comment or materials;
- Send in electronic form any communication deemed by the school to be bullying or harassment;
- Knowingly cause any other student to be exposed to danger or risk;
- Smoke;
- Use vulgar, profane, or other offensive language;
- Without the permission of the school, use the school logo or name in any way that implies school approval or consent to an event, document, or program.
- Leave campus grounds during the school day without permission.
- Wear clothing that is judged by the Principal to be immodest or inappropriate for a workplace environment.

Every school member shall seek staff assistance, if necessary, to resolve conflict peacefully.

### *Consequences*

At the same time that we believe in progressive discipline, some violations of the Code of Conduct can be so serious that they warrant immediate suspension or expulsion.

The administration will act on each violation of the Code of Conduct on its own merits. Consequences may involve parental interviews, withdrawal or limitations of school privileges, detention, suspension or expulsion. A student who is expelled from Capital International Academy will be deemed to forfeit tuition.

In all cases, the school will act responsibly in carrying out investigations, and will be mindful of the right of every student to fair process. The school reserves the right to require students to seek professional counseling.



## Diploma and Certificates

### Requirements for the Ontario Secondary School Graduation Diploma [OSSD]

To earn an Ontario Secondary School Diploma, a student must:

- Earn 30 credits (18 compulsory and 12 elective credits)
- Complete 40 hours of community involvement activities
- Complete the Ontario secondary school literacy requirement successfully

### Compulsory Credits

Earn 18 compulsory credits.

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (at least one credit from grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian Geography
- 1 credit in Canadian History
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a second language
- 0.5 credit in Civics
- 0.5 credit in Career Studies
- 1 additional credit in English, or a third language, or social sciences
- and the humanities or Canadian and world studies, or guidance and
- career education, or cooperative education.
- 1 additional credit in health and physical education, or the arts, or
- business studies, or cooperative education.
- 1 additional credit in science (grade 11 or 12), or technological
- education (grades 9 - 12), or cooperative education.

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

### Optional Credit Requirements

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



## The Provincial Secondary School literacy Requirement

Students will be required to pass the Ontario Secondary School Literacy Test [OSSLT] once in their last three years of school at Capital International Academy. The test will be administered on March 26, 2016. Students are required to pass this test in order to earn an OSS Diploma and their result will be recorded on their student transcript.

In addition, a comprehensive, full credit literacy course [OSSLC], which satisfies provincial literacy requirements, will be available for students in Grade 12 who have not been successful in the test in Grade 10 or 11. The goal is to provide them with the necessary skills to meet the requirements of the Ontario Secondary School Diploma. The course is designed to help students who have not had the full benefit of the new curriculum that includes a strong focus on reading and writing in the early years. Students must pass the literacy course to receive their Ontario Secondary School Diploma. This will ensure that a high school diploma means a student has basic literacy skills.

## Community Involvement Requirements

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program. Students, in collaboration with their parents, will decide how they will fulfill the community involvement requirement. A complete information package about the community involvement requirement will be given to students at the beginning of the school year. Students registering from schools outside of Ontario, in Grades 10 through 12 may have the required numbers of hours pro-rated. The approval of the principal should be obtained prior to beginning volunteer activities to ensure that the intended activities qualify under provincial legislation. Those students, whose home school is not Capital International Academy, are not required to complete additional volunteer hours above their home school's requirements.

## Policy on Substitutions for Compulsory Course

On occasion, a student may be unable to enroll in a compulsory credit course due to the fact that s/he lacks the necessary background in the particular subject area. For example, for a student who enters Capital International Academy after completing Grade 8 in a foreign country may need a substitution for French course. Another example is the necessity for the school to appropriately serve the interests of students with special needs.



Thus, in order to meet an individual student's needs, the principal may substitute a particular compulsory credit with another course that meets the compulsory credit requirement in order to fulfill OSS diploma requirements. The principal (If OSR is at Capital International Academy) is allowed to replace a maximum of three credits. The following is done to meet the student's best interest.

## Curriculum

Capital International Academy only offers courses in the academic or university/college preparation streams, no courses are offered in applied or workplace streams. .

### 1. Requirements of the 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 History or Canadian Geography
- 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)

### 2. Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment. This may be useful to students in seeking further training or in finding employment.

### *Definition of a Credit*

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled, from the moment of the beginning of the course, despite if student was transferred from other school, or course was taken before. It is granted to the student by the principal of a secondary school on behalf of the Minister of Education. Similarly, 0.5 credit is a means of recognition of the



successful completion of a course for which a minimum of 55 hours has been scheduled, from the moment of the beginning of the course.

### *Definitions of Types of Courses*

Four types of courses are offered in Grades 9 and 10:

- Academic courses emphasize theory and abstract problems.
- Applied courses focus on practical applications and concrete examples.
- Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

Courses in Grades 11 and 12 are based upon the student's destination:

- 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
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs
- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs
- University/college preparation courses include content that is relevant for both university and college programs.
- Open courses are appropriate for all students and are not linked to any specific postsecondary destination.



### Course Coding System

The course code consists of a course title and a five-character code. The Ministry of Education designates the first five characters; the school determines the sixth character.

Code Characters	Explanation	Example - ENG 1D
1st, 2nd, and 3rd	Subject discipline of the course in letters	"ENG" indicates an English course
4th	Grade level as a number * (see below) "1" grade 9 "2" grade 10 "3" grade 11 "4" grade 12	"1" grade 9 or first year
5th	Type of course as a letter "D" Academic (grades 9 and 10) "P" Applied (grades 9 and 10) "O" Open (all grades) "E" Workplace Preparation (grades 11 and 12) "U" University Preparation (grades 11 and 12) "C" College Preparation (grades 11 and 12) "M" University/College Preparation (grades 11 and 12)	"D" Academic course
6th	School-designated character that indicates credit value or may be used to differentiate between courses with similar codes	

In the case of a language course the fourth character refers to the level of proficiency.



## Descriptions of all courses offered in 2016

### Grade 11

#### Mathematics

**Course Title:** Functions

**Course Code:** MCR3U

**Course Description**

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.

#### English

**Course Title:** English

**Course Code:** ENG3U

**Course Description:**

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 form. 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.

### Grade 12

#### Mathematics

**Course Title:** Calculus and Vectors

**Course Code:** MCV4U

**Course Description**

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 spaces; 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.



**Course Title:** Mathematics of Data Management

**Course Code:** MDM4U

**Course Description**

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 acuminating 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.

**Course Title:** Advanced Functions

**Course Code:** MHF4U

**Course Description**

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.

## English

**Course Code:** ENG 4U

**Course Description:**

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.

### *Access to Outlines of the Courses of Study*

Parents and/or students who want to review Capital internationalAcademy course outlines may do so by contacting the principal. These are available in the main office. Course curriculum guidelines may be viewed at the Ministry of Education website:<http://www.edu.gov.on.ca>

### *Access to Ontario Curriculum Policy Documents*



Parents and/or students who want to review Ontario curriculum policy documents may do so by contacting the principal. These are available in the main office. Ontario curriculum policy documents may be viewed at the Ministry of Education website: <http://www.edu.gov.on.ca>

### *Full Disclosure: Student Withdrawal from Courses*

The following Ministry policy applies to Grade 11 and 12 students:

- If a student withdraws from a Grade 11 and or 12 courses within 5 instructional days following the mid-term report, the withdrawal is recorded only on the report card as a “W”, but not on the Ontario Student Transcript.
- If a student withdraws from a Grade 11 or 12 courses after 5 instructional days following the issue of the mid-term report, the withdrawal is recorded on the Ontario Student Transcript as a “W” accompanied by the mark achieved at the time of withdrawal.

### *Changing Course Types: Prerequisite Requirements and Waiving Prerequisites*

Since Capital International Academy is only offering courses in the Academic stream for Grades 9 and 10, policies for changing course types will only apply to new students entering Grades 11 or 12. Satisfaction of the prerequisites for Grade 11 and 12 courses will be determined by the relevant teacher and the principal. There are no prerequisites for Grade 9 and some Grade 10 courses. Prerequisite courses for Grades 11 and 12 are indicated with the course description. Where a student does not have the prerequisite for a course, the student should speak with the principal. Where, after appropriate consultation and investigation, the principal is of the opinion that the student has sufficient background to be successful in the course she/he wishes to take, the principal may waive the prerequisite if OSR of the student is held at Capital International Academy. Some background work may be required of the student prior to the commencement of the course.

### *The PLAR*

#### **Equivalency Credits**

The principal, with a thorough analysis of course content and assessment policies (PLAR), may grant up to 26 equivalent credits toward the OSSD. The remaining credits will be chosen from the courses offered at Capital International Academy to obtain an OSSD. Equivalency credits are granted only for the purpose of placing the student in appropriate courses.

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards



the secondary school diploma. The principal, with a thorough analysis of course content and assessment policies will develop a standard for each course being considered for equivalency and apply this standard for all students.

The Principal will grant “Equivalency” credits to Capital International Academy’s program. Students who are eligible for equivalency credits are those who transfer to our school from schools outside Ontario. Equivalency credits are granted for placement only. The principal, in the process of deciding where the student should be placed, determines 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.

NOTE: Prior Learning Assessment and Recognition (PLAR) may allow for students to be granted up to 26 equivalent credits toward the OSSD as outlined in Appendix 2 of Ontario Schools, K to 12, Policy and Program Requirements, 2011. Equivalency credits are granted only for the purpose of placing the student in appropriate courses. The remaining credits will be chosen from the courses offered at our school as well as options available through the Ontario Ministry of Education to obtain an OSSD.

#### **The “Challenge Process”**

The “challenge process” of PLAR will not be implemented at Capital internationalAcademy at this time. This refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions.

#### ***Information on Evaluation and Examination Policies***

Students are assessed and evaluated in a manner consistent with Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010. Standards are based on the achievement charts found in the provincial curriculum policy documents for the courses in which they are enrolled. Evaluation is based on the level of achievement the student demonstrates in the skills and knowledge covered in a course. 70% of the final mark is based on work throughout the course and is determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests. This grade reflects the student’s most consistent level of achievement throughout the course, although special consideration will be give to more recent evidence of achievement.

30% of the final mark is based on a final summative evaluation that may be determined through a variety of methods in the latter portion of the course. These could include an essay, examination, performance or demonstration. This final evaluation reflects the student’s mastery



of course expectations and demonstrates the range and level of student skills and knowledge towards the conclusion of the course.

At the beginning of each semester, students receive an outline of the course assessment practices from each teacher. This outline includes a description of the assessment of academic achievement and learning skills in the course. Students will be made aware of the distinctions between assessment for, as, and of learning as stated in *Growing Success, 2010*. Generally, assessment for learning refers to diagnostic assessment which identifies a student's prior knowledge. Assessment as learning is used as an ongoing process of helping a student understand what he/she has mastered and of identifying potential weaknesses or next steps. Assessment of learning is a measure of the student's mastery of course expectations and is measured in a percentage grade.

The primary purpose of assessment is to improve student learning. Information gathered through assessment helps teachers to identify students' difficulties, and adapt instructional methods to meet students' individual needs. In addition, the various forms of assessment are important tools for determining the effectiveness of the programs, instructional approaches and classroom practices at Capital International Academy.

### **Performance Standards: The Achievement Charts**

The achievement charts mentioned above identify four categories of knowledge and skills that are common to all subject areas and disciplines. These are:

- **Knowledge and Understanding:** Content and the comprehension of its meaning and significance.
- **Thinking:** The use of creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections

Students will be given numerous and varied opportunities to demonstrate the full extent of their achievement of curriculum expectations across all four categories. In keeping with *Growing Success, 2010*, Capital International Academy policy is to assess and evaluate in a balanced manner with respect to the four categories. At the same time, the relative importance of each of the categories may vary for different subjects and courses. Examinations and final summative tasks will reflect the balance between categories used in the 70% semester long evaluations.

While they are broad in scope and general in nature, the achievement levels shown below serve as a guide for gathering information, and act as a framework used to assess each student's achievement. As such, they enable teachers to make consistent judgments about the quality of



work, and provide clear and specific information about their achievement to students and their parents.

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

Percentage	Achievement	Summary Description
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.
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%	Below Level 1	Insufficient achievement of curriculum expectations. A credit will not be granted.

Note: 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.

### Reporting Student Achievement

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

The report card provides a record of the learning skills demonstrated by the student in every course in the following categories (as outlined in Growing Success):

- Works Independently
- Teamwork
- Organization
- Work Habits
- Initiative
- Responsibility



The learning skills are evaluated using a four-point scale (E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement). The separate evaluation and reporting of the learning skills in these five areas reflects their critical role in students’ achievement of the curriculum expectations. The evaluation of learning skills should not be considered in the determination of percentage grades. Student progress is formally reported to parents at mid-semester and end of semester. Formal parent-teacher conferences occur after the distribution of mid-semester reports. The student calendar outlines the dates of the reporting periods and parent-teacher conferences. In addition, we at Capital International Academy believe in partnering with parents. The administration receives regular reports from its teachers and communicates with parents when appropriate. Teachers are asked to communicate their concerns to parents of their students in a timely fashion.

### *Information on Reporting Procedures*

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

The Ontario Student Record is the official school record for a student. Because only one OSR can be created for a student, the OSR is held at the school where the student takes the majority of his/her courses. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. Students and their parents (if the student is not an adult) may examine the contents of the OSR upon request. The Education Act and freedom of information legislation protect these records.

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

The Ontario Student Transcript is the official record of courses successfully completed and credits gained toward the Ontario Secondary School Diploma. Information is updated annually and is part of the Ontario Student Record (OSR). Information is stored electronically and will be copied onto an official OST form when a printed copy is required. When a student completes courses at Capital International Academy and if the OSR for that student is not at Capital International Academy, the student will be advised to take the report card to the school where the OSR is held and the information will be added to the OST.

All courses are recorded on the student’s transcripts. This includes current, repeated, and attempted courses. However, if a student withdraws from a course on or before 5 instructional days after the first report card is issued, the course is not recorded on the transcript.

## **Supports and Resources**

### **The Guidance and Career Education Program**

The guidance and career education program is an integral part of the secondary school program at Capital International Academy. The program is under the immediate direction of the principal. Ontario Schools, K-12: Policy and Program Requirements, 2011: three areas of learning for the program—student development, interpersonal development and career development.



Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work cooperatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities. The program will be delivered through various means, including classroom instruction which is grade centered, and individual counseling and assistance.

Two of the three areas – student development and interpersonal development -- are integrated within the learning skills and work habits described in *Growing Success: Assessment, Evaluation and Reporting in Ontario Schools, 2010*. The third area of learning – career development – is based on the competencies described in [Choices into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999](#). These competencies are “knowing self”, “exploring opportunities”, making decisions” and “preparing for change and making transitions”.

Through our program, our students are expected to:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- apply this learning in their daily lives both at school and in the community.

Capital International Academy implements a guidance and career education plan that ensures that students have access to the learning experiences, personal assistance, and information they need in order to achieve the program goals outlined in O.S., 2011, *Growing Success, 2010*, and *Choices Into Action, 1999* as well as the expectations given in the secondary school curriculum policy documents for guidance and career education.

The key areas of the Capital International Academy’s focus in the area of guidance and career education are as follows:

- transitioning into high school
- citizenship and social responsibility
- effective planning of career paths
- a range of career exploration activities in the community
- understanding secondary school graduation requirements
- transitions from high school
- individual assistance and counseling

The guidance and career education program plan will include strategies to ensure that students have access to the information they need in order to make informed decisions and to prepare for further education, apprenticeship programs, or the workplace.

### **Strategies and Resources for Students and Parents to Support Education Planning**

Regular, punctual is essential for every student to achieve academic success. Parents can help by ensuring that any absences are necessary and valid. If the process of learning is disrupted by



irregular attendance, learning experiences are lost and cannot be made up completely. Students who habitually miss class will be disadvantaged in the evaluation processes because their participation and daily work cannot be adequately assessed. It is the student's responsibility to be honest in all aspects of academic work.

Students must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Attends all classes;
- Comes to school prepared, on time and ready to learn;
- Shows respect for themselves, for others and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Refrains from the inappropriate use of electronic devices such as pagers, cell phones or laser pointers;
- Cooperates with the established rules and takes responsibility for his or her action.

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

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Become familiar with the Code of Conduct and school rules;
- Encourage and assist their child in following the rules of behavior;
- Assist school staff in dealing with disciplinary issues.

### 3. Supports for English language learners

- 1) Capital International Academy offers private English classes for students after regular class to help students improve the English level.
- 2) Capital International Academy will offer ESL courses as needed.