What is Foundations for Success?

Foundations for Success works with students to foster high-quality educational experiences that allow them to develop the transferable, marketable skills they need to achieve their professional and personal goals. As an organization that offers online, high school courses, we believe that the digital classroom, in conjunction with interactive support from teachers, cultivates student success and achievement.

In today's fast changing, knowledge-based economy, students need to demonstrate a wide range of skills and global competencies in order to attract the attention of postsecondary institutions and employers. The Conference Board of Canada identifies communication, problem solving, information management, adaptability, teamwork and continuous learning, among many others as important skills that will enhance student's employability in the 21st century workplace. You can view the Conference Board of Canada's resource on employability skills here. At Foundations for Success, our course content is designed to provide students with opportunities to refine these skills and make a seamless transition into postsecondary studies, apprenticeships, entrepreneurship and the workplace.

It is difficult to underestimate the value of education. As the former president of the United States Benjamin Franklin said, "An investment in knowledge pays the best interest.". A secondary school education gives students the foundational skills that are needed to thrive in the next part of their academic and professional journeys. In recognition of the importance of a secondary education, the province of Ontario makes it mandatory for students to attend school until the age of 18 or the attainment of an Ontario Secondary School Diploma (OSSD). Foundations for Success recognizes the importance of a high quality education and is fully committed to working with all students to achieve successful learning outcomes that will facilitate current and future success.

Education at Foundations for Success

We work with students to develop the skills they need to pursue successful academic and professional careers. The digital classroom allows students to work towards personalized goals, receive individualized support from teachers, explore their career interests, collaborate on

impactful projects with real world applications, and so much more. At Foundations for Success, we work to maximize student learning, achievement and success through the use of cutting edge teaching strategies. This leads to a student centred learning experience that promotes skill development and deep learning. Some examples of innovative teaching strategies at Foundations for Success include:

- Virtual office hours – At Foundations for Success, teachers are available to guide students through a course and mentor them as they progress through their academic and professional journeys. All teachers hold virtual office hours multiple times per week, when they are ready to work with students and anything related to academic support, skill and career development, and support with student learning and career planning. Students and parents can also book an appointment with teachers outside of office hours. We believe that a productive relationship relies on having open lines of communication, and we are committed to doing just that.
- Focus on real world applications – Our courses, as much as possible, emphasize the importance of applying course concepts to solve meaningful, real world problems. This facilitates the development of critical thinking and communication skills, which are important to academic and career success. Students will have the opportunity to work with interactive course content and complete projects that are directly related to the issues they may face during their academic and professional careers.
- Learning contract – Students have the opportunity to collaborate with their teacher on a customized learning contract. This is an agreement between the student and the teacher, outlining accountabilities to each other. At Foundations for Success, we believe that impactful learning is a product of teamwork and a shared understanding of our individual and collective responsibilities. Empirical evidence shows that signing and adhering to a well-thought-out learning contract improve learning outcomes. We do this because we care about student success.

Courses at Foundations for Success are asynchronous, meaning students have the opportunity to learn on their own schedule and at their own pace. There are no set times where students are required to log in. This flexibility allows students to work when they are most productive, allowing them to deeply engage with course content and further refine their skills. This is one of the many ways that the online classroom can improve student outcomes and career development.

We offer a student led, highly supportive learning experience that helps students advance on their academic journeys and pursue fulfilling careers. We work closely with students, parents, and community organizations to ensure that students are in the best position to succeed in any

endeavour they choose to pursue. Our team works hard to go above and beyond so that students have every opportunity to thrive in school and in their careers.

Technical Requirements to Access Courses at Foundations for Success

At Foundations for Success, students use Moodle to access all course material, engage in discussion boards with peers and teachers, and complete all evaluations. Moodle is a learning management system that is widely used in postsecondary institutions in Canada and around the world. It can be accessed on any computer or mobile device which uses one of the web browsers that Moodle supports. Students will be given a username and password that they can use to login to the system. Usernames and passwords should not be shared with others. The following is a list of web browsers that can be used to access Moodle.

- If accessing from a computer:
    - Google Chrome
    - Firefox
    - Safari
    - Microsoft Edge
    - Internet Explorer
- If accessing from a mobile device:
    - Google Chrome
    - MobileSafari

In order to ensure an optimal user experience, it is recommended to keep web browsers up to date.

Admissions

At Foundations for Success, students can register for courses 24 hours a day, 7 days a week. The enrolment process can be completed by filling out the application form on our website. Proof of residency is required to register in a course. Examples of appropriate documentation include an Ontario education number (OEN), birth certificate, transcript or report card from a school in Ontario. Please ensure that all prerequisites have been successfully completed. All documents can be emailed to prerequisites@foundationsforsuccesscanada.com. Our team is ready to work

with you to ensure a seamless transition and a high-quality learning experience. Please feel free to contact us at info@foundationsforsuccesscanada.com if you have any questions or concerns.

Exceptional Learners

At Foundations for Success, we are committed to putting all students in a position to succeed in their academic, professional and personal pursuits. Exceptional learners may benefit from the development of an individual education plan (IEP) as a step towards facilitating student achievement while they study with Foundations for Success. An IEP outlines a student's specific learning expectations and how a school will work towards addressing those expectations. In addition to personalized support from instructors and a flexible schedule for learning, an IEP may discuss accommodations that will help an exceptional learner to succeed in a course. Please contact Gianluca Saggese, Principal & Lead Instructor at gianluca.saggese@foundationsforsuccesscanada.com to learn more about the IEP development process. If a student already has an IEP, please send it to Gianluca Saggese at the email address noted above, and the Foundations for Success team will work to ensure that supports are in place for the student.

Prerequisites

Prerequisites are an important consideration when selecting high school courses in Ontario. Students must successfully complete all prerequisites before taking a particular course. The prerequisite requirements ensure that students will be in a position to succeed in every course they take. For example, the prerequisite for English, Grade 12, University (ENG4U) is Grade 11 English, University Preparation (ENG3U). Information regarding prerequisites is available on our website at www.foundationsforsuccesscanada.com.

It is the student's responsibility to provide proof of completion of all prerequisites. Foundations for Success will work with students and parents/guardians to ensure that all prerequisite requirements are met. Proof of completion must be submitted to Foundations for Success prior to the submission of the first evaluation for a course. If proof of the prerequisite is not received by that time, our team will reach out to work together towards finding a solution to providing the necessary documentation. Students who have enrolled in a course but are not able to provide

proof of completion of all prerequisites will be de-enrolled from the course. Unfortunately, we are not able to provide a refund if this happens. Proof of completion of prerequisites can be emailed to prerequisites@foundationsforsuccesscanada.com.

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In 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 supervisory officer to review the matter. If you would like to request a waiver of prerequisites, please email us at info@foundationsforsuccesscanada.com.

Requirements for Obtaining the Ontario Secondary School Diploma (OSSD)

In order to graduate with an Ontario Secondary School Diploma, students must successfully complete 18 compulsory credits and 12 optional credits, for a total of 30 credits. An outline of these requirements is included below. Please note that these requirements apply for students who started grade 9 on or after September 1, 1999.

18 compulsory credits

4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

2 credits in science

1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 credit in health and physical education

0.5 credit in career studies

0.5 credit in civics

3 additional credits, consisting of 1 credit from each of the following groups:

- **Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
- **Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education
- **Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

12 Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the available courses listed in their school's course calendar. Courses can be taken with a district school board, which includes continuing education credit courses the Independent Learning Centre, and private schools like Foundations for Success.

Definition of a Credit

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course *in accordance with the policy outlined in the curriculum policy documents*. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, which are not currently offered by Foundations for Success, may be offered as multiple-credit courses.

Courses at Foundations for Success are designed to allow students and teachers to work together towards achieving personalized goals, while encouraging students to direct their own learning. Students can work through course content at their own pace. It is important to note that instructors at Foundations for Success are available to mentor and support students throughout their academic journey with the school. All teachers have weekly office hours when they are available to discuss any questions and concerns related to academics, career advice and overall student achievement. At Foundations for Success, the lines of communication are always open. We ask and encourage students to be leaders in their own learning, and reach out at any time if they would like support.

Course Substitutions

The Ministry of Education gives principals the discretion to substitute up to three compulsory credits that count towards the achievement of the OSSD. These decisions must be made with the best interests of the student's educational goals in mind. Since Foundations for Success offers a limited number of courses, substitutions will not be considered at this time.

Community Involvement Requirement

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 are able to start accumulating community involvement hours in the summer before they enter Grade 9.

For mature students, principals will determine the number of hours of community involvement activities required. Since Foundations for Success offers courses that supplement a student's secondary school program, this determination will be made by the principal at the student's home school.

What Cannot Be Included As Community Involvement?

The following activities do not count as community involvement activities:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a mining or logging environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools or scaffolding (e.g. Snow blower, power mower, hedge trimmers etc.).
- Involves the administration of any type or form of medication or medical procedure to other persons.

- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (e.g. asbestos, lead, dangerous chemicals, toxic materials, etc.).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Students who are planning to complete community involvement towards this requirement can request a Community Involvement package by emailing guidance@foundationsforsuccesscanada.com. Once approved, the student can proceed with the community involvement activities.

The Literacy Graduation Requirement

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students usually write the Ontario Secondary School Literacy Test (OSSLT) in the school year after they complete grade 9 (when students are in grade 10). Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT have the opportunity to fulfill the literacy requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process, as outlined in *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (*OS*).* Foundations for Success does not offer the OSSLC at this time.

Students who currently receive special education services, and who have an IEP, are eligible to receive accommodations to fulfill this requirement.

For more information related to the literacy requirement, please refer to *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (OS), which can be accessed by clicking this* link.

Ontario Secondary School Certificate (Not Offered by Foundations for Success)

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

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

7 required optional credits
      7 credits selected by the student from available courses

Foundations for Success does not offer the OSSC at this time.

The Certificate of Accomplishment

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

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

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. Through the challenge and equivalency components of the PLAR process, principals are able to grant credits towards the OSSD. Foundations for Success does not implement the PLAR process at this time.

For more information regarding the PLAR process, please review them by accessing *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (*OS*)*, or by clicking this [link](#).

Assessment, Evaluation and Reporting of Student Achievement

Each student brings a unique set of knowledge, skills, interests and abilities to the table. Effective assessment methods and practices facilitate student achievement by allowing all individuals to showcase their strengths, demonstrate success and identify areas for growth. Assessment, evaluation and reporting practices are fair, consistent and equitable, and are based on evidence of student learning.

Assessment is the process of gaining information from a wide range of sources like informal conversations, discussion board posts, projects, tests and exams, and using this information to accurately evaluate a student's achievement towards curriculum expectations. Teachers provide

feedback to students as a guide to improvement and continued student success. At Foundations for Success, we believe that assessment is an essential element of student achievement. Through assessments and evaluations, students are able to learn more about what they did well and identify opportunities for growth. The continual process of lifelong learning facilitates student success by allowing them to further refine the transferable skills they need to succeed beyond high school.

Assessment and evaluation is based on the provincial curriculum expectations and the provincial achievement chart that can be found in the individual curriculum policy documents. If you would like to view curriculum documents for any course, please visit http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html.

Assessments and evaluations must be valid and reliable in order to be useful. Teachers use strategies that:

- are fair, transparent and equitable
- support all students, including those with an Individual Education Plan (IEP)
- are related to curriculum expectations and are aligned with student interests
- are clearly communicated to students and parents
- are ongoing and varied in nature
- provide specific, meaningful and timely descriptive feedback to encourage and facilitate student success
- help students to develop the self-assessment skills that are essential to lifelong learning

The Achievement Chart

The achievement chart is a framework that guides assessment and evaluation. Each discipline has its own achievement chart that can be found in the corresponding provincial curriculum policy documents, which reflects the fact that there are differences between disciplines. There are four categories in the achievement chart: Knowledge/Understanding, Thinking/Inquiry, Communication and Application/Making Connections. Each category contains curriculum expectations that form the basis of assessment and evaluation methods and practices.

The achievement chart provides an assessment and evaluation standard that applies across the province of Ontario. In order to measure student achievement, four "levels" are used; these are translated into a percentage grade for high school courses. Level 3 (70 – 79%) is the provincial standard. Students who are achieving at level 3 are prepared for work in the next course or grade. Students who are achieving at level 4 (80 – 100%) are not necessarily achieving curriculum expectations beyond that of the current grade or course; achievement at level 4 simply means that students are demonstrating achievement of expectations with a high degree of effectiveness. Students who achieve less than 50% will not be granted a credit for that course. A brief overview of the four levels is included below:

- **Level 4 (Letter grade: A; Percentage mark: 80 – 100%)** — The student demonstrates the specified knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.
- **Level 3 (Letter grade: B; Percentage mark: 70 – 79%)** — The student demonstrates the specified knowledge and skills with considerable effectiveness. Achievement is at the provincial standard.
- **Level 2 (Letter grade: C; Percentage mark: 60 – 69%)** — The student demonstrates the specified knowledge and skills with some effectiveness. Achievement approaches the provincial standard.
- **Level 1 (Letter grade: D; Percentage mark: 50 – 59%)** — The student demonstrates the specified knowledge and skills with limited effectiveness. Achievement falls below the provincial standard.
- **Level R (Letter grade: R; Percentage mark: below 50%)** – Insufficient achievement of curriculum expectations. A credit will not be granted.

Reporting Student Achievement

Student achievement is formally reported at two times: with the midterm report card and the final report card. These reports focused on two related elements of student achievement: the achievement of curriculum expectations and the achievement of learning skills. The report card contains separate sections for these two components of student achievement. In addition, the report card also includes comments from teachers related to a student's strengths, opportunities for growth and potential steps to take in order to enhance achievement. At Foundations for Success, the midterm report card is issued once a student completes 50% of the course. The final report card is issued once a student completes the entire course, within 5 business days of receiving the final exam.

Reporting and Achievement of Curriculum Expectations

The report card records student achievement of curriculum expectations in the form of a percentage grade. This percentage grade corresponds to a level on the achievement chart for that discipline, and reflects the student's overall quality of achievement of curriculum expectations. Credits are granted when a student achieves a grade of 50% or higher.

A student's final grade is based on two main components. 70% of the final grade is based on evaluations completed throughout the course. 30% of the final grade is based on the final evaluation that is conducted towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, an essay, and/or another method of evaluation suitable to the course.

Although course content addresses both overall expectations and specific expectations, evaluations are based on student achievement of the overall expectations of a course. Teachers use their professional judgment to decide which specific expectations can be used to evaluate achievement of overall expectations. Evidence of student achievement is collected from three different sources: observations, conversations and student products. Evaluation is solely the responsibility of the teacher.

Reporting on Demonstrated Learning Skills

The report card records the learning skills demonstrated by the student, in the following six categories: Responsibility, Independent Work, Initiative, Organization, Collaboration and Self-Regulation. The learning skills are evaluated using a four-point scale:

E – Excellent   G – Good   S – Satisfactory   N – Needs Improvement

Final Exams

All courses will have a final examination, unless otherwise specified. We work with a proctoring partner to ensure security and integrity. All final exams use specialized technology, and are remotely proctored. The proctoring software is integrated with Moodle, which gives students a streamlined, user friendly experience.

Projects and Tests

At Foundations for Success, teachers use a variety of methods to evaluate student achievement. This includes, but is not limited to tests, essays, reflections, discussion board posts and projects. Assignments are designed to evaluate achievement of curriculum expectations. Students will have access to detailed, constructive feedback from teachers, as well as posted grades, on Moodle within five business days. The number of assignments and tests will vary with each course. All assignments and tests must be completed before writing the final exam.

Assignments and tests do not have a specific deadline because Foundations for Success recognizes that flexibility in online courses allows students to work at their own pace and direct their own learning. Courses must be completed within one year of registration.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

Courses at Foundations for Success build on students' learning experiences in the traditional classroom. A student's OSR is maintained at the primary school in which they attend. Foundations for Success, therefore, does not maintain the OSR.

Further information about the OSR can be found at
www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf.

Elements of an OSR

Further information can be found at www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf.

The OSR contains:
- Form 1A
- Provincial Report Card: Foundations for Success will send report cards to the student's school where the OSR is held
- Ontario School Transcript (OST)
- Documentation Files for such as IPRC, IEP, psych assessments, Violent Incident Form, etc. (if applicable)
- PLAR Challenge for Credit: Cumulative Tracking Record (if applicable)
- Annual Community Involvement Report
- Ontario Secondary School Literacy Test results

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. It is retained for 55 years after a student leaves school.

All senior courses attempted, which includes and those that have been completed successfully, not completed successfully, and dropped, are included on the OST. Publicly funded schools must include a "P" notation on the OST for credits that have been earned with a private school. Individuals who would like a certified copy of the OST can contact the last secondary school at which they were registered.

For more information regarding the Ontario student transcript (OST), please visit
www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf.

Withdrawal Policy

At Foundations for Success, the following applies when it comes to withdrawing from a course:

- If a student withdraws within five business days of the issuing of the midterm report card, the grade will not be recorded on the OST.
- If a student taking a Grade 11 or Grade 12 course withdraws after five business days of the issuing of the midterm report card, a "W" will be recorded on the OST, as well as the grade at the time of withdrawal.
- A student who withdraws from a Grade 9 or Grade 10 course will not have their withdrawal recorded on the OST, regardless of when they make this decision.
- If extenuating circumstances result in withdrawal from a course, a notation of "S" can be recorded on the OST.
- If a student takes a course more than once, only one credit will be granted. The one with the lower mark will have a notation of "R" on the OST.

Guidance and Career Planning

All courses at Foundations for Success are designed to facilitate student achievement and allow them to develop the skills they need to achieve their career goals. Instructors can provide support and advice as it relates to career planning and academic and professional growth. If students or parents/guardians would like to discuss anything related to academic and professional development, course selection or general guidance support, please get in touch with your instructor, or email us at guidance@foundationsforsuccesscanada.com.

Code of Conduct

1.   Attendance & Absenteeism: Consequences of Misbehaviour or failure to comply with expectations.

Students are expected to login on a regular basis and complete course logs for each unit completed. Logins are tracked on Moodle, which is our learning management system. Failure to login will result in absences being recorded. Absences are recorded based on the following:

Failure to login for five consecutive weekdays: One absence recorded

Each subsequent five weekday period: (in addition to above): One absence recorded

Failure to do so will result in the following:

3 absences: Conference (via real-time video) with student (problem solving/conflict resolution); teacher documentation

5 absences: Conference (via real-time video) with student (problem solving/conflict resolution); parent/guardian email; teacher documentation

8 absences: Conference (via real-time video) with student (problem solving/conflict resolution); parent/guardian email; teacher documentation; parent communication "8 Absence Letter" to be mailed to home address; referral to Principal

2.   Disobedience/Lack of Cooperation/ Inappropriate use of technology or comments resulting in any disruption and/or offensive language use.

Consequences of Misbehaviour

First Occurrence: Conference with student (problem solving/conflict resolution); parent/guardian contact via email; teacher assigned consequence

Second Occurrence: Conference with student (problem solving/conflict resolution); parent/guardian contact via email; teacher assigned consequence

Third Occurrence: Conference with student (problem solving/conflict resolution); parent/guardian contact via email and phone call; referral to Principal

In the event of outright disobedience and disrespect to a teacher, or comments made online that can be deemed as hurtful, threatening or discriminatory, the student will be expelled from the school. If this occurs, Foundations for Success is unable to offer a refund for the course(s).

3.   Respect of Self and Others: Consequences of Misbehaviour or failure to comply with expectations.

All individuals associated with Foundations for Success, including teachers, administrative and support staff, students and parents/guardians, have the responsibility to treat each other with respect and dignity. Since Foundations for Success offers online courses, respect is expected at all times, which includes verbal and digital communications. Responsible use of technology is required to succeed in the digital classroom. Abusive, threatening, intolerant, discriminatory and all other forms of inappropriate language and behaviour will not be tolerated. Students who violate this policy will be withdrawn from their course(s). Foundations for Success is unable to offer refunds if this occurs.

4.   Plagiarism: Consequences of Misbehaviour or failure to comply with expectations.

Plagiarism is a very serious academic offense. In the context of the classroom, plagiarism occurs when students use the words and ideas of others without acknowledging their contributions. At Foundations for Success, students are given access to publicly available resources that they can reference at any time to learn about plagiarism, how to properly cite sources, and the consequences of plagiarism on students' academic and professional careers. Academic integrity is key to success in school and in the workplace. Foundations for Success strictly prohibits plagiarism. If a student is found to have committed an act of plagiarism, the following procedure applies:

- The first offense results in an academic warning and an email communication to parents/guardians. Teacher documentation is required. Students are given an opportunity to resubmit their work.

- The second offense results in the student receiving a grade of zero for that assignment. An email communication to parents/guardians is sent, and a follow-up phone call will occur. Teacher documentation is required, and the teacher will refer the incident to the Principal. Students are not given an opportunity to resubmit their work.
- The third offense results in removal of the student from the course. An email communication, as well as a phone call, to parents/guardians will occur. Foundations for Success is not able to offer a refund if this occurs.

5.   Acceptable Use of Technology: Consequences of Misbehaviour or failure to comply with expectations.

Technology can be a valuable tool for student learning, but it can also be misused. Students are expected to be responsible users of technology, and to use this technology to maximize their learning and achievement. Inappropriate uses of technology will be addressed on a case-by-case basis, with consequences leading up to and including removal of the student from a course. If a student is removed from a course due to inappropriate use(s) of technology, Foundations for Success is not able to offer a refund.

Inappropriate behaviours include, but are not limited to the following:

- creation and/or distribution of offensive documents, images, videos or other material
- creation and/or distribution of defamatory material
- creation and/or distribution of any material that infringes on copyright regulations
- creation and/or distribution of advertising
- violation of others' privacy

Cooperative Education

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

Foundations for Success recognizes the value of cooperative education programs. In today's economy, students who engage in work experience will be at an advantage in the job market. Work experience and job readiness skills, which are both cultivated during cooperative education programs and other career related experiences, show employers that students are ready to navigate the work and interpersonal demands of the workplace. We are working hard with community partners with an eye towards developing partnerships that will lead to rewarding placement opportunities that allow students to grow and learn. Unfortunately, at this time, Foundations for Success is not in a position to offer cooperative education programs.

Overview of Course Categories

In order to graduate with an Ontario secondary School diploma (OSSD), students must successfully complete 30 credits. A credit is granted by the principal of a school, such as Foundations for Success, on behalf of the Ministry of Education to recognize successful completion of a course. A full credit is awarded for a 110 hour course, while a half (0.5) credit is awarded for a 55 hour course, in accordance with policy requirements with the Ministry of Education. The Ministry of Education organizes courses by grade, subject and type. All courses use a standardized coding system that provides information about each course. With an understanding of the coding system, individuals can learn the basics of the courses' grade, subject and type. The following sections provide a brief overview of how high school courses in Ontario are coded.

<u>Grade 9 and Grade 10 Courses</u>

Grade 9 and grade 10 courses are offered as one of three types:

- *Academic* courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Academic courses are noted with a "D" in the course code.
- *Applied* courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. Applied courses are noted with a "P" in the course code.

- ***Open*** courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. Open courses are noted with an "O" in the course code.

In Grades 9 and 10, students select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

Students can transfer from the applied stream to the academic stream of a subject, and vice versa. However, transferring from an applied course types to an academic course type may require the completion of a transfer course. Foundations for Success does not offer transfer courses at this time.

Grade 11 and Grade 12 Courses

In Grades 11 and 12, students will focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs. Foundations for Success does not offer these options at this time.

There are five types of courses offered in grades 11 and 12.

- ***College preparation*** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs. College preparation courses are noted with a "C" in the course code.
- ***University preparation*** courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. University preparation courses are noted with a "U" in the course code.

- *University/college preparation* courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. University/college preparation courses are noted with an "M" in the course code.
- *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. Workplace preparation courses are noted with an "E" in the course code.
- *Open* courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. Open courses are noted with an "O" in the course code.

Courses at Foundations for Success

The following is a list of courses that are offered at Foundations for Success. Please email info@foundationsforsuccesscanada.com to request course outlines.

ENGLISH

English, Grade 11
University Preparation ENG3U
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic

English, Grade 12
University Preparation ENG4U
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation

MATHEMATICS

Mathematics of Data Management, Grade12
University Preparation MDM4U
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Advanced Functions, Grade12
University Preparation MHF4U
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

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

CANADIAN AND WORLD STUDIES

Issues in Canadian Geography, Grade 9

Academic CGC1D

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

Canadian History since World War 1, Grade 10
Academic CHC2D
This course explores social, economic and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role with the global community, and the impact of various individuals, organizations and events on Canadian identity, citizenship and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.
Prerequisite: None

Civics and Citizenship, Grade 10
Open CHV2O
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the

local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10
Open GLC2O

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

Prerequisite: None

SOCIAL SCIENCE AND HUMANITIES

Challenge and Change in Society, Grade 12
University Preparation HSB4U

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

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

Nutrition and Health, Grade 12
University Preparation HFA4U

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will 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.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Community Resources, Including Important Ministry of Education Documents

The following is a brief list of Ministry of education, as well as community, resources that can be accessed. Useful information regarding career planning and development, curriculum requirements, graduation requirements and more can be found using the links below.

*Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 (*OS*)*
http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

Ontario Curriculum Policy Documents
http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Employability Skills – the Conference Board of Canada
https://www.conferenceboard.ca/edu/employability-skills.aspx