



EduQualia

STUDENT & PARENT

HANDBOOK 2023-2024

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CANADIAN DUAL DIPLOMA

The Canadian Dual Diploma Program is an official credit co-validation program which allows students worldwide to obtain an official Canadian high school diploma from their home country.

Edualia® has designed an online academic credit program with the objective of helping international students to obtain a dual diploma, one being from their country of origin, and the second being a Canadian, Ontario Secondary School Diploma (OSSD).

WHAT TYPES OF PROGRAMS ARE AVAILABLE?

- High School Diploma for Canadian university purposes
- High School Diploma for academic purposes
- General interest credits (non-credit).
- Foundations for Success (non-credit)

WHICH AREAS OF STUDY ARE AVAILABLE?

University & College Program	Diploma Program	General Interest Credits
Social Science & Media Stream	Social Sciences	Health for Life
Business Management & Marketing Stream	Natural Sciences	The Writer's Craft
Engineering, Architecture & Computer Science Stream	Business	Mathematics for Everyday Life
Science & Health Stream		English as a Second Language

HOW LONG IS THE PROGRAM?

University & College Program:

Students can complete this program in six sessions beginning the summer before their second-last year of high school.

Diploma Program:

Students can complete this program during their final two years of high school; two credits each academic year.

General interest credits:

Students can complete these credits at any time during high school.

Foundations for Success:

Students can complete this course at any time during high school, or in their final year of elementary/middle school.

PHILOSOPHY

The pursuit of excellence in all things governs how we educate. The investigation of human knowledge and the acquisition of transferable skills within a vibrant environment inspire and provide focus to our programs. The education process is both formative and summative. It demands total participation in the exercise of the intellectual, physical, and spiritual faculties found within each member of our community.

MISSION

Edualia's mission is to inspire our students to be effective communicators, critical and creative thinkers, collaborate with others and become lifelong learners in full awareness of themselves within a global community.

OUR GOALS

Our curriculum focuses on helping learners acquire a set of broadly applicable skills that they can apply accordingly to whatever challenges they might face in their lives and careers. Students' high school years should principally be about *learning how to learn* and acquiring the competencies they need to do that effectively. Learning is no longer just a means of acquiring information; instead, teaching and learning methods – which have always been an important consideration in education – become more important than ever.

Education is a Lifelong Journey. Our teacher-supported courses assist and encourage students in the process of learning. In the high school courses that we envision, this will not often involve simply giving information to the learners for them to memorize. Instead, Edualia will endeavour to create the optimal conditions in which students make connections that constitute their own learning. This is a subtle but important shift that Edualia incorporates into each course.

Our goal is to prepare students to reach their full potential in life. Students will:

- be lifelong learners
- be passionate
- be ready to take risks
- be able to problem solve and think critically
- be able to look at things from different perspectives
- be able to work independently and with others
- be creative
- have integrity and self-respect
- persevere
- be able to interact well with the world around them
- speak well, write well, read well, and work well with numbers
- care for and want to give back to their community
- truly enjoy their life and their work

PROGRAM WEB PAGE

Please visit our web page frequently for the latest information and news. This page can be accessed at www.edualia.education

ADMISSIONS AND ENROLLMENT PROCEDURES

To enroll, a student must complete the application process, take an English language Admissions Test, and be accepted. Admission to our program is based upon the following criteria.

- Reference from student's local school
- Completion of application form
- Minimum average of 70% in the student's local school
- Average IELTS TEST of 4.5 (European Framework B1) or equivalent in any other English language test

Students will be provided the following information:

- Login Information, Username and Password
- How to access online courses
- How access school and course news
- How to connect to their webinars for lectures, discussion groups and online help.

Students will be given a complete schedule (date and times) for:

- Live Lessons
- Guidance Sessions
- Assignment due dates
- Exam dates

GUIDANCE AND CAREER EDUCATION

Edualia will provide a guidance program so that students can successfully navigate their courses and leave secondary school with a clear plan for their post-secondary destination, as well as with the confidence in their ability to implement (and revise or adapt) their plan throughout their lives as they and the world around them change.

The Guidance and Career Education Office provides a program of ongoing support, information and guidance regarding students' educational, social and personal concerns.

The following are among the services offered:

- Academic counseling/planning
- Career interest inventories
- College and university information



Edualia will provide all students with multiple means to pursue their interests and strengths, engaging them in learning and better preparing them for success in secondary school and beyond

Resources:

Student Success:

<http://www.edu.gov.on.ca/studentsuccess/index.html>

Creating Pathways to Success:

<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS (OSSD)

Note: International students completing the Dual Credit Program will complete 1, 4 or 6 credits only, depending on their selected program. The remaining 26 necessary credits will be completed at their local High School. Please consult the Prior Learning Assessment and Recognition (PLAR) section for further information.

A student beginning in grade 9 must acquire 30 credits distributed as follows

18 Compulsory Credits

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health & Physical Education
- 0.5 credits in Civics
- 0.5 credits in Career Studies

PLUS, one credit from each of these three groups:

Group 1: 1 additional credit in English or French as a Second Language**, or a Native language, or a classical or an international language, or social sciences and the humanities (family studies, philosophy, world religions), or Canadian and world studies, or guidance and career education, or cooperative education***

Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or French as a Second Language**, or cooperative education***

Group 3: 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9 to 12), or French as a Second Language**, or computer studies, or cooperative education***

***A maximum of 3 credits in English as a Second Language (ESL) 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.**

*****A maximum of 2 credits in Co-operative Education can count as compulsory credits.**

12 Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed as available in the course calendar.

The 12 optional credits may include up to a maximum of 4 credits earned through approved dual credit courses.

PLUS, complete 40 hours of community involvement activities

PLUS, successfully complete the Ontario Secondary School Literacy requirement

Community Service

Note: International students completing the Dual Credit Program will complete 20 hours of volunteer community service, in coordination with their local school.

Graduation requirements include the completion of 40 hours of Volunteer Community Service in accordance with the guidelines published by the Ministry of Education. There are specific lists of both eligible and ineligible activities. Community service placements must be approved prior to commencing any volunteer activity. Students must consult with Guidance to obtain approval before investing their time in a potentially ineligible placement. Community service must occur outside of regular school hours. Students must submit their completed passport to Guidance. Be sure to complete all the areas of the passport: including your name, student ID number, school address, description of the activity, number of hours completed, supervisor, parent and student signature.

Community Hours Requirement

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS)*, every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, if those activities result in the completion of 40 hours of community involvement. Students under 18 will plan and select their community involvement activities in consultation with their parents and tutors.

What Cannot Be Included as Community Involvement?

The Ministry of Education has developed a list of activities that may NOT be chosen as community involvement activities. An activity is NOT eligible if it:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student's lunch break or spare periods.
- Takes place in a mining or logging environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.

- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools or scaffolding (e.g. Snow blower, power mower, hedge trimmers etc.).
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as "designated substances" under the Occupational Health and Safety Act (e.g. asbestos, lead, dangerous chemicals, toxic materials, etc.).
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young offenders, probationary program).

Students planning to start or complete their community involvement requirements need to obtain the Community Involvement Form and submit it to guidance for approval. Once approved, the student may continue with the involvement.

Accessing Ontario Educational Information

For more information or details on education in Ontario, parents or students can go to the Ontario Ministry of Education website: (<http://www.edu.gov.on.ca/eng/secondary.html>)

The site contains all the policy and curriculum documents as well as the latest developments, changes or announcements about your secondary school education in Ontario.

Grade 10 Literacy Requirement

All students who enter Grade 9 in the 2000-2001 school year or in subsequent years must successfully complete the provincial secondary school literacy test to earn a secondary school diploma. Students will normally be administered the literacy test when they are in Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. The test will identify areas for remediation for students who are unsuccessful in completing the test. Students who write the test, but fail, must retake the test and complete it successfully, or successfully complete the Ontario Secondary School Literacy Course (OSSLC) to qualify for a secondary school Diploma. There is no limit to the number of times the test may be re-taken.

Note: For international students enrolled in the Dual Credit Program, will need to successfully complete the Ontario Secondary School Literacy Course instead of completing the OSSLT.

What is 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 on behalf of the Ministry of Education. Course curriculum 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.

Course Prerequisites

Students are responsible for ensuring they have obtained the prerequisite prior to enrolling in a course. To assist students in this regard, school counselors will create an educational plan to make sure they are ready for each course they wish to take. Further information regarding the required prerequisite for a course may be obtained from the course information page on our website.

Course Categories

The Ontario Secondary School program is based on a credit system. Full credit courses are 110 hours in length. A credit is granted by the Principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education. There are several types of courses, each is intended to enable students to choose courses suited to their strengths, interests, and goals. The types of courses that are offered in Grades 9 and 10 categorized as Academic, Applied and Open.

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. The code of an academic course ends with the letter "D", i.e. SNC1D

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. The code of an applied course ends with the letter "P", i.e. SNC1P

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. The code of an open course ends with the letter "O", i.e. BTT2O

Academic versus Applied (Grade 9 and 10 courses)

Academic and applied courses set high expectations for all students. Academic courses focus on the essential concepts of the discipline and explore related concepts. Academic courses develop student knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Applied courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10.

However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his or her educational goals should change.

Course Categories for Grades 11 and 12

In Grades 11 and 12, courses offered to prepare students for their postsecondary destinations include:

1. *University preparation courses* designated with the letter "U" such as ENG4U. The courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered, and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills
2. *University/College preparation courses* designated with the letter "M" such as BOH4M. These courses include content that is relevant for both university and college programs. The courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered, and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.
3. *College preparation courses* designated with the letter "C" such as ENG3C. The courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered, and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize

the development of critical-thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

The Course Coding System

The course code consists of a course title and a six-character code. The first five characters are designated by the Ministry of Education. The sixth character is determined by the school. Normally, the sixth character is “0.” It acts as a placeholder. Sometimes the sixth character is a specific symbol, used for scheduling purposes. The sixth character does not appear on the Ontario Student Transcript.

Code Characters	Explanation	Example: PPL10F
1st, 2nd, 3rd characters	Subject discipline of the course in letters	“PPL” represents Healthy Active Living Education
4th character	Grade level as a number*	“1” Grade 9
5th character	Type of course as a letter:	“O” Open course
	“C” College	
	“D” Academic	
	“E” Workplace	
	“L” Locally Developed	
	“M” University/College	
	“O” Open	
	“P” Applied	
	“U” University	
6th character	Board designated character that assists with organization of class	“F” a class for females only
*Note: In the case of ESL/ELD and Classical/International Language courses, the fourth character (A, B, C, D, E) refers to a level of proficiency.		

Course Descriptions

Information regarding course expectations and achievement chart categories for each subject area is available through the Ministry of Education website at www.edu.gov.on.ca. Courses of study are available within the content section of all our online courses.

Substitution for Compulsory Courses

To help meet the individual needs of students, the Ontario Ministry of Education allows principals the capacity to be flexible in meeting the Ministry compulsory requirements but always meeting the minimum requirement of 30 credits.

English as a Second Language Program

Learning a new language requires specialized language instruction. At Edualia, we provide ESL classes at four levels of proficiency to assist students in integrating not only language concepts, but also into the Ontario community.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the secondary school diploma. This formal evaluation and accreditation process are known as Prior Learning Assessment and Recognition. Students from out of Province seeking to earn credits toward an OSSD for entrance into a college or university program can have their existing high school credits evaluated and may receive Ontario equivalent credits. Where students who are transferring credits from a non-inspected private school or a school outside Ontario to an Ontario secondary school, the school 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 school principal will determine the number of hours of community involvement activities that the student will have to complete and will note the results of his or her assessment and deliberations in the student's Ontario Student Record (OSR).

The Achievement Chart

The achievement chart for each discipline is included in the curriculum policy document for that discipline. The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement. Each chart is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections.

The names of the categories differ slightly from one discipline to another, reflecting differences in the nature of the disciplines. The achievement chart also describes the levels of achievement of the curriculum expectations within each category. The descriptions associated with each level serve as a guide for gathering assessment information and enable teachers to make consistent judgments about the quality of student work and to provide clear and specific feedback to students and parents.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. A variety of materials is available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement. Level 3 (70–79%) is the provincial standard.

Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course. It should be noted that an evaluation of achievement in the 80–100% range (level 4) does not suggest that the student is achieving expectations beyond those specified for the course, but rather that he or she demonstrates a very high to outstanding level of achievement of the specified expectations, and a greater command of the requisite knowledge and skills than a student achieving in the 70–79% range (level 3). A student whose achievement is below 50% at the end of the course will not obtain a credit for the course.

Levels of Achievement

Level	Description	Letter Grade	Percentage Mark
Level 4:	The student demonstrates the specified knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard.	A	80 - 100%
Level 3:	The student demonstrates the specified knowledge and skills with considerable effectiveness. This represents the provincial standard for achievement.	B	70 - 79%
Level 2:	The student demonstrates the specified knowledge and skills with some effectiveness. Achievement approaches the provincial standard.	C	60 - 69%
Level 1:	The student demonstrates the specified knowledge and skills with limited effectiveness. Achievement falls below the provincial standard.	D	50 - 59%
Level R:	Insufficient achievement of curriculum expectations. A credit will not be granted.	R	Below 50%

EVALUATION AND ASSESSMENT

Assessments and evaluations are based on the Provincial curriculum expectations. Students are given numerous, varied opportunities to demonstrate the full extent of their achievement of expectations across all four categories of knowledge and skills. Regular attendance and active participation are vital to learning and continuous improvement.

Students who habitually miss classes or neglect to complete assignments will suffer in the learning process because achievement cannot be fully assessed, and their credits may be in jeopardy. It is the responsibility of students to attend all classes and scheduled activities on time and with the proper materials. Unexcused absences ("skips") will be dealt with accordingly. Teachers will make every effort to contact parents when attendance is a concern.

Note: For international students completing the Dual Credit Program, all lectures, debates and tutoring sessions are mandatory.

The report card provides a record of the student's achievement of the curriculum expectations in every course, in the form of a percentage grade. The percentage grade represents the quality of the student's overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart for the discipline. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.

REPORTING

Progress Reports

At any time throughout the scheduled semester, a student or parent may request, from the subject teacher, an updated report of the student's academic progress.

Mid-Semester Report Card

At mid-semester, students will receive a grade in each subject including progress to date as well as an assessment of learning skills. Student attendance will be recorded on the report card.

Final Report Card

At the end of each semester, all students will receive a final report.

The final grade for each course in Grades 9-12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

While all curriculum expectations must be accounted for in instruction and assessment, the evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectation is evaluated based on their achievement of related specific expectations. Teachers will use their professional judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations. Evidence of student achievement for evaluation is collected over time from three different sources: observations, conversations and student production. Evaluation is the responsibility of the teacher and does not include the judgment of the student's peers.

Reporting on Demonstrated Learning Skills

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale:



Letter Grade	Meaning
E	Excellent
G	Good
S	Satisfactory
N	Needs Improvement

Tests and Assignments

The number of tests within a course can vary. As well, the number and type of assignments may include labs, projects, discussion board participation, short answer questions as well as essays, audio recordings and presentations. All assignments at Edualia are submitted through the online learning platform. Students will receive zeros for any non-submitted assignments or untaken tests. The primary objective in courses at Edualia is student achievement of the Ministry curriculum requirements. In keeping with this objective, the concept of missed or late assignments is nonexistent. Students are given timelines in each of their courses for the sole purpose of providing a guideline for achieving the course credit.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript is an official document issued by a secondary school to a student upon graduation and stored in the student's Ontario Student Record (OSR). It is a record of all secondary school course work and diploma requirements. It is retained for 55 years after a student retires from school.

In September 1999, The Ontario Ministry of Education instructed that schools in Ontario implement a policy of full disclosure. This policy states that all senior courses attempted (completed, dropped or failed) by students must be recorded on Ontario Student Transcripts. People needing a certified copy of their Ontario Student Transcript are required to contact the administration office of the last secondary school at which they were registered.

COURSE WITHDRAWAL

Secondary schools are required to make a full disclosure of courses completed, attempted and failed to Colleges and Universities. This means that all course withdrawals and failures beyond grade 10 courses must be reported. Repeated courses beyond grade 10 must indicate a mark for each attempt. The date on which the student completes each course in grades 9 and 10 will also be noted.

- Withdrawals occurring within 5 days of the issuing of the first report card from a course will result in the mark not being recorded on the OST.
- a withdrawal from a Grade 11 or 12 course after 5 days of the issuing of the first report card results in a "W" being entered in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals at any time from Grade 9 or 10 courses are not recorded on the OST
- If there are extraordinary circumstances relating to a student's withdrawal from a course, an "S" may be entered in the "Note" column on the OST.
- Only one credit is earned if a course is repeated. In Grade 11 and 12, an "R" appears on

the student's OST for the course with the lower mark.

It may be possible to pause studies for valid medical reasons. Students can send an official email to admissions@edualia.education requesting a pause in studies and include a doctor's note. It is also recommended that the student save all completed coursework in a personal folder (i.e. not on the platform) so that studies may be resumed at the appropriate time.

SWITCHING COURSES

Students completing the Dual Credit Program may request a course switch within the first ten days of the beginning of the semester. There is a \$150 CAD fee associated with switching courses

SWITCHING PROGRAMS

Students may request to switch programs by requesting a program transfer form which can be obtained by emailing admissions@edualia.education. Program transfers are subject to the approval of Edualia and are not guaranteed.

ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information “for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record”.

The OSR contains:

- Form 1A (personal information)
- Provincial Report Cards will be filed in the student's OSR or will be sent to the student's home school where the OSR is held
- Ontario School Transcript (OST)
- Documentation files such as IPRC (The Identification, Placement, and Review Committee), IEP (Individual Education Program), psychological assessments, Violent Incident Form, etc.
- PLAR Challenge for Credit: Cumulative Tracking Record
- Annual Community Involvement Report
- Ontario Secondary School Literacy Test results

Personal information in the OSR is maintained for at least one year after use. Report cards and documentation files are maintained for five years after use. The OSR folder containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Access to OSR

Every student has the right to have access to his or her Ontario Student Record (OSR). The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare. A student or authorized parent of a student who wishes to view the student's OSR should send a written request to Edualia. Identification will be requested on the scheduled

viewing date.

DIGITAL RESOURCES

Students in Edualia have access to e-Learning resources through our Learning Management System (LMS) Brightspace. Brightspace provides a unique central communication and access point for both students, parents and teachers.

- Curriculum
- News
- Interactive Activities
- Evaluation
- Assessment and Teacher Feedback log
- Communication
- Resources
- Digital log and storage of all student work

ATTENDANCE

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance patterns for their respective students and will work with local schools and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed, and possible consequences may include student and parental/guardian contact, attendance contracts, or even removal from the program.

Edualia Attendance Policy:

- 1) Student must always notify their teacher in advance if they are going to miss a lecture session or office hour.
- 2) Student must reschedule their guidance session if they are unable to attend at the time given.
- 3) Students must arrive to the lectures on time, anyone arriving 10 minutes after the lecture has started will be marked absent.
- 4) School Coordinators will be notified each time a student misses a lecture session without prior notice given to their teacher.
- 5) After a student misses 2 lecture sessions a warning letter will be sent to the student's school counsellor and parents.
- 6) If a student misses 3 lecture sessions, a formal meeting will be set up with the students, parents, and school coordinators.
- 7) Once a student misses 4 lecture sessions they will be removed from the program.

Attendance is monitored via a login tracking system. It is imperative that students spend time logged into their courses if they want to be successful. Teachers through email will contact students that lack a reasonable number of logins or if there is a long period of time without a login. If students expect a long delay in course login, it is best practice to let your teacher, know ahead of time.

Attendance is not only measured by time spent in a live session on a live webinar or online discussion with an instructor. Attendance is also measured by online and offline participation in the course, including:

- reading course content
- research
- assignments
- tests

Each time a student logs into a course, participation is automatically recorded and the length of time in each area is recorded. Expected number of logins will vary depending upon the course. Students should login at a minimum of three times weekly and spend approximately 4-5 hours per course, per week, working on school material.

Students are also required to check for news daily as teachers and school administrators send out numerous updates, progress reports via emails and course and school announcements within the learning management system (LMS).

Students must follow a timetable and assignment schedule due dates. If extra time is required because of personal reasons, please confirm the extra time required with your teacher. Students who do not complete assignments on time and miss their classes without teacher approval will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be validated by appropriate documentation.

ACADEMIC EXPECTATIONS

Students in the Edualia Dual Diploma Program are expected to maintain a minimum grade of 70% in each course enrolled. Should a student's grade drop below a 70% in any course during the semester, the student will be notified by their instructor and academic coach.

To ensure that our students are aware of this commitment and graduation requirements, the following processes will be followed:

1. If a student's grade drops below a 70% in any class, the student, parent, and guidance counselor will receive an email from the instructor notifying them of the situation and a reminder of the Academic Policies of the program. The student should respond to the instructor and begin submitting assignments.
2. Arrangements will be made for the student to work with the teacher or tutor to help the student improve their grades and understanding of course material.



3. If the student does not respond to the teacher and begin submitting assignments and raise their grade(s), the guidance counselor will send an email to the student, parent, and principal.
4. If at the end of the semester, the student is still not making appropriate progress and not passing the course(s), he/she may be academically withdrawn from the Dual Diploma Program or placed on Academic probation for the following semester. A student who is placed on probation has one semester to improve their grades to meet the graduation requirements in order to continue in the Dual Diploma Program. If the student is still not meeting the minimum graduation requirements of the Dual Diploma Program and is not passing their course(s), he/she will be withdrawn from the Program.

DUAL DIPLOMA REQUIREMENTS

In order to earn the Dual Diploma, the student's official home country secondary school transcripts must be provided to Edualia and the student must complete their final graduating year concurrently with the final year of Edualia's Dual Diploma Program.

Students must maintain a 2.0 Grade Point Average (GPA), a 65% minimum in all courses throughout their high school years both with their local school and Canadian Ontario courses.

To ensure that our students are aware of this commitment and graduation requirements, the following processes will be followed:

1. At the end of each school year, the student's overall GPA is calculated based on their final course grades. If a student passes their course(s) but the student's overall GPA falls below the minimum graduation requirement of 2.0, the student will be placed on Academic Probation for the following academic semester as he/she is at risk of not meeting the minimum graduation requirements.
2. A student's overall GPA is calculated as follows. See chart below for percentage to GPA conversion. The GPA is found by adding the Grade Point Average of each course completed to date and divided by the number of courses taken.

Example for three courses:

SPI3U	75%	GPA	3
MCR3U	86%	GPA	3.9
ENG3U	68%	GPA	2.3

Overall GPA = (Total GPA) / (Number of Credits) $(9.2)/3 = 3.1$ Percentage to GPA Scale



	Percentage	12-Point	4.0 GPA
	90 - 100	12	4
	85 - 89	11	3.9
	80 - 84	10	3.7
	77 - 79	9	3.3
	73 - 76	8	3
	70 - 72	7	2.7
	67 - 69	6	2.3
	63 - 66	5	2
	60 - 62	4	1.7
	57 - 59	3	1.3
	53 - 56	2	1
	50 - 52	1	0.7
	0 - 49	0	0

3. Our Admin team and our guidance counselors will closely monitor the student placed on Academic Probation during the following academic semester to support and track student progress.
4. Students failing an Ontario course may be allowed one makeup course with principal and counselor approval. This is a one-time allowance for students failing a course. The makeup course must be rescheduled immediately through the guidance department. Students failing their last course that is required for graduation may have their graduation and university acceptance delayed.
5. Students not able to maintain our Diploma requirements will be at risk of being removed from the program and not graduating with an Ontario Secondary School Diploma.

The academic grades in all courses are to be based on the student's degree of mastery of the Overall Expectations for the course. The determination of the specific grade a student receives will be based on careful assessment of all aspects of each student's performance such as coursework, assignments, tests, discussions, and other online assessments. Progress reports and report cards will serve as the primary means of communicating student progress and achievement of the standards for promotion.

ACADEMIC AND SOCIAL ISSUES

Age of Majority (Students over 18 years of age)

At age 18 students legally assume the responsibility for their attendance. The Age of Majority and Accountability Act (1971) gives adult status to those who have attained the age of 18. The Education Act states that all secondary students (regardless of age) must submit to the rules and regulations of the school. This includes the obligation to attend classes regularly (Reg. 298/23. (id)). As well, after any absence, a student over 18 is required, "in writing", to give the reason for absence (Reg. 298/23 (2)). Administration reserves the right to question and/or approve absences.

Equity and Inclusive Education

At all times the Equity and Inclusive Education Policy is to be interpreted as consistent with the Ontario Human Rights Code. The Policy reflects the school's commitment to provide and maintain safe and healthy environments conducive to learning and working for all. The School recognizes that encouraging, inclusive and respectful environments helps students achieve to the best of their ability. Respect for the diverse perspectives of the entire school community will be integrated in all areas of the teaching, learning and administrative culture. We will make every effort to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement.

Respect for Authority and Respect for Fellow Students

All persons associated with the daily operation of the school have an obligation to provide the best possible service for each student. In return, the student has the responsibility to treat each person with human dignity. Abuse is defined as any expression of physical or verbal abuse that impinges upon the human rights of another person. All communication between student and teacher as well as between students is a large part of the learning experience. Although technology and especially the learning platform used for Edualia has enormous advantages in terms of being an effective learning medium, students need to ensure that the level of communication is respectful at all times. Abusive or threatening language used will not be tolerated. Students found to be using such language with an authority figure or another student will be withdrawn from the course(s) without refund.

Inappropriate Use of Computer Technology

In the case that a student is found to use technology in an unacceptable manner, the student and parent (if under the age of 18) will be contacted. The consequences of such actions may result in the removal of the student from the course or program without refund.

Unacceptable behaviors may include, but may not be limited to the following:

- creation and transmission of offensive, obscene, or indecent documents or images.
- creation and transmission of material which is designed to cause annoyance, inconvenience or anxiety.
- creation of defamatory material.
- creation and transmission that infringes copyright of another person.



- transmission of unsolicited commercial or advertising material and deliberate unauthorized access to other services accessible using the connection to the network/Internet.
- causing technical staff to troubleshoot a problem for which the user is the cause, corrupting or destroying other user's data.
- violating the privacy of others online.
- using the network in such a way that it denies the service to others.
- continuing to use software or other system for which the user has already been warned about using.
- any other misuse of the network such as introduction of viruses, malware or unauthorized software.

Plagiarism and Cheating

Plagiarism is a serious academic offence. Students must acknowledge visual or written sources when using the words or the ideas of any other person, or group of persons, for any assignment or project.

Each course landing page has a short video on the importance of submitting your own work and properly referencing the work of others. In the event that a student commits an act of plagiarism, the following steps will be taken:

- The first offence of any work that is concluded as being plagiarized will result in an academic warning. The teacher will notify the office of the offence and the student will be given an opportunity to resubmit their own work. Parents will be notified of the offence by the teacher.
- Upon a confirmed second offence, the work will be given a mark of zero. Parents will be notified.
- A third offence will result in a zero for the submitted work and an academic review by the principal may result in removal from the course without refund. The parents/guardians will be notified

Course Commitment

Students are expected to maintain an appropriate pace throughout the course and take care to not fall behind. He or she must be proactive in giving their best effort to attain proficient grades in each class at all times.

If the student has difficulties with the course, assignments, or with time management, he or she should contact the teacher or guidance counselor for support.

Submission of Assignments

Students complete and submit assignments, projects, quizzes, and tests to the Learning Management System (LMS). Once the teacher grades the students' work, the students can see their grade and any teacher feedback as well.

Students' personal information will not be disclosed; however, any work or assignments submitted by a Dual Diploma student may be published with the child's name removed by Edualia or any of its educational partners. Furthermore, teacher-led sessions, such as Lecture Sessions, Discussion Groups, Guidance, and Office Hours may be recorded for academic purposes. If you would not like your child's work or photo shared, please request and sign the do not share form from our registration office.

TEACHER AVAILABILITY AND RESPONSIVENESS

Frequent student-teacher communication in the virtual learning environment requires commitment above and beyond the traditional workday. Communication is a critical element to the success of our program and emails and face-to-face online conferencing are considered essential and are expected on a regular basis. Edualia makes the following commitments to its students and parents:

- All email, voicemail and instant message communication will be responded to within 24-48 hours during the work week. Each request for correspondence will be answered in as timely of a fashion as possible.
- Teachers will establish office hours and will be available to students and parents during those hours. During those hours, students will be available to book blocks of time to meet with their instructor.
- Teachers will update news announcements on the course home page frequently. Students should make it a habit to visit these pages daily.

STUDENT CODE OF CONDUCT

A student should **NEVER**:

- Share their Username and Password information.
- Use another student's Username and Password.
- Partake in mischief behaviour when accessing our LMS or when interacting in online conferencing.
- Post (either self or others) personal information, pictures, course content and email to social media.

Parent/Guardian Responsibilities

As a parent/guardian, it is very important to understand the responsibilities associated with their role for their child's success. The parent/guardian should encourage their child to manage their time effectively and not fall behind in their studies and submissions of assignments. Teachers will keep the parent/guardian updated of the student's progress and will initiate contact if they fall behind in their coursework.

Parents/guardians can access their child's account and monitor their child's progress through the duration of the course. This can be accomplished by accessing the parental account in the Learning Management System.

Parents should be aware of Edualia's Diploma Requirements, Academic Integrity and Refund policies. Academic Integrity is one of our core values and one of the most important areas of focus as a learning organization.

You may contact the student's teacher if necessary, through the main office or via email directly. Parents/guardians should work with Edualia's counselors to develop an Educational Plan for high school and for future post-Secondary school education.

Privacy Policy

Edualia will abide by student privacy guidelines as outlined by the Ontario Ministry of Education. The following persons have access to student records:

- Principal
- Professional Staff (Teachers, Guidance Counselor, the General Counsel)
- Parents/guardians of students under the age of 18. Students 18 years or older may give written consent to parents/guardians.
- The student

All students are provided a unique password to access online courses. It is the student's responsibility to keep his/her password in confidence.

Anti-Discrimination Policy

Edualia's admission and enrollment policies and procedures comply with anti-discrimination provisions. Edualia does not discriminate against pupils on the basis of sex, race, color, national origin, ancestry, creed, pregnancy, marital or parental status, sexual orientation, physical, mental, emotional, learning disability or handicap in its education programs.

Furthermore, the criteria for admission to a program or course shall not have the effect of restricting access by persons of a particular race, ethnicity, national origin, gender, disability, or marital status.

Bullying and Harassment Policy

What is bullying

The Ministry of Education in Ontario has defined bullying as:

Bullying is typically a form of repeated and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying can take many forms. It can be:

- physical – hitting, shoving, stealing, or damaging property
- verbal – name calling, mocking, or making sexist, racist, or homophobic comments
- social – excluding others from a group or spreading gossip or rumors about them
- written – writing notes or signs that are hurtful or insulting
- electronic (commonly known as cyber-bullying) – spreading rumors and hurtful comments through the use of e-mail, cell phones (e.g., text messaging) and on social media sites.

What is electronic bullying or cyber-bullying?

It is electronic communication that:

- is used to upset, threaten or embarrass another person.
- uses email, cell phones, text messages and social media sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships.
- includes put downs, insults and can also involve spreading rumours, sharing private information, photos or videos or **threatening** to harm someone.
- is always aggressive and hurtful.

Parents' Guide to the Ontario Code of Conduct

Safe Schools: Code of Conduct: (<http://www.edu.gov.on.ca/eng/safeschools/code.html>)

A positive school climate and a safe learning and teaching environment are essential if students are to succeed in school. A positive school climate means everyone feels they are safe, welcome and respected.

All students, parents, teachers, staff and community members have the right to be safe, and feel safe, in their school community. With this right comes the responsibility for everyone to be accountable for their actions and contribute to a positive school climate.

Why is there a provincial code of conduct?

Ontario's provincial code of conduct sets clear standards of behaviour for individual school boards to follow, so that they can develop their own codes of conduct. The standards of behaviour in school codes of conduct must be consistent with the requirements outlined in the provincial code of conduct.

Who is included in the code and where does it apply?

The code of conduct applies not only to students, but to everyone involved in the school system, including parents, volunteers, teachers, early childhood educators and other staff members. The code applies whether on school property or online with students and teachers from across the globe or in other circumstances that could have an impact on the school climate.

Fundamental beliefs

- Everyone has a responsibility to promote a safe environment.
- Everyone should be aware of their rights, as active and engaged citizens. More importantly, everyone should also accept responsibility for protecting their rights and the rights of others. Responsible citizenship involves taking part in the civic life of the school.
- All members of the school community are to be treated with respect and dignity, especially those in positions of authority.
- Everyone has a responsibility to resolve conflicts in a way that is civil and respectful. Insults, hurtful acts and a lack of respect for others disrupt learning and teaching in a school community.
- Everyone is expected to resolve conflicts without using violence. Physical aggression is not a responsible way to deal with other people. No one should use an object to injure another person, or even threaten to use an object to injure another person. This is unacceptable and puts everyone's safety at risk.

Standards of Behaviour

Respect, civility and responsible citizenship

All school members must:

- respect and follow all applicable laws
- demonstrate honesty and integrity
- respect differences in people
- treat one another with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic



origin, creed, sex, gender identity, gender expression, sexual orientation, age, marital status, family status or disability

- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that is conducive to learning and teaching, including by ensuring that cellphones and other personal mobile devices are only used during instructional time for educational purposes (as directed by an educator), for health and medical purposes and/or to support special education needs
- seek help from school staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority.

Safety

School community members must not:

- engage in any form of bullying, whether it is in person or through technology, like email or cell phones
- commit sexual assault
- traffic weapons or illegal drugs
- commit robbery
- give alcohol or cannabis to a minor
- be in possession of a weapon, including firearms
- use any object to threaten or intimidate another person
- injure anyone with an object
- be in possession of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- be under the influence of alcohol, cannabis (except by an individual who is authorized to use cannabis for medical purposes), or illegal drugs
- provide others with alcohol, illegal drugs, or cannabis (unless the recipient is an individual who has been authorized to use cannabis for medical purposes) inflict or encourage others to inflict bodily harm
- engage in hate propaganda or other types of behaviour caused by hate or bias
- commit an act of vandalism that causes extensive damage to school property at the student's school or to property on the school premises.

Roles and Responsibilities

Schools must:

- develop policies that set out how their schools will implement and enforce the provincial code of conduct and all other rules that they develop as related to the provincial standards that promote and support respect, civility, responsible citizenship and safety
- seek input from school councils, Parent Involvement Committees, Special Education Advisory Committee, Indigenous Education Advisory Council, students, staff, parents, volunteers and the community members
- review these policies regularly with students, staff, parents, volunteers and the community members
- establish a process that clearly communicates the provincial code of conduct to all parents, students, staff and members of the school community to gain their commitment and support



- ensure an effective approach to intervene and respond to all violations that relate to the standards for respect, civility, responsible citizenship and safety
- provide opportunities for all staff to gain the knowledge, skills and attitudes they need to promote student achievement and well-being in a safe, inclusive and accepting learning environment.

Principals must take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and commitment to student achievement and well-being in a safe, inclusive and accepting learning environment
- holding everyone under their authority responsible for their behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community.

Teachers and school staff, under the leadership of their principals, help maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour.

As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth
- empower students to be positive leaders in their classroom, school and community
- communicate regularly with parents
- maintain consistent and fair standards of behaviour for all students
- show respect for all students, staff, parents, volunteers and members of the school community
- prepare students for the full responsibilities of citizenship.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others.

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn
- shows respect for themselves, for others and for those in authority
- refrains from bringing anything to school that may put the safety of others at risk
- follows the established rules and takes responsibility for their own actions.

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students.

Parents fulfill this responsibility when they:

- are engaged in their child's schoolwork and progress
- communicate regularly with the school
- make sure their child is properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the board's code of conduct and school rules
- encourage and help their child follow the rules of behaviour
- help school staff deal with disciplinary issues involving their child.

Community partners

Partnerships already in place may be enhanced and new partnerships with community agencies and members of the community may also be created. Community agencies offer resources that school boards can use to deliver prevention or intervention programs. Community members need to support and respect the rules of their local schools.

Visit ontario.ca/safeschools to learn more about Ontario's new approach to making schools safer.

This document is derived largely from Policy/Program Memorandum Number 128: The Provincial Code of Conduct and School Board Codes of Conduct, available on the ministry's website. Please note that the wording in this document is not identical to the wording in the Memorandum and this brochure is not intended to replace it.

Parents' Guide to the Provincial Code of Conduct (PDF, 94 Kb)

- In this document, parent(s) refers to parent(s) and guardian(s) as used in the *Education Act*. It may also be taken to include caregivers or close family members who are responsible for raising the child.

Edualia's Academic Environment

Edualia is committed to maintaining a working and learning environment in which students, faculty, and staff can develop intellectually, professionally, personally and socially. Such an atmosphere must be free of intimidation, fear, coercion and reprisal.

It is an expectation that all students and employees shall use all equipment and programs for the intended educational purpose. Edualia is committed to protecting its students and employees from bullying, harassment or inappropriate uses of computers or programs to participate in bullying behavior. Bullying and Harassment will not be tolerated and shall be just cause for disciplinary action. Any action by a student or parent deemed inappropriate will be fully investigated by the appropriate school administrator.

Disciplinary Actions

The Administrators of Edualia will determine the appropriate disciplinary actions for student violations of the code of conduct as they arise. The consequence for any offense is determined by the severity of the offense. Possible actions may include but are not limited to:

- Written and verbal warning and notification to the Program Director.
- Placement on "temporary conduct probation." A student's online academic network activities will be monitored for the duration of the student's current course(s) and the course(s) the student takes in the subsequent term.
- Suspension from the Edualia program.
- Permanent removal from Edualia.

When a violation has occurred, a report, including the date, time and circumstances of the alleged act, will be submitted to the Principal. This report includes a description of the actions of all parties involved, names of witnesses available and documentary evidence that supports the charge.

Students wishing to report a violation should file the report through the Principal's office. Upon receipt of the report, the Administration Team will determine if any Edualia policy may have been violated by the student. If there is sufficient information, the student and parent will be contacted in writing informing the student of the charges in sufficient detail, including the time and place the alleged violation occurred and the penalty that would be appropriate. All communications will go through the Principal's Office.

TECHNICAL SUPPORT & REQUIREMENTS

Supported Browsers

The recommended browsers are Chrome, Edge, Safari, or Firefox. Make sure the latest version has been downloaded.

Learn which mobile devices, operating systems and mobile device browsers are supported. Check your system compatibility at:
<https://community.desire2learn.com/d2l/systemCheck>

Browser Issues

Many of the problems people report are related to Internet browsers, not D2L. If you are experiencing technical problems, consider your browser first and make sure you are running the latest version. You can also trouble shoot by trying a different browser.

Plug-ins and Software

- Video conferencing platforms
 - ZOOM
- Adobe Acrobat Reader DC: get.adobe.com/reader/
- The following plugins and settings may be required to use in the courses.
 - Java: java.com/en/download/

PC/MAC Requirements

- Minimum 4 GB of RAM
- Students need a method to save work to a local or portable device. Students may also use cloud storage to store and backup their work.
- Office suite Software: Microsoft, Open Office, Google Docs or Mac.
- Audio: Headset with functioning microphone.
- Web camera.
- An Internet connection is a requirement.

Students will be provided with professional technical support throughout the course as needed.

REFUND POLICY

Before you submit your application and pay for a course, please carefully read the following. The following policy applies when a student withdraws from a course after fees are paid.

1. The registration fee is non-refundable
2. The full paid tuition fees will be refunded if the student withdraws, for whatever reasons, any time within 30 calendar days prior to the start of the program.
3. No refund of paid tuition fees will be granted if the student withdraws, for whatever reasons, any time once the program starts.
4. No refund of paid tuition fee will be granted if the student is found in violation of school regulations and asked to withdraw from the program.
5. Students who withdraw from a program may do so at any time without having to pay for courses that are not within 30 days of being commenced. Any courses that have been commenced, or any course deposits already paid, are non-refundable.

ACADEMIC ACHIEVEMENT CONTRACT

Edualia Dual Diploma Program

Student Name _____ Date _____

As part of my Academic Achievement Contract, I will take responsibility for my academic success and engage in the following actions:

- Target GPA: Overall average in all my courses 2.0 (65%) average.
- Attend all live lessons and be prepared to participate fully.
- Keep up with all my readings and assignments as outlined by the course calendar.
- I will spend a minimum of 4-5 hours per week on course content and working on assignments.
- Receive one-on-one assistance and guidance as soon as required from my guidance counselor.

I have read all the information in this Student-Parent Handbook and I abide and understand all the terms and conditions of this contract and acknowledge that failure to meet any of them may result in dismissal from the program and failure to graduate with an Ontario Secondary School Diploma. These terms are required of me to succeed in Edualia's Dual Diploma program.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Administration Signature _____ Date _____