Flexi Academy

Course Calendar

Flexi Academy

2024 - 2025

Flexi Academy

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+1 (352) 525-2492
+60 17 383 1541
info@flexiacademy.com
www.flexiacademy.com
Salisbury Rd., Jacksonville, Florida, USA
23 Moonstream Crt, Mississauga, L5N 2P8, CA

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+60 17 383 1541
info@flexiacademy.com
www.flexiacademy.com
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23 Moonstream Crt, Mississauga, L5N 2P8, CA

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1. Admission

1.1) Introduction

1.1.1) Dear Student,

Welcome to Flexi Academy (FLEXI ACADEMY). This is an opportunity for you to reflect upon personal goals and expectations. You will work toward your highest potential in all your endeavors. We look forward to assisting you in fulfilling your educational goals. Knowing the content of this student handbook will be a start to the cooperation and communication necessary for academic success. We are excited to begin another school year, wishing you the best for a happy and successful school year.

1.1.2) Dear Parent,

At Flexi Academy (FLEXI ACADEMY), we believe that parents are of great importance. Before your children experience school, you taught them to walk, talk, play, and look after themselves. You taught them by example, encouragement, and instruction, as well as by doing things together. Being part of FLEXI ACADEMY Community presents is an exciting, challenging, and rewarding time for all. We strongly support and encourage your participation, as it is well recognized that the degree of interest, interaction, and co-operation between family and children is extremely important in the development of children's full potentials.

1.2) School Philosophy, Values and Goals

1.2.1) Philosophy

The philosophy of Flexi Academy is to assist in providing the student with the knowledge, technical, and non-technical skills necessary to provide opportunities for continuous intellectual, psychological, social, and career development to take a productive place in society. FLEXI ACADEMY strives to communicate this belief to the public, parents, and community; and strives to involve them actively in the educational process, seeking sustenance from Allah, the only almighty who can make this happen.

1.2.2) Core Values

- All decisions are on what is in the larger interest of students.
- The School Board will work to fulfill the stated purpose of the school.
- All policies will be decided by Board consensus.
- A safe, positive climate is necessary for social, moral, and academic growth. The talents and dignity of each student and employee must be respected.
- Students, educators, support staff, and the community are partners in the educational process.
- Care and compassion are part of the educator's character in order to respond to a child's needs.
- A nurturing home environment plays a critical role in the student's development.
- Effective support must be extended to parents in order to assist the process. Close communication with parents plays a vital role in optimizing student learning.
- In order for the child to make a successful transition into academics in FLEXI ACADEMY, the Ontario standards of education will be adhered to, using qualified teachers, reliable e learning tools, and instruction methods, covering core and none-core Ontario Curriculum.
- Excellence in education is achieved through planning instructional strategies and resources and by tapping higher order thinking to accomplish results.
- Professional development of the staff is critical to our effectiveness.

1.2.3) Vision Statement

Highest adaptive education; supporting morals and academic competence, fostering acquisition of innovation skills, and preparing for leading the future

1.2.4) Mission Statement

Providing a unique combination of a comprehensive and adaptive quality education and moral teachings to students in a secure, caring virtual environment by means of a customized and balanced curriculum, delivered by qualified staff helping students realize their full potentials.

1.3) Flexi Academy

FLEXI ACADEMY High School Program is Ontario-based and authorized by the Ontario Ministry of Education. FLEXI ACADEMY High School Program provides over 100 courses including core, elective, and prerequisite subjects beside supplemental courses to help students improve their life and thinking skills based on the 21st century skills with STEM framework thoroughly aligned with Ontario Growing Success and Learning Standards Framework.

We provide high school education to the following students:

- Students who want to add Ontario Secondary School Diploma to their education beside their school certificates.
- International Students all over the world who are seeking flexible schedule with high quality education system.
- Students from Ontario who want to add online courses to their existing high school timetable.

We at FLEXI ACADEMY offer High School Program to help high school students meet academic qualifications for Ontario MOE to join a university of their Dreams.

1.4) Hardware and System Requirements

To optimize your FLEXI ACADEMY Secondary School experience, access your online course using an up-to-date PC with a high-speed internet connection.

This guide includes the list of Technical Requirements that parents should provide to ensure their children have access to all the technology they need to benefit from Flexi Academy's programs.

- All children must have access to an individual or shared (family) iPad running iPad OS 13.1 or higher, Android Tablet running Android 8.0 Oreo or higher, or a laptop/desktop running Windows 7 or higher.
- Parents need a mobile device (iOS or Android) or a desktop/laptop computer to monitor the progress of their children and communicate with the tutor.
- A stable Internet connection is required for students to access online programs.
- Parents should have the ability to download the recommended apps by the school for themselves and their children.
- Parents are responsible for monitoring the online activity as well as the usage of the device by their children.

If family prefers to print work and assignments, then a printer is recommended.

To ensure success, students might:

- Read/watch each activity and understand the task and objectives.
- Set goals and plan what they need to complete for each course.
- Set up a plan to complete the assignments by their deadlines.
- Complete all activities on time.
- Contact the tutor when you need help with understanding a concept or assignment.
- Attend all live sessions and meetings with your Tutors as often as you can to ask questions, discuss your progress, and reflect on understanding.
- Review peers' work on the learning journal and provide positive and constructive feedback.
- Always abide by the Student Code of Conduct.
- Communicate regularly with your Tutor and Coordinators. Ask questions often!

1.5) Admission Policy

1.5.1) Registration Procedures

1. Parents/Guardians would do the following to register for their children at FLEXI ACADEMY:
2. Log into www.flexiacademy.com.
3. Click "Apply".
4. The browser would take you to a registration form for parents/guardians under the sub-domain www.my.flexiacademy.com.
5. Fill in the application to create a parent/guardian account.
6. You will receive verification in your email.
7. Log into your account on our Flexi Learning Management System.
8. You can now create accounts for your child/children.
9. You select to enroll your child/children in FLEXI ACADEMY.
10. You will be directed to the payment gate according to which plan you have selected to your child/children.
11. Once payment of Registration Fees is successful, you and your child/children will receive account(s) credentials.
12. You will be required to upload the following documents to complete your child/children's enrolment:

- Passport or ID Copy
- Birth Certificate
- Last Academic Certificate
- Recent Photo

13. You will receive notification from FLEXI ACADEMY administration regarding admission of your child/children to FLEXI ACADEMY typically within 24 hours.
14. Once you receive an email with admission notice by FLEXI ACADEMY administration, your child/children can access their accounts and start studying.

1.5.2) Registration Requirements

1. Fill in registration form at https://my.flexiacademy.com/login/signup.php?
2. Recent passport size color photo
3. Copy of student's passport
4. Copy of student's birth certificate. (Translated into English if otherwise)
5. Copy of both parents'/guardian's ID Card/Passport
6. Previous school certificate(s)

1.5.3) Admissions Guidelines

In order to better cater for the needs of our learners we set a number of guidelines that determine the key requirements for admissions.

Upon application, we use the following age guidelines to assist us in placement of students into the appropriate grade levels, unless they have been enrolled by their parents in certain grade levels, and have submitted due documents as thus.

Table 1: Suggested age range and grade levels

Grade Level	Age/Years
1	5 – 6
2	6 – 7
3	7 – 8
4	8 – 9
5	9 – 10
6	10 – 11
7	11 – 12
8	12 – 13
9	13 – 14
10	14 – 15
11	15 – 16
12	16 – 17

1.5.4) Prioritized Candidates for Admissions

Admission Committee may prioritize for enrolment in FLEXI ACADEMY whenever there are available slots if:

- The children have siblings who are already studying at FLEXI ACADEMY.
- The children's parents are the staff of FLEXI ACADEMY.
- FLEXI ACADEMY reserves the right not to admit a student who has violated disciplinary rules in a serious nature in the previous school(s), although he/she has one of the priorities mentioned above.

1.5.5) English Language Requirement

- FLEXI ACADEMY courses are taught in English; the school is not a place to learn English for eventual expatriation. Students applying for acceptance at FLEXI ACADEMY must demonstrate a satisfactory level of proficiency in English identified by a Placement Test – if the student has been studying in a language other than English, otherwise they should admit that they have to start running a transition course for a whole year qualifying them for Flexi Academy courses and programs.
- The students whose English is not yet to the standard level in order to be admitted to Flexi Academy they can do the following:
  1. Send an email to students' affairs informing your intention to enroll your child in appropriate ESL course. student.affairs@flexiacademy.com
  2. Create a free parent account on the Flexi platform, and add student(s) to the parent's account.
  3. Student's level in English is determined through an assessment/placement test.
  4. English has 4 levels/courses. Each course duration depends on student's performance and readiness.
  5. An assessment test can be taken after each course to see if the student is eligible to study in Flexi Academy or should study the next course.

1.5.6) Credit Transfer Policy

Flexi Academy is committed to ensuring a smooth transition for students joining after completing part of their high school education elsewhere. To facilitate an accurate and seamless credit transfer process, the following policy must be strictly adhered to.

- **Submission of Academic Records**

Parents or guardians are required to submit **clear and certified true copies of all high school academic records** within **7 days of the enrollment date**. These records are essential to verify the student's current enrollment status, accurately assess the number of transferable courses, ensure a smooth credit transfer process, and avoid delays or additional charges. Failure to comply with this requirement may result in enrollment delays, potential academic consequences, or extra fees.

- **Parent/Guardian Responsibilities**

Parents or guardians bear full responsibility for submitting all required documentation within the specified timeframe. Flexi Academy is not held accountable for any consequences arising from delays, incomplete submissions, or non-compliance with this policy.

- **Transcript Submission Requirements**

To comply with the credit transfer policy, parents must ensure that all transcripts meet the following criteria:

1. **Complete**:
   - Include all academic records starting from Grade 9.
   - Provide final transcripts, grade point averages (GPAs), and exam results.
2. **Scanned Properly**:
   - Documents must be clear, legible, and of high quality.
3. **In English**:
   - Transcripts must be submitted in English. If original documents are in another language, certified translations are required.

Important Notice

Failure to submit complete and accurate transcripts within the specified 7-day timeframe may result in:

- Uncertainty regarding the student's enrollment status.
- Academic and administrative delays.
- Additional fees.

Flexi Academy is dedicated to supporting families through this process. If further assistance is needed, submit a ticket through the following link: https://my.flexiacademy.com/local/flexisupport or contact student affairs department at student.affairs@flexiacademy.com or Financial Department at financials@flexiacademy.com promptly.

1.5.7) Scholarships and Bursaries

At Flexi Academy, we are committed to recognizing and supporting the achievements of exceptional students. We are pleased to offer scholarships to eligible students that can cover up to 50% of their tuition fees. In addition to academic and athletic excellence, we also recognize achievements in Quran

memorization and other areas on a case-by-case basis, as determined by our scholarships and bursaries committee.

- **Eligibility Criteria:**

To be eligible for the scholarship program, students must meet at least one of the following criteria:

1. High achieving academic record from recognized institutions,
2. High achieving athletic students with specific criteria such as participation in national/international competitions or recognition from a reputable sports organization,
3. Winners of Quran memorization competitions of national or international level,
4. Other exceptional achievements and other special cases that are recognized and considered by Flexi scholarships and bursaries committee on a case-by-case basis.

- **Terms and Conditions:**

By applying for the scholarship program, Parents and students acknowledge and agree to the following terms and conditions:

1. Scholarship recipients must maintain their academic and/or athletic excellence, and/or their Quran memorization skills, throughout their enrollment at Flexi to continue receiving the scholarship benefits.
2. Scholarship recipients must abide by the school's policies.
3. Scholarships are awarded on an annual basis, and recipients must reapply each year to be considered for renewal.
4. The scholarship committee reserves the right to revoke or modify the scholarship award at any time, based on many factors such as academic performance, disciplinary issues, or changes in the student's financial circumstances.
5. Scholarship recipients may be asked to participate in promotional activities, such as providing testimonials or participating in interviews or photoshoots, to help promote the scholarship program and the school in general.

- **Application Process:**

To apply for the scholarship program, Parents or students must complete the following steps:

1. Create free Parent account
   Add a child, complete information, and upload documents

2. Once status is “approved”, select “take a placement test”
3. Complete the placement test and submit
4. Go to Flexi website and click on apply for a scholarship
5. Acknowledge and agree on terms and conditions
6. Submit a completed scholarship application form along with supporting documents such as transcripts, sports certificates, Quran memorization certificates, and letters of recommendation (if applicable).
7. Applications will be reviewed by a scholarship committee, and selected candidates will be notified through registered parent email within 2 weeks from the date of submission.
8. The email will include a unique Coupon that discounts the percentage designated by Flexi scholarships Committee and guidance for enrollment completion.

1.5.8) Confirmation of Enrolment

We require all students who wish to remain enrolled for the coming school year to confirm their intentions within the months of March and April. To do this a tuition deposit is required. If FLEXI ACADEMY does not receive your tuition deposit, the school will assume that you do not intend to re-enroll your children and you will lose your priority status. Enrollment is on a first come first serve basis.

1.5.9) New Student Orientation Package

Upon the successful payment of school fees online and completion of the enrollment process, new students at FLEXI ACADEMY receive a comprehensive New Student Package. This package is initiated by a warm welcome email from the Student Affairs Department, which serves as a guide to the various aspects of our virtual learning environment.

The welcome email includes essential guidelines and a complete school contact list for all departments, ensuring that parents and students have easy access to necessary support. Subsequently, a dedicated Student Affairs representative reaches out to parents to arrange a personalized session for a comprehensive orientation. During this session, both parents and students are provided with detailed information on navigating Flexi Platform.

The orientation covers crucial topics, including how to log in to the Flexi platform, submission of assignments, accessing the academic calendar, participating in live sessions, and establishing communication with teachers and other school

departments. This thorough orientation is designed to empower parents and students with the knowledge and tools they need for a successful and enriching academic journey at our school.

1.5.10) Parents' Inquiry

- Flexi Academy prioritizes responsiveness and clarity in addressing inquiries from prospective students, parents, schools, and other stakeholders. To initiate the process, stakeholders can visit our user-friendly website, where they will find prominently displayed contact information through email and WhatsApp which automatically leads to all school departments, ensuring easy access to the right channel.

- For a more structured approach, we have introduced a dedicated online inquiry form. This form captures essential details such as the inquirer's name, contact information, and the nature of their inquiry/subject. Once an inquiry is submitted, our automated response system ensures immediate acknowledgment, providing a summary of all basic information about Flexi which provides answers to more than 80% of common inquiries and questions.

- For even more efficiency and convenience, we have recently established a new support ticketing system (Flexi STS) by which parents can easily submit a ticket through the following link https://my.flexiacademy.com/local/flexisupport or by clicking on the green support button 🎧 located at the bottom right corner of the screen on the Flexi Platform. Parents then can provide a description of the issue in concern and attach files or screen shots, and expect a faster and more efficient resolution to their inquiries.

- To streamline the inquiry resolution process, we've assembled a specialized team equipped with comprehensive information and training. This team is committed to addressing inquiries promptly and efficiently through email and WhatsApp.

- Current parents and students can use various channels of communications to inquire, request help, connect with relevant departments. All parents and student can email their concerns to student affairs department as a general support channel of parents and students. Student Affairs dedicated team streamline inquiries promptly, acknowledge the receipt, refer to the appropriate department as needed, and provide the necessary support until the case is closed.

- In addition, parents and students can also communicate with school administration, teachers and staff through the live chat tool through their accounts on Flexi platform. Moreover, all current parents and students can reach out to all school departments via email, call, and WhatsApp, through a contact information list that is communicated within the new student welcome package and through parent's group on WhatsApp.

1.5.11) Virtual Learning Security

In FLEXI ACADEMY, security is a paramount concern, and we have implemented a robust and comprehensive security environment to safeguard the well-being and privacy of our students, staff, and all stakeholders.

Our virtual learning platform, Flexi Platform, employs state-of-the-art encryption and authentication measures to ensure secure access. We adhere to strict data protection protocols, complying with international standards, to safeguard sensitive information.

Our virtual classrooms are monitored to maintain a safe and inclusive learning environment, and our students are educated about responsible online behavior. Regular security audits and updates are conducted to stay ahead of emerging threats. Additionally, our dedicated IT and security team works diligently to address any potential vulnerabilities promptly. We prioritize the security of our virtual school to foster a learning space where students can thrive with confidence.

2. Programs

2.1) Diploma (OSSD) Requirments

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

- Earn 30 credits (17 compulsories and 13 optional credits)
- Complete 40 hours of community involvement activities
- Complete the Ontario Secondary School Literacy Test/Course Successfully
- 17 compulsory credits; Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

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

Of the 17 compulsory credits, students must complete one from each of the following groups:

STEM-Related Course Group

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (in addition to the 3 compulsory credits currently required)
- Science (in addition to the 2 compulsory credits currently required)
- Technological Education (in addition to the 1 compulsory credit required)

Technology Education Group:

- Technology and the Skilled Trades – Grade 9 (TAS1O)
- Technology and the Skilled Trades – Grade 10 (TAS2O)

2.2) Substitutions for Compulsory Courses

Substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student request a substitution, the principal will determine whether a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. Each substitution will be noted on the student's Ontario Student Transcript.

2.2.1) Policy on Substitutions for Compulsory Courses

The principal has the discretion to make substitutions for a maximum of three compulsory courses at the secondary level to address the specific needs of student to be graduated. Substitutions for compulsory credit requirements serve a variety of purposes:

- allow flexibility in designing a student's program pathway.
- ensure that all students can qualify for the secondary school diploma or certificate.
- promote and enhance student learning.
- meet special needs and interests.

FLEXI ACADEMY will use an "X" to indicate credits that are substitutions for compulsory credits identified by the ministry as diploma requirements. (Such substitutions can only be made with the approval of the principal.) For these credits, also an "X" should be entered in the "Note" column of student's transcript.

2.2) Certificate (OSSC) Requirements

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, if 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)

2.3) Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment (COA). This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new COA.

All students must successfully complete the provincial secondary school literacy requirement to earn a secondary school diploma. It will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing.

This will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy and to provide confirmation that those students who have completed the requirement successfully have attained the provincial expectations for literacy.

3. Curriculum and Assessment

3.1) Ontario Curriculum Policy

The Students, Parents and Guardians will be able to access the course outlines by visiting Ministry of Education website at http://www.edu.gov.on.ca/eng/curriculum/secondary/commontwo.html.

FLEXI SCHOOL is committed to implementing all academic and executive policies related to Ontario Secondary School Diploma students.

3.1.1) The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

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. It is granted to the student by the principal of a secondary school on behalf of the Minister of Education.

3.1.2) The Semester System

The school year is divided into two equal parts and a student is expected to complete half of his/her program each semester. The first semester begins in September and ends in January. The second semester begins immediately following the conclusion of the 1st semester and ends at the conclusion of the required time for the courses. Students may enter the program in the 1st or 2nd semester. We also offer summer credit courses during July and August and each student can take one credit in each month.

3.2) Types of Courses

The types of courses available in the secondary school program are described below.

- In Grades 9 and 10, three types of courses are offered: academic courses, applied courses, and open courses.

- In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses.
- Open courses are also offered in Grades 11 & 12.

3.2.1) Academic Courses

Academic courses draw more heavily on theory and abstract examples and problems. In an academic course, you will learn the essential concepts of a subject and explore related materials as well. Although your knowledge and skill in the subject will be developed through both theory and practical applications, the emphasis will be on theory and abstract thinking as a basis for future learning and problem solving.

3.2.2) Applied Courses

Applied courses focus more on practical applications and concrete examples. An applied course covers the essential concepts of a subject. Knowledge and skills will be developed through both theory and practical applications, but the focus will be on practical applications. Familiar, real-life situations will be used to illustrate ideas and students will be given more opportunities to experience hands-on applications of the concepts you studied.

3.2.3) Open Courses

In subjects such as healthy active living education, computer applications, integrated technologies visual arts and instrumental music, all students will take the same type of course – an open course.

3.2.4) University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered, and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

3.2.5) University/College Preparation Courses

University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered, and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All University/College preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

3.2.6) College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered, and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will emphasize the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

3.3) Course Outlines

Please refer to FLEXI SCHOOL Outline of Courses of Study Document at this link: Click Here

3.4) Prerequisites for Courses

Many courses in Grades 10, 11, and 12 have prerequisites for enrollment. Students are responsible for ensuring they have obtained the prerequisite for a course. Any refund of fees is governed by the FLEXI ACADEMY High School refund policy. Students who do not have a specific course prerequisite yet can provide reasonable evidence of prior equivalent study or work experiences may apply for a prerequisite exemption. The final decision to waive a prerequisite is determined by the Principal. For statement of Prerequisites, please see section 3.5 of this handbook.

3.5) High School Academic Programs (9-12)

Year	Spectrum		Course Name	Code	Teaching Hours	Credit Hours	Pre-Requisites/Remarks
Grade 9	Core Subjects	English	English 9	ENL1W	110	1	None
		Science	Science 9	SNC1W	110	1	None
		Mathematics	Mathematics 9	MTH1W	110	1	None
		French as a Second Language	Core French 9, Open	FSF1O	110	1	None
		Canadian Geography	Exploring Canadian Geography	CGC1W	110	1	None
		Technological Education	Technology and the Skilled Trades	TAS1O	110	1	None
		Arts	Visual Arts 9, Open	AVI1O	110	1	None
	Electives (1 Course)	STEM Related: Business Studies	Building the Entrepreneurial Mindset Grade 9, Open	BEM1O	110	1	None
		Guidance and Career Education	Skills for Success in Secondary School	GLS1O	110	1	None

Year	Spectrum		Course Name	Code	Teaching Hours	Credit Hours	Pre-Requisites/Remarks
Grade 10	Core Subjects	English	English 10, Academic	ENG2D	110	1	Grade 9 English, Academic or Applied
		Science	Science 10, Academic	SNC2D	110	1	Grade 9 Science, Academic or Applied
		Mathematics	Principals of Mathematics 10, Academic	MPM2D	110	1	Grade 9 Mathematics, Academic or Applied
		Canadian and World Studies	Civics and Citizenship, Open	CHV2O	60	0.5	None
		Canadian and World Studies	Canadian History since World War 1	CHC2D	110	1	None
		Guidance & Career Education	Career Studies, Open	GLC2O	60	0.5	None
	Electives (1 Course)	Computer Studies	Digital Technology and Innovations in the Changing World	ICD2O	110	1	None
		Mathematics	Foundations of Mathematics 10, Academic	MFM2D	110	1	Grade 9 Mathematics, Academic or Applied

Year	Spectrum		Course Name	Code	Teaching Hours	Credit Hours	Pre-Requisites/Remarks
Grade 11	Core Subjects	English	English 11, University	ENG3U	110	1	Grade 10 English, Academic or Applied
		Mathematics 11	Functions 11, University	MCR3U	110	1	Principles of Mathematics 10, Academic
	Electives (6 Credit Courses)	Chemistry	Chemistry 11, University	SCH3U	110	1	Grade 10 Science, Academic
		Physics	Physics 11, University	SPH3U	110	1	Grade 10 Science, Academic
		Biology	Biology 11, University	SBI3U	110	1	Grade 10 Science, Academic
		Social Sciences and Humanities	Introduction to Anthropology, Psychology, and Sociology	HSP3U	110	1	Canadian History Since WW1
		World History 11	World History to the End of the Fifteenth Century	CHW3M	110	1	Canadian History, Grade 10, Academic or Applied
		Environmental Science	Environmental Science 11, University/College	SVN3M	110	1	Grade 10 Science, Academic or Applied
		Visual Arts	Visual Arts 11	AVI3M	110	1	Visual Arts 9 or 10
		Mathematics	Functions and Applications Course	MCF3M	110	1	MFM2P, MPM2D
		Canadian and World Studies	The Individual and the Economy	CIE3M	110	1	Canadian History 10 - Academic or Applied

Year	Spectrum		Course Name	Code	Teaching Hours	Credit Hours	Pre-Requisites/Remarks
Grade 12	Core Subjects	English	English 12, University	ENG4U	110	1	Grade 11 English, University
		Health and Physical Education	Introductory Kinesiology, University	PSK4U	110	1	Any Grade 11 U/M science, or any Grade 11/12 health and PE
		STEM Related: Business Studies	International Business Fundamentals, College/University	BBB4M	110	1	None
	Electives (5 Credit Courses)	Mathematics	Advanced Functions 12, University	MHF4U	110	1	Functions 11, University OR Mathematics for College 12
			Mathematics of Data Management	MDM4U	110	1	MCF3M, MCR3U
		Science	Chemistry 12, University	SCH4U	110	1	Chemistry 11, University
			Physics 12, University	SPH4U	110	1	Physics 11, University
			Biology 12, University	SBI4U	110	1	Grade 11 Biology, University Preparation
			Science	SNC4M	110	1	Any Grade 11 U/M science
			Earth and Space Science	SES4U	110	1	SNC2D
		English	Studies in Literature	ETS4U	110	1	ENG3U
			Business and Technological Communication	EBT4O	110	1	ENG3U, ENG3C
			The Writer's Craft	EWC4U	110	1	ENG3U
		STEM Related: Business Studies	Business Leadership: Management Fundamentals	BOH4M	110	1	None
		Social Sciences and Humanities	World Cultures	HSC4M	110	1	Any Pre-University Course
			Challenge and Change in Society	HSB4U	110	1	Any Pre-University Course

3.6) Alternate Ways to Learn and Earn Credits

Although most secondary school students will obtain credits towards the Ontario Secondary School Diploma (OSSD) by enrolling in the courses offered in their secondary school day program, there are alternative ways to earn the required credits. Some of the options include:

3.6.1) Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process through which mature students may obtain credits for prior learning the knowledge and skills that adults have acquired, in both formal and informal ways, outside secondary school. The PLAR process for mature students involves three procedures: “individual assessment/equivalency” (Gr. 9/10), “equivalency” (Gr. 11/12), and “challenge” (Gr. 11/12).

Who is mature student?

A mature student is a student who is:

- at least 18 years old on or before December 31 of the school year;
- is enrolled in a secondary school credit program for the purpose of obtaining an OSSD;
- has been out of school for a period of at least one year before returning as an adult.

Who participates in PLAR?

Mature students who are new to the Ontario secondary school system as of February 1, 2004, and who are working towards the Ontario Secondary School Diploma (OSSD) under OSS diploma requirements. Grade 9 and 10 Individual Assessment/Equivalency Process

What is it?

An individual mature student assessment/equivalency process for the purpose of granting up to 16 Grade 9 and 10 credits through

- (a) transcripts, or
- (b) transcripts and completion of individual assessments, or
- (c) completion of individual assessments.

Procedure:

Students without appropriate transcripts for all or part of the first two years of secondary school will be required to complete an individual assessment in some or all Grade 9 and 10 English, Mathematics, Science, and Canadian Geography/History.

Successful completion of the individual assessment process will result in up to four credits in each of the four subject areas. These Grade 9 and 10 credits will meet the diploma requirements that would usually be met through successful completion of the Grade 9 and 10 programs.

If the student earns fewer than four credits in each subject area, the principal will determine how the student can obtain the remaining credits.

The principal may defer assessment on Grade 9 and 10 Canadian Geography/History until a student has sufficient time to develop the required language skills or becomes more familiar with Canadian culture.

The principal may grant the OSSC (Ontario Secondary School Certificate) to a mature student following successful completion of the individual assessments.

3.6.2) Summer School Credit Courses:

Summer School courses are available for both Reinforcement and Acceleration credits. Information on the courses available at Summer School and registration procedures is typically available in late March/ early April. Students make the request through their Career Cruising Course Planner. A printed copy is produced with Parent/ Guardian signatures and submitted to Guidance for approval.

3.6.3) Music Certificates Accepted for Credit:

Students who are working towards their OSSD are able to use specified music certificates towards credits, which are stated in detail by Ontario MOE at the following link:

http://www.yrdsb.ca/schools/kingcity.ss/guidance/Documents/Music%20Certificate%20Policy%20Capture.JPG

3.6.4) Correspondence Courses:

The Independent Learning Centre (ILC) provides a distance education program, in English and in French, for Ontario residents who want to access credit and non-credit courses towards the OSSD or equivalent, upgrade their skills, and achieve their academic and career goals or study for personal development

3.6.5) Grade 11 and 12 Equivalency Process

The process for obtaining credits that involves an evaluation of a mature student's education and/or training credentials and/or other appropriate documentation of learning gained from other programs, courses, or work experiences.

Applicants who wish to participate in the Grade 11 and 12 PLAR equivalency process must:

- be enrolled in a secondary school course
- carefully review the curriculum expectations for each course in which they wish to be granted credits
- complete the PLAR Portfolio and Application forms
- present credentials/documents that show evidence of learning that relates directly to the Ontario curriculum expectations for specific courses

Please remember:

- Mature students must earn a minimum of four Grade 11 and 12 credits including Grade 12 English.
- Students may obtain no more than ten Grade 11/12 credits through the equivalency and challenge processes combined.
- Principals may grant half-credits only for specific half-credit courses.
- The Principal will grant the equivalent credit when the student completes a credit.

3.7) OSSLT - OSSLC

The Ontario Secondary School Literacy Test (OSSLT) for the 2024-2025 academic year continues as a crucial evaluation for assessing students' literacy skills up to the end of Grade 9. This test is mandatory for earning the Ontario Secondary School Diploma (OSSD) and is primarily aimed at Grade 10 students, though eligible students in Grades 11 and 12 also partake if they haven't met their literacy requirements.

For this school year, the OSSLT is offered in two primary testing windows. The fall session runs from November 5, 2024, to December 3, 2024, and the spring session from March 18, 2025, to April 15, 2025. Results from these sessions are expected to be reported by the end of January 2025 for the fall session and by the end of June 2025 for the spring session.

Updates have also been made to accommodate technological changes, such as the need for updated Safe Exam Browser software compatible with Windows 11 24H2, ensuring all students can access the online assessment platform without technical issues.

Further detailed information on preparing for the OSSLT and resources are available through EQAO's website https://www.eqao.com/the-assessments/osslt/ where students can access practice tests and plan for test administration.

Students who pass the course are considered to have met the literacy graduation requirement. The course differs from other courses in that it outlines specific requirements for evaluation to ensure alignment with the requirements of the OSSLT.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 11 requirement, the course is coded (OLC3O). If used to meet the Grade 12 requirement, the course is coded (OLC4O). The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma. Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs. The OSSLC may be used as a substitution to meet the requirements for compulsory credits.

Details and updates for the 2024-2025 school year:

1. **Testing Windows and Administration**:
    - The OSSLT will have two main testing windows: the first from November 5 to December 3, 2024, and the second from March 18 to April 15, 2025. The results are expected to be reported by the end of January 2025 for the fall session, and by the end of June 2025 for the spring session.

- The test is conducted online and requires students to complete two main sessions in one sitting each, with about 60 minutes allocated per session.

2. **Technological Updates**:
   - A critical update for schools involves upgrading the Safe Exam Browser to version 3.8.0 to ensure compatibility with Windows 11 24H2, necessary for accessing the online test platform.
3. **Literacy Graduation Requirement**:
   - Passing the OSSLT is mandatory for earning the Ontario Secondary School Diploma (OSSD). Students (living in Ontario) must attempt the OSSLT at least once before they can opt for the Ontario Secondary School Literacy Course (OSSLC) if they do not pass on their first attempt. This provision ensures students first attempt to meet the literacy standard through the standardized test before moving to course-based assessment.
   - Students living outside Ontario can directly opt for the course based-assessment (OSSLC).
   - Additional opportunities to fulfill the literacy requirement are provided by subsequent test administrations or enrollment in the OSSLC under specific conditions.
4. **Supports for Students**:
   - The test includes provisions for English Language Learners and students with Individual Education Plans (IEP), offering necessary accommodations like additional time or specific aids to help these students perform to the best of their abilities.
5. **Preparation Resources**:
   - EQAO offers online practice tests and various resources to help students prepare for the OSSLT. These practice tests are designed to familiarize students with the test format and the online testing environment.

3.8) Community Involvement

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. Student can start before grade 9 in summers.

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

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays. Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved.

Consultation with the principal may be required for certain volunteer activities.

3.8.1) Procedures for Students' Community Involvement

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, if those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. A student under the age of eighteen must complete the form in consultation with his or her parents and must have one parent sign the form. The student will sign the form and submit it to the principal.

When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed and will sign the form. One of the student's parents must also sign the form if the student is under eighteen years of age. The student must submit the form to the principal upon completion of the 40 hours, or at appropriate intervals determined by the principal.

3.8.2) Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- take place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or “spare” periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;
- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as “designated substances” under the Occupational Health and Safety Act;
- 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 (i.e., daily chores) or personal recreational activities;
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

3.9) Assessment Policy

- Assessment is the process of gathering evidence of how well a student is doing. The main purpose of assessment is to improve student learning through a continuous process of collecting and analyzing students’ data to use for future interventions.

- Data and evidence are collected from a variety of sources (i.e., virtual lab reports, assignments, demonstrations, presentations, projects, tests, etc...). All types of sources are used in a flexible and precise way to serve assessment

for/as/of learning, based on the subject matter needs, student differentiated plan, and academic requirements.

- Students are assessed and evaluated according to the Achievement Charts in the Provincial Curriculum Policy Documents for the courses they are enrolled.
- Evaluation is based on the achievement level the student performs.
- 70% of the final mark is based on continuous assessment depending on the four categories of knowledge and skills: Knowledge & Understanding, Thinking, Communications and Application categories beside.
- Collecting data and assessment is performed along with ongoing processes such as quizzes, reports, demonstrations, essays, performance tasks, either individually or in groups.
- 30% of the mark is based on a summative assessment in the form of final tests/exams.
- Assessment also includes the learning skills and work habits including responsibility, organization, independent work, collaboration, initiative, and self-regulation.
- Students receive an outline of the course evaluation at the beginning of each course and teacher discusses it with students to make sure that all students are aware of the process.
- Each course contains an achievement chart, which provides a standard province-wide guide for teachers to assess and evaluate student achievement of the expectations in the subject or discipline.
- Teachers provide students with helpful feedback and coaching for improvement. They also help students learn independently, set individual goals, monitor their own progress, determine next steps, and reflect on their own thinking and learning.
- For Grades 1 through 12, all curriculum expectations must be taught and assessed, but evaluation focuses on students' achievement of the overall expectations.
- Teachers use their professional judgement to determine which specific expectations:
    - should be used to evaluate achievement of the overall expectations
    - will be accounted for in instruction and assessment but not necessarily evaluated.

- Student achievement will be communicated formally to students via an official report card. Report cards are issued at the midterm point in the course, as well as upon completion of the course.
- Each report card will focus on two distinct, but related aspects of student achievement:
    - First, the achievement of curriculum expectations is reported as a percentage grade. Additionally, the course median is reported as a percentage. The teacher will provide written comments concerning the student's strengths, areas for improvement, and next steps.
    - Second, the learning skills are reported as a letter grade, representing one of four levels of accomplishment.
- The report card indicates whether an OSSD credit has been earned. Upon completion of a course, FLEXI ACADEMY will send a copy of the report card back to the student's home school (if in Ontario) where the course will be added to the ongoing list of courses on the student's Ontario Student Transcript. The report card will also be sent to the student's home address.

3.10) Evaluation and Reporting

Effective assessment, evaluation, and reporting provide information about student achievement, and a basis for improving both instructional programs and student achievement. A well-designed system of assessing, evaluating, and reporting, based on clearly stated curriculum expectations and achievement criteria, allows teachers to focus on high standards of achievement for all students, and promotes a consistent practice across Ontario.

The primary purpose of assessment and evaluation is to improve student learning. Assessment for improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who can set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Information gathered through assessment and evaluation helps teachers to identify students’ difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students’ needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation is the process of judging the quality of a student's work based on established achievement criteria and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the secondary curriculum policy documents. Teachers will be provided with materials, including samples of student work that will assist them in their assessment of student achievement.

As essential steps in assessment for learning and as learning, teachers will:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyze and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment;

Assessment is based on evidence of student achievement of the provincial curriculum expectations. Teachers will ensure that students' demonstration of their achievement is assessed in a balanced manner with respect to the four categories of the achievement chart and that achievement of expectations is considered within the appropriate categories. All specific expectations must be accounted for in instruction and assessment; however, Evaluation focuses on students' achievement of the overall expectations.

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

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products, using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

"Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects if each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

To ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based on both the categories of knowledge and skills and the achievement level descriptions in the achievement chart for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students;

- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement
- are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course

Students are assessed and evaluated based on the Achievement Charts 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 classroom work for Knowledge & Understanding, Thinking, Communications and Application. Assessment is determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests and quizzes. 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 a portfolio, essay, examination and/or demonstration. This final evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course. At the beginning of each course, students receive an outline of the course evaluation from each teacher. This outline includes the assessment of academic achievement and learning skills. 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.

Policy on Assessing Learning Skills and Work Habits

At Flexi Academy, we recognize the importance of learning skills and work habits in fostering student success beyond academics. These skills are explicitly taught, monitored, and assessed as part of our instructional approach.

Integration in Lesson Planning

Teachers incorporate the six learning skills and work habits—Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation—into their lesson plans. Strategies, discussions, and activities are designed to develop these skills alongside academic content.

Ongoing Monitoring

Teachers observe and track student progress in these skills during daily lessons. This includes classroom participation, assignment completion, peer interactions, and self-management. Feedback is provided regularly to help students reflect and improve.

One-on-One Evaluation

To ensure personalized feedback and development, each student participates in **two one-on-one sessions per quadmester** with their teacher. These sessions focus on evaluating progress, setting personal goals, and discussing strategies for improvement. Teachers use these meetings to guide students in strengthening their learning skills and work habits.

Through this structured approach, we ensure that students receive consistent support in developing essential skills for academic and personal growth.

3.10.1) Achievement Levels

Degrees of achievement or "Levels" are organized into broad learning categories, which are:

- knowledge / understanding
- thinking / inquiry
- communication
- application / making connections

While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information, and act as a framework used to assess and evaluate 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.

- Seventy per cent of the grade will be based on evaluations conducted throughout the course. This grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- Thirty percent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

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

Table 3: A summary description of achievement in each percentage grade range and corresponding level of achievement

Percentage Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high 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%	Insufficient achievement of curriculum expectations.	A credit will not be granted.

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

3.10.2) Reporting Student Achievement

Student achievement must be 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 the following skills demonstrated by the student in every course in the following categories:

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

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.

3.11) Ontario Student Record (OSR)

The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned, and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. The Education Act and freedom of information legislation protect these records.

FLEXI ACADEMY High School procedure to use and maintenance the OSR

The principal is responsible for use and maintenance of the OSR and for assigning tasks related to that function to appropriate staff. The organization of OSR contents outlined below is intended to be from the front to the back of the OSR:

- Most recent OST
- Report cards (organized chronologically with the most recent at the front)
- Any other documentation

Review procedure:

If certain information or material in OSR folder is determined to be no longer conductive to the improvement of the instruction of the student, the principal may authorize the removal of item(s). Security for information contained in the OSR must be provided during the period of use, retention, or storage. The principal, or the principal's designate, should review the OSR. This will help ensure that the information is relevant, accurate, and conductive to the student's education.

3.11.1) Establishment of the OSR

An OSR will be established for each student who enrolls in FLEXI ACADEMY High School. Any part or parts of the OSR may be micro recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Provision should be made to retain original documents when it is important to keep an original signature or initial on a document. Any micro recording, electronic file, reproduction, or facsimile of an OSR is subject to the security and access requirements applicable to the original OSR.

If an OSR folder is lost or inadvertently destroyed, a new OSR folder will be created. Previous information can be obtained from the current office index card and, if applicable, from the card(s) at the previous school(s). A notation will be made in the margin on the front of the new OSR folder that gives the date on which the new folder was created and the reason.

3.11.2) Maintenance and Use of the OSR

Information from an OSR may be used to assist in the preparation of a report card. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student.

Committing to the Freedom of Information Legislation, criteria for the use of personal information, which personal information in a student's OSR must be consistent with the policies in this guideline and with school board policies. Students who are adults and parents of students who are not adults should be informed of the uses of personal information at the time that that information is collected for inclusion in an OSR.

The contents of the OSR is reviewed on a regular basis according to the policies entitled by MOE to ensure that they remain conducive to the improvement of the instruction of the student. Any such review must comply with the provisions of section 9 of **Ontario Student Record (OSR) Guideline, 2000 (revised 2020)**, available at this link: http://edu.gov.on.ca/eng/document/curricul/osr/osr.html#9

3.11.3) Retention of OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

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

3.11.4) Transfer of OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the original OSR is transferable only to the school.

When a student transfers to another school, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

If the original OSR is being transferred between schools operated by the same school board, it may be transferred by a delivery service provided by the board.

If the original OSR is being transferred to a school in another board, to a private, federal, or First Nation school, or to a Provincial or Demonstration School, Priority Post or an equivalent delivery method that is approved by the board and that maintains confidentiality and guarantees prompt delivery must transfer it.

If some or all the information in the OSR has been micro recorded or stored electronically and if the receiving school is capable of receiving this information in micro recorded form or electronically in such a way that the OSR can be effectively reproduced or viewed, the information may be transmitted to the receiving school either as a micro recording or by electronic transmission in advance of the paper parts of the OSR.

If a school is transmitting OSR information electronically or by means of facsimile, arrangements must be made to ensure the secure and confidential transfer of the information.

Full policy on transfer of OSR can be traced through MOE policies at the following link: http://edu.gov.on.ca/eng/document/curricul/osr/osr.html#6

3.11.5) Disposal of OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:

- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

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

3.11.6) 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).

The OST will be a cumulative and continuous record of a student's successful completion of Grade 9 and 10 courses, successful and unsuccessful attempts at completing Grade 11 and 12 courses and Ontario Academic Courses, and completion of other diploma requirements. The OST is part of the OSR. When it is maintained as a hard copy, it should be filed in the OSR folder. When it is maintained electronically, a hard copy is produced and maintained in accordance with the Ontario Student Transcript (OST): Manual, 1999.

The Documentation File

When a documentation file is required, it will be kept in the OSR folder. A documentation file will be established when the following information is required:

- verification of a custody order
- verification of a change of surname
- a written request to be named by repute
- the statement of decision of an Identification, Placement, and Review Committee (IPRC); the recommendation of an appeal board and the decision of the school board regarding identification and/or placement, where applicable; and a tribunal's decision regarding identification and/or placement, where applicable
- an Individual Education Plan (IEP) for a student receiving special education programs and services
- educational, psychological, and health assessments
- an Intensive Support Amount (ISA) status form
- the report of a Supervised Alternative Learning for Excused Pupils (SALEP) committee
- letters of request for a correction to, or a deletion from, the record where the request has not been granted
- other reports and/or information identified in accordance with the policies established by the school board
- a Violent Incident Form

When a report is requested from a professional, paraprofessional, or other relevant person, that person should be advised that the report will be filed in the OSR and will be subject to the access provisions governing the OSR.

As with other material included in an OSR, these reports should only be included if, in the principal's opinion, they are conducive to the improvement of the instruction of the student.

The Office Index Card

The office index card provides the school with immediate access to information about a student. It will remain at the school during the period in which the student is enrolled at the school. The card is not filed in the OSR folder and is not transferred with the OSR when the student transfers from the school.

The office index card will record the following information:

- the full name of the student, as recorded on the OSR folder
- the number assigned to the student by the school or school board, where applicable
- a Ministry Identification Number (MIN) or Ontario Education Number (OEN) assigned by the ministry, where applicable
- the gender of the student
- the student's date of birth (year, month, day)
- the name(s) of the student's parent(s)
- if applicable, the name(s) of the individual(s) who has (have) custody of the student
- the student's current address and home telephone number, as well as an emergency number if one has been provided
- the dates (year, month, day) on which the student enrolls in the school, transfers from the school, and/or retires from school
- the name and address of the school to which the student transfers and the date on which the OSR is transferred
- the student's address on the date of transfer or retirement
- the name and address or some other means of identification of the school from which the student is transferring or retiring
- other information that is identified in accordance with the policies established by the school board

When a student transfers to another school, or to a private, federal, or First Nation school, or retires from school, the office index card will be stored at the sending school or at a central record office provided by the board.

4. Customization and Mechanism

4.1) Individual Learning Plans

At Flexi Academy, we prioritize flexibility and personalization in education to accommodate the diverse needs and circumstances of our students and their families. Our Fast-Track Path policy enables students to tailor their academic journey while maintaining high standards of education. Below is an overview of the key components of this policy.

4.1.1) School Standard and Individual Learning Plans

Flexi Academy provides a standard study plan of 9 months (36 weeks or 180 days). However, this plan serves as a guideline and is not binding. Students and their families can design a customized study plan to fit their individual circumstances, provided it adheres to the following criteria:

- Minimum Duration: 6 months
- Maximum Duration: 12 months

Class Schedules:

- Group Live Classes: Conducted according to the school's official study plan.
- Individual Live Classes: Tailored to the student's specific pace and needs.

This flexibility empowers students to take control of their academic progress, whether they prefer an accelerated track or require additional time to master their courses.

4.1.2) Academic Year and Graduation Requirements

The academic year begins upon enrollment, with courses accessible for 6 to 12 months depending on the student's study plan. Students complete their academic year and graduate once all required coursework and assessments are successfully fulfilled with consideration of prioritized support for individual differences;

- Distinguished students seeking an accelerated pace.
- Students with learning difficulties who require more time and resources.

4.1.3) Flexibility in Study Duration

For students enrolled for a single semester (6 months):

- Courses remain available for the full semester.
- Coursework can be completed in as little as 3 months or as long as 6 months, depending on individual diligence and ability.

For students enrolled in a full academic year:

- Coursework may be completed within 6 to 12 months, aligned with the student's pace and dedication.

4.1.4) Maximum Study Period and Extension Options

The maximum study period is 365 days from the date of enrollment. Once exceeded, the system automatically suspends the account, and therefore, the parent is required to apply for an extension.

Students will have the opportunity to extend a course if they are unable to complete the course within the 12-month time limit. The extension options are listed below:

- 1 additional month: $50
- 2 additional months: $75
- 3 additional months: $100
- 4 additional months: $125
- 5 additional months: $150
- 6 additional months: $175

The maximum length of extension allowed for any course is 6 months total. Students must pay for the extension on or before the date of expiration. Fees apply to the number of months being purchased at the time of transaction and are not calculated in combination with any extensions previously purchased by the student. For example, if a student purchases one month for $50 and requires an additional one-month extension, the same fee ($50) will apply, with no fee reductions. Students will be removed from their courses on the next business day following the expiration date. Once removed, the course cannot be reactivated.

Application of extension can be made by submitting a ticket through the following link:

https://my.flexiacademy.com/local/flexisupport

4.1.5) Tuition Fee Policy and Customized plans

The flexibility in study duration does not affect the total tuition fees, ensuring transparency and equity:

- Minimum Duration: If a student completes a semester in 3 months, they are required to pay the full fees for 1 semester (4 months).

- Maximum Duration: If a student completes a full year in 12 months, they are only obligated to pay fees for the full academic year (8 months), as per the rates announced at enrollment.

4.2) How Online Study Works

Successful completion of any course which is provided solely online requires a student to meet the requirements of the course as outlined in the course syllabus, including all projects, writing assignments, and assessments.

Students must actively engage in their classes as scheduled and complete a minimum of 1-3 assignments per day to be on track for course completion. The student and teacher will communicate as per appointment schedules, which are generated by Flexi Learning Management System, and work together to set up a personalized assignment completion plan that meets the needs of each student. If a student falls behind in assignment completion, the student will be required to repeat the assignments.

Educational Activity Logs are to be filled out and completed daily. Logs should be completed online, and it is the student's responsibility to fill them out completely. The logs must include at a minimum one activity the student worked on from a class. The teacher and student will review the Educational Activity Logs regularly.

4.2.1) Virtual Classroom Sessions

- **Teachers** will not communicate virtually with students except via FLEXI ACADEMY Virtual Classroom Tool.
- **Sessions** will be run as per pre-identified schedules, which will be sent to students and parents.
- Every live session will be recorded. These can be added to the portal later.
- **Teachers** will record the attendance of each live session.
- **Teachers** are expected to be always dressed appropriately when on visible online.

Students must:

- Always use appropriate language,
- Always use neutral language to prevent any misunderstanding of intent,
- Respect other student's right to privacy, and
- Be always dressed appropriately when on visible online.

Parents Must:

- Give the school consent for their child to join live sessions,
- Provide necessary equipment as instructed by FLEXI ACADEMY technical team,
- Follow up with students to be sure they attend sessions as pre-scheduled, and

- Periodically remind students of the potential dangers of sharing personal information on the internet, uploading photographs, online harassment, and the potential for frauds.

4.2.2) Communication

Regular communication is an integral part of a student's success. Students are required to communicate with their teacher as necessary in addition to the pre-defined appointments scheduled every week, preferably through Flexi Learning Management System.

4.2.3) Academic Intervention

If a student is not making the required academic progress, the student's teacher will intervene. The interventions may include, but is not limited to:

Teacher activity:

- Communication with student and parents
- Acting upon Student Individualized Intervention Plan
- Academic coaching

Student activity:

- Accomplish goals determined by the teacher.
- Mandatory in-person meetings with the teacher.
- Increased time spent on coursework.
- Remediation with a teacher to ensure success on assignments.

If a student is not successful with the interventions set up by his/her teacher, he/she will be placed on academic probation. If a student is on academic probation, he/she may not participate in school activities.

5. Parents

5.1) Parent Engagement

In order to keep parents informed of their son/daughter's progress, parents with students under the age of 18 may request to receive an email copy of all teacher correspondence and feedback provided to their child as he or she progresses through his/her course. This allows parents to have a greater involvement in their child's instruction and creates a transparent communication process between students, parents and teachers. Students who are 18 years of age and older who would like their parents to receive a copy of their teacher feedback reports should complete and submit a Consent for Release of Personal Information form.

5.1.1) Student Success and Progress Monitoring

The digital age has provided students with increased opportunities for learning. For many students, this may be their first time taking a high school course online and they are at the beginning of an exciting education journey.

Parents and guardians play a vital role in student success in high school e-learning programs. The greater the support that families provide for their children's learning and educational progress, the more likely that their children will do well in school and continue with their education (MOE, 2010c). Parental involvement can include helping one's child create a custom schedule for his or her online course, checking in each week to ensure assignments are being submitted on a regular basis, and providing homework support when needed.

FLEXI ACADEMY High School uses a variety of methods to keep parents up to date on school news, coming events, and their child's progress:

- School Portal
- Newsletters, updates, and information
- Teacher feedback emails

5.1.2) Parent Teacher Association (PTA)

If parents show sufficient interest, a PTA may be organized. The purpose of this association would be to support and promote the school through special activities, projects, and fundraising.

5.1.3) Parent Complaint Procedures

The procedure for registering complaints is to work through the school staff before going to the School Board. At the school level complaints should be made first to the teacher, then to the Executive Director and finally to the Superintendent. Complaints about staff members that are referred to the administration must be in writing. Concerns that are not complaints need not be in writing.

Complaints addressed to the School Board must be written, signed, and presented to the Executive Director five days prior to the Board meeting. No person shall present orally or discuss at any meeting of the School Board complaints against individual employees of the School District until after such charge(s) or complaint(s) have been presented to the School Board in writing and signed by the person or persons making the charge or complaint, and the Board shall have had an opportunity to investigate. Any complaint concerning an employee must be made in closed session.

Whenever a complaint is made directly to the Board as a whole or to a School Board member as an individual, it shall be referred to the school administration for study and possible resolution. The individual employee shall be advised of the nature of the complaint at the earliest practical date, and shall be given the opportunity for explanation, comment, and presentation of the facts as he/she sees them. A closed session of the School Board for the purpose of hearing the complaint may be held.

5.1.4 Parents – Teachers Conferences Policy

Flexi Academy is committed to fostering a strong partnership between families and the school to support every student's academic, social, and emotional growth. Parent-Teacher Conferences provide an essential platform for collaboration, reflection, and goal-setting.

Purpose

The primary purpose of Parent-Teacher Conferences is to create an open dialogue between parents and teachers, ensuring alignment on the following:

- Understanding the child's progress in academics, behavior, and social-emotional development.
- Identifying strengths, challenges, and areas for improvement.
- Collaborating on strategies to enhance student success at home and in school.
- Setting clear goals for future learning and development.

Schedule and Participation

- **Frequency**: Conferences will be held at least twice per academic year, typically in December and April. Additional conferences may be arranged upon mutual agreement between parents and teachers.
- **Mode of Participation**: Conferences are conducted virtually through the ClassIn platform to accommodate families across regions.
- **Access**: Parents should log in using their child's ClassIn account, where individual virtual meeting rooms with teachers are accessible.

Preparation Guidelines for Parents

To ensure a productive conference, parents are encouraged to:

- **Review Academic Records**: Familiarize yourself with your child's recent report card, assignments, and teacher feedback.
- **Set Priorities**: Identify key areas to discuss, such as academic performance, social behaviors, or support strategies.
- **Prepare Questions**: Use the guiding questions provided in the conference invitation for meaningful engagement.

Expectations During Conferences

- **Punctuality**: Parents should join their scheduled session on time to allow smooth transitions between meetings.
- **Respectful Communication:** Conversations should maintain a collaborative tone, focusing on constructive feedback and shared goals.
- **Time Management**: Adhere to the allotted time per session to respect all participants' schedules.

Post-Conference Follow-Up

Parents are encouraged to:

- **Implement Agreed Strategies**: Collaborate with your child to apply the recommendations from teachers.
- **Maintain Communication**: Reach out to teachers via official channels for further clarification or updates.

Parent-Teacher Conferences: What to Expect

Purpose of Conferences
Parent-Teacher Conferences are a cornerstone of our educational philosophy at Flexi Academy. These sessions offer personalized insights into your child's learning journey, enabling a deeper partnership between home and school.

Conference Objectives

- Provide detailed feedback on academic and behavioral progress.
- Address individual challenges and celebrate achievements.
- Establish actionable goals for the upcoming term.

Guiding Principles

- **Collaborative Approach**: Conferences are a two-way dialogue. Your input as a parent is valued and integral to your child's success.
- **Student-Centered Focus**: Discussions will prioritize strategies that directly impact the child's development.
- **Respect and Support**: Both parents and teachers are expected to engage respectfully and focus on constructive solutions.

6. Codes and Policies

6.1) Attendance Policy

Course content which corresponds to ONE Credit (including Online and Offline activities) is designed to be at least 110 hours of planned learning activities (approximate time allocations accompany course units and/or activities). Credit is granted only on the completion of the Course with minimum 110 hours of Learning. One or more of the following approaches is used to account for the 110 hours for full-credit courses.

- Students log in on a regular basis, engaging in learning activities with teachers, and peer students.
- Student presence tracked by course software and/or via contributions to the discussion areas.
- Students maintain a learning log documenting Online and Offline activities.
- Teacher tracks student activity through regular and ongoing communication.
- Teacher verifies that student work belongs to the student enrolled in the course through regular review of student work.

6.1.1) Recording Students Attendance and Absence

Teachers record attendance and adherence for every student in virtual classroom setting. A detailed report is generated and delivered to the parent every week. If student is recorded as *absent*, school will contact the parent or guardian to find out the reason for absence. Consequential procedures are taken according to whether the reason would be accepted.

6.1.2) Student Code of Conduct

Responsibility is the basic principle by which we operate at FLEXI ACADEMY. In return, students shall receive respect and support from all members of the school, either academic or non-academic staff. This provides the basic rights for every student to learn and study in a positive learning environment.

Positive Learning environment concept in FLEXI ACADEMY is a cornerstone and a philosophy for everyone. This makes mutual respect and taking responsibility very important for teaching and learning programs to be conducted the best possible way.

Students are expected to be courteous and to respect the personal rights and feelings of others.

Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. (Ministry of Education [MOE], 2001, p. 3)

FLEXI ACADEMY provides a variety of communication channels with parents either through live communication on the website, emails, phone calls, and meetings to discuss all student related topics including behavior issues, all connected to FLEXI ACADEMY student advisors. Parents also are to communicate interactively and in a respectful manner with the school to discuss and improve student conduct.

6.2) Sexual Harassment Policy

6.2.1) Sexual Harassment

Students who engage in any form of sexual harassment will be prohibited from attending school for a period from one to five days or more, or dis-enrolled from the school, whichever is appropriate. Sexual harassment includes verbal remarks/physical gestures of a sexual nature, which are unwanted and/or unwelcome.

6.2.2) Policy

The School is committed to providing an educational environment free of sexual harassment, as well as harassment based on such factors as race, religion, creed, color, ethnicity, national origin, ancestry, age, medical condition, marital status, sex, sexual orientation, citizenship status, disability or any other category protected by law. The School will not condone or tolerate harassment of any type by any employee, whether supervisory or co-employee, against an employee, third party vendor or student. The School also does not condone or tolerate harassment of its employees by any third parties or students. The School will promptly and thoroughly investigate any complaint of harassment and take appropriate corrective action, if warranted. The School will take all reasonable steps to prevent discrimination and unlawful harassment from occurring.

6.2.3) Responsible Use Policy (RUP)

All students at Flexi Academy are expected to embrace the following principles as they utilize technology to provide an individualized learning experience, collaborate, and communicate with school community members:

- Be smart and be safe,
- Make good choices,
- Protect yourself and others,
- Be careful and be courteous,
- Foster a community that is respectful, helpful, and kind, and
- Act with integrity

6.2.4) Anti-Bullying Policy

A safe and respectful environment in school is necessary for students to learn and achieve high academic standards. Harassment or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Demonstration of appropriate behavior, treating/communicating with others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

Harassment or bullying is any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – e.g. internet, cell phone, personal digital assistant (PDA), or wireless hand-held device) that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression; or a mental, physical, or sensory disability or impairment; or by any other distinguishing characteristic. Such behavior is considered harassment or bullying whether it takes place on or off school property, at any school-sponsored function, or in a school vehicle.

Harassment is conduct that meets all the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school's educational programs or activities because the conduct, as reasonably perceived by the pupil, is so severe, pervasive, and objectively offensive as to have this effect; and,

- is based on a pupil's actual or perceived distinguishing characteristic or is based on an association with another person who has or is perceived to have any of these characteristics.

Bullying is conduct that meets all the following criteria:

- is directed at one or more pupils;
- substantially interferes with educational opportunities, benefits, or programs of one or more pupils;
- adversely affects the ability of a pupil to participate in or benefit from the school district's educational programs or activities by placing the pupil in reasonable fear of physical harm or by causing emotional distress; and,
- is based on a pupil's actual or perceived distinguishing characteristic (cf. above) or is based on an association with another person who has or is perceived to have any of these characteristics.

Students are expected to conduct themselves in a manner in keeping with their levels of development, maturity, and demonstrated capabilities with a proper regard for the rights and welfare of other students and school staff.

The best discipline is self-imposed. Staff members who interact with students shall apply best practices designed to prevent discipline problems and encourage students' abilities to develop self-discipline. Since bystander support of harassment or bullying can support these behaviors, both active and passive support for acts of harassment or bullying is prohibited. The staff should encourage students to support students who walk away from these acts when they see them, constructively attempt to stop them, or report them to the designated authority.

Reprisal or retaliation against any person who reports an act of harassment or bullying is prohibited. The administrator shall determine the consequences and appropriate remedial action for a person who engages in reprisal or retaliation after consideration of the nature, severity, and circumstances of the act.

False accusation of another as a means of harassment or bullying is prohibited.

Consequences for a student who commits an act of harassment or bullying shall be unique to the individual incident and will vary in method and severity according to the nature of the behavior, the developmental age of the student, and the student's history of problem behaviors and performance. Remedial measures shall be designed to:

- correct the problem behavior;
- prevent another occurrence of the behavior; and
- protect the victim of the act.

Reports may be made anonymously, but formal disciplinary action may not be based solely on an anonymous report.

6.3) Admission Policy

15. Parents/Guardians would do the following to register for their children at FLEXI ACADEMY:
16. Log into www.flexiacademy.com
17. Click "Apply".
18. The browser would take you to a registration form for parents/guardians under the sub-domain www.my.flexiacademy.com.
19. Fill in the application to create a parent/guardian account.
20. You will receive verification at your email.
21. Log into your account on our Flexi Learning Management System.
22. You now can create accounts to your child/children.
23. You select to enroll your child/children to FLEXI ACADEMY.
24. You will be directed to the payment gate according to which plan you have selected to your child/children.
25. Once payment of Registration Fees is successful, you and your child/children will receive account(s) credentials.
26. You will be required to upload the following documents to complete your child/children enrolment:

- Passport or ID Copy
- Birth Certificate
- Last Academic Certificate
- Recent Photo

27. You will receive notification from FLEXI ACADEMY administration with regard to admission of your child/children to FLEXI ACADEMY typically within 24 hours.
28. Once you receive an email with admission notice by FLEXI ACADEMY administration, your child/children can access their accounts and start studying.

6.4) Fee Refund Policy

- If you do decide that you want to transfer/transfer your child to a different school, then you must give FLEXI ACADEMY one term's notice. If such notice happens to be ending less than two weeks after the start of any quadmester, then you will be refunded for the balance.

- If the student cancels his/her, course before to the first student portal login, Admin Fee of $100 will be deducted and the rest will be refunded.

- If the course cancellation is done by the school, school will make a full refund of all tuition fees including admin fees.

6.5) Submission of Assignments Policy

Courses at FLEXI ACADEMY High School are designed to meet the needs of students who require a flexible study schedule. Students can choose any part of the day to study, and they will be able to log into their courses and submit their assignments any time across the day as well as which days during the week or weekend.

FLEXI ACADEMY High School's main goal is student achievement of the Ontario Ministry of Education curriculum requirements. In keeping with this goal, missed or late assignments are nonexistent. Students are expected to log into to their course and submit assignments on a regular basis; however, students are given timelines in each of their courses in the form of course planner for the sole purpose of providing a guideline for achieving their course credit in a three-month timeframe. Students may also design their own schedules for regularly submitting assignments and extend the duration of their course(s) at any time they deem necessary (additional tuition fees will apply).

All FLEXI ACADEMY High School courses must be completed within a maximum of one academic calendar year. This limit preserves the integrity of the academic assessment and evaluation policies as provided by the Ministry of Education in Ontario.

As an online school, FLEXI ACADEMY High School does not accept course assignments via Canada Post, courier, or other forms of mail. Students are encouraged and recommended to complete all assignments electronically. In math and science courses, it can sometimes be difficult for students to express ideas using word processing technologies. If students feel they need to submit a handwritten assignment, the assignment should be scanned and emailed directly to the applicable teacher or to be uploaded on school portal. FLEXI ACADEMY High School does not recommend submitting work by fax, as often the quality of fax is so low it can be difficult for teachers to read.

6.6) Late and Missing Assignment Policy

It must be made clear to students early in the school year that they are responsible not only for their behavior in the virtual classroom but also for providing evidence of their achievement of the overall expectations within the period specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late.

FLEXI ACADEMY has strategies, which are used to help prevent & address late and missed assignments. These include:

- Asking the student to clarify the reason for not completing the assignment.
- Helping students develop better time-management skills.
- Collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class.
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute.
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- Taking into consideration legitimate reasons for missed deadlines.
- Using counselling or peer tutoring to try to deal positively with problems.
- Reviewing the need for extra support for English language learners.
- Reviewing whether students require special education services.
- Providing alternative assignments or tests/exams where, it is reasonable and appropriate to do so.
- Deducting marks for late assignments, up to and including the full value of the assignment.

It is expected that teachers and school teams will use a variety of strategies, as described above, to ensure that students submit their assignments for evaluation and meet timelines. Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student's development of the learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

Our policies relating to late and missed assignments for evaluation are:

- to inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments.
- recognize that policies and procedures to motivate and facilitate completion of work and demonstration of learning and allow for additional & alternative opportunities to do so.
- recognize that it is the responsibility of the classroom teacher, in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents.
- ensure that mark deduction will not result in a percentage mark that misrepresents the student's actual achievement.
- provide clear procedures for determining a percentage mark for the report card for a student.

6.7) Cheating and Plagiarism Policy

FLEXI ACADEMY always promotes its basic principles, respect, responsibility, and integrity. Each student is expected to demonstrate these principles in his/her academic work. Academic misconduct is a denial of these three principles in that it is evidence of lack of respect for self and others, lack of individual responsibility, and lack of personal integrity. Flexi Academy will not tolerate misconduct of any type, including but not limited to:

- **Cheating:** copying work or homework, or lending the same to another student to be copied, knowingly or intentionally helping another student to perform any act of academic misconduct,
- Communicating in any way with other students during a test, midterm or final,
- **Stealing or Forgery:** having any unauthorized test-related material or gaining unauthorized access to exams or answers to an exam, altering computer or grade-book records or forging signatures for the purpose of academic advantage,
- Unauthorized use of electronics or any technology to assist in taking tests or quizzes in the classroom

Plagiarism applies to all printed/soft materials, video/audio materials, or web pages. It makes no difference where the text came from, or who wrote it, or which organization published it. All work will be the student's own original work. Teachers utilize a third-party program to check all written assignments and essays for plagiarism. All quotes, statistics, facts, and sources will be appropriately cited, and any ideas or materials taken from another source for either written or oral use must be fully acknowledged whenever:

- Directly quoting another person's actual words, whether oral or written;
- Paraphrasing the words, ideas, opinions, or theories of others, whether oral or written;
- Borrowing facts, statistics, or illustrative material.

6.7.1) Range of Possible Consequences

A breach in academic integrity may result in the following possible consequences: receiving a zero on the assignment, opportunity to resubmit the assignment, parental notification, parent/student/teacher conference, referral to counselors, and referral to administrators.

6.8) Full Disclosure Policy

All Grades 11 and 12 courses are subjected to the Ministry of Education's Full Disclosure Policy. All courses in which a student is registered three days after the issue of each semester's midterm report will be recorded on the Ontario Student Transcript (OST) whether the course has been successfully completed or not. A withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage Grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Students, who repeat a Grade 11 or 12 courses that they have previously completed, only earn one credit for the course. However, each attempt as well as the percentage grade obtained is recorded on the OST, and an R is entered in the "Credit" column for the course(s) with the lower percentage grade.

6.9) Use of Technology Policy

All students at Flexi Academy are expected to embrace the following principles as they utilize technology to provide an individualized learning experience, collaborate, and communicate with school community members:

- Be smart and be safe,
- Make good choices,
- Protect yourself and others,
- Be careful and be courteous,
- Foster a community that is respectful, helpful, and kind, and
- Act with integrity

At Flexi Academy, we understand the importance and benefits of emerging technologies for students' learning and personal development. However, we also recognize that safeguards need to be in place to ensure young people are always kept safe. Please could parents read and discuss this policy with their child and then sign and submit to FLEXI ACADEMY portal.

1. I will only use ICT systems in school, including the internet, e-mail, digital video, mobile technologies, etc. for school purposes.
2. I will not download or install software on school equipment.
3. I will only log on to the school network with my own username and password.
4. I will follow the schools ICT security system and not reveal my passwords to anyone and change them regularly.
5. I will only use my school e-mail address on ICT systems in school.
6. I will make sure that all ICT communications with students, teachers or others is responsible and sensible.
7. I will be responsible for my behavior when using the Internet. This includes resources I access and the language I use.

8. I will not deliberately browse, download, upload or forward material that could be considered offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
9. I will not give out any personal information such as name, phone number or address.
10. I will not arrange to meet someone unless this is part of a school project approved by my teacher.
11. Images of students and/or staff will only be taken, stored, and used for school purposes in line with school policy and not be distributed outside the school network without the permission of a teacher.
12. I will ensure that my online activity, both in school and outside school, will not cause my school, the staff, students or others distress or bring the school into disrepute.
13. I will support the school approach to online safety and not deliberately upload or add any images, video, sounds or text that could upset or offend any member of the school community
14. I will always respect the privacy and ownership of others' work online.
15. I will not attempt to bypass the internet filtering system.
16. I understand that all my use of the Internet and other related technologies can be monitored and logged and can be made available to my teachers.
17. I understand that these rules are designed to keep me safe and that if they are not followed, school sanctions will be applied, and my parent may be contacted.

6.9.1) E-Safety

FLEXI ACADEMY recognizes that children, as individuals, have the right to be treated with dignity and respect, free from emotional or physical danger, abuse, and neglect. Safeguarding children is fundamental to the general well-being social, emotional, physical, and mental development of each child; consequently, it is essential to have clear guidelines and procedures in place when dealing with matters involving child protection.

We are committed to anti-discriminatory practice and recognize children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. FLEXI ACADEMY will not tolerate abuse or inappropriate use of technology, whether off-line or on-line, from any member of the FLEXI ACADEMY community, from administrators, teachers, office staff, support staff, students, or parents. Communications by all parties should be always courteous and respectful and reflect the highest professional standards. Any reported incident of bullying or harassment, or other unacceptable conduct, will fall under the FLEXI ACADEMY Student Safeguarding Policies and procedures and will result in the application of formal interventions. Any use of FLEXI ACADEMY High School's e-Learning Portal for unlawful activities is prohibited. FLEXI ACADEMY High School will investigate all such occurrences and, in the process, may involve and cooperate with

law enforcement authorities. Any access violations of the FLEXI ACADEMY High School e-Learning Portal may result in the dismissal of a student, or other remedy as provided by law enforcement. Unacceptable use includes:

- **Defamation**: Causing a statement to be read by others, that is likely to injure the reputation of a person by exposing that person to hatred, contempt, or ridicule, or that is designed to insult the person.
- **Harassment**: Sending, without lawful authority, electronic messages that cause people to fear for their safety or for the safety of those they know.
- **Hate propaganda:** Disseminating messages or statements that promote hatred or incite violence against identifiable groups. Sending abusive, sexist, or racist messages to anyone via e-mail or voice mail.
- **Interception of private communications or electronic mail (in transit):** Unlawfully intercepting someone's private communications or unlawfully intercepting someone's e-mail messages.
- **Obscenity**: Distributing, publishing, or possessing, for the purpose of distributing or publicly displaying, any obscene material. Uploading inappropriate pictures into the student-learning portal.
- Hacking and other crimes related to computer security:
    - Gaining unauthorized access to a computer system: using someone else's password to access the FLEXI ACADEMY High School e-learning portal, network, or technology systems
    - Attempting to defeat electronic security features by using anti security programs; by using someone else's password, user identification, or computer account; by disclosing personal passwords; by providing network configuration information or access codes to others; or by disabling anti-virus programs.
    - Spreading computer viruses with intent to cause harm.
    - Destroying, altering, or encrypting data without authorization, and with the intent of making it inaccessible to those with a need to access it.
- Causing the congestion or disruption of electronic networks and systems by sending chain letters, promoting SPAM, or receiving list server electronic mail unrelated to a work purpose.
    - Forging any TCP/IP packet header or any part of the header information in any e-mail or newsgroup posting
    - Engaging in electronic network mischief such as "spoofing," using IP addresses without consultation, network sniffing, etc...; attempting to probe, scan, or test the vulnerability of a system or network or to breach security or authentication measures
- **Copyright Infringement**: No aspect of FLEXI ACADEMY High School's Intellectual Property or Trademarks may be reproduced in any form or by any means, except as expressly permitted by FLEXI ACADEMY High School's prior written consent.

6.10) Credentials Issuance and Delivery Policy

6.10.1) Credential Issuance for grades 1-11

Students, from grades 1-11, receive Report Cards/Transcripts/Grade Completion/Diploma and can be promoted to the next grade level upon meeting 3 conditions as follow.

1. **Academic Approval**; students successfully completed courses, exams and met all academic requirements.
2. **Student Affairs Approval**; parents completed registration form and submitted all required documents.
3. **Financial Approval**; parents paid all dues in full, including Credit Transfer fees for grades 10, 11 &12, if any.

6.10.2) Credential Issuance for grade 12

- Grade 12 students receive Final Transcript and Diploma Certificate ONLY once requirements are met.
- Grade 12 students must ensure all graduation requirements are met.
- Grade 12 students who started Flexi in Grades 10 or 11 or 12 must pay Credit Transfer fees
- Invoices for Credit Transfer fees are emailed to parents by financials@flexiacademy.com
- Parents pay the fees and send receipt to financials@flexiacademy.com
- For inquiries, please email to student.affairs@flexiacademy.com

6.10.3) Credentials Delivery Options

1. **Digital (electronic) Copy** - free of charge (sent by default)
2. **Hard Copy** -100 USD (requested from parent dashboard)
3. **Attested Hard Copy** - 350 USD
4. (requested from parent dashboard)

6.11) Credentials Attestation Policy

6.11.1) Terms and Conditions for Attestation Service

1. Flexi Academy, as a courtesy to its students, offers an authentication/attestation service (ATTESTATION) for grade completion

certificates/ diplomas/ report cards/transcripts (DOCUMENTS) obtained from Flexi Academy.

2. The ATTESTATION process is carried out by the relevant authorities in the United States and Canada, and Flexi Academy does not assume responsibility for the outcome or timeframe of the process.
3. For students following the Canadian curriculum, the ATTESTATION service includes notary services and authentication by Global Affairs Canada, when applicable.
4. The duration of the ATTESTATION service may vary depending on the procedures of the relevant authorities and can take from 10 up to 18 weeks, and Flexi Academy cannot be held responsible for any delays or issues that may arise during this period.
5. The parent/guardian/representative of the student agrees that all tuition fees and financial dues must be fully paid before the ATTESTATION service can be processed and in the event of any outstanding, the ATTESTATION service will not be processed until the outstanding balance is settled.
6. Flexi Academy reserves the right to communicate any fee increases imposed by the relevant authorities to the parent/guardian/representative by email and If there is a fee increase by the authorities, Flexi Academy will send an additional invoice reflecting the updated amount for the ATTESTATION service. The parent/guardian/representative agrees to settle any additional fees resulting from fee increases in a timely manner.
7. The DOCUMENTS will be shipped to the address provided by the parent/guardian/representative to student affairs department and Flexi Academy will utilize email as the primary method of communication regarding the ATTESTATION service.
8. By making the payment for the ATTESTATION service, the parent/guardian/representative and the student acknowledge that they have read, understood, and agreed to these Terms and Conditions.

6.11.2) Attestation of Credentials Procedures

1. Parents request attestation through their parents' accounts on Flexi.
2. Parents submit the attestation fees online or offline as usual.
3. Parent submit the receipt of payment to financials@flexiacademy.com and student.affairs@flexiacademy.com together with the student and parent names, email, address, post code and phone number.
4. Parents must ensure shipping address is accurate and complete with postcode; any small mistake will lead to failed delivery, and shipping fees will be recharged.
5. Once receipt of payment is received, attestation process starts.
6. Once attestation process is complete, documents are shipped to parents' addresses.

7. Duration of attestation process depends on the country of use. If the country of use is signatory to the Hague convention (Apostille), then parents can receive it within 2 weeks. If not, it will take longer time up to around 3 months.

6.11.3) Terms and Conditions for Certificate Shipping

1. Flexi Academy, as a courtesy to its students, offers a shipping service (CERT. SHIPPING) for grade completion certificates/ diplomas/ report cards/transcripts (DOCUMENTS) obtained from Flexi Academy to the parent/guardian/representative of the student (PARENT) via the relevant international couriers (COURIER) in the United States, Canada, and Malaysia.
2. The CERT. SHIPPING process is carried out by the COURIER and Flexi Academy shall email the PARENT the shipping details including the tracking number. Flexi Academy does not assume responsibility for the outcome or timeframe of the CERT. SHIPPING process.
3. The duration of the CERT. SHIPPING service may vary depending on the procedures of the COURIER, and Flexi Academy cannot be held responsible for any delays or issues that may arise during this period.
4. The PARENT agrees that all tuition fees and financial dues must be fully paid before the CERT. SHIPPING service can be processed and in the event of any outstanding, the CERT. SHIPPING service will not be processed until the outstanding balance is settled.
5. Flexi Academy reserves the right to communicate any fee increases imposed by the COURIER to the PARENT by email and if there is a fee increase by the authorities, Flexi Academy will send an additional invoice reflecting the updated amount for the CERT. SHIPPING service. The PARENT agrees to settle any additional fees resulting from fee increases in a timely manner.
6. The DOCUMENTS will be shipped to the address provided by the PARENT to student affairs department (student.affairs@flexiacademy.com) and Flexi Academy will utilize email as the primary method of communication regarding the CERT. SHIPPING service.
7. By making the payment for the CERT. SHIPPING service, the PARENT and the student acknowledge that they have read, understood, and agreed to these Terms and Conditions.

+1 (352) 525-2492
+60 17 383 1541
info@flexiacademy.com
www.flexiacademy.com
Salisbury Rd., Jacksonville, Florida, USA
23 Moonstream Crt, Mississauga, L5N 2P8, CA