V3 Preparatory Academy
SCHOOL COURSE CALENDAR 2025-2026

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Section 1: School Policies, Practices and Procedures

1.1 The importance and value of completing a secondary education

Completing a secondary education is important and a major contributor to a student's future successes. Secondary education, or high school, is crucial for personal and societal development. It provides foundational skills for higher education and careers, fosters critical thinking and problem-solving, and promotes social and emotional growth. Secondary education can empower individuals, improve their economic standing, and contribute to a more productive and stable society.

Following the policy of *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013*, V3 Academy supports student learning in the three areas of learning as they relate to education and career/life planning; student development, interpersonal development and career development.

V3 Preparatory Academy is committed to reach every student to help them achieve a successful outcome from their secondary school experience.

1.2 Requirement to remain in secondary school until age 18

In Ontario, Canada, students are generally required to attend school until they turn 18. This means they must remain in high school until the end of the school year in which they turn 18, or until they have graduated, whichever comes first.

1.3 Philosophy and Goals of V3 Preparatory Academy

Our aim is to provide high quality secondary school education to student who are interested in developing their basketball skills with a view to obtaining post-secondary athletic scholarships. V3 Preparatory Academy is committed to nurturing well-rounded student-athletes and developing global basketball players who can excel in any system at the next level. Guided by the Gold Medal Profile, we shape the development of our athletes with utmost care and attention. Each practice activity is thoughtfully designed to encompass these four pillars, ensuring a holistic approach to their growth. From dynamic warm-ups that enhance physical performance and stimulate social and emotional responses to basketball-specific drills that refine skills and decision-making, our program leaves no aspect untouched. We focus on the four pillars that serve our student athletes: 1) physical performance and health; 2) social emotional development; 3) mental development; 4) basketball specific skill acquisition. School participation in various teams enables students to develop their athletic skills without compromising their academic goals and ambitions.

1.4 School organization of V3 Preparatory Academy

Courses are offered online so students may enter and complete courses without a defined start date and end date however V3 Prep encourages students to follow the traditional school year schedule; September to June with opportunities for summer learning combined with athletic development. Students will be encouraged to engage in courses in a semester arrangement – three to four courses from September to December; three to four courses from January to May; additional courses on an as needs basis during the summer period. Students will receive a mid-term report after completion of half the course and a final report at the conclusion of each credit course. The campus for athletics and academics is located 4001 Crouse Road, Scarborough, Ontario.

1.5 Student responsibilities, achievement and attendance

V3 Prep students are expected to uphold the school's policy of 100% commitment to academics and athletics in attendance and efforts. Students are expected to attend the campus to complete course work/expectations at the best of their ability, develop time management skills and focus on their individual goals in order to pave the path for both academic and athletic success. Online course work of 110 hours per course is expected from students. Regular log-ins and timely completion of coursework is expected. To be considered regularly attending, students must log in at least 4 times a week and submit at least one assignment per week. Students are expected to demonstrate responsibility and initiative regarding academics and fully participate in their athletic teams. School counsellors are on hand to provide guidance.

1.6 Parent Responsibilities

It is widely accepted that student performance improves when parents take an active role in their children's education. V3 Prep encourages parents to help monitor their children's progress by responding to the regular feedback received from the school. As well, both parents and students are encouraged to consult with school staff and guidance regarding course selections and consistency with goals for post-secondary studies. Parents and students are also encouraged to consult the Ontario Ministry of Education website and other sources for additional information on best resources and supports for students' future goals.

1.7 Requirements for accessing course content

For students completing online courses:

Online Course System Requirements

In addition to an up-to-date PC with a high speed connection, the following is recommended:

Software Requirements:

- Microsoft Operating System;

• Latest version of Internet Explorer or Firefox Internet Browser Requirements. We recommend that students who are using an Apple computer access courses using Firefox.

Hardware Requirements:

• Dual-core PC with a minimum of 2GB of RAM;
• 20GB of free disk space (or higher);
• Monitor, keyboard, mouse, sound card, speakers;
• Headset with microphone (required for some courses);
• High-speed internet connection (56KB or higher);
• Scanner or camera (for submitting work completed by hand).
• capacity to record student voice and picture and submit as a file

1.8 Acceptable Use of Technology Policy

Students will practice safe, legal, and responsible use of information and technology.
V3 Preparatory Academy prohibits any unlawful activities as outlined below. Each occurrence will be investigated and may result in the dismissal of the student from the course.

The following are considered unacceptable uses:

-sharing access to usernames and passwords or accessing other students' usernames and passwords;
-participating in any activity which compromises computer security such as hacking;
-causing any disruption of the course website;
-committing any defamatory action which harms or insults the reputation of another person;
-sending any messages that cause people to fear for their safety or for the safety of others;
-spreading computer viruses with intent to harm;
-sending messages or statements that promote hatred or violence against any one person or any identifiable groups
-sending abusive, sexist, racist or obscene material or messages;
-committing any Copyright Infringement: no aspect of V3 Preparatory Academy Intellectual Property or Trademarks may be reproduced in any form or by any means.

1.9 Code of conduct and safe school policy

V3 Preparatory Academy is committed to providing a safe and healthy learning and working environment by promoting respect, civility, responsible citizenship, and academic excellence. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. V3 Preparatory Academy's School Code of Conduct was developed in accordance with its policies and procedures, the *Education Act*, and the Provincial Code of Conduct. The Code

of Conduct also reflects the values and expectations of the city of Toronto, the province of Ontario and Canada.

The standards of behaviour outlined in the Code of Conduct shall apply to all members of the school community, including students, parents and guardians, teachers and other school staff, Directors, volunteers, and visitors:

Integrity and respect are the foundations for school operation. All members of our school community must communicate in an honest and respectful manner in order to promote and encourage the best learning and working environment for all. Personal and academic integrity are most important. V3 Prep is committed to the protection and well-being of all students and staff. As part of this commitment, our school has a zero tolerance policy on harassment, intimidation, threatening behaviours (verbal or otherwise) and/or conduct injurious to the moral tone of the school. Profanity, harassment or aggressive behaviours are not acceptable and may result in student suspension or expulsion.

Academic integrity is being truthful in one's schooling. Cheating and plagiarism are the main failings. Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of *assessment of learning*, cheating is defined as the deviation from the behaviour expected in an *assessment of learning* situation. Some examples are:

- copying another student's homework
- using another student's work on any *assessment of learning*
- bringing unauthorized notes or notations into an *assessment of learning*
- asking for or giving someone an answer during an *assessment of learning*
- unauthorized use of electronic media during an *assessment of learning*
- presenting *assessment of learning* that have been completed by someone else as one's own

Plagiarism is the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work (Growing Success 2010 p.151). It can take many forms, including:

- submitting an *assessment of learning* written by someone else, e.g., buying an essay, downloading an essay, someone else completing the *assessment of learning*, copying or using work or homework done by another;
- piecing together material from one or several sources and adding only linking words or sentences;

- quoting or paraphrasing material without citing the source, including, books, magazines, journals, websites, newspapers, television programs, radio programs, movies, videos, photographs, and drawings in print or electronic form;
- copying and pasting from the Internet or other electronic sites without citing the source;
- omitting quotation marks for direct quotations even if the sources have been cited.

There are severe and potentially permanent consequences for a lack of academic integrity:

- loss of credibility (reputation);
- mark penalty up to 100% (awarded zero) on the assessment in question;

Section 2: Diploma and Certificates

2.1 Requirements for the OSSD

For students who started Grade 9 in or before Fall 2023:

To earn an Ontario Secondary School Diploma (OSSD), students need a total of 30 credits, comprising 18 compulsory credits and 12 optional credits. Additionally, they must complete 40 hours of community involvement activities and pass the Ontario Secondary School Literacy Test (OSSLT).

Compulsory Credits (18) include:

- **English:** 4 credits (1 per grade)
- **Mathematics:** 3 credits (at least 1 in Grade 11 or 12)
- **Science:** 2 credits
- **French as a Second Language:** 1 credit
- **Canadian History:** 1 credit
- **Canadian Geography:** 1 credit
- **Arts:** 1 credit
- **Health and Physical Education:** 1 credit
- **Career Studies:** 0.5 credit
- **Civics:** 0.5 credit
- **Group 1, 2, 3:** 3 credits (1 credit from each group)
- **STEM-related course group:** 1 credit
- **Technological Education:** 1 credit

Group 1, 2 and 3 compulsory credits

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

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages
- First Nations, Métis, and Inuit studies
- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

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

Group 3

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

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

- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.

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

Optional Credits (12): These credits can be chosen from a variety of subjects to suit the student's interests and post-secondary goals.

Other Requirements:

- **40 Hours of Community Involvement:** Students must complete 40 hours of volunteer work to fulfill this requirement, prorated for each grade for international and/or out-of-province students.
- **Literacy Requirement:** Students must pass the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC).
- **Online Learning:** Students must earn at least two online learning credits.

For Students who started Grade 9 in Fall 2024 or after:

Compulsory credits:

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

The following apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

- You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.
- English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

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

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

2.2 Ontario Secondary School Literacy Graduation requirement

All secondary school students must meet the literacy graduation requirement to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario Curriculum up to and including Grade 9. Its purpose is to ensure students have the reading and writing skills they will need to succeed in school, at work and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) after grade 9.
Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement by retaking the test or by taking the Ontario Secondary School Literacy Course (OSSLC).
Mature student may enrol directly in the OSSLC without first attempting the OSSLT. They may choose to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose Individual Education Plan indicates that they are not working toward an OSSD may, with parental consent and principal approval, be exempted from writing the OSSLT or taking the OSSLC.

Students who are working toward an OSSD under the revised edition of "Ontario Schools, Intermediate and Senior Divisions (Grades 7-12 OACs): Program and Diploma Requirement (1989)" or are working toward an earlier diploma, such as the Secondary School Graduation Diploma are not required to meet the literacy graduation requirement.

Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) is the usual means by which students meet the provincial secondary school literacy requirement for graduation. The test identifies students who have demonstrated the required skills in literacy as well as those who will need to do further work. Feedback provided on the Individual Student Report highlights areas of focus, as needed.

The administration period is determined by the Education Quality and Accountability Office (EQAO). Schools administer the test as per guidelines stated in the EQAO User Guide for the Administration of the OSSLT. The OSSLT is offered in the fall and spring. Students can attempt the OSSLT during the fall or spring session (or both, if desired, if they are not yet successful on their previous attempt).

Students usually take the OSSLT in the school year following Grade 9, unless granted a deferral by the principal. Deferrals may be granted by the principal.

Students who do not successfully complete the OSSLT will have opportunities to retake the test, during the next administration period scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in their Individual Education Plan must be available on the day(s) of the test.

Ontario Secondary School Literacy Course

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document The Ontario Curriculum: English-The Ontario Secondary School Literacy Course (OSSLC) Grade 12. Students who pass the OSSLC are considered to have met the literacy graduation requirement.

Once a student has had two opportunities to take the OSSLT and has a result of "not yet successful", at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow students to enrol in the OSSLC before they have had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC. They may also choose to meet the literacy graduation requirement by successfully completing the OSSLT.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the prior learning assessment and recognition policy.

For students with special education needs, accommodations specified in their Individual Education Plan (IEP) must be available throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Permitted Accommodations listed in the EQAO Guide

Parents, adult students or principals may identify the need for an accommodation that is listed in the *EQAO User Guide for Administration of the Ontario Secondary School Literacy Test,* and the procedures are followed accordingly. For students in ministry-inspected private schools like V3 Prep requests for accommodation must be made to info@eqao.com.

Special Provisions for English-language Learners pertaining to the Ontario Secondary School Literacy Test

Special provisions are adjustments to the setting and/or timing of the writing of OSSLT for English language learners. These provisions do not affect the validity or reliability of the test.

Special provisions for English language learners may be provided for the test if the principal believes them to be in the best educational interest of the student. Decisions about special provisions must:

- be made on an individual student basis
- be made by the principal in consultation with the student, their parent(s)/guardian(s) (if the student is under the age of 18) and appropriate staff
- be made before the student takes the OSSLT
- conform to the permitted special provisions outlined by EQAO in the User Guide for the Administration of the Ontario Secondary School Literacy Test (OSSLT)
- be clearly communicated in writing to the parent(s)/guardian(s) or directly to the adult student before the student writes the test

- be recorded, with all relevant details, in the EQAO e-assessment system

Deferrals of the OSSLT

Deferrals are intended for students who are working toward an OSSD. may be eligible for deferrals of the OSSLT under certain circumstances. Eligible students may include those who:

- have an IEP and would not be able to take the test even if all accommodations were provided
- are English language learners and have not yet acquired a high enough level of proficiency in English to take the test
- have not successfully acquired the reading and writing skills appropriate to Grade 9
- are unable to write the test at the scheduled time(s) because of illness, injury or other extenuating circumstances
- are new to the school and cannot be provided with the appropriate accommodations in time.

In all cases, documentation must be submitted to the principal of the school.

Deferrals to postpone the writing of the OSSLT until the following school year for students who are working toward an Ontario Secondary School Diploma (OSSD), are granted before the test, on an individual basis. Generally, deferrals are requested in writing by a parent (or adult student) or the school, in consultation with both parties. In some cases, a principal may also raise the possibility of a deferral with the parent or adult student.

The principal will make the decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.

Students who are granted a deferral will write the test at a scheduled sitting in the next school year, as prescribed by the EQAO. If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that each deferral reduces the number of opportunities to take the test. They must also be reminded that successful completion of the test, the OSSLC or an adjudication process is an OSSD requirement. A deferral is not considered an opportunity to write.

Exemptions from the literacy graduation requirement

To be eligible for an exemption from the literacy graduation requirement, a student must have an IEP. The IEP must include documentation to support an exemption and a clear indication that the student is not working toward an OSSD. Both parental consent and the approval of the

principal are required for an exemption. Parents and student may read more at EQAO User Guide for the Administration of the Ontario Secondary School Literacy Test (OSSLT).

2.3 Community involvement graduation requirement

Every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD).

The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. By being involved in their communities and serving others, students can develop transferable skills and explore different sectors and potential career opportunities as well as deepening their understanding of their role in society. Community involvement activities help to prepare students for work and civic life in a globalized, digital age. Community involvement is an important educational opportunity that allows students to develop skills and experiences gained to become successful and contributing members of society now and in the future.

Community involvement activities are part of the school's program and may take place in a variety of settings, including businesses, healthcare institutions including hospitals and long-term care facilities, not-for-profit organizations, public sector institutions including the offices of local, provincial or federal representatives, First Nation, Métis and Inuit communities or organizations, and informal settings, such as religious, cultural events and community activities.

V3 Preparatory Academy holds procedures for collecting, recording and validating each student's accumulation of community involvement hours, and recording accumulated hours. As well, V3 Prep assists student in obtaining their community involvement hours, including providing information needed to complete the community involvement graduation requirement, information about the activities that can be facilitated by the school and the activities that are ineligible.

Parents/guardians should provide assistance to their child in the selection of their community involvement activities. Parents/guardians are also encouraged to communicate with the individual or organization supervising a student's community involvement activities and the school principal if they have any questions or concerns.

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. Students in Grade 8 may start accumulating community involvement hours in the summer before they enter Grade 9.

Students may complete any number of eligible activities, as long as 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/guardians.

Online learning requirement

Beginning with students who entered Grade 9 in the 2020-21 school year, all students must earn at least two online learning credits as part of the requirements for an Ontario Secondary School Diploma (OSSD), unless they have opted out or been exempted.

Online learning, also known as e-learning, offers secondary students an opportunity to take courses that are delivered entirely using the internet and do not require students to be physically present in the classroom. Students may be required to go into school to take a final exam or if they need to use the internet, devices and other school supports (for example, guidance, mental health and well-being supports). This is different from remote learning where classes are taught virtually when in-person learning is not possible (for example, on snow days or during other interruptions or emergencies).

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child's school.

Exemption from the online learning graduation requirements can be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

Students must take online learning courses at a school that is authorized to offer credits towards the Ontario Secondary School Diploma.

2.4 Substitution Policy for Compulsory Courses

Substitutions may be made for a limited number of compulsory credits, using courses from the remaining courses that meet the compulsory credit requirements that are offered by the school. To meet individual students' needs, principals may replace up to three compulsory courses (or the equivalent in half courses). A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Each substitution will be noted on the student's Ontario Student Transcript. Co-operative Education credits may not be used as a substitute for compulsory credits. V3 Preparatory Academy does not make these substitutions.

2.5 Requirements for the Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

- 7 compulsory credits
  - 2 credits in English
  - 1 credit in mathematics
  - 1 credit in science
  - 1 credit in Canadian history or Canadian geography
  - 1 credit in health and physical education
  - 1 credit in the arts, computer studies or technological education
- 7 optional credits, selected by the student from available courses

Principals may substitute up to three compulsory credits with courses from other subject areas in order to provide the flexibility to tailor an individual student's program to the student's needs and to support their progress through secondary school. Substitutions should be made to promote and enhance student learning or to respond to special needs or interests.

Two half-credit courses may be substituted for one compulsory credit requirement, or one full-credit course may be substituted for the two compulsory half-credit requirements of civics and citizenship and career studies. Each of these substitutions is considered a single substitution.

Substitutions may be requested by parent(s)/guardian(s), an adult student or initiated by the principal. In consultation with parent(s)/guardian(s) or an adult student and appropriate staff, the principal will determine whether a substitution should be made. If a parent or adult student disagrees with the decision, they may ask the appropriate supervisory officer to review the matter.

The following limitations apply to substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for compulsory credits. They may be used, however, to meet the compulsory credit requirements for three English credits.
- No more than one learning strategies course from the guidance and career education curriculum may be substituted for a compulsory credit requirement.
- Credits earned for cooperative education courses may not be substituted for compulsory credit requirements.
- College-delivered dual credit courses may not be substituted for compulsory credit requirements.

- A locally developed compulsory credit course may not be substituted for a compulsory credit. These courses may be used only to meet the compulsory credit requirements they were designed to meet.
- Senior English and mathematics are compulsory for mature students per PPM 132: Prior Learning Assessment and Recognition for Mature Students – Revised Mandatory Requirements. ”

All substitutions will be noted on the student’s Ontario Student Transcript.

2.6 Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful way to recognize achievement for students who plan to take certain kinds of further training or find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student’s Ontario Student Transcript. For students who have an Individual Education Plan, a copy of the plan may also be included.

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

Section 3: Curriculum

3.1 Definition of a credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the Principal of a secondary school on behalf of the Minister of Education. To earn a credit for a course, a student must complete the course with a final mark of 50% or higher.

3.2 Definition of types of courses available

Secondary school courses in the Ontario Curriculum are organized by discipline, grade, and course type. In the current Ontario Curriculum, there is a clear distinction between course types. Depending on the subject and/or discipline, students may earn credit for the successful

completion of more than one course in the same subject at any given grade level if the course type is different.
In Grade 9 the course types offered are de-streamed, academic, and open. In Grade 10 the course types offered are academic, applied, and open.
In Grades 11 and 12 the courses are destination related (university, college, workplace and open).
V3 Prep offers a range of courses and course types to enable students to meet the diploma requirements.
Course selection for students under the age of 18 years must be made with parental approval, except in the case of 16- or 17-year-old students who have withdrawn from parental control. Students are supported in making informed decisions about their secondary school program through the development of their Individual Pathways Plans.

Grade 9 and 10 courses

In Grades 9 and 10, students will select an appropriate combination of courses to build their knowledge and skills, and to explore their interests before determining the courses and course types they will undertake in Grades 11 and 12.
When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway.
In Grade 9, all courses are offered in a single stream - either as de-streamed, or open course types.
In Grade 10, the course types offered are academic, applied, and open.
Course types are as follows:

- Academic courses develop students' knowledge and skills through the study of theory and abstract problems. They focus is on the essential concepts of a subject and explore related concepts. They incorporate practical applications as appropriate.
- Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas and students are given more opportunities to experience hands-on applications of the concepts they study.
- De-streamed courses equip every student with the knowledge and skills they need to prepare for senior secondary courses.
- Open courses, which comprise a set of expectations that are appropriate for every student, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college or the workplace in mind.

V3 Prep does not offer locally developed compulsory credit courses.
Grade 11 and 12 courses

In Grades 11 and 12, students will focus increasingly on their individual interests as they identify and prepare for their initial postsecondary destinations. These grades also offer more opportunities for learning experiences beyond the school. These may include cooperative education, work experience and specialized programs such as the Ontario Youth Apprenticeship Program, specialist high skills major programs, school-work transition programs and dual credit programs

School boards must ensure that students in Grades 11 and 12 have access to appropriate destination-related courses in English, mathematics, and science, in accordance with the course types included in the curriculum for these disciplines.

The following five types of courses are offered in Grades 11 and 12:

- College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.
- Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers (if they plan to enter the workforce directly after graduation) or the requirements for admission to certain apprenticeship or other training programs.
- Open courses, which comprise a set of expectations that are appropriate for every student, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the

3.3 Course coding system

Each course is assigned a five-character code by the Ministry of Education. The first three letters indicate the subject. The fourth character indicates the grade level. The fifth character indicates the type of course, for example:

D = Academic
C = College Preparation
U = University Preparation
O = Open
P = Applied
M = University/College Preparation

Code Characters	*Explanation*	*Example - ENG2D*
1st, 2nd, and 3rd letters	Subject discipline of the course in letters	"ENG" represents English
4th	Grade level as a number: 1--Grade 9 2--Grade 10 3--Grade 11 4--Grade 12	2 ……Grade 10
5th	Type of course as a letter: D….Academic O….Open M….University/College U…. University W …De-streamed P…..Applied L….Locally Developed	D ……Academic

*In the case of ESL/ELD, and classical/international language courses, the 4th character (A,B,C,D,E) refers to a level of proficiency i.e. ESLBO is grade 10.

3.4 Descriptions of courses offered at V3 Preparatory Academy

The courses described in this school course calendar in the following section will be offered in the 2025-2026 school year subject to sufficient enrollment. Other courses may be available upon request.

Grade 11 English, University Preparation - ENG3U

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

Prerequisite: English, Grade 10 Academic, ENG2D

Grade 11 Functions, University Preparation - MCR3U

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as
they solve multi-step problems. Prerequisite: Mathematics, Grade 10 - Academic MPM2D

Grade 12 English, University Preparation - ENG4U

This course emphasizes consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various time periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation ENG3U

Grade 12 Advanced Functions, University Preparation - MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College
Technology, Grade 12, College Preparation.

Grade 12 Calculus and Vectors, University Preparation- MCV4U

This course builds on students' previous experience with functions and their developing understanding rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space;

broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Prerequisite: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Grade 12 Physics, University Preparation - SPH4U
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation SPH3U

Grade 12 Chemistry, University Preparation - SCH4U
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. Prerequisite: Chemistry, Grade 11, University Preparation SCH3U

Grade 12, Biology, University Preparation - SBI4U
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation SBI3U

Grade 12, World Issues: A Geographic Perspective, University Preparation - CGW4U
In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Grade 12, Analysing Current Economic Issues, University Preparation - CIA4U
This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

Grade 12, International Business Fundamentals, University /College Preparation - BBB4M
This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Grade 12, Principals of Financial Accounting, University/College Preparation – BAT4M
This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Grade 12, Ontario Secondary School Literacy Course, Open OLC4O
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students

will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.
Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

English As A Second Language, Level 5, Open ESLEO

ESLEO prepares students with the skills and strategies they need to make the transition to college and university preparation courses in English. Throughout this course, students will be encouraged to develop independence in a range of academic tasks, including responding critically to print and media texts. They will be expected to read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively.
Prerequisite: ESLDO

3.5 How to gain access to outlines of courses of study

Students and parents may access outlines of V3 Preparatory Academy courses of study by contacting the school principal.

3.6 How to gain access to Ontario curriculum policy documents

Anyone can access Ontario curriculum policy documents directly from the Ontario Ministry of Education's Curriculum and Resources website by visiting ontario.ca

3.7 Descriptions of experiential learning programs

Experiential learning programs in Ontario connect classroom knowledge with real-world experiences, including co-operative education, work-study placements, apprenticeships, community projects, and simulations. V3 Preparatory Academy does not offer experiential learning programs.

3.8 Student withdrawal from Grade 11 and 12 courses policy

In Ontario, the "full disclosure" policy requires that all Grade 11 and 12 courses a student attempts, including any failed or withdrawn courses, be recorded on their Ontario Student Transcript (OST). This policy does not apply to Grade 9 or 10 courses. After the set "full disclosure date" (usually around the time of midterm reports), any withdrawal from a Grade 11 or 12 course will result in a "W" and the percentage grade for that course appearing on the student's transcript. Students must drop a senior course before this date to prevent it from appearing on their official record. Students considering dropping a course should consult their V3 Prep

guidance counselor to ensure they understand the implications and to make a withdrawal request before the full disclosure date.

3.9 Changing Course Types

A student may enroll in a different type of course in a given subject in Grade 10 than the types the student previously completed in Grade 9, although doing so may require additional preparation, as recommended by the Principal. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken the required prerequisite for the course. If the student has not done so, the student may take a prerequisite to enable changing to the different course type. If the Principal believes that a student can be successful in a particular course without having the prerequisite, the Principal may waive the prerequisite.

3.10 The Prior Learning Assessment and Recognition (PLAR) Process

Prior Learning Assessment and Recognition (PLAR) may recognize and credit learning that has occurred outside of Ontario schools. The student's knowledge is evaluated against the expectations outlined in provincial curriculum documents in order to determine whether a credit in the subject should be awarded to the student without the student enrolling in and attending a course. PLAR has "equivalency" and "challenge"; V3 Preparatory Academy does not accept PLAR challenges. Equivalency is the process of assessing academic credentials from other jurisdictions outside of Ontario. International students may be awarded equivalency credits which are determined based on official school reports from the previous studies of the student.

3.11 Other ways to earn credit

Students may obtain credits by taking cooperative education credits. Cooperative education is defined as wide ranging, rigorous learning opportunities connected to communities outside of the school. Students can learn about the world of work by exploring different careers and industries through:

- workplace tours
- job shadowing
- mentoring
- cooperative education
- school-work transitions
- Ontario Youth Apprenticeship Program.

V3 Preparatory Academy does not offer cooperative credit courses.

3.12 Examination and evaluation policy

All assessment and evaluation is based on the Ministry of Education documents *Growing Success* 2010 and *Ontario Schools K-12 2011.*

Assessment is based on a combination of class work, regular class tests and examinations. Examinations are proctored and written at the end of each semester. The final evaluation for all courses comprises 30% of the total grade. The remaining 70% is for summative assessment and evaluations conducted throughout the course. Assessment and evaluation is based on the provincial expectations and achievement levels outlined in provincial curriculum documents. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades.

Assessment and evaluation covers the following four categories:

- knowledge and understanding
- thinking
- communication
- application

Achievement Levels

Percentage Grade Range	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Final Course Grade for Grades 9 - 12

A final grade is determined as follows:

- 70% of the grade is based on assessments of learning conducted throughout the course (conversation- observation- or product-based);
- 30% of the grade is based on a final assessment of learning that must be completed towards the end of the course. It will be consistent with the assessment experienced throughout the course.

Promotion Policy

Students will be granted credits for courses in which the final mark is 50% or higher. Most courses have a credit value of one.

3.13 School reporting procedures – reports and transcripts

Teachers alert parents if there is a concern about a student's performance or behavior during the school year. Mid-term and final reports using the Provincial Report Card template are issued each semester. Copies of the reports are issued to students and parents and retained in the Ontario Student Record (OSR) folder.

The Provincial Report Card, Grades 9–12, shows a student's achievement at specific points in the school year or semester. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects achievement of the overall expectations and development of the learning skills and work habits up to the end of the course. On the report cards for the final reporting period, the achievement recorded on the previous report is also shown, in order to provide parents with an overview of the student's achievement in each course.

Ontario Student Transcripts (OSTs)

As required by the Ministry of Education, detailed records of students' results are kept. These records are available to students and parents (if the student is under 18) upon request. Full disclosure of all courses attempted in grades 11 and 12 is made on all Ontario Student Transcripts.

Section 4: Supports and Resources

4.1 Guidance and career/life planning supports

V3 Prep students consult with guidance about their educational plans upon entry to the school. All students are encouraged to utilize the Guidance services available. Students are assisted in designing Individual Pathways Plan to achieve their personal goals and become competent, successful, and contributing members of society while seeking their desired goals for post-secondary education. The Principal and Guidance Department provide guidance regarding post-secondary education and athletic scholarship options. As well, the school can facilitate students in accessing community resources the supplement and promote learning.

4.2 Education planning resources for students and parents

For secondary school education planning, students and parents can use Ontario.ca's parent and student sections for guides and resources, myBlueprint for career and course planning, DegreeHub for matching interests to majors and schools, and Mathify for homework help. They can also find general information on Settlement.Org for newcomer families and connect with their child's school or guidance counsellor for personalized support. Finally, Ontario's Curriculum site and the OSAP website offer resources on what is taught and how to fund post-secondary education. Students are encouraged to connect with their school's guidance counsellor for support in mapping out their future pathways after high school. V3 Prep principal and teachers can provide specific information about a student's learning and suggest relevant resources.

4.3 Intervention strategies and supports for student success

Intervention strategies in Ontario schools focus on addressing individual student needs through a continuum of supports, ranging from universal positive school culture and social-emotional learning (SEL) to individualized support plans for students requiring more intensive help. Key supports include family engagement, individualized instruction, peer support, counselling referrals, and community partnerships to ensure students complete secondary schooling and achieve post-secondary goals. The goal is to create a positive and supportive school climate through proactive approaches that build on student strengths and address underlying causes of behaviour or academic challenges.

V3 Preparatory Academy is committed to supporting student success through:

- Advocacy:
  School staff act as advocates to help families navigate and access community support systems.
- Collaboration:

Working in an equal partnership with students and parents to meet their goals and provide needed accommodations.

- Confidentiality:
  Ensuring adherence to privacy and confidentiality while showing compassion and understanding for student needs.
- Mental Health Awareness:
  Educating students and staff on person-first language, avoiding stigmatizing language, and addressing negative comments about mental health promptly.

4.4 English language learner support

V3 Prep supports English Language Learners (ELLs) through English as a Second Language (ESL) which provide courses that count towards graduation requirements. Support also includes integrated classrooms, specialized support outside the classroom, and a whole-school approach involving all teachers and staff. Support is provided in the form of assessment whereby new students are assessed to determine their language-learning needs upon arrival and in the selection of courses that ensure maximum success in coursework. Teachers use varied instructional strategies and resources to optimize learning.

4.5. Computer labs and resource centre

The school does not have a library and students are expected to provide their own computer device that may access the internet. The school will provide links to relevant sites to enhance student learning and discovery of alternative post-secondary school options.

4.6 Community resources

Community resources for Ontario schools include mental health supports like Kids Help Phone and health services such as school health support services for children with special needs, which are coordinated by Ontario Health atHome. The Ministry of Education provides a range of resources for creating safe and inclusive school environments through ontario.ca/SafeSchools, and the School Health Support Services Programwithin Ontario Health helps coordinate health services for students requiring medical and rehabilitative assistance to attend school. Parents can access resources via their child's school, principals, or the Ministry of Education's website for information on the curriculum and support for students' learning.

Section 5: Special Education

5.1 Accommodations

In Ontario schools, special education accommodations are individualized supports that allow students with disabilities to access programs and services and achieve their learning goals, as outlined in their Individual Education Plan (IEP). These can include changes to the teaching method, assessment, or environment, such as extra time for tests, assistive technology, or preferential seating. School boards are legally obligated to provide these accommodations up to the point of undue hardship,which is a high threshold for financial or safety burden.

Accommodations are not about changing the curriculum expectations but are designed to help a student access and demonstrate learning within the existing curriculum. Examples include:

- Instructional Accommodations:
  Changes to teaching methods or presentation, like using graphic organizers, photocopied notes, or assistive software.
- Environmental Accommodations:
  Modifications to the classroom or school setting, such as preferential seating, special lighting, or a quieter study space.
- Assessment Accommodations:
  Changes to how a student demonstrates their learning, such as allowing extra time for tests, oral responses, or alternative assessment formats.
- Assistive Devices and Technology:
  Provision of equipment like adaptive technology, voice-activated software, or even sign language interpretation services.
- Human Supports:
  Support from specialists or peers, such as interpreters, notetakers, or in-class tutors.
  Your Rights and Responsibilities
- Right to Accommodation:
  Students with disabilities have a right to accommodations to succeed in their education under the Ontario Human Rights Code.
- Shared Responsibility:
  The accommodation process is a shared responsibility, requiring all parties—including students, parents, and the school board—to cooperate and share information.
- The Individual Education Plan (IEP):
  The IEP is a written plan that details the specific programs and services, including accommodations, being put in place to support the student.
- Identifying Special Needs:
  Parents can request an Inquiry for Placement and Review Committee (IPRC) to formally identify a student's exceptionality, which helps the board meet their needs.
  Key Principles
- Individualized:

Accommodations must be customized to the individual student's strengths, needs, and the specific challenges they face.

- Dignity and Integration:
  The accommodation process should respect the student's dignity and facilitate their integration and full participation in school life.
- Meaningful Education:
  The goal of accommodations is to enable a student to receive a meaningful education.

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