



EDER ACADEMY OF CANADA

School Course Calendar

Eder Academy of Canada

2026-2027



EDER ACADEMY OF CANADA

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About Eder Academy of Canada

Our Mission

At Eder Academy, we aim to provide our students with a high quality of education. The courses are ensured to be delivered with sufficient and elaborate planning and organizing in advance, teacher-student interaction is effectively engaged in class, and students are highly self-motivated and facilitated in the learning process. In the Eder community, diversity, inclusion, and individuality are greatly regarded; integrity, dignity, and excellence are highly valued; and critical thinking, creative questioning, and problem-solving skills are fully encouraged.

Our Purpose

- ❖ To provide our students with access to high-quality education globally using a multifaceted and easy to navigate platform in order to obtain their OSSD
- ❖ To provide students with ample resources, opportunities, and support to help them succeed
- ❖ To create an online educational environment where students feel safe and respected
- ❖ To encourage students to be independent, self-motivated, and self-disciplined
- ❖ To foster creative minds ready to integrate into post-secondary education and build confidence in their ability to become successful global citizens

Education Philosophy of Eder Academy

We are committed to creating a collaborative, supportive, and dynamic online learning environment for our students' active participation and are dedicated to the students achieving their maximum potential. We believe that every student is a unique individual with personal talents and abilities, and we emphasize the all-around development of the students in order for them to become responsible and promising citizens. We endeavor to build with parents a close home-and-school partnership that has an essential part to play in the student's success.

Program Overview

Eder offers students the opportunity to earn credits towards an OSSD online using a customized online platform with a combination of online video instruction, online assessments and evaluations, online teacher assistance and support, and various interactions with other students.



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We aim to provide students with learning flexibility so they can complete their courses using the most up-to-date learning technology regardless of the time zone they reside in while ensuring all policies and requirements of the Ontario Ministry of Education are met.

The courses are carefully designed according to standards set by the Ministry of Education and presented clearly on the e-learning portal with a user-friendly interface. Students can enroll in one or more courses at any time throughout the year and can learn the material at their own pace (within guidelines set by Eder). Lessons are created for students to be able to work autonomously, and course instructors can be reached via school email or school chat any time the student needs assistance. Our courses are asynchronous; students can access lessons, activities, assignments, and tests 24 hours a day, 7 days a week. Course instructors may require students to “meet” online through video chat to ensure the student is understanding the material or provide “live” teaching for areas the student needs further instruction in. Regular check-ins via video chat will also be arranged by the teacher with the student directly.

School Organization and Course Reporting

Eder Academy uses a full-year, rolling-enrolment model. Students may begin a course after registration, prerequisite review, receipt of required documents and confirmation of the course plan. Each course is planned for a minimum of 110 hours for a full credit or 55 hours for a half credit. The course plan identifies online instruction, assignments, assessments and any planned offline activities.

A midterm report is triggered at approximately the midpoint of the planned course, normally when about 50 percent of the course plan has been completed. A final report is triggered when the student has completed the planned learning activities, required assessments and final evaluation or culminating task. For students on a non-standard schedule, the teacher records the planned reporting date and the reason for the variation.

Where a common course cohort follows the same schedule, final evaluations are administered during a common examination period. Students who begin at another time or follow a different pace complete the final evaluation separately using an approved proctor or secure online proctoring process.

Each course needs to be completed by the student within 12 months from the start date. Students who have not finished within the deadline need to contact school guidance and apply for a time extension with a legitimate reason. Eder reserves the right to accept or deny the extension request.

All course material is online and any textbook excerpts will be provided electronically (if required). Assignments are submitted online through the assignment submission section and are subject to plagiarism checks for authenticity and originality. Major unit tests are completed “offline” with an approved proctor at a time convenient for the student. If the student resides in an area close to our approved “Exam Locations”, we will provide proctors and classrooms for the student to write their exams in. Any summative presentations will also be recorded and uploaded to the portal at those



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locations. The final mark and report card will then be forwarded to the student's home school or district office unless Eder is the student's home school.

Students must achieve the Ministry of Education learning expectations of a course and complete a minimum of 110 hours of planned learning activities, both online and offline, to earn course credit.

Students are required to log in on a minimum basis of three times per week and actively participate in course work and course forums. Students are also expected to keep an offline learning log, where they note their progress after each class. Interactions and communications with the course instructor and other students are important aspects of every course. If the student is continuously absent and does not meet the weekly log-in requirements, an email will be sent to the parent and or guardian and the student's absence will be indicated on their midterm and or final report card. Successful completion of Eder's online courses will enable the student to develop essential time management, self-discipline, and organizational skills that will assist them in achieving their future education and career goals.

Course Hardware and System Requirements

To optimize students' Eder Academy of Canada online experience, online courses should be accessed using an up-to-date PC or Mac with a high-speed internet connection.

Recommended Configuration:

Hardware

- ❖ Desktop PC/Mac or laptop
- ❖ 20GB of free disk space (or higher)
- ❖ Keyboard, mouse, speakers, and/or headphones
- ❖ High-speed internet connection (56KB or higher)
- ❖ Scanner or camera (useful for sending in work completed by hand)

Software

- ❖ Microsoft Operating System (Windows 8 and up recommended)
- ❖ MacOS 10.12 (or higher)
- ❖ The latest version of Google Chrome or Safari



Internet Browser Requirements

Eder Academy of Canada online courses work best in Chrome or Chromium-based browsers. Other browsers and mobile devices are not recommended as they may or may not support all the online classroom features.

Students should also check to see if their browser has any toolbars installed that may block pop-ups, and disable their pop-up blocking feature while accessing the online course site. It is recommended that the following requirements be met when accessing the online classroom:

- ❖ Pop-ups are enabled
- ❖ Cookies are enabled; and,
- ❖ Java is installed, up-to-date, and enabled (<http://www.java.com>)

Please note that Eder Academy of Canada only provides support for Chrome issues.

Eder Academy of Canada Code of Conduct

Respect is the basic principle by which we operate at Eder Academy of Canada. All students are expected to treat other students, teachers, and admin staff with respect, courtesy, and consideration. Profanity and disrespect will not be acceptable in any of the online courses or during any communication with peers and staff outside of class hours.

Threats, distasteful remarks, abuse of any kind, or harassment by any individual which impairs the health and welfare of any student or staff member are not permitted and are to be reported to Eder Academy of Canada Principal immediately. The principal will notify the student's parents or guardians of the consequence according to the situation.

This ensures all students can study and learn in a positive and safe environment. Students and staff are expected to be courteous and always respect the personal rights and feelings of others.

Code of Conduct for Computer Use

Eder Academy of Canada reserves the right to monitor all materials in user accounts to maintain a secure and safe online environment. Inappropriate use of the education platform will lead to possible termination or suspension of the user. Network damage, interference, or mischief will be reported to the appropriate authorities and the perpetrator may face legal disciplinary actions and/or prosecution. The school reserves the right to remove any material that is placed in a user's account if deemed necessary.



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It is important to note that activities in an online environment are not private. Students are encouraged to practice cautionary use that includes but are not limited to:

- ❖ Never reveal the password to your account to any individual, in exception to parents and or guardians
- ❖ Always report to the principal if an email or message causes any concern

School Policies

Admission Policy

Students may register for courses through the school website at www.ederacademy.ca or by emailing. Our registrar will respond to all inquiries within 48 hours. Registrations are weekly; any students who have registered by Friday at 5 p.m. EST, will start their course on the following Wednesday after 6 p.m. EST; providing that all the required documents and tuition fees have been received. When necessary, a student may also request a specific start date be arranged in advance. During the registration process, all students must supply copies of the following documents:

- ❖ Ontario Student Transcript (OST), Credit Summary, or Local School Transcript translated into English.
- ❖ A copy of one of the following documents as proof of Ontario residency:
 - ❖ Birth certificate
 - ❖ Driver's license
 - ❖ Passport
 - ❖ Citizenship card
 - ❖ a report card or transcript from an Ontario School
 - ❖ Parent Permission form (students under the age of 18)
 - ❖ Consent for Release of Documents form
 - ❖ Proof of course prerequisite

For any out-of-province and international students, the equivalency process below will outline the required documentation, which will still include, where necessary, an English competency assessment, a PLAR assessment, all academic records from their school, personal identification, and any other pertinent information that would help in placing the student in their correct and appropriate grade/course.

Mature students with related prior learning or work experience may apply for an exemption from a prerequisite.



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Students with special learning or medical needs should submit their Individual Education Plan (IEP) and/or medical records at the time of registration so teachers may provide adequate support during courses.

Fee Refund Policy

- ❖ If the student cancels the course prior to the first student portal login, they will receive a refund of tuition charges. Admin Fee of \$100 will be deducted.
- ❖ If the student cancels any course after classes have started, the tuition fee will be non-refundable.
- ❖ If the school cancels or discontinues a course, the school will pay a full refund of all tuition paid for that course.

Assessment and Evaluation Policy

Assessment is based on Ontario curriculum expectations and the achievement chart. Evidence is collected over time through observations, conversations and student products. Learning skills and work habits are reported separately from curriculum achievement, except where a skill is itself a curriculum expectation.

For 2026-2027, final course marks follow the Ministry of Education secondary assessment and evaluation requirements. In Grades 9 and 10, the final mark is based on 65% classroom work, 20% final evaluation and 15% attendance and participation. In Grades 11 and 12, the final mark is based on 65% classroom work, 25% final evaluation and 10% attendance and participation. Excused absences do not negatively affect a student's mark.

The final evaluation is administered at the end of the course or during the designated examination period. Written-exam and culminating-task components follow Ministry subject-specific requirements. Online final evaluations use an approved proctor or secure online proctoring. The applicable Course Outline identifies the evaluation tasks.

Teachers provide clear learning goals, success criteria, descriptive feedback and multiple opportunities to demonstrate learning. A student's individual work is evaluated separately even when a group activity is used.

Second Chance Protocol

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher's discretion and professional opinion on when to exercise this option.

Repetition of a Course

Only one credit is earned if the course is repeated.

In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.



Requesting Course Changing

Course transfer policy: A student who registers and is enrolled in a course for less than a week and does not complete an assessment in the course, may request to be transferred to another course. Students will only be granted a one-course transfer per enrolment. All course transfer requests must come within one week of the initial enrolment. The decision from the principal will be considered final in all cases involving student requests for course transfers.

Reporting Student Achievement

Eder Academy of Canada will use the Provincial Report Card, Grades 9-12, for formal written reports sent electronically two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during midterm, as well as the development of the learning skills and work habits. The final report reflects the achievement of the overall expectations for the entire course, as well as the development of the learning skills and work habits.

The Achievement Chart

The achievement chart for each subject matter is included in the curriculum policy document, specific to that course. The chart provides a reference point for all assessment practices and a framework within which to assess and evaluate student achievement.

- ❖ The chart is organized into four broad categories: 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 disciplines.
- ❖ The achievement chart 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, to enable teachers to make consistent judgments about the quality of student work, and to provide clear feedback to students.
- ❖ The achievement chart provides Eder Academy of Canada teachers with a provincial standard to use in assessing and evaluating their students' achievement. A variety of materials are to be made available to assist teachers in improving their assessment methods and strategies and, hence, their assessment of student achievement.
- ❖ The following table provides a summary description of achievement in each percentage grade range and corresponding level of achievement:



Achievement Chart		
Percentage Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high to an outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below but approaching</i> the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50%	Level R	Insufficient achievement of curriculum expectations. A credit will not be granted.

NOTE: 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 a subsequent course. A student whose achievement is below 50% at the end of the course will not obtain credit for the course.

Learning Skills

The learning skills and work habits are evaluated and reported as:

E — Excellent, G — Good, S — Satisfactory, N — Needs Improvement.

The following table shows the guideline that online teachers will use to assess students' learning skills:



Learning Skills and Habits	Student Sample Behavior
Responsibility	Commits to and fulfills responsibilities within the learning environment. Completes and submits all homework, classwork, assignments, and tests on time or to agreed-upon timelines. Behaves appropriately and takes responsibility for behavior.
Organization	Creates plans and exhibits time management skills to complete assigned work according to deadlines. Establishes priorities to complete tasks and meet goals. Can accurately identify, gather, evaluate, and use given information and resources to complete goals.
Independent Work	Follows instruction with minimal supervision. Demonstrate self-regulation and commitment outside of logged class hours to meet deadlines
Collaboration	Responds positively to the ideas, opinions, values, and traditions of peers. Accepts various roles and equal shares of work among team members when assigned to group projects. Shows initiative to solve conflicts and build consensus to achieve group goals. Builds healthy peer-to-peer relationships through personal and online interactions. Actively share information, resources, and experience to solve problems and make decisions as a group.
Initiative	Look for and act upon new ideas and learning opportunities. Demonstrates a willingness to take risks and open-mindedness for innovation. Expresses curiosity and interest in learning Approaches new tasks with a positive attitude. Recognizes and advocates for the rights of self and others in an appropriate manner.



Learning Skills and Habits	Student Sample Behavior
Self- Regulation	Sets individual goals and monitors progress. Seeks clarification or assistance when needed. Identifies learning opportunities, choices, and strategies to meet goals. Assesses and self-reflects critically on own strengths, needs, and interests. Perseveres and makes an effort when responding to challenges.

Teacher and Principal Comments

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas for improvement. The principal may also comment on the performance of the student.

Attendance Policy

Regular attendance is key to student success. Adequate attendance requires students to log in and actively participate at least three times a week. A learning log after each class (or as according to each teacher's requirements) must be submitted through the portal. 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 learning logs and attendance patterns for their respective students and will work with them, 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.

Attendance for record-keeping purposes will be based on the number of completed lessons. For example, if a course has 24 different lessons to complete and the student has completed 12 of these, the attendance register would indicate that the student was in attendance 50% of the 110 hours per credit course. This value will be scaled accordingly for the mid-semester report card.

Students who do not complete their courses within 12 months will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation.



Plagiarism Policy

Plagiarism is the act of theft when someone else's work is used intentionally or unintentionally and presented as one's own. Eder Academy of Canada considers cheating and plagiarism a serious offense that may result in significant academic consequences such as the expulsion of the student. The Plagiarism Policy is designed to teach the student how to identify and distinguish between negligent and dishonest plagiarism, how to avoid committing the offense, and how to practice proper paraphrasing. Eder Academy of Canada teachers have access to software that detects plagiarism and can quickly identify work copied from available online materials. Teachers have experience and can often tell if work submitted is not equal to the student's level of understanding.

Negligent Plagiarism means presenting someone's work as your own in an accidental, naïve, careless, or reckless way. This often happens when paraphrasing incorrectly or when a student *forgets* to cite the source after borrowing words or sentences from another source.

Dishonest Plagiarism means that the student is presenting a person's work as their own on purpose. All cases of plagiarism that are not considered to be negligent plagiarism will be automatically assumed to be dishonest plagiarism. Examples of dishonest plagiarism are as follows:

- ❖ Borrowing facts or information that is not common knowledge and not citing the source. Common knowledge includes things that are commonly known, such as Ottawa is the capital of Canada; Benjamin Franklin discovered lightning is electrical; Influenza is a virus, etc. Common knowledge facts do not need to be cited.
- ❖ Cutting and pasting text from websites with no intention to cite the original source.
- ❖ Submitting an online essay or sections of one as your own work
- ❖ Having another person write a portion or all of any of your assignments, quizzes, or exams.
- ❖ Submitting purchased work as your own.
- ❖ Allowing another individual to access course content at the same time while the student is completing a quiz or exam.
- ❖ Using any device or study aid during the final examination without permission.



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Eder Academy of Canada values each student's originality and achievement through hard work. Teachers will guide students to use their own knowledge and understanding and will be available to answer any questions or concerns students may have regarding this policy.

Accurate usage of works cited and displaying academic integrity not only gives deserving credit to all research sources; it also prepares and provides a stable foundation for students when they enter universities or colleges.

Ban on AI-Assisted Tools

Policy Overview

In our commitment to academic integrity, the use of AI-assisted tools for completing homework assignments is strictly prohibited. This policy aims to ensure that all student work reflects their own understanding and effort. Teachers will use plagiarism detection and AI-checking tools, alongside their professional judgment, to uphold this standard.

Detection and Review Process

- ❖ **Plagiarism and AI-Checking Tools:** Teachers will utilize plagiarism detection software and AI-checking tools to identify potential misuse of AI in student assignments.
- ❖ **Professional Judgment:** Teachers will apply their professional judgment to assess the authenticity of student work and may request a private meeting with a student if they suspect that an assignment was completed using AI-assisted tools.
- ❖ **Meeting and Clarification:** If a dispute arises between a student and teacher regarding the use of AI for homework, the student may be required to present their thought process and rough draft of the assignment in person or via Zoom (for online classes) to clarify the originality of their work.

Notification and Policy Review

- ❖ **Pre-Class Notification:** Teachers will inform all students at the beginning of the academic term about the ban on AI-assisted writing tools. This includes a thorough review of the plagiarism policy to ensure students understand the expectations and consequences.
- ❖ **Policy Explanation:** Teachers will explain the plagiarism policy and the specific prohibition against AI-assisted tools to students before any assignments are due, ensuring that students are aware of and understand the rules regarding academic integrity.



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By adhering to this policy, we aim to foster a culture of honesty and personal achievement in all academic endeavors.

Submission of Assignments Policy

Courses are designed to be flexible around the different needs of students in everyday life. Students are able to access course materials freely and can replay media inserts as often as they require.

At Eder Academy, consistent student achievement of the Ontario Ministry of Education curriculum requirements is a primary objective. Students are expected to log in and submit assignments in a timely manner according to their course timelines. Students may create their own submission schedules for assignments and request an extension (as per Ministry of Education evaluation policies) of their course completion up to a maximum of one year (additional tuition fees apply).

As an online school, Eder Academy does not accept course assignments via Canada Post, courier, or other forms of paper mail. Students are to submit all assignments electronically. If any handwritten assignments are requested, students are to scan the assignment and submit via email directly to the applicable teacher or upload the files through the school's portal.

Late and Missed Assignments Policy

Students are responsible for their online behavior and self-discipline throughout the school year. Late or missing assignments without any prior communication with the applicable teacher will be marked accordingly at the teacher's discretion. Students must understand and accept the consequences of their actions. Eder Academy encourages students to communicate any difficulties they may be having with the assignments prior to the due dates.

To further assist students and prevent late and missed assignments, due dates will be clearly communicated and established. Students will honor these deadlines to maintain a consistent standard of excellence. Teachers will reach out to students who have not submitted work on time and students will be given an opportunity to explain why he/she has failed to complete the assignment in a timely manner. Teachers will determine whether the student can be offered an extension with no academic penalty.

Eder Academy guidance will reach out to the student to offer help with time-management skills and schedule planning if needed, but the student is ultimately responsible for the completion of all assignments to successfully complete the credits needed for an OSSD.

In "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools," specifically in Chapter 2 (p. 10), it is outlined that:



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- Students are assessed based on (1) their achievement of curriculum expectations and (2) their development of learning skills and work habits. These two aspects should be evaluated and reported separately.
- The evaluation of learning skills and work habits should not influence the letter grade or percentage mark for the subject or course.
- When dealing with late or missed assignments, teachers should report the work completed and separately address the development of learning skills and work habits. This separate reporting provides insight into the student's progress as a self-directed learner.
- Learning skills and work habits are rated as follows:
 - E - Excellent
 - G - Good
 - S - Satisfactory
 - N - Needs Improvement

The approach to evaluating late or missed assignments should be flexible and considerate of individual circumstances, including:

- (a) the difference between occasional, repeated, and chronic lateness;
- (b) valid reasons for delays;
- (c) the student's skills or understanding required to complete the work;
- (d) students with special needs (e.g., IEP, ESL/ELD); and
- (e) variations in maturity levels.

Informing Students and Parents

Teachers will inform students in each of their class during the first lesson on the importance of submitting work on time, along with potential interventions and consequences for failing to meet assignment deadlines.

Students and parents will be notified at the beginning of a course about the significance of timely assignment submissions.

Teachers will communicate assignment due dates to students either at the time the task is assigned or shortly thereafter.

Facilitating Completion of Work or Providing Alternative Opportunities

Teachers are responsible for helping students develop the skills and habits necessary for successful learning. They will use professional judgment to implement strategies that assist students in completing their work on time. Teachers employ various effective strategies tailored to individual student needs.

Additional strategies may be used to motivate students to complete their work and provide a fair assessment of their learning. This may include offering extra demonstrations or alternative opportunities for students to showcase their learning.



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Deadlines for Work Submission

For each evaluation, teachers will provide students with a due date and an ultimate deadline. The ultimate deadline represents the final chance for students to submit their assignments for evaluation. This deadline is set by the teacher but should be consistent across all teachers of the same course.

The ultimate deadline must be reasonable and communicated to students in advance.

Process for Determining Percentage Marks with Incomplete Work

When marks are reduced due to late assignments, the student's grade may not fully reflect their achievement of curriculum expectations. Teachers have various methods to address late and missed assignments, such as counseling, peer tutoring, alternative assignments, and parent conferences.

Teachers should use strategies that they believe will most effectively support student learning. Students facing performance issues require help to develop the skills and habits necessary for success.

For students with late or missed assignments, teachers should encourage submission of the work or implement interventions to support the student.

Teachers may include information about a student's tendency to submit assignments late in the learning skills and work habits section of the report card.

Deducting marks for late or missed assignments will be a last resort.

Marks are determined from evidence of curriculum achievement and the applicable final-evaluation and attendance/participation requirements. Teachers use interventions, extensions and alternative opportunities before applying any permitted consequence for late or missed work.

Program Planning

In Ontario, students are required to stay in secondary school until they reach the age of eighteen or until they obtain an Ontario Secondary School Diploma (OSSD). Eder Academy of Canada understands the importance and value of completing secondary education and is committed to reaching every student to help them succeed.

All persons interested in learning more about secondary education at Eder Academy of Canada can find the relevant policies in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, as amended and maintained by the Ontario Ministry of Education.

Appropriate links to all Ontario Curriculum Documents are made available to parents, guardians, and students during the Introduction Unit of each course. They are also available to the public from the Ministry of Education's website.



Types of Secondary School Courses

The Ontario secondary school program is based on a credit system. A full-credit course is planned for a minimum of 110 hours and a half-credit course for a minimum of 55 hours. Credits are granted by the principal after successful completion of curriculum expectations and required evaluations.

Grade 9 courses are de-streamed or open. Eder Academy does not offer Grade 9 courses in 2026-2027.

In Grade 10, course types may include academic, applied and open. In Grades 11 and 12, course types are university preparation (U), college preparation (C), university/college preparation (M), workplace preparation (E) and open (O).

Course codes identify the discipline, grade and course type. The final character identifies the course type: D academic, P applied, W de-streamed, O open, U university preparation, C college preparation, M university/college preparation and E workplace preparation. Course titles and prerequisites are listed in the Course List and the applicable Outline of Course of Study.

Changing Course Types and Course Changes

Students may change educational goals during secondary school. A change is permitted only where the student meets the destination course prerequisite or the principal approves a documented prerequisite waiver. Guidance will explain the implications of the change, and the teacher will confirm the revised course plan and reporting dates. Any Grade 11 or 12 withdrawal is handled under the full-disclosure rules stated in this calendar.

Course Prerequisites

Prerequisites are verified before registration. A parent/guardian or mature student may request a waiver. The principal makes the final decision after reviewing prior study, equivalent learning and supporting documentation; the decision and rationale are retained in the student record.

Grades 11 and 12 Courses

Students select courses in relation to their interests, achievement and post-secondary goals. Eder Academy offers the Grade 11 and Grade 12 courses listed below and does not offer a Grade 9 program in 2026-2027.



ENG1D		
Course Descriptor	Grade of Course	Course Type
English	"1" = Grade 9 "2" = Grade 10 "3" = Grade 11 "4" = Grade 12	D - Academic P - Applied W - De-streamed O - Open U - University C - College M - University/College E - Workplace

Programs for Exceptional Students

Recognizing the needs of exceptional students and designing courses to meet those needs are important and challenging aspects of program planning. Students who have an existing Individual Education Plan will have that IEP honored at Eder Academy of Canada through the implementation of appropriate accommodations.

Reaching Ahead

Elementary school students may reach ahead and take high school credits. The Principal at Eder Academy of Canada will decide if this may occur after consultations with the student, parents and or guardians, and the student's elementary school Principal. Expectations at the Grade 8 level and speculated achievement in the high school courses will be evaluated. Once approved, Eder Academy of Canada will issue the OSSD credit.

Online Courses Available

Students may register for any course at any time during the calendar year, progress through at their own rate, and finish the course at any time up to 12 months from the time of registration. Students and parents/guardians can find our full list of courses offered and all course outlines at <https://www.ederacademy.ca/>.

Cooperative Education and Other Workplace Experiences

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

A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-



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approved locally developed course may serve as the related course for a cooperative education program. Students may earn a minimum of one and a maximum of two cooperative education credits for each related course, and if the related course is a multiple-credit course, the student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course will consist of a classroom component and a placement component. A personalized placement learning plan (PPLP) must be developed for all students in the co-op program. All student progress in achieving curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

Eder Academy of Canada does not operate a Cooperative Education Program currently.

Course List

As of September 2026, Eder Academy of Canada offers the following Grade 11 and Grade 12 courses for open registration. Each listed course is worth 1.0 credit when successfully completed.

ESL Level 5, Open (ESLEO)

Grade 12 open. Develops English listening, speaking, reading and writing for transition to college and university preparation. Prerequisite: ESL Level 4 or equivalent.

English, Grade 11, University (ENG3U)

Develops literacy, communication, critical and creative thinking through literary, informational and media texts. Prerequisite: Grade 10 English, Academic (ENG2D) or equivalent.

English, Grade 12, University (ENG4U)

Consolidates literacy, communication and critical and creative thinking through literary, informational and graphic texts. Prerequisite: ENG3U or equivalent.

International Business Fundamentals, Grade 12, University/College (BBB4M)

Examines international business, trade and global markets. Prerequisite: Any university, university/college or college preparation course in English or Canadian and world studies, or equivalent.



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

Develops leadership, management, communication, ethics and social responsibility. Prerequisite: Any university, university/college or college preparation course in English or Canadian and world studies, or equivalent.

Advanced Functions, Grade 12, University (MHF4U)

Extends understanding of polynomial, rational, logarithmic and trigonometric functions. Prerequisite: MCR3U or MCT4C, or equivalent.

Calculus and Vectors, Grade 12, University (MCV4U)

Develops calculus, vectors and applications to real-world relationships. Prerequisite: MHF4U, taken prior to or concurrently with MCV4U.

Mathematics of Data Management, Grade 12, University (MDM4U)

Develops methods for organizing and analyzing data, probability and statistics. Prerequisite: MCR3U or MCF3M, or equivalent.

Physics, Grade 12, University (SPH4U)

Deepens understanding of dynamics, energy, fields and electromagnetic radiation. Prerequisite: SPH3U or equivalent.

Visual Arts, Grade 12, University/College (AVI4M)

Focuses on creating, analyzing and interpreting art through a range of media and developing a portfolio. Prerequisite: AVI3M or equivalent.

Nutrition and Health, Grade 12, University (HFA4U)

Examines nutrition, health, food security and environmental responsibility. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies, or equivalent.

Simplified Chinese, Grade 12, University (LKBDU)

Develops advanced listening, speaking, reading and writing in Simplified Chinese. Prerequisite: LKBCU or an approved placement assessment/equivalent.

Ontario Secondary School Literacy Course, Grade 12, Open (OLC4O)



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Develops and demonstrates cross-curricular literacy skills. A student who has been eligible to write the OSSLT and has been unsuccessful at least once may apply. The principal completes the final eligibility review, approves and registers the student. Mature students may apply directly to the principal. Successful completion meets the literacy graduation requirement.

OSR

The Ontario Student Record (OSR) is the official school record for a student registered in an Ontario school. Every Ontario school keeps an OSR for every student enrolled at that school, also known as the home school. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation in the Province of Ontario. If a student is enrolled in Eder Academy of Canada as well as another Ontario secondary school, the OSR is held by the school where the student is taking the most courses. Eder Academy of Canada will not hold the OSR for students who have already graduated from another school. If the student is currently attending another school - public or private - and is simply taking a single course from Eder Academy of Canada, then that student's OSR will reside at the student's home school. Eder Academy of Canada only establishes or obtains the student OSR if the student becomes the school's sole responsibility.

Contents

The OSR has the following content:

- ❖ Form 1A
- ❖ Provincial Report Card: Eder Academy of Canada will file both the midterm and final report cards in the student's OSR or will send these report cards to the student's home school.
- ❖ Ontario School Transcript (OST)
- ❖ Documentation Files such as IPRC, IEP, psychological assessments, Violent Incident Form, etc.
- ❖ Prior Learning Assessment and Recognition (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



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containing the OST and the Office Index Card will be maintained for fifty-five years after a student retires.

Access

Students and their parents or guardians (if the students are under age 18) may examine the contents of the OSR. Access to the OSR is also granted to the educational personnel from the Ministry of Education.

Transfer

The OSR is an ongoing record and may be transferred between schools if the student transfers away. Transfer of all original materials in the OSR occurs by Priority Post when Eder Academy of Canada receives a written request from the receiving school. If a student transfers outside Ontario, then only a copy of the OSR is transferred.

OST

The Ontario Student Transcript (OST) is an official document record of all secondary school course work and diploma requirements maintained by the Ontario school for each student. The OST is stored in the student's Ontario Student Record (OSR) and retained for 55 years after a student retires from school. The OST will be issued to students whose OSR is held by Eder Academy of Canada as required and upon graduation. In September 1999, the Ontario Ministry of Education instructed that schools in Ontario implement a **full disclosure policy**. The policy states that all Grade 11 and 12 courses attempted by students must be recorded on Ontario Student Transcripts. Eder Academy of Canada can provide students with a certified copy of their Ontario Student Transcript if required.

Withdrawal from a Course

- ❖ For Grade 11 and 12 courses, a withdrawal within five instructional days after the first provincial report card is issued is not recorded on the OST. A withdrawal after the full-disclosure date is recorded with the mark at the time of withdrawal, unless the principal approves an extraordinary-circumstances notation in accordance with Ministry requirements.
- ❖ A withdrawal from a Grade 11 or 12 courses 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.



Repetition of a Course

- ❖ Only one credit is earned if the course is repeated.
- ❖ In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

Equivalent Credits

Out-of-province students or transfers from non-inspected private schools may be granted equivalent credits upon the principal's evaluation of the student's previous learning.

- ❖ "Equivalent Credits" are entered in the "Course Title" column.
- ❖ "PLE" is entered in the "Course Code" column.
- ❖ "EQV" in the "Percentage Grade" column.
- ❖ The total number of credits entered in the "Credit" column.
- ❖ The number of compulsory credits entered in the "Compulsory" column.

Ontario Secondary School Diploma (OSSD)

The OSSD requires 30 credits, including compulsory and optional credits, 40 hours of community involvement, the provincial literacy graduation requirement and, where applicable, the online learning and financial literacy graduation requirements.

Students entering Grade 9 before 2024-2025 generally require 18 compulsory and 12 optional credits. Students entering Grade 9 in 2024-2025 or later require 17 compulsory and 13 optional credits, including one compulsory Grade 9 or 10 technological education credit. Cohort-specific requirements and substitutions are applied by the principal using current Ministry policy.

Students who enter Ontario secondary school in Grade 9 in 2025-2026 or later are subject to the Financial Literacy Graduation Requirement beginning in 2026-2027. It is completed through the compulsory Grade 10 Career Studies course, requires a mark of at least 70%, has two attempts during the course and is recorded on the OST. Results count for 5% of the Career Studies final mark. Eder does not offer Grade 10 Career Studies in 2026-2027. Students entering Grade 11 or 12 from outside Ontario who receive Grade 9 and 10 equivalency credits, including Grade 10 Career Studies where applicable, are not required to complete this requirement.



Online learning graduation requirement

Students who entered Grade 9 in 2020-2021 or later must earn at least two online learning credits unless opted out or exempted under PPM 167. Adult learners entering the Ontario secondary system in 2023-2024 or later may opt themselves out. The requirement does not apply to students pursuing only an Ontario Secondary School Certificate or Certificate of Accomplishment.

Parents/guardians may opt a student out; students aged 18 or older, or aged 16 or 17 and withdrawn from parental control, may opt out themselves. The form is submitted to the school holding the OSR, acknowledged and filed in the OSR. The student may later opt back in through the documented process. The school holding the OSR records completion or "Online Learning Graduation Requirement - Non-Applicable" on the OST/report card. Eder uses approved proctoring or secure online proctoring for applicable online final evaluations.

The Provincial Literacy Requirement

Students must meet the provincial literacy graduation requirement through the OSSLT or, where eligible, the OSSLC. The school follows EQAO procedures for registration, administration, accommodations, special provisions, deferrals, exemptions and adjudication. Decisions are made individually by the principal in consultation with the student, parent/guardian or adult student and appropriate staff, and are documented in the OSR.

Ontario Secondary School Literacy Course (OSSLC)

A student who has been eligible to write the OSSLT and has been unsuccessful at least once may apply to enrol in OLC40. The principal completes the eligibility review, approves and registers the student. Mature students may apply directly to the principal. Successful completion meets the literacy graduation requirement and earns one credit.

Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities to obtain the OSSD. This requirement is additional to the 30 credits students must earn. Community involvement helps the student develop connections within their community, and aid students to further enhance their sense of responsibility, commitment, and social values. Students enrolled at Eder Academy of Canada full-time will be able to choose their own community involvement activities that are approved under Ministry guidelines. Students are required to keep a record of their activities on a tracking form provided by the school and will be responsible for fulfilling this requirement in their own free time. The student is required to submit the tracking booklet yearly (or a one-time submission if all 40 hours have been completed within the year), and the data is placed on the OST to be



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kept in the student's OSR. Students will provide documentation of completion of volunteer hours to the principal of the school where the student's OSR is held.

Community activities are completed outside of scheduled class time. Students may select activities according to their interests, age, and ability. Any activity that may compromise a student's safety shall not be an option. Any activity NOT on the approved list must receive written approval from the principal before commencement.

All necessary forms and documents can be downloaded at <https://www.ederacademy.ca/forms>.

Community Involvement Activities NOT approved:

- ❖ Any paid activity (i.e., babysitting)
- ❖ Cooperative education, job shadowing
- ❖ Any activities or programs organized by the school
- ❖ Playing on sport teams
- ❖ Any involving the operation of a motor vehicle or power tools or scaffolding
- ❖ Any involvement in the administration of medications or medical procedures to another person
- ❖ Any occurring in an unsafe or unsupervised environment
- ❖ Any displacing a paid worker
- ❖ Any in a logging or mining environment if the student is under 16 years old
- ❖ Any in a factory if the student is under 15 years of age
- ❖ Any taking place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult
- ❖ Any involving the handling of substances classed as "designated substances" under the Occupational Health and Safety Act
- ❖ Any requiring the knowledge of a trades-person whose trade is regulated by the provincial government
- ❖ Any involving banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables
- ❖ Any consisting of duties normally performed in the home (i.e., daily chores) or personal recreational activities
- ❖ Any involving activities for a court-ordered program (i.e., a community-service program for young offenders, probationary program).



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Community Involvement Activities approved:

- ❖ Assisting seniors or others who have difficulty leaving their homes (i.e., shoveling snow, raking leaves)
- ❖ Tutoring younger students (i.e., homework, reading)
- ❖ Environmental initiatives (i.e., recycling campaigns, planting trees)
- ❖ Charitable activities (i.e., walk-a-thons, daffodil sales)
- ❖ Coaching or assisting sports at the community level
- ❖ Church activities (i.e., helping teach Sunday school)
- ❖ Volunteering in hospitals, libraries, non-profit organizations
- ❖ Involvement in community committees (i.e., food banks, fairs)
- ❖ Volunteering in animal shelters or social service agencies (i.e., Human Society, Red Cross).

Roles and Responsibilities

The principal is required to provide information about the 40 hours of community involvement requirement to parents, students, and community sponsors. Information, forms, and a list of approved activities will also be provided by the principal, with forms readily available for download on the online platform. After completion of the 40 hours, all documentation needs to be submitted to the school, and the principal will decide whether the student has met the community involvement requirement. Once approved, Eder Academy of Canada will record it as completed on the student's official transcript.

If the student wishes to choose an activity not mentioned on the list, and the activity is not specified on the Ministry of Education's website as ineligible, the student must obtain written approval from the principal before beginning the activity.

The form "Notification of Planned Community Involvement Activities" must be completed by the student with specific indication of activities performed and submitted to the school with signatures (either by the student or parent/guardian if the student is under 18 years of age) and the community sponsor (the person or organization that provided the volunteer opportunity for the student). Additional



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forms may be submitted if the student needs to add information not mentioned in the previous form.

The form can be submitted to the principal or specified school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Parents (or guardians) should aid their children in the selection of their community involvement activities. Communication with the community sponsor and the principal is also encouraged if they have any questions or concerns. Parents are also responsible for obtaining the appropriate insurance covering the student for any unseen circumstances while involved in these community activities.

The student should be able to fulfill their required hours in a safe environment. Any training, equipment, or special preparation that is necessary for the activity should be provided by the person or organization. The sponsor also needs to note the exact hours completed by the student in each period. It is the responsibility of the sponsor to ensure any extra insurance coverage or training is needed and to understand the student is not covered for accidental occurrences during community involvement hours by Eder Academy of Canada.

Substitution Credits

To ensure all students can qualify for the OSSD or the OSSC, substitutions may be made for up to 3 compulsory credit courses using courses from the remaining compulsory courses offered by the school. Students who qualify under this substitution are those whose educational interests are best served by such substitution and have been approved by the principal. The following are limitations on substitutions for compulsory credits:

English as a second language and English literacy development courses may not be used to substitute for a compulsory credit (they may be used to meet the compulsory credit requirements for three (3) English credits).

No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

A locally developed compulsory credit (LDCC) course may not be used as a substitute for compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.



Each substitution will be noted on the student's Ontario Student Transcript.

Prior Learning Assessment and Recognition (PLAR)

Eder Academy accepts transfer/equivalency applications from students transferring from outside Ontario, home schooling or a non-inspected private school. The principal reviews official records and other evidence, determines equivalent credits and compulsory credits still required, records the rationale and updates the OST/OSR using Ministry requirements.

Mature students

A mature student is at least 18 years of age on or after January 1 of the current school year and is enrolled to obtain an OSSD. The principal applies the mandatory mature-student PLAR requirements in PPM 132, including individual assessment of outstanding Grade 9 and 10 subject areas, applicable Grade 11 and 12 equivalency rules, literacy requirement and any principal-determined community involvement hours. Eder does not currently offer regular-student challenge-for-credit; if that changes, a separate Ministry-compliant procedure will be approved before implementation.

All equivalency decisions and supporting documentation are retained in the OSR. Credits awarded meet the same achievement standards as corresponding courses and are recorded on the OST in the required format.

Ontario Secondary School Certificate

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

Compulsory Credits (total of 7)

- ❖ 2 credits in English
- ❖ 1 credit in Canadian geography OR Canadian history
- ❖ 1 credit in mathematics
- ❖ 1 credit in science
- ❖ 1 credit in health and physical education



- ❖ 1 credit in the arts, computer studies, or technological education

Optional Credits (total of 7)

- ❖ 7 credits selected by the student from available courses

The principal, in the student's best educational interest, and consultation with the parent and or guardian, may replace up to three (3) courses with courses meeting the requirement for compulsory credits. Either the Principal or the parent may initiate the process. The total of compulsory and optional credits will not be less than 14 for granting an OSSC. The substitution will be noted on the OST.

Certificate of Accomplishment

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

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

Alternative Ways of Learning and Earning Credits

Although most secondary school students will obtain credits towards the Ontario Secondary School Diploma (OSSD) by enrolling in the courses offered in Eder's day program, there are alternative ways to earn the required credits:

Music Certificates Accepted For Credit:

Students who are working towards their OSSD are able to use specified music certificates towards credits. Check the Ontario Ministry of Education's Music Certificate Policy for more information and/or contact Guidance.



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Correspondence Courses:

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

Guidance and Career Planning

Eder Academy offers supplementary student support counseling for post-secondary course selection and planning. Individual Learning Plans and other special accommodations can be created for students upon request. Each student is encouraged to contact guidance via email at info@ederacademy.ca with any questions and concerns regarding post-secondary options and requirements. In addition, all students have access to career and life planning resources such as University/College course selection plans, profiles, interactive maps, and related information on their student portal.

Below is a list of examples of the support we offer students:

- ❖ Individual pathways plans
- ❖ Strategies and resources (www.careercruising.com)
- ❖ Course selections
- ❖ Referral to programs such as OASAR (www.oasar.org), which provides at-risk students with the individualized support
- ❖ Using the Ministry website EDUGAINS to inform our support of English Language Learners (ELL) and English as a Second Language (ESL) students:
<http://www.edugains.ca/newsite/ell/>
- ❖ eCampus Ontario Online Library:
<https://www.ecampusontario.ca/openeducation-resources/>

Eder School Forms

Community Involvement Package, Prerequisite Waiver Form, and the PLAR Equivalency Form can all be downloaded at <https://www.ederacademy.ca/forms>.