Academy Of Cisaf

Course Calendar

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2026 – 2027 Academic Year

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This school calendar provides the students and parents/guardians with detailed, accurate and up-to-date information about Academy Of Cisaf as a school, its policies, the programs and services offered.

About Our School

1. Overall Goals and Philosophy of Academy Of Cisaf

1.1 Significance of Secondary School Education

Functioning as the hub of students' future, secondary school education has a pivotal role in their whole life. Students are expected to acquire the core abilities to cope with the complex and rapidly changing world and establish their visions to future. Academy Of Cisaf is aimed to ensure that all students develop the capacity to achieve their personal goals for study, work and life, make successful transitions throughout life, and make positive contributions to their communities.

1.2 Compulsory School Age Requirement

In the province of Ontario, students must remain in school, actively engaged in an education program suited to the student until that student reaches the age of 18 or achieves an Ontario Secondary School Diploma (OSSD).

1.3 The School's Overall Goals and Philosophy

Our Mission

Our mission is to offer a quality education in a safe and secure learning environment, aiding students to develop a sense of vocation and preparing them for leadership in the world.

Vision Statement

Academy Of Cisaf seeks to provide a supportive, challenging, and alternate learning environment. Students are encouraged to be in charge of their education, giving them the opportunity to develop creativity, independence, responsibility, time management, and critical thinking skills. We emphasize mastery of all academic courses, allowing students to view themselves as capable of achieving their educational goals.

School Philosophy

- We will use our vision statement to guide our decision making in all aspects of school life.
- We will provide high quality education for students from the international community
- We will provide an education that will enable students to move to an educational establishment in any other part of the world.
- We will provide a wide range of extracurricular activities to enable our students to develop in a variety of academic areas.
- We will have high expectations of our students and will encourage our students to strive to their full potential.
- We will develop students as whole individuals so that all of their skills and abilities are recognized, encouraging our students to view both success and failure as opportunities for further growth and development.
- We will, as a school, keep abreast of developments in education worldwide and constantly seek to develop ourselves professionally. We are committed to supporting each other in terms of well-being and development and expect all staff, in return, to strive constantly for higher standards of performance and achievement.
- We will work together - teaching staff, administrative staff, and support staff to ensure that the school is a safe and happy environment for all our students.

Graduate Expectations

Our students will be:
A confident and competent decision-maker
Committed to a love of knowledge and self-improvement.
An effective communicator;
A reflective and creative thinker;
A self-directed, responsible, lifelong learner;
A collaborative contributor;
A caring family member

1.4 School Organization

Reporting student achievement to parents

A report card will be provided to the student and parent twice per course, one mid-way through the course and one at the end of the course. A report card will be sent to the student's parent(s) and/or guardian after the completion of every course. The original copy will be mailed or emailed to the parent/guardian and the student shall receive a photocopy of their grade report. The report card will be issued within 5 business days of the completion of the course in question.

The parents/guardian may request a copy of the student's OST. The OST will require up to 3 business days to process.

1.4.1 On-site course organization & Schedule

All courses are a minimum of 110 hours of instructional time in length and are worth one credit with the exception of .5 credit as mandated in Ministry regulations. Our school is open from 9:00 a.m. to 5:00 p.m. There are classes both in the morning and in the afternoon. The school operates on a three periods a day cycle. Fulltime students can take two courses each session, and one in the July and August sessions respectively for a total of 8 courses in a twelve-month cycle. There are three full terms in a school year, plus the July and August academic sessions.

Table 1. School's Terms and Timetable

	Start Date	**Last Date to Enroll**	**End Date**	**Midterm Report**	**Withdrawal Deadline**
Session 1	Sep. 02, 2026	Sep. 15, 2026	Dec. 18, 2026	Oct. 31, 2026	Oct. 24, 2026
Session 2	Jan. 04, 2027	Jan. 09, 2027	Feb. 25, 2027	Feb. 02, 2027	Jan. 23, 2027
Session 3	Mar. 02, 2027	Mar. 13, 2027	June 25, 2027	Apr 30, 2027	Apr. 24, 2027
Session 4	July 05, 2027	July 09, 2027	July 29, 2027	July 20, 2027	July 15, 2027
Session 5	Aug. 03, 2027	Aug. 10, 2027	Aug. 27, 2027	Aug. 17, 2027	Aug. 14, 2027

Table 2. School Year Calendar

Ontario — Ministry of Education

School Year Calendar 2026 - 2027

Legend ▶ H - Statutory Holiday; E - Scheduled Examination Day; P - Professional Activity Day; B - Board Designated Holiday; Half Day

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2026				3 H	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
September 2026	20				1	2	3	4	7 H	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
October 2026	21						1	2	5	6	7	8	9	12 H	13	14	15	16	19	20	21	22	23	26	27	28	29	30
November 2026	21			2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30				
December 2026	13		2		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21 B	22 B	23 B	24 B	25 B	28 B	29 B	30 B	31 B	
January 2027	20							1 B	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29
February 2027	17		1	1	2	3	4	5	8	9	10	11	12	15 H	16	17	18	19	22	23	24	25	26					
March 2027	15			1	2	3	4	5	8	9	10	11	12	15 B	16 B	17 B	18 B	19 B	22	23	24	25	26 H	29 H	30	31		
April 2027	22						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
May 2027	20			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24 H	25	26	27	28	31				
June 2027	18		2		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30		
July 2027	19		1				1 H	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30
TOTAL	207		6																									

Note: The 2026-2027 calendar provides for 196 possible school days between September 1, 2026 and June 30, 2027. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days

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1.4.2 Online course organization & Schedule

Online courses are delivered through a continuous-intake, asynchronous, and self-paced learning model. Students may enrol in an online course at any time during the school year and are not required to attend classes at fixed times. Each full-credit course is scheduled for a minimum of 110 hours of planned learning activities. Upon enrolment, students receive a Moodle course calendar or learning schedule outlining the recommended pace, learning activities, and expected completion dates. Students are expected to maintain regular meaningful engagement and steady progress in accordance with the school's Online Attendance and Participation Policy. All course requirements must normally be completed within twelve (12) months from the original course enrolment date.

- **Mid-Term Report:** A mid-term report card will be formally generated and issued as soon as a student has completed 50% of the course material and assessments.
- **Final Report:** A final report card will be generated upon the student's completion of 100% of the course material, including the final evaluation

Software and Hardware Requirements

The recommended hardware and software to access online courses is as follows:
Hardware

- a computer that runs on Windows 10 or the latest Mac OSX and has up to date virus protection software
- high-speed broadband access (Cable or DSL) is highly recommended. Some programs or courses require more advanced systems. Please refer to the program information page for information on specialized requirements
- headphones or speaker and a microphone for in-class conversations and meetings with your professors
- a webcam

Software

- a web browser, such as Safari, Firefox, MS Edge, Google Chrome. Please note: You may need to upgrade your web browser to access online learning tools
- Meeting tools, such as Zoom, Google meets, Voov meeting
- individual courses may have additional software requirements for playing audio or video or other applications. You can also review the list of applications made available for home use on a Windows-based machine

Statutory Holidays and Breaks

Below is a list of school holidays. The teachers and administrative staff will be unavailable on these days.

Labor Day	September 1, 2026
Thanksgiving Day	October 13, 2026
Christmas Break	December 22, 2026 – January 2, 2027
Family Day	February 16, 2027
Mid-Winter Break	March 16–20, 2027
Good Friday	April 3, 2027
Easter Monday	April 6, 2027
Victoria Day	May 18, 2027
Canada Day	July 1, 2027

2. Ontario Secondary School Diploma Requirements and Related Procedures

All students are required to remain in secondary school until reaching the age of eighteen (18) or obtaining an Ontario Secondary School Diploma (OSSD).

Hereon, a mature student is defined as one:

- Who is at least eighteen (18) years of age on or before December 31 of the school year in which he/she registers in an Ontario secondary school program;

- Who was not enrolled as a regular day school student for a period of at least one (1) school year immediately preceding his/her registration in a secondary school program;

- Who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

2.1 OSSD Requirements

To earn the Ontario Secondary School Diploma (OSSD), a student must fulfill four core requirements: successfully earn a total of 30 credits (comprising 18 compulsory and 12 optional credits for students who started Grade 9 in 2023 or earlier, or 17 compulsory and 13 optional credits for those starting in 2024 or later), complete a minimum of 40 hours of community involvement activities, meet the provincial secondary school literacy requirement (by passing the OSSLT or completing the OSSLC), and earn two online learning credits, though students or parents may request an exemption to opt out of this online requirement.

2.1.1 Credit courses

The secondary school program is based on the credit system. The Ontario Ministry of Education defines a credit as "a means of recognizing the successful completion of a course that has been scheduled for a minimum of 110 hours". The 110 hours involves planned learning activities related to the learning expectations in a course. These hours do not include homework.

A credit is granted in recognition of the successful completion of a course (50% or better) that has been scheduled for a minimum of 110 hours. In order to obtain an Ontario Secondary School Diploma, students must earn a minimum of 30 credits. These credits will be completed in Grade 9, 10, 11 and 12.

Compulsory Credits Requirement

Important Distinction

(Note: Requirements differ based on the year the student entered Grade 9)

For students who started Grade 9 in 2023 or earlier:

COMPULSORY CREDITS (TOTAL OF 18)
4 credits in English (1 credit per grade) The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade11 or the Grade 12 English compulsory credit requirement. • The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. • For English as a second language(ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course
3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
2 credits in Science
1 credit in the Arts • The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
1 credit in Canadian Geography (Grade 9)

1 credit in Canadian History (Grade 10)
1 credit in French as a Second Language • Students who have taken Native languages in place of French as a Second language in elementary school may use a level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
1 credit in Health and Physical Education
0.5 credit in Career Studies
0.5 credit in Civics

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3 additional credit, consisting of 1 credit from each of the following groups: Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social science and humanities, guidance and career education, cooperative education Group 2: French a second language, the arts, business studies, health and physical education, cooperative education Group 3: French as a second language, science(Grade 11 or 12), computer studies, technological education, cooperative education Note: the following conditions apply to selections from the above three groups; • A maximum of 2 credits in French as a second language may count as additional compulsory credits,1 credit from Group1, and 1 credit from either Group2 or Group3. • A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2 or 3.

For students who started Grade 9 in 2024 or later: 17 Compulsory Credits: *(Same as above, but with the following modern additions)*

- 1 credit in Technological Education (Grade 9 or 10)
- 1 credit in STEM-related Course Group

Note:
*****A maximum of 3 credits in English as a Second Language (ESL/ELL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
******In groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

Optional Credits
In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in our school's course calendar. Optional credits allow students to build an educational program that suits their individual interests and meets university, apprenticeship, or work requirements.

Ontario Secondary School Certificate: This will be granted on request to students who leave school early before earning an OSSD, provided that pupils will have earned a minimum of 14 credits, distributed as follows –**compulsory:** 2 credits in English, 1 credit in Canadian Geography or Canadian History, 1 credit in Math, 1 credit in Science, 1 credit in Health and Physical Education and 1 credit in Arts or Technological Education. However, the Ontario Secondary School Certificate is not offered at Academy Of Cisaf.

The Certificate of Accomplishment: Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For the students who have an Individual Education Plan (IEP), a copy of the IEP may be included. There are no IEP's at Academy Of Cisaf as we are a private school. However, the Certificate of Accomplishment is not offered at Academy Of Cisaf.

University Bound Students

Students who wish to obtain the Ontario Secondary School Diploma (OSSD) prior to applying to university usually take at least six grade 12 University/College level courses. Of these, the one that all students **must take** is grade 12 U English.

Note: Ontario universities require International Students to take and to pass an English Language Proficiency Test (TOEFL, IELTS or similar).

2.1.2 Ontario Online Learning Graduation Requirement (PPM 167)

Students are required to earn two online learning credits to graduate from secondary school.

Opt-Out Process: Students or parents may choose to opt out of this requirement. To do so, students must request the "Online Learning Requirement Opt-Out Form," complete it with the rationale for exemption, and submit it to the main office for the Principal's approval. Approved forms will be placed in the student's OSR

2.1.3 Community Involvement Activities

As a part of the Diploma requirements, students must complete 40 hours of community involvement activities. These activities are to take place outside students' normal instructional hours. Students will maintain a record of their community involvement activities. Completion of the 40 hours must be confirmed by the person or the organization supervising the activities. Documentation must be submitted to the principal by the student. This documentation must include the name of the person or the organization receiving the service, the activity performed, the dates and hours, and the signatures of the student/parent/guardian, and the person/organization involved. The principal will decide whether the student has met the requirements of the ministry.

The following is a list of eligible community involvement activities:

- Special school events as authorized by the principal;
- Animal care;
- Arts/culture (e.g. galleries, libraries, musical performances);
- Children/youth (e.g. drop-in centres, breakfast programs, after-school programs, summer camps);
- Clubs and youth organizations;

- Committees (e.g. neighbourhood association);
- Community events;
- Community projects (e.g. food banks, services for seniors);
- Environmental projects (e.g. community clean-up, tree-planting, recycling);
- Fundraising (e.g. walk-a-thons, flower sales);
- Office/clerical (e.g. reception, computer work, pamphlet delivery);
- Sports (e.g. coaching, special Olympics, pool assistant);
- Senior residence (e.g. serving snacks, visiting, reading);

An ineligible activity is an activity that:

- Is a requirement of a class or course in which a student is enrolled (e.g. work experience, co-operative education);
- Takes place during the time allotted for the instructional program in a school day (lunch breaks or spare periods excepted);
- Takes place in a logging or mining environment, if the student is under 16 years of age;
- Takes place in a factory, if the student is under 15 years of age;
- Takes place in a work place other than a factory, if the student is under 14 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 banking, or the handling of the securities, or the handling of jewellery, works of art, antiques, or other valuables;
- Consists of duties normally performed in the home or personal recreational activities;
- Involves a court-ordered program (e.g. community service for young offenders, probationary program).

Parents/guardians are expected to be involved in the selection of the community involvement activities.

2.1.4 Ontario Secondary School Literacy Test

Successful completion of the OSSLT is one of the requirements for granting an OSSD. Students who have been unsuccessful are eligible to take the Ontario Secondary School Literacy Course to meet this requirement. All students who are not high school graduates are required to complete the test or course successfully in order to earn their OSSD.

Ontario Secondary School Literacy Course

To be eligible to take the course, students must have attempted the OSSLT at least once and been unsuccessful. Students who complete the course successfully will meet the provincial literacy requirement for graduation.

2.1.5 Accommodations, Deferrals and Exemptions

Special Education students with an Individual Education Plan (IEP) may receive the accommodation set out in that plan. Students registered in ESL courses who have not yet acquired the level of proficiency in English may be deferred at the discretion of the principal. Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT.

2.2 Granting of Ontario Secondary School Diploma

On the recommendation of the principal, the Ontario Minister of Education grants the Ontario Secondary School Diploma at any time during the year to students who have successfully completed all the requirements. The principal will submit the necessary report to the Ministry of Education once an OSSD is issued to a student who has successfully completed all the requirements.

2.3 Substitution for Compulsory Courses

To allow for flexibility and to ensure that all students can qualify for the OSSD, substitutions may be made for a limited number of compulsory credit courses using courses offered by the school that meet the requirements for compulsory credits. The principal may replace up to three (3) of these courses or the equivalent in half courses. In all cases, the sum of compulsory and optional credits will not be less than thirty (30) for students aiming to earn the OSSD and not less than fourteen (14) for those aiming to earn the OSSC. The principal will determine whether or not a substitution should be made.

3. Organization of Courses

3.1The Credit System

3.1.1 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. Credits are granted by the principal 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.

Scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations. Planned learning activities will be delivered through classroom instruction and activities outside of school, for example, field trips.

3.2 Types of Courses

Secondary school courses in the Ontario curriculum are organized by discipline, grade and course type.

3.2.1 Grades 11 and 12

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 apprenticeship or other training programs.

- University Preparation: Courses are designed to equip students with the knowledge and skills needed to meet the entrance requirements for university programs.

- University/College Preparation: These 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: These courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers or the requirements for admission to certain apprenticeship or other training programs.

- Open: Open courses comprise a set of expectations appropriate for all students and are designed to broaden students' knowledge and skills in participation in society.

3.3 Course Coding System

Courses are identified by a 5-character code common to all secondary schools in Ontario. For example: Course Name: English, Grade 12, University Preparation. Course Code: ENG4U

The first 3 characters of the course code refer to the subject of the course. In this case, ENG refers to English.

The 4th character refers to the grade of the course: "1" = Grade 9, "2" = Grade 10, "3" = Grade 11, "4" = Grade 12.

The 5th character refers to the type of the course: "P" = Applied, "D" = Academic, "O" = Open, "E" = Workplace Preparation, "C" = College Preparation, "U" = University Preparation, "M" = University/College Preparation, "L" = Locally Developed Courses.

3.4 Course Outlines and Curriculum Documents

Curriculum documents detailing each course are available from the Ministry of Education website, http://www.edu.gov.on.ca/eng/curriculum/secondary/ .The courses offered by ACADEMY OF CISAF have been developed according to the ministry requirements. Each student, at the beginning of every course, will be given a copy of the course of study (i.e. syllabus with outlines of expectations and assignments). All courses of study will be kept on file in the school database.

3.5 Course Descriptions

Academy Of Cisaf provides programs to prepare our students for University or College entrance. The type of courses that we provide at University Preparatory Academy, specifically Academic, Open, University and University/College, reflect that focus. Applied Courses may also be offered at Academy Of Cisaf. Academy Of Cisaf attempts to provide a wide range of courses that will meet the individual needs and interests of our students. A description of the courses currently being offered can be found below. Course outlines will be provided by the classroom teacher and are available through our School Office. Courses may be changed and new courses added from semester to semester Please confer with the main office to ensure that the courses that you wish to complete are available. The following are the courses offered by Academy Of Cisaf:

English as a Second Language ESL, Level 3 Open (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and Academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their Academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Prerequisite: ESL Level 2 or equivalent

English as a Second Language ESL, Level 4 Open (ESLDO)
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.
Prerequisite: ESL Level 3 or equivalent

English, Grade 10, Academic (ENG2D)
In this course, students will continue to develop the oral communication, reading, writing and media literacy skills required for success in secondary school academic programs and in their daily lives. They will analyse literary texts from various time periods and interpret and evaluate informational and graphic texts. Students will both analyse and create media works in different forms. Since effective communication is a focus of this course, students will identify and apply strategies to enhance their oral and written communication. ENG2D is intended to prepare students for Grade 11 University or College Preparation courses. **Prerequisite**: ESL Level 4 or equivalent

English, Grade 11 University Preparation (ENG3U)
This course emphasizes the development of literacy, communication and critical and creative thinking skills necessary for success in Academic and daily life. Students will 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

English, Grade 12, University Preparation (ENG4U)
This course consolidates the literacy, communication, and critical and creative thinking skills required for success in academic and daily life of the students. Students will analyse challenging literary texts from a range of cultures and time periods and interpret and evaluate informational and graphic texts. Students will create oral, written and graphic media texts in different forms. Emphasis is placed on developing precision and clarity in the use of academic language and strengthening control in writing. **Prerequisite**: ENG3U

Grade 11 Functions (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: Grade 10 Principles of Mathematics, Academic (MPM2D)

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: Grade 11 Functions, University Preparation (MCR3U)

International Business Fundamentals, Grade 12, 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 post-secondary programs in business, including international business, marketing, and management. **Prerequisite**: None

Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M)

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision-making, management of workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. **Prerequisite**: None

CGW4U, Grade 12 Canadian and World Issues

This course examines the global challenges of creating a sustainable and equitable future, focusing on current issues that illustrate these challenges. **Prerequisite**: Any Grade 11 or 12 university (U) or university/college (M) preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

Physics, Grade 12, 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 electro-magnetic 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

Ontario Secondary School Literacy Course, Grade 12 (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.

3.5.3 Policies and Procedures for Waiving Prerequisites

A course is designated as a prerequisite only if it provides essential background for the successful understanding of the subsequent course. Prerequisites are maintained in order to ensure students have achieved the academic ability to take the target courses. The ministry curriculum guidelines identify specific prerequisites for all Grade 11 and 12 courses, and no courses apart from these may be identified as prerequisites.

In the case of students coming from a different educational system, Academy Of Cisaf will consider waiving the prerequisites of certain courses to accommodate the learning level of individual students. It is the student's responsibility to make sure that he/she completes the prerequisite course or applies to the principal to have the prerequisite waived before he/she is permitted to take the target University Preparation credit course(s). Documentation for each waived prerequisite course will be included in the student's OSR.

3.6 *Support for English Language Learners*

International students, upon arrival, will be assessed for English language proficiency and may have to complete ESL courses (non-credit and/or credit) prior to credit courses. Staff at Academy Of Cisaf is experienced in meeting the needs of students whose first language is not English.

3.6.1 ESL Placement Procedures & Testing

According to the English Language Learners ESL and ELD Programs and Services document, we offer an English Placement Test for all newly enrolled international students prior to attending credit courses. This diagnostic test assesses students' English reading, writing, speaking, and listening skills, along with mathematical diagnostic tests, to help determine their educational background.
Final decisions regarding course placement are made by the principal in consultation with the student, teaching staff, and parents. The principal will communicate the placement decision and the rationale for the placement to the student and parents. This documentation will be kept on file within the student's Ontario Student Record (OSR).

3.6.2 Forms of Experiential Learning and Related Programs

Planned learning experiences that take place in the community, including job shadowing and job twinning, work experience and virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future. More information about the different forms of Experiential Learning and related programs (such as Cooperative Education and Job Shadowing), can be found by accessing the Cooperative Education and Other Forms of Experiential Learning Policies and Procedures for Ontario Secondary Schools Document, which is available as a downloadable PDF file at http://www.edu.gov.on.ca/eng/document/curricul/secondary/coop/cooped.pdf.

4. Academic Policy

4.1 Semester System

While on-site instruction at Academy Of Cisaf follows a traditional semestered intake, the online program operates through a continuous-intake, asynchronous, and self-paced model. Online students may enrol at any time during the school year and progress through course learning activities without fixed daily class times, subject to the school's attendance, participation, progress, and course-completion requirements.

4.2 Course Registration

By applying for admissio, students accept the right of the principal and the registrar to collect pertinent personal information. This information is used for the purposes of admission and registration, and to assist the school in the academic and financial administration of its affairs. The student agrees that all documentation submitted to the school in support of the application for the admission becomes the property of Academy Of Cisaf.

An electronic record of the student's achievements at Academy Of Cisaf is preserved permanently as well as the record of academic offences, but all other documentation in a student's file may be destroyed when no longer required.

4.3 Changing Types of Courses

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 any course specified as a prerequisite for that course. If the student has not done so, he/she may take one of the specified prerequisite courses through summer school, night school, e-learning, independent learning centre or independent study.

4.4 Procedures for Withdrawal from a Course

Before a session begins, a student should obtain a list of courses offered in the particular session and register for those courses the student wishes to take. In a situation where a course of interest is not offered, the student should make a request in writing to the principal. The school will make arrangements to offer a course that has been requested in writing by at least ten students. The school reserves the right to cancel a course with low student registration.

Grade 9

Course Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grade 10

Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. (Note that, since mature students cannot challenge for credit for Grade 10 courses, this applies only to regular day school students.) Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

Grades 11 and 12

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five days following the issue of the Mid-Term report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five days following the issue of the Mid-Term report card, the 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.
If a student wishes to take more than four 110-hour University Preparation courses, the principal's signature is required. The full course load for ESL courses should not exceed the total number of thirty-five (35) hours of instruction per week. Anything above that requires special permission from the principal. A student registered in the ESL program is allowed to take only one (1) credit course simultaneously provided that the prerequisite of the credit course is satisfied. If a student performs unsatisfactorily on a course, the student must provide a written request and acceptable explanation. The student would then be permitted to repeat the same course.

Students are responsible for the additional costs of repeating a course payable before the commencement of the course.
Additional information about Course Withdrawal can be found in the Ontario Student Transcript manual, which can be accessed as a PDF document through the following link http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf

4.5 Program Postponement and Online Study Pauses

For on-site programs, students may request a program postponement in writing to the Principal. Approval, duration, tuition treatment, and the student's revised study plan will be determined by the school based on the circumstances of the request.

For online asynchronous courses, a student who anticipates a temporary interruption to study may request an approved study pause. Reasons may include illness, travel, family circumstances, examinations, or other circumstances approved by the school. During an approved study pause, the student is not required to meet the normal weekly attendance and engagement expectations, and the approved pause period is excluded from attendance calculations.

An approved online study pause does not normally extend the twelve-month course completion period. All course requirements must normally be completed within twelve (12) months from the student's original course enrolment date. Any extension beyond twelve months requires Principal approval and will be considered only in exceptional circumstances.

4.6 Homework and Written Assignments

At Academy Of Cisaf, we believe that homework and written assignments are an effective tool to review and consolidate the concepts learned. The intensity of homework assignments will vary over the four years of high school. Students in Grades11 are expected to complete roughly two to three hours of homework daily. Students in Grade 12 should expect roughly three to four hours of homework daily. During examination periods or near due dates, this load may become heavier.

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame 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.

Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They 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;
- in secondary schools, referring the student to the Student Success team or teacher;
- taking into consideration legitimate reasons for missed deadlines;
- setting up a student contract;
- using counselling or peer tutoring to try to deal positively with problems;
- holding teacher-student conferences;
- reviewing the need for extra support for English language learners;
- reviewing whether students require special education services;
- requiring the student to work with a school team to complete the assignment;
- for First Nation, Métis, and Inuit students, involving Aboriginal counsellors and members of the extended family;
- understanding and taking into account the cultures, histories, and contexts of First Nation,
- Métis, and Inuit students and parents and their previous experiences with the school system;
- providing alternative assignments or tests/exams where, in the teacher's professional judgement,
- it is reasonable and appropriate to do so;
- deducting marks for late assignments, up to and including the full value of the assignment.

Teachers will monitor students' workload and communicate with the other staff regularly, and make necessary accommodations wherever possible; however, it is the students' responsibility to keep track of the progress of their own homework assignments and deadlines. It is the student's responsibility to express any particular concerns regarding their workload to their teachers prior to any due date.

4.7 Tests and Quizzes

All Academy Of Cisaf courses include different ways of assessing and evaluating student learning. Tests and quizzes are common assessment tools in all programs. Instructors will share with the class in advance which curriculum content students will be tested/quizzed on.

- Tests are assessments that are scheduled in advance and require study time. Tests take place regularly to evaluate student achievement.

- Quizzes are also assessments that are scheduled in advance and require study time, but are usually shorter in length and lighter in content than tests.

Students should arrive on time for tests and quizzes. If late, a late penalty will be given at the instructor's discretion. All instructions and corrections will take place at the beginning of the period and may or may not be repeated for the late student at the teacher's discretion.

If a student needs to miss a test/quiz, he/she should notify the instructor as early as possible and provide a valid or documented reason for doing so. If a student misses a test/quiz without any notification, he/she will simply receive zero (0).

4.8 Examinations

Each course offered at Academy Of Cisaf will include mid-term and/or final examinations that **cannot be waived**. Students should refer to their course syllabus for the exact final grade breakdowns. The final exam may be worth up to 30% of the final grade.

Thirty percent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content, consistent with the evaluation policy outlined in Chapter 5 of the present document. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.

Exam schedules will be out at least two (2) weeks prior to the exam period. It is the student's responsibility to check their own exam schedules and avoid any conflicts. All students are responsible for presenting themselves at the place of examination on the scheduled day and time. All instructions and corrections will take place at the beginning of the period and might not be repeated for the late student.
Only illness or unforeseen circumstances clearly beyond the student's control will be considered a valid reason for a missed examination. In case of illness, a doctor's note is mandatory. If the instructor deems the reason legitimate, the student in question will be evaluated through other means, which may include an alternative exam on a day and time arranged by the instructor.

4.8.1 Online Exam Procedures & Proctoring

For our online courses, maintaining the academic integrity of final examinations is paramount. Online students have two options for completing their final examinations:
Option 1: School Proctoring Students may apply to have their final examination proctored directly by a Academy Of Cisaf teacher or administrative staff member. Depending on the student's location, this involves arriving at the school building to write the exam at a scheduled time under the direct supervision of school staff.

Option 2: External Independent Proctor If a student cannot arrive at the school building due to distance or other circumstances, the final exam must be written under the supervision of an impartial external individual known as a Proctor.

Proctor Application & Approval Process If choosing Option 2, the student is responsible for selecting a Proctor and submitting an application form to the office at least **2 weeks in advance** of their intended exam date. The application is then reviewed by the school principal. If approved, the Proctor is sent the exam documents via e-mail.
In order to ensure the integrity and security of the final exam, an external Proctor must meet the following criteria:

- Must hold a professional University degree and be a working professional.
- Must provide a business e-mail address for correspondence purposes; generic e-mail addresses (Gmail, Yahoo, etc.) are not permitted.

- Cannot be a neighbour, friend, tutor, or anyone related to the student.

Students must inform the school in advance of their proctoring arrangements. For external proctoring, students must be prepared to travel to the destination agreed upon between the proctor and themselves.

Exam Day Regulations:

- **Arrival:** Students are expected to arrive at the designated examination center a minimum of **30 minutes** before their exam.
- **Lates:** Students who are late to an exam must report directly to the proctor and will be given only the time remaining on the examination in progress. Students who arrive after an examination is completed will NOT be permitted to write the examination and a mark of "0" will be assigned.
- **Absences & Scheduling Conflicts:** Vacation time, employment, and personal appointments must not be planned during the scheduled exam period. All exams must be written at the scheduled time and place. Students missing an examination due to illness, bereavement, or a court appearance must notify the school immediately. Students must provide verification by the appropriate authority (e.g., a doctor's note for illness). Failure to produce suitable documentation may result in a mark of zero. The school may verify information on medical certificates, and the principal will determine if the student may write a missed exam at a later date.

4.9 Academic Honesty

Academic integrity means being truthful and honest in one's schooling. At Academy Of Cisaf, we hold students to the highest standards of conduct, and all forms of academic dishonesty—including cheating and plagiarism—are considered serious violations. In our online learning environment, work products that are not original, in whole or in part, will not be considered as valid evidence of learning.

Forms of Academic Dishonesty Violations of academic integrity take many forms, including but not limited to:

- **Cheating:** Any deviation from expected behavior during assessments. This includes copying another student's work, using unauthorized notes or electronic media, asking for or giving answers, allowing another person to take a test in your place, or falsifying academic records.
- **Plagiarism:** The use or close imitation of the language, thoughts, or works of another without proper attribution, representing them as your own original work. Common examples include buying or downloading essays, copying and pasting from the Internet without citation, omitting quotation marks for direct quotes, or piecing together material from multiple sources with only linking words.

Monitoring and Consequences

The teaching staff will continuously monitor and review all student work for originality on a routine basis. There are severe and potentially permanent consequences for a lack of academic integrity, which apply to all students regardless of the course delivery format.
Depending on the severity and frequency of the offense, penalties may include:

- A formal reprimand or a warning letter.
- A mark penalty of up to 100% (awarded zero) on the assessment or assignment in question.
- The requirement to repeat and re-submit the same or an alternate assignment (with potential mark reduction).
- For repeated instances, the student may face a failing grade in the course, loss of credit, or further progressive discipline including suspension or expulsion.

5. Assessment and Evaluation of Student Achievement

Academy Of Cisaf's assessment, evaluation and reporting system is based on the new Ontario curriculum policies. It aims to set high standards of achievement for all students and promotes consistency in teaching and learning.

5.1 Definitions and Policies of Assessment and Evaluation

In accordance with the *Growing Success* document issued by the Ontario Ministry of Education, assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of 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 are able to set individual goals, monitor their own progress, determine next steps and reflect on their thinking and learning.

The primary purpose of Academy Of Cisaf's assessment and evaluation system is to improve student learning as well. Through well-designed assessment and evaluation systems, instructors at Academy Of Cisaf are able to gather information to determine a student's strengths and weaknesses in their achievement of the curriculum expectations in each subject or course. They can also adapt their curriculum and instructional approaches to the students' needs and assess the overall effectiveness of programs and classroom practices.

Both assessment and evaluation methods are used in Academy Of Cisaf's system of testing and reporting students' achievements. As mentioned above, assessment is a method and process for teachers to gather information from a variety of sources (including assignments, demonstrations, projects, performances and tests) to accurately reflect how well a student is achieving the curriculum expectations in a subject or course. While assessment is more of a qualitative approach, evaluation focuses more on formatted testing of students' academic performance. It is a process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality. The value assigned will be in the form of a percentage grade.

Assessment and evaluation methods at Academy Of Cisaf are based on the Ontario provincial curriculum expectations and the achievement levels outlined in the curriculum policy document for each discipline. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers at Academy Of Cisaf are required to use assessment and evaluation strategies that conform to the following criteria based on the seven (7) fundamental principles from the *Growing Success* document. Assessment and evaluation strategies will:

- Be fair, transparent and equitable for all students;
- Support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis or Inuit;
- Be carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;
- Be communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Be ongoing, varied in nature and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful and timely to support improved learning and achievement;

- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning.

5.2 Achievement Levels

Academy Of Cisaf sets its levels or degrees of achievement according with the curriculum expectations that are described in the achievement charts in the secondary curriculum policy documents. The Levels of Achievement are organized into broad categories of knowledge and skills, and teachers provide students with detailed descriptions of each level of achievement. The Levels of Achievement provide a reference point for all assessment practice. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgements about the quality of students' work and to provide clear and specific information about their achievement to students and their parents.

The broad categories of knowledge and skills are:

- Knowledge/Understanding;
- Thinking/Inquiry;
- Communication;
- Application/Making Connections

The Levels of Achievement are associated with percentage grades and are defined as follows:

- **Level 4 (80-100%)**: Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at Level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.
- **Level 3 (70-79%)**: Represents achievement at the provincial standard. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students at Level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- **Level 2 (60-69%)**: Represents achievement that is below, but approaching the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- **Level 1 (50-59%)**: Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
- **Below 50%**: Insufficient achievement of the curriculum expectations. A credit will not be granted for the course.

5.3 Grading Policy

The assessment and evaluation strategies and methods Academy Of Cisaf teachers apply will vary according to the curriculum expectations of each discipline and the assessment needs of each course or program.

Academy Of Cisaf teachers are required to announce the grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) in the course outline of each subject and make it available to students in writing within the first two (2) weeks of class. As an inseparable part of the course outline, all curriculum expectations and the assessment and evaluation strategies and methods should be written in concise, plain and accurate English.

Beginning in the 2026-2027 school year, final course grades include a separate Attendance and Participation component in accordance with Ontario Ministry of Education requirements. Attendance and Participation account for 15% of the final grade in Grades 9 and 10 and 10% in Grades 11 and 12. Excused absences do not negatively

affect this component. The remaining course-work and final-evaluation components are weighted in accordance with the applicable Ministry requirements and the approved course outline.

- Course work is evaluated using evidence gathered throughout the course, including products, observations, conversations, assignments, tests, projects, performances, and other demonstrations of achievement appropriate to the curriculum expectations.
- A final evaluation is administered at or towards the end of the course in accordance with current Ministry requirements and the approved course outline. The exact grading structure, including the Attendance and Participation weighting and the final-evaluation weighting, is communicated to students in the course outline.

5.4 Policies and Procedures for Communicating Student Achievement

The final grade for a course must be submitted by the relevant teacher, first to the principal at the end of the first week immediately after the last semester of a school year. The principal will approve and sign the final grade reports which shall contain students' grades for every graded component of the course and the percentage weighting of each component. The approved reports will be stored in the central filing storage in hard copy and in Academy Of Cisaf's computer database in electronic format. The final grades of all courses each student has completed will be recorded in the Provincial Report Card and shall be accessible to the student at the end of each semester.

The information on student achievement gathered through assessments and evaluations will be communicated to students and parents at regular intervals and in a variety of informal and formal ways. In addition, parents will be informed of the policies, procedures and criteria involved in the assessment and evaluation of student achievement, and of policies concerning student promotion from one course to the next. Informal communication of student achievement includes ongoing feedback to students based on assessment strategies implemented throughout the course, as well as feedback to parents during parent-teacher conferences and at other appropriate times. The Provincial Report Card is the formal instrument used to communicate student achievement to parents, and the Ontario Student Transcript provides the record of a student's standing with regard to the Secondary School Diploma requirements.

For those students from China, their parents can access to their children's achievement by the direct line at 647-870-7333, by which they only pay domestic phone fees. For those lacking independence, the School contacts their parents weekly to communicate students' performance because the School is fully convinced that the school should work closely with parents for the optimum development of students' potentials.

5.4.1 Provincial Report Card

At Academy Of Cisaf, student achievement is communicated formally to students and parents by means of the Provincial Report Card. The report card documents the student's achievement in every course, at particular points in the school year or semester, in the form of a percentage grade. It also includes teachers' comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's final grade is 50% or higher. Beginning in the 2026-2027 school year, the final grade includes Attendance and Participation as a separate assessed component: 15% in Grades 9 and 10 and 10% in Grades 11 and 12. Excused absences do not negatively affect the Attendance and Participation mark.
The balance of the final grade is based on course-work evidence and the required final evaluation in accordance with current Ministry policy and the course-specific grading structure stated in the approved course outline.

Refer to the next section, the Ontario Student Record, for more information on the Provincial Report Card.

5.4.2 The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement. At Academy Of Cisaf, the credits that a student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student using any of the means described in the ministry's policy documents. The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses;
- A list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained (students repeating a course for which they have already earned a credit will earn only one (1)credit for the completion of that course);
- Identification of any course that has been substituted for one that is a diploma requirement;
- Confirmation that the student has completed the community involvement requirement;
- The student's final result on the Provincial Secondary School Literacy Test;
- An indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

5.5 Attendance and Punctuality

Regular attendance is critical for a student's learning and achievement of course expectations. To ensure academic success, Academy Of Cisaf has developed the following policy:

5.5.1 On-Site attendance policy

- Attendance is recorded daily and entered into the central attendance management system;
- Students who arrive up to thirty (30) minutes after the start of class will be recorded as 'Late'
- Students who arrive more than thirty (30) minutes after the start time will be recorded as having missed at least one hour of class or possibly more hours depending on the length of the class;
- When records show that a student has missed **nine (9) hours of class** the student will receive a **first written warning** and will be counselled by the teacher;
- When records show that a student has missed **fourteen (14) hours of class** the student will receive a **second written warning** and will be interviewed by the principal;
- When records show that a student has missed **eighteen (18) hours of class** the student will be **withdrawn from the course and must repeat it**. There will be no refunding of fees;
- Students who are absent from class with advance notice and proof of an acceptable reason will not be penalized but must make up the class time at the teacher's discretion.

5.5.2 Online Attendance policy

Academy Of Cisaf online courses are delivered through a continuous-intake, asynchronous, and self-paced learning model. Students are not required to attend classes at fixed times. Regular attendance in the online environment is demonstrated through meaningful engagement in learning and continuing progress toward course expectations.
Each full-credit course is scheduled for a minimum of 110 hours of planned learning. Student attendance and progress are monitored through documented evidence such as Moodle activity, lesson completion, assignment and assessment submissions, teacher-student communication, participation in required online learning activities, Student Learning Logs, and progress toward course milestones.
Logging into Moodle by itself does not constitute meaningful learning engagement or attendance.

Student Responsibilities

- Students are expected to demonstrate meaningful learning engagement in each enrolled course on at least three (3) separate days during each active study week, unless an alternative learning schedule, approved absence, or approved study pause has been authorized by the school.
- Students are expected to complete assigned online and offline planned learning activities and submit required assignments, quizzes, projects, and assessments.
- Students are expected to maintain regular course-related communication with their teachers and participate in required teacher-led meetings, conferences, discussions, or learning sessions.
- Students must maintain and submit Student Learning Logs where required to document approved offline planned learning activities and learning time.

Meaningful Learning Engagement

Meaningful learning engagement refers to participation in activities that contribute to the achievement of Ontario curriculum expectations. Examples include completing lessons, readings, exercises, research or other course work; submitting assignments, quizzes, projects or assessments; participating in required teacher-led conferences, discussions or collaborative learning activities; communicating with the teacher about course learning; and completing Student Learning Logs, reflections or other assigned activities.

For attendance purposes, multiple learning activities completed on the same calendar day count as one meaningful engagement day. Students may choose which days they study. Meaningful learning completed on weekends may count toward the weekly engagement requirement. A student is not marked absent simply because no learning activity takes place on a weekend, statutory holiday, or school holiday.

Active Study Week and Weekly Attendance Standard

An active study week is a week during which the student is actively enrolled in the course and is not on an approved study pause or approved extended absence. Each active study week contains three (3) attendance opportunities per enrolled course. These opportunities are not tied to fixed class times or predetermined weekdays.

- 3 or more meaningful engagement days in an active study week: 0 unexcused attendance opportunities missed.
- 2 meaningful engagement days: 1 unexcused attendance opportunity missed.
- 1 meaningful engagement day: 2 unexcused attendance opportunities missed.
- 0 meaningful engagement days: 3 unexcused attendance opportunities missed.

Approved absences, approved study pauses, and other excused circumstances are excluded from the calculation of unexcused absences.

Attendance and Participation Weight

Beginning in the 2026-2027 school year, Attendance and Participation form part of the final course grade. The weighting is 15% in Grades 9 and 10 and 10% in Grades 11 and 12. Excused absences do not negatively affect the Attendance and Participation mark.

Attendance and Participation Assessment

The Attendance and Participation mark is based on documented evidence of both attendance and meaningful participation. It is not determined solely by Moodle login frequency or by an automatic deduction for each missed activity. Teachers use professional judgement and documented evidence when determining the student's level of achievement in Attendance and Participation.

For online asynchronous courses, the unexcused absence percentage is calculated as: unexcused attendance opportunities missed divided by total attendance opportunities during active study weeks, multiplied by 100.

- Level 4 (80-100%): 0.0%-2.5% unexcused absences, with consistent and meaningful participation.
- Level 3 (70-79%): more than 2.5%-5% unexcused absences, with generally consistent participation.
- Level 2 (60-69%): more than 5%-7.5% unexcused absences, with inconsistent participation that may require reminders or intervention.
- Level 1 (50-59%): more than 7.5%-10% unexcused absences, with limited consistency in participation and communication.

- Below Level 1 (below 50%): more than 10% unexcused absences and insufficient evidence of attendance and participation.

Approved Study Pauses and Course Completion Period

A student who anticipates a temporary interruption to study may request an approved study pause. Reasons may include illness, travel, family circumstances, examinations, or other circumstances approved by the school. During an approved study pause, the student is not required to meet the normal weekly attendance and engagement expectations, and the approved pause period is excluded from attendance calculations.

Students are encouraged to maintain steady progress and normally complete each full-credit online course within approximately four to six months. All course requirements must normally be completed within twelve (12) months from the student's original course enrolment date.

An approved study pause does not normally extend the twelve-month course completion period. Any extension beyond the twelve-month completion period requires approval by the Principal and will be considered only in exceptional circumstances.

Progressive Attendance Intervention

The purpose of attendance intervention is to support students in re-engaging with learning before attendance concerns place successful course completion at risk. Intervention is separate from the calculation of the Attendance and Participation mark.

- Initial concern: the teacher or school administration provides a reminder, identifies missing learning activities, and offers support.
- Three consecutive missed attendance opportunities: the student is contacted by email, Moodle message, telephone, or online meeting to determine the reason for non-engagement and establish expectations for re-engagement.
- Ongoing concern: the parent/guardian, or the adult student where applicable, is contacted and may receive an attendance or progress summary.
- Significant concern: an Attendance Improvement Plan or re-engagement plan may be established with specific expectations and timelines.
- Continued non-engagement: the Principal reviews the student's attendance and academic progress and may arrange a meeting with the student and/or parent/guardian.
- Failure to re-engage: the Principal may review the student's continued enrolment in the course and determine appropriate next steps in accordance with school and Ministry policy.

Attendance Tracking

For administrative tracking, the school reviews the number of separate meaningful engagement days recorded for each student in each enrolled course during each active study week. Multiple learning activities completed on the same day are recorded as one engagement day for attendance purposes. Attendance evidence may include Moodle lesson/activity completion, submissions, assessments, teacher-student interactions, required conferences, discussion activities, Student Learning Logs, and progress toward course milestones.

Students are expected to begin their courses promptly after enrolment and maintain consistent progress. Prolonged inactivity may jeopardize successful course completion and the school's ability to evaluate sufficient evidence of achievement.

5.6 Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside their secondary school. Where such learning has occurred outside Ontario classrooms, students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Secondary School Diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the principal who grants credits.

Registration & Record Procedures To ensure accurate academic planning, PLAR equivalencies are completed as part of the student's initial registration in the school. After a review of the student's existing documentation, a copy of the PLAR equivalency assessment must be filed in the student's established Ontario Student Record (OSR).

Credit Equivalency Limits

- For regular students transferring from outside Ontario, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses, and they must earn a minimum of 4 further credits to graduate.
- For mature students (18+), up to 16 Grade 9 and 10 credits may be granted through the equivalency process. Mature students may earn up to 10 of the 14 remaining Grade 11 and 12 credits through challenge or equivalency, but must earn a minimum of four Grade 11 and 12 credits by taking the necessary courses.

5.7 Student Transfers

Procedures for Students Transferring to Academy Of Cisaf from a Non-Inspected Private School or a School outside Ontario where students who do not have Ontario credits are transferring to Academy Of Cisaf from a non-inspected private school or a school outside Ontario, the principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned. Students will have to successfully complete the Provincial Secondary
School Literacy Test. The principal will also determine the number of hours of community involvement activities that the student will have to complete. The principal will note the results of his/her assessment and deliberations in the student's Ontario Student Record (OSR).

With respect to compulsory courses, a student who fails a course or who chooses to withdraw from a course during the school year or the semester (after consultation with parents and teaching staff) should be informed of the consequences for meeting diploma requirements. The program options available to the student to enable him/her to meet the requirements should be outlined, and possible alternative courses identified. The OST policies shall govern the procedures related to the recording of course attempts and withdrawals.

6. The Ontario Student Record

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The following policies and procedures are in accordance with the ministry's establishment, maintenance, use, retention, transfer and disposal of the OSR.

6.1 Establishment of the OSR

When a student enrols in Academy Of Cisaf, an OSR will be established in order to record his/her educational progress. If the student is under the age of eighteen (18), the parents or guardian shall be informed of the purpose and content of the OSR at the time of enrolment.

An OSR is an ongoing record which will be transferred if a student transfers to another school in Ontario.

An OSR consists of the following components:

- An Ontario Student Record folder;
- Report cards;
- An Ontario Student Transcript, if applicable;
- A documentation file, if applicable;

- Other information identified as conducive to the improvement of the instruction of the student.

A Student's record of courses successfully completed and credits earned towards the Ontario Diploma is maintained in the OSR. An up-to-date OST is kept in the OSR. If a student is under the age of eighteen (18), the parents or guardian may check the OSR by appointment with the principal.

Any part or parts of an OSR may be micro-recorded or recorded and stored electronically in a manner that permits the printing of a clear and legible reproduction. Original documents must be maintained in OSR because it is required by the ministry's guidelines 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 in replacement. Previous information will be obtained from the current office index card and, if applicable, from the card(s) from the student in question's 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.

6.2 Responsibility for the OSR

It is the duty of the principal to:

- Establish, maintain, retain, transfer and dispose of a record for each student enrolled in the school in compliance with the ministry's guidelines and policies;
- Ensure that the materials in the OSR are collected and stored in accordance with the policies in the ministry's guidelines;
- Ensure the security of the OSR;
- Ensure that all people specified by the principal to perform clerical functions with respect to the establishment and maintenance of the OSR are aware of the confidentiality provisions in the Education Act and the relevant freedom of information and protection of privacy legislation.

6.3 Access to the OSR

Both the *Municipal Freedom of Information and Protection of Privacy Act and the Freedom of Information and Protection of Privacy Act* prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances. These circumstances are defined in the legislation, and it is up to the principal to decide whether or not to grant access to personal information in such circumstances. Academy Of Cisaf requires the consent of the parents or guardians or adult student for the release of information from the OSR.

6.4 Access to Student Information

Student information refers to the information related to a student's academic records at Academy Of Cisaf as well as his/her biographical and personal information. By applying for admission to Academy Of Cisaf, a student accepts the school's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and assistance of the school in academic and financial administration of its affairs.

6.5 Retention & Disposal

Personal information is retained for at least one year after use. Report cards and documentation files are retained for 5 years after the student leaves school. The OSR folder and OST are retained for 55 years. Disposal of records is conducted securely using machine shredding.

6.6 Transfer

When a student transfers to another Ontario school, the OSR is transferred securely upon receipt of an official written request.

7. Student Code of Conduct

7.1 General Guidelines: Respect and Responsible Behaviour

All members of the Academy Of Cisaf community must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times;
- Respect the rights of others and people who are in the position of authority.

No member of the Academy Of Cisaf community shall be subject to any physical, sexual, psychological, verbal harassment or abuse.

7.2 Illegal Drugs, Smoking and Alcoholic Beverages

Students must not possess, store, consume or be under the influence of illegal drugs and/or alcoholic beverages on any property under the control of Academy Of Cisaf. Smoking of any material is prohibited in all facilities of Academy Of Cisaf.

7.3 Possession of Firearms and Weapons

No firearms, weapons, ammunition or explosive substances are allowed on lands or in premises leased, owned, operated or otherwise controlled by Academy Of Cisaf. Students must neither cause injury to any person using an object nor use any object to threaten or intimidate another person.

The terms ‘firearms,’ ‘weapons,’ ‘ammunition’ and ‘explosive substances’ have the meanings given to them under the Criminal Code of Canada. Anyone found to have contravened these restrictions shall be disciplined and/or prosecuted, and all offending firearms, weapons, ammunition or explosive substances will be confiscated.

7.4 Racism

At Academy Of Cisaf, we firmly believe that the racial and ethno-cultural diversity of its community is a source of excellence, enrichment and strength. We affirm the principle of human rights that every member of Academy Of Cisaf has the right to equitable treatment without harassment or discrimination on the grounds prohibited by the Ontario Human Rights Code, including race and ethnicity. Academy Of Cisaf is committed to fostering fairness and respect, to creating and maintaining a positive working and learning environment and to promoting anti-racism. Anyone in the Academy Of Cisaf community who infringes a right protected by the Ontario Human Rights Code shall be subject to complaint procedures, remedies and sanctions in the institutes, policies, codes and regulations, and to such discipline as may be appropriate under the circumstances.

7.5 Sexual Harassment

Academy Of Cisaf strives to provide an environment wherein all students, faculty and staff are able to learn, study, teach and work, free from sexual harassment, including harassment on the basis of gender identification, gender expression and sexual orientation.

We define sexual harassment as:

- Unwanted sexual attention of a persistent or abusive nature;
- The making of implied or expressed promise of reward for complying with a sexually-oriented request;
- The making of implied or expressed threat of reprisal, in the form of actual reprisal or the denial of opportunity, for refusal to comply with a sexually-oriented request;
- Sexually-oriented remarks or behaviour which may reasonably be perceived to create a negative psychological and emotional environment for work and study.

Students, faculty and staff who have sexually harassed another member of the community will be subject to discipline and sanctions as are appropriate to the circumstance.

7.6 Physical Aggression and Bullying

Academy Of Cisaf prohibits physical aggression and bullying in all circumstances. All conflicts should be resolved by non-violent means. Physically or verbally aggressive behaviours are not acceptable. Students who violate this policy may be removed from Academy Of Cisaf's premises and may face disciplinary action including expulsion and/or criminal prosecution. Any student who has been subjected to or witnessed physical aggression and bullying should promptly notify the instructor or administration.

According to the Education Act from the Ministry of Education, bullying is defined as an aggressive and typically repeated behaviour by a pupil where:

- The behaviour is intended by the pupil to have an effect of, or the pupil ought to know that the behaviour would be likely to have the effect of, (a) causing harm, fear or distress to another individual, including physical, physiological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or (b) creating a negative environment at a school for another individual;
- The behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

All forms of bullying, including the use of any physical, verbal, electronic (including cyber-bullying), written or other means are strictly prohibited.

7.7 Property of Academy Of Cisaf

Students must demonstrate care for the property of Academy Of Cisaf and other members of the community. If property is damaged, either intentionally or unintentionally, Academy Of Cisaf reserves the right to demand compensation for the losses which shall be more than the cost of replacement of the damaged property.

7.8 School Locker Policy

Academy Of Cisaf will assign lockers and locks on the basis of need at the beginning of every school year. A fee is required to use the locker and it cannot be used by any unauthorized person.

Lockers and locks are the property of Academy Of Cisaf and are subject to inspection at any time by Academy Of Cisaf staff throughout the school year.

Students should NOT provide the lock combination to any other student. Academy Of Cisaf assumes no liability for any items stored in lockers or any damage to student lockers. Any student caught vandalizing lockers will be subject to the current code of conduct (section 7.13) and may be reported to police.

Students are responsible for keeping their lockers clean and free of illegal substances, weapons and offensive material. Neither food nor drinks are allowed inside the locker. If any of these objects are found in the locker, the item will be retained and the student may receive a sanction. You are expected to vacate your locker at the end of your rental period so that it can be cleaned, repaired and reassigned for the next student.

Damage to lockers and loss of locks will be the responsibility of the student and payment must be made for replacement of a lost lock and/or damage to a locker.

7.9 Food Policy

Students are not allowed to eat or drink in the classroom when class is in session except when the food has been provided by Academy Of Cisaf. During lunch period and between classes, students may eat or drink in the classroom but all containers must be removed from the classroom before the class resumes. Students will learn how to recycle according to Canadian policy.

7.10 Cell Phones/Tablet Policy

The use of cell phones, tablets, etc. is prohibited in class at Academy Of Cisaf. However, they can be used as learning tools at the teacher's discretion.

7.11 Compliance with Fire Safety Regulations

In the case of a fire, the fire alarm will sound. Upon hearing the alarm, everyone in the building will use the staircase to get to the ground floor and exit through one of the main doors of the building. Staff and students are expected to gather in the grassy area to the north of the building.

7.12 Visitor Policy

In order to assure the safety of all Academy Of Cisaf students, all visitors must identify themselves and check in at the front desk. All visitors are required to show a piece of identification. Visitors must remain in the reception area.

7.13 Reinforcement of Code of Conduct

Students at Academy Of Cisaf are responsible for knowing and complying with the regulations of Academy Of Cisaf. Students who are charged with violations of the regulations shall be subject to disciplinary actions decided by a committee designated for that purpose. The committee has the authority to issue warnings, impose penalties and recommend dismissal.

Visitors, invitees or trespassers who violate the maintenance of order within Academy Of Cisaf will be asked to leave the premises. Failure to comply will result in Academy Of Cisaf using all reasonable means including, but not limited to calling for the assistance of the police to effect removal. Students may be held accountable for acts of misconduct of their guests while on Academy Of Cisaf premise.

7.14 Progressive Discipline

As mentioned above, if a student breaches the code of conduct, progressive discipline techniques will be applied that shift the focus from being solely punitive to being corrective and supportive. Progressive discipline is a whole-school approach that

utilizes a continuum of interventions, supports, and consequences to address inappropriate actions. Learning opportunities reinforce positive behaviour and help students make better choices. Members of the administration and/or guidance team will assist the student through their challenges. Intervention may include:

- Discussion with a teacher, member of the support staff, guidance counsellor, or principal
- Attendance / performance/ behaviour contracts
- Reflection sheet
- Parental contact and involvement in applying an appropriate remedy
- Loss of privilege to participate in specified school activities
- Written or oral apology
- Detention, suspension, or expulsion

7.15 Mandatory Consequences

The police will be involved in the case of serious offences and a student will be immediately suspended and proceed to an expulsion hearing for the following:

- Possession of a weapon including, but not limited to firearms;
- Trafficking of drugs or weapons;
- Theft/Robbery;
- Use of a weapon to cause bodily harm or to threaten serious harm;
- Physical assault causing bodily harm requiring professional medical treatment;
- Sexual assault;
- Providing alcohol to minors.

Immediate suspension will be the minimum penalty faced by a student for:

- Uttering a threat to inflict serious bodily harm;
- Possession of illegal drugs;
- Acts of vandalism causing extensive damage to Academy Of Cisaf property.

A student will be immediately suspended for:

- Swearing at a teacher or other person in authority;
- Being in possession of alcohol;
- Being under the influence of alcohol/drugs.

8. Student Services

Academy Of Cisaf is equipped with qualified and caring faculty and management personnel to provide students with all the necessary services to complete their educational program in Canada.

8.1 Airport Reception

At Academy Of Cisaf representative is available to welcome international students on their arrival at the airport and transfer them to their selected accommodation. This service provides an excellent introduction to Toronto and allows for a smooth transition. Students must provide details of their flight prior to their arrival in order to use this service.

8.2 Orientation

A comprehensive orientation program is provided for all new students prior to the commencement of each semester. The orientation includes the following:

- Campus familiarization (e.g. nearest library);
- Public transit information (e.g. routes from/to residence);
- City of Toronto information (e.g. museums);
- Meeting with school staff;
- Course and program information (e.g. individual consultation);
- Opening a bank account;
- Purchasing textbooks (e.g. Academy Of Cisaf textbook system);
- Brief Canadian legal information (e.g. rights and responsibilities);
- Accommodation and housing service;
- Guardianship.

8.3 Guardianship

Academy Of Cisaf offers guardianship to those students who stay at Academy Of Cisaf-designated accommodations. Students who make their own accommodation arrangements will be asked to find their own guardians.

8.4 Accommodation / Housing Services

Finding somewhere to live is always a top priority for new students who are relocating to Toronto. Academy Of Cisaf staff will help students arrange accommodation before or after their arrival in Toronto. We provide information regarding the different types of accommodation available through the school, but students are free to make their own arrangements as well. As mentioned above, guardianship is only offered to those who make the arrangement through Academy Of Cisaf.

The main types of accommodation in Toronto are:

- Homestay provides students with the opportunity to live with a Canadian family and is recommended for students who wish to experience Canadian culture and way of life. Canadian host families come from many different cultures. A host family may be from China, Iran, Afghanistan, India, Hong Kong, Europe or any other part of the world. This is an excellent way to improve language skills while seeing how Canadian families live. All families are located within commuting distance of Academy Of Cisaf. Homestay include daily breakfast and dinner.

- Private house / apartment rentals are a popular option for Canadian students who share the house or apartment with a number of roommates. The cost of these units will depend on the number of people sharing, size of unit, location and

access to the public transportation system. Usually this type of accommodation is unfurnished so there will be additional set-up costs (e.g. furniture, utility connection charge). This option does not include meals.

- Temporary accommodation is available for students who are unsure of what type of accommodation he/she might need, or if his/her long-term accommodation is not ready when they arrive in Toronto. In this case, Academy Of Cisaf can refer students to some type of budget hotel or hostel which will include a furnished room and shared facilities. This option does not include meals.

Please note that the duration of stay for students is flexible as long as the minimum of three to six months requirement is met. Please inquire about other accommodation options and Academy Of Cisaf will try its best to meet different need.

8.5 Student Visa / Authorization Application Support Services

Students planning to come to Canada to study should apply for their Temporary Resident Visa and Study Permit at the appropriate Canadian embassy, high commission or consulate in their country. The processing time will vary and it is best to apply as soon as possible.

The following are the main requirements for the Temporary Resident Visa and Study Permit:

- Completed *Application for a Study Permit* form;
- Proof of acceptance by Academy Of Cisaf;
- Proof of identity; a valid passport and two (2)additional passport-sized photos;
- Proof of financial support; students must be able to prove that they are able to support themselves financially during their stay in Canada;
- A medical evaluation as required by regulations for certain countries.

Exact details regarding Temporary Resident Visa and Study Permit can be obtained from the nearest Canadian diplomatic mission.

After the Canadian Embassy has approved a student's documentation he/she is ready to plan their move to Canada. Academy Of Cisaf will help students with this transition and is pleased to assist with any details of their move.

When students enter Canada, they must;

- Prove to an immigration officer that they will leave Canada at the end of their studies;
- Have been accepted by Academy Of Cisaf;
- Prove that they have enough money during their stay in Canada to pay for tuition fees, living expenses for themselves and accompanying family members, and return transportation for themselves and accompanying family members.

8.6 Extra-Curricular Activities

Academy Of Cisaf regularly arranges activities and excursions within Toronto and in surrounding areas. These activities may include; field trips to museums, galleries, exhibitions, the zoo and various tours and events around the city. It is Academy Of Cisaf's goal to provide students with special opportunities to participate in Canadian society and culture. School-specific social and athletic activities are organized to promote student recreation and interaction.

8.7 Functions of Faculty Advisor

At Academy Of Cisaf, staff is available to mentor students with their academic life and general social development. The advising service will assist students with many different aspects of their educational life:

- Preparing educational goals to match students' career plans and future aspirations;
- Assisting with course selection and giving additional support in the event of academic difficulties;
- Organizing extra-curricular activities;
- Communicating with parents/guardian and teachers;
- Providing any general assistance to help students improve their study habits and academic performance;
- Offering information about admission requirements to Canadian universities and colleges.

Academy Of Cisaf offers more intensive counselling for Grade 12 students making final decisions for their academic future.