Salvador Academy opened in September 2017 to serve students and families of Windsor and Essex County. We push students to aim higher and achieve more by awarding students credits towards their Ontario Secondary School Diploma through "blended learning". We combine two unique learning environments that cater to students of different backgrounds and learning styles:

- An online competency-based learning platform that students consume continuously, asynchronously, at their own pace and from anywhere that has access to the Internet; and
- A co-working and co-learning centre in South Windsor that students can visit after their regular day school to receive academic guidance, mentorship and tutoring.

Salvador Academy is currently in the process of becoming an accredited private school through the Ministry of Education as described in the Education Act of Ontario. Once inspected and validated, accredited private schools can award credits towards the OSSD by the principal on behalf of the Minister of Education.

Salvador Academy was founded by Mario Salvador, a graduate of Holy Names High School and University of Windsor. Over 17 years, Mario has tutored more than 1000 students in the local area at all levels. Mario previously founded Students Offering Support at University of Windsor, The Hive Learning and TutorBee.

It is our philosophy that all students can succeed especially in mathematics: the focus of Salvador Academy. We view education in mathematics as a ladder where advancement is made easier when you ensure mastery of the concepts at each level before moving to the next. Students also need to develop academic skills and work habits to succeed. Ultimately, when combining effective teaching strategies and building student confidence, students find a love for learning and actively engage in the learning process.

The Education Amendment Act (Learning to Age 18), 2006, recognizes that the teenagers deserve a strong education and the system must engage these students until the age of 18 or until they graduate. There are increasingly new ways to reach learners of different interests, goals, strengths and needs. We value the opportunity to be a part of each student's educational journey in mathematics and their path towards successfully completing a secondary education. Salvador Academy strives to give students the chance to achieve more achieve more and enjoy the experience.

Code of Conduct

Students attending Salvador Academy should strive towards academic success and persaonl development while working cooperatively and respectfully with their classmates, the teachers and the administration in the online community. This also involves adhering to a student code of conduct. It is Salvador Academy's responsibility to enforce consequences on any individual who does not obey the rules.

Attendance Policy

Attendance in the online learning environment is measured by logging into the portal. Regular and consistent attendance is important for student success even in a continuous delivery model. Student learning is at their own pace without a specific start time or end time but the course must be completed within 12 months. After 12 months, the student will be withdrawn from the course. Extension beyond 12 months can be made with good reason.

We encourage students to complete a course within a 4-month timeframe. There is a Weekly Timetable for each course outlining which learning modules should be completed each week. This will likely involve logging in and completing activities two or three times per week. Teachers will track attendance each week and to prevent absenteeism teachers may contact students and/or parents.

Students under the age of 18 must regularly attend a secondary school until they graduate.

Plagiarism Policy

"Plagiarism" is the practice of taking someone else's work or idea and claiming that it is their own.

No student will submit an assignment that is, even in part, not their own work. Directly copying another student's assignment or obtain answers from the Internet without correctly paraphrasing or citing the source is strictly prohibited. Even when collaborating with others, students should have their own answers to assignment questions.

No student will contribute any work to another student with the knowledge that their work might be submitted as their own.

Assignments containing plagiarized answers will be given a mark of 0%. On a repeated offense, this may result in student withdrawal from the course.

Cheating Policy

Cheating damages the academic integrity of the course and the learning opportunities for the entire school. Salvador Academy will not tolerate students having unfair academic advantage. Academic dishonesty include, but are not limited to:
- Submitting assignments that are not the student's own work;
- Using prohibited materials or devices during a test or exam;
- Collaborating with others in a test or exam when the student is not given permission to do so;
- Gaining access to tests or exams before they are given to the student by the teacher;

Students who violate Salvador Academy's Cheating Policy will be subject to discipline.

Late and Missed Assignment Policy

Assignments should be submitted before the student's scheduled exam date and time. This should be within the 12 month period that students have to complete the course. Any assignments or tests

that are not completed by the time that the exam is written will receive a mark of 0%. When scheduling an exam, teachers will inform students of the assignments that are still left to complete.

Safe School Policy

Salvador Academy is committed to improving education and achieving positive outcomes for all students. All secondary schools in Ontario should equitably support and prepare all students for success in their destination of choice, whether a work placement, apprenticeship, college or university. In order to achieve these objectives, it is essential that all schools provide a safe environment in which students can learn, grow and develop. School safety is a fundamental prerequisite for student success and academic achievement. Every student deserves to be safe and feel safe in the school or in the online learning environment. All members of the school community must be treated with respect and dignity. Students must respect the authority that teachers and administrators have. Abuse of any kind will not be tolerated and should be reported to the principal immediately. Discipline for any misconduct will depend on the situation.

Computer Use Policy

Teachers and administration have the right to review all student work and contributions made within the online learning system. The online portal should only be used for educational purposes. Students are responsible for their contributions in the online portal so they should not share their passwords with others and only access areas that they have permission to access.

The diploma requirements for students entering Grade 9 in September 2017, are described below. Salvador Academy offers credits toward the Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). The OSSD, OSSC and Certificate of Accomplishment will be issued by a student's regular day school and not Salvador Academy.

Requirements for Ontario Secondary School Diploma

The requirements for earning an Ontario Secondary School Diploma (OSSD) are as follows:
- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities (other than homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

Compulsory Credits - A total of 18 compulsory credits are required.

15 credits include:
- 4 credits in English (one credit per grade)*,
- 3 credits in Mathematics (one in Grade 9, one in Grade 10 and one credit in Grade 11 or 12)
- 2 credits in Science (Grade 9 and Grade 10)
- 1 credit in The Arts
- 1 credit in Canadian Geography
- 1 credit in Canadian History
- 1 credit in French as a Second Language
- 1 credit in Health and Physical Education
- 0.5 credit in Civics
- 0.5 credit in Career Studies

An additional credit in one of Group 1:
- English or French as a Second Language**
- Native Language
- Classic or International Language
- Social Sciences and the Humanities
- Canadian and World Studies
- Guidance and Career Education
- Co-operative Education***

An additional credit in one of Group 2:
- Health and Physical Education
- The Arts
- Business Studies
- French as a Second Language**
- Co-operative Education***

An additional credit in one of Group 3:
- Science (Grade 11 or 12)
- Technological Education
- French as a Second Language**
- Computer Studies
- Co-operative 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

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 of their regular day school.

Substitutions for Compulsory Courses – In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Each substitution will be noted on the student's Ontario Student Transcript. Salvador Academy will not replace compulsory courses at this time.

Ontario Secondary School Literacy Requirement

Salvador Academy does not administer the Ontario Secondary School Literacy Test (OSSLT) provincial literacy test. Students will be expected to make arrangements with their respective day school or local School Board to complete the provincial literacy requirements.

40-Hour Community Involvement

Salvador Academy encourages students to develop an understanding of civic responsibility and the positive impact they can have in their local community, in distant communities and in the environment. Since students who are enrolled in Salvador Academy will still attend their regular day school, community involvement requirements must be completed at the regular day school

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning an Ontario Secondary School Diploma provided they have earned a minimum of 14 credits distributed as follows:

      7 compulsory credits
- 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 or Technological Education or Computer Studies

      7 optional credits
- 7 credits selected by the student from available courses

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be used to recognize achievement for students who plan to take certain vocational programs or other types of further training, or who plan to find employment after leaving school.

The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, "scheduled time" is defined as the time during which students participate in planned learning activities (other than homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

Course Codes

The Ministry of Education has developed common course codes for use in all Ontario Secondary Schools. There are five characters to these codes:
- The first character is a letter referring to the discipline (i.e. M for math).
- The second and third character help to further identify the name of the discipline, subject or course (i.e. PM for Principles of Mathematics).
- The fourth character is a number referring to the grade of the course (1 for Grade 9, 2 for Grade 10, 3 for Grade 11 and 4 for Grade 12).
- The fifth character refers to the type of course (more on this below).
- A sixth character is sometimes used internally for schools and school boards.

Types of Courses

Grades 9 and 10 – There are four types of courses in Grades 9 and 10: academic, applied, locally developed compulsory and open courses.

Academic (D)
- focus on the essential concepts of the discipline and explore related concepts.
- develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications.

Applied (P)
- focus on the essential concepts of the discipline.
- develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications, as appropriate.

Open (O)
- consists of expectations appropriate for all students at grade level

Locally Developed Compulsory Credit Courses (L)
- focus on essential skills and use relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making and communication skills.
- School boards may develop courses locally as compulsory or optional credits

Grades 11 and 12 – There are five types of courses in Grades 11 and 12 to prepare students for post-secondary destinations.

University Preparation (U)
- were developed in close collaboration with universities
- are designed to equip students with the knowledge and skills needed to meet entrance requirements for university programs or particular apprenticeship training
- emphasize theoretical aspects of the course content, but also include concrete applications.
- include Co-operative Education placement opportunities to gain exposure to a profession for the purpose of career/life planning and personal development

University/College Preparation (M)
- were developed in close collaboration with both universities and colleges.
- are designed to equip students with the knowledge and skills needed to meet the entrance requirements for specific university and college programs, or apprenticeship training
- emphasize both theoretical aspects and related concrete applications of the course content.
- include Co-operative Education placement opportunities to gain exposure to a profession for the purpose of career/life planning and personal development

College Preparation (C)
- were developed in close collaboration with colleges.
- are designed to equip students with the knowledge and skills needed to meet entrance requirements for college and apprenticeship programs.
- emphasize concrete applications of the theoretical material covered in the course and emphasize the development of critical thinking and problem-solving skills.
- emphasize the development of critical thinking and problem-solving skills.
- include Co-operative Education placement opportunities to develop career education essential skills.

Workplace Preparation (E):
- were developed in close collaboration with representatives from a variety of workplaces.
- are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community.
- allow students to prepare for a variety of jobs, and training programs
- include Co-operative Education and work experience placements within the community.
- promote and stress the importance of lifelong learning.

Open (O):
- consists of expectations appropriate for all students regardless of their post-secondary destination

Locally Developed Compulsory or Optional Credit Courses (L)
- focus on essential skills and use relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making and communication skills.

Available Courses at Salvador Academy

Beginning in September 2017, four mathematics courses will be available to students in Windsor, Ontario. Students will remain at their regular day school.

MPM2D – Principles of Mathematics, 10

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Course Units (110 Hours)
Unit 1 – Solving Linear Systems (15 Hours)
Unit 2 – Analytic Geometry (16 Hours)
Unit 3 – Polynomial Expressions (15 Hours)
Unit 4 – Quadratic Functions (26 Hours)
Unit 5 – Quadratic Equations (14 Hours)
Unit 6 – Similar Figures (7 Hours)
Unit 7 – Trigonometry (14 Hours)
Final Exam (3 Hours)

MCR3U – Functions, 11

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

Course Units (110 Hours)
Unit 1 – Basic Algebraic Concepts (16 Hours)
Unit 2 – Quadratics (14 Hours)
Unit 3 – Functions and their Properties (10 Hours)
Unit 4 – Exponential Functions (12 Hours)
Unit 5 – Discrete Functions and Math of Finance (16 Hours)
Unit 6 – Trigonometry (10 Hours)
Unit 7 – Trigonometric Expressions (13 Hours)
Unit 8 – Trigonometric Functions (15 Hours)
Final Exam (3 Hours)

MHF4U – Advanced Functions, 12

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

Course Units (110 Hours)
Unit 1 – Polynomial and Rational Expressions (8 Hours)
Unit 2 – Polynomial and Rational Equations (10 Hours)
Unit 3 – Functions and their Properties (10 Hours)
Unit 4 – Polynomial and Rational Functions (10 Hours)
Unit 5 – Exponential Functions (9 Hours)
Unit 6 – Logarithmic Functions (12 Hours)
Unit 7 – Trigonometric Expressions (11 Hours)
Unit 8 – Trigonometric Functions (10 Hours)
Unit 9 – Creating New Functions (10 Hours)
Unit 10 – Limits and Rates of Change (17 Hours)
Final Exam (3 Hours)

MCV4U – Calculus and Vectors, 12

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Course Units (110 Hours)
Unit 0 – Limits and Rates of Change (13 Hours)
Unit 1 – Basic Derivative Rules and Techniques (14 Hours)
Unit 2 – Curve Sketching (15 Hours)
Unit 3 – Applications of Derivatives (13 Hours)
Unit 4 – Advanced Differentiation (15 Hours)
Unit 5 – Introduction to Vectors (15 Hours)
Unit 6 – Applications of Vectors (10 Hours)
Unit 7 – Equations of Lines and Planes (12 Hours)
Unit 8 – Intersections of Lines and Planes (12 Hours)
Final Exam (3 Hours)

Course Outlines and Curriculum

Course outlines for Salvador Academy can be found at www.salvadoracademy.ca

Course curriculum for Grades 9 and 10 math can be found at:
http://www.edu.gov.on.ca/eng/curriculum/secondary/math910curr.pdf

Course curriculum for Grades 11 and 12 math can be found at:
http://www.edu.gov.on.ca/eng/curriculum/secondary/math1112currb.pdf

Cooperative Education

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 postsecondary 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-approved locally developed course may serve as the related course for a cooperative education program.

Salvador Academy does not operate a Cooperative Education Program at this time.

Tracking of Credit Accumulation

Ontario Student Record (OSR)
The OSR is the record of a student's educational progress through schools in Ontario. Upon the student's graduation or retirement, a current and accurate copy of the student OST must be stored in the OSR folder. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. The OST is a comprehensive record of all course work and diploma requirements achieved by the student.

Students enrolled at Salvador Academy will take the majority of their classes at their regular day school. Their OSR will reside at that day school.

Ontario Student Transcript (OST)
The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. It is stored in a student's Ontario Student Record (OSR).

Students enrolled at Salvador Academy will take the majority of their classes at their regular day school. Their OSR will reside at that day school.

When a student earns a credit through Salvador Academy, an official copy of their report card will be sent to their day school indicating the credits that were earned. It will be the principal of the day school who will be responsible for ensuring that the Salvador Academy credit is recorded in the student's OST.

Withdrawal from a Course

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

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

Grades 11 and 12 - If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Where there are extraordinary circumstances relating to a student's withdrawal from a Grade 11 or 12 course, a student's poor performance in a successfully completed course, or a student's failure to complete a course successfully, the special indicator "S" may be entered in the "Note" column on the OST.

Repetition of a Course

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt, with the percentage grade obtained, is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "equivalency" process is the process of assessing credentials from other jurisdictions.

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses.

Salvador Academy does not implement the PLAR process at this time.

Changing Course Types

Some students, after successfully completing a certain type of course, may change their educational goals and, as a consequence, may need to take compulsory and optional credit courses of a different type from those they initially chose. Although students enrolled in one type of course may enroll in a different type of course in a subsequent year, changing course types becomes more difficult as students advance through the system, or in situations involving courses that have prerequisites.

When a student plans to switch from one course type in Grade 9 to the other in Grade 10 in the same subject, the principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work of up to 30 hours and as defined by the ministry in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work can be taken in summer school or in a program outside the regular school hours or during the school day. A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:
– take a transfer course that will bridge the gap between course types;
– take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take;
– take a summer course or undertake independent study to achieve the uncompleted expectations that are required to enter the new program.

Salvador Academy does not offer any transfer courses outside of their regular day school at this time. In the case that a student wishes to switch course type, if the student has the required prerequisites for that course, then the student will be able to register.

Salvador Academy is not prepared to waive any prerequisites at this time.

Independent Study and Private Study

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre may form part of Independent Study.

A student may be permitted to take one or more courses through private study if the student is deemed to have a valid reason for not attending classes or if the school does not offer the course. The school must be willing to monitor the student's progress and evaluate his or her work. Courses offered through the Independent Learning Centre may form part of a student's private study program.

Independent study or private study must be arranged through a student's regular day school and not through Salvador Academy.

Strategies for Assessment & Evaluation of Student Performance

We follow the leadership of the Ministry of Education in regard to Assessment and Evaluation as outlined in *Growing Success, 2010*. It details that the primary purpose of assessment and evaluation is to improve student learning. Salvador Academy will use assessment to ensure mastery of necessary skills, build confidence in students, and develop self-assessment skills and metacognitive skills.

In accordance with *Growing Success*, teachers will use practices and procedures that:
1) are fair, transparent, and equitable for all students;
2) support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
3) are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
4) are communicated clearly to students and parents at the beginning of the school year or course and at the appropriate points through the school year or course;
5) are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
6) provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
7) develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Achievement in this course will consider four categories:
- Knowledge and Understanding: subject-specific content acquired in each course (knowledge), and the comprehension of its meaning and significance (understanding).
- Thinking: the use of critical and creative thinking skills and/or processes such as: planning skills, processing skills and critical/creative thinking processes.
- Communication: the conveying of meaning through various oral, written, and visual forms
- Application: the use of knowledge and skills to make connections within and between various contexts.

70% of the grade will be based on evaluations conducted through the course. 30% of the grade will be based on a final exam to be completed at the end of the course. A final grade is recorded for this course, and a credit is granted if the student's grade is 50% or higher.

A midterm report card will be issued after completion of half of the modules in the course. A final report card will be issued after completion of the entire course. Student achievement of the curriculum expectations will be reported as a percentage grade. The report card will also contain the course median grade (as a percentage) and letter grades for six learning skills:
- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

A final report card will be sent to the student's home school to be added to the student's transcript of completed OSSD credits.

System Requirements

Supported Browsers

Canvas LMS supports the current and first previous major releases of the following browsers:
- Internet Explorer 11 and Edge 39 and 40 (Windows only—please make sure your operating system is also current as noted in the computer specifications lesson; you may need to download the Windows 10 Anniversary Update to submit Canvas assignments)
- Safari 9 and 10 (Macintosh only)
- Chrome 58 and 59
- Firefox 53 and 54
- Flash 25 and 26 (used for recording or viewing audio/video and uploading files)
- Respondus Lockdown Browser

We highly recommend updating to the most current version of your preferred browser. Your browser will notify you if there is a new version available.

Browser Updates

If your browser does not update automatically, you can download your preferred browser in the browser's download page:
- Internet Explorer and Microsoft Edge
- Safari
- Chrome
- Firefox
- Respondus Lockdown Browser

Required Components

Flash is required for recording audio and video in the Canvas Rich Content Editor. Other than these features, Flash is not required to use most areas of Canvas. Please note that some browsers may no longer support Flash.

The Java plug-in is required for screen sharing in Conferences. Please note that some browsers do not support Java. Otherwise, there are no other browser plug-ins used by Canvas.

JavaScript must be enabled to run Canvas.

Canvas on Mobile Devices

The Canvas interface was optimized for desktop displays, so using small form factors such as phones may not be a pleasant experience in using Canvas. Canvas is not officially supported on mobile browsers. We recommend using Canvas mobile applications for an improved user experience.

Since Canvas uses small elements of Flash, not all Canvas features may be supported on mobile devices, especially on iOS.

Mobile Browsers

Visit the Apple store or the Play store to download mobile browsers. The following major browsers are compatible with mobile devices but Canvas features may not be supported:

iOS
- Safari (default browser that opens from Canvas)
- Chrome
- Photon Flash Player (supports Flash)

Android
- Internet
- Firefox
- Chrome

Co-working and Co-learning Studio

In addition to normal school hours, Salvador Academy is open 3:00 PM to 9:00 PM from Monday to Thursday. There are comfortable couches and chairs, desks, glassboard tables, whiteboards and high-speed Internet. Teachers and support staff will be in centre to provide students with additional instruction. Students can use this space to:

- Have access to the Internet and the online portal using studio iPads and computers
- Have their own personal place to be productive and consume course material
- Have a quiet place to write quizzes, tests and assignments
- Work collaboratively with other students in the class
- Ask questions and get clarification on concepts they are having trouble understanding

Student Success and Guidance Office

Students at Salvador Academy will remain at their regular day school and will only be able to receive credits in mathematics for their OSSD. The records office at their day school will be responsible for managing their OSR and recording their OST.

Salvador Academy provides additional resources for those seeking guidance on career or life planning and post-secondary education. Parents or students can make appointments with the principals and teachers through the school web site.

Teachers are responsible for making sure that students are successful when advancing through the course. They will record attendance, ensure access to course materials and will regularly monitor student performance through the online portal. When a student fails to meet expectations on diagnostic assessments, they will not be able to access additional course modules and the teacher will intervene and deliver further additional instruction until success is achieved.

Online Learning Support

Through the online learning platform, you can reach teachers or Mario Salvador for learning support or academic guidance.

Considerations for Program Planning

Considerations are made when planning this course and efforts are made to align with the Ministry of Education policies and initiatives:

Planning Related to Students with Special Needs

Teachers have a responsibility to help all students learn and succeed. Accommodations can support each student's unique style of learning. For those with special education needs, teachers and administrators in conjunction with the student, parent and any recommendations from a board

designated Individual Education Plan (IEP) will determine whether it is appropriate to make accommodations or modify expectations. Accommodations may include instructional modifications, environmental accommodations, or assessment accommodations.

Program Considerations for English Language Learners

Teachers have a responsibility to help all students learn and succeed. Students whose first language is not English may come from regions with highly sophisticated educational systems or regions where formal school was limited. Teachers share in the responsibility for their English-language development and can give necessary support in a variety of methods.

Antidiscrimination Education in Mathematics

Teachers have a responsibility to help all students learn and succeed. To ensure that all students in the province have an equal opportunity to achieve their full potential, the curriculum must be free from bias, and all students must be provided with a safe and secure environment characterized by respect for others that allows them to participate fully and responsibly in the educational experience. Teachers will facilitate a learning environment that is inclusive in nature, and the curriculum should be enriched the diverse experiences of students with varying backgrounds, abilities, interests, and learning styles. It is our philosophy that this can be more easily achieved when mathematics is viewed in real-life contexts whether through analysis of data trends or solving problems in health, science and the environment.

Literacy/Inquiry Research Skills

Teachers have a responsibility to help all students learn and succeed. We advance a student's development by helping them to learn skills such as literacy and inquiry research skills. Achievement in written, oral, and visual communication is important in mathematics. Teachers will help students be precise in mathematical terminology. It is also important that teachers develop a student's ability to ask questions and plan investigations when solving problems in an effort to deepen the learner's understanding.

The Role of Information and Communication Technology in Mathematics

Teachers will engage students in many information and communication technologies (ICT) to support a student's learning of mathematics. This will include, but not be limited to, simulations, multimedia, online portals, graphing technologies, databases, spreadsheets, word-processing software, and computer algebra systems (CAS).

Career Education

Teachers have a responsibility to help all students learn and succeed. Mathematics is more enjoyable when students explore concepts that are career-related and connections are made to each student's interests, aspirations and abilities. The curriculum will emphasize the usefulness of math in various fields such as science, business, engineering, computer studies; industries such as hospitality, recreation, and tourism; and the technical trades.

Health and Safety in Mathematics

It is paramount that we provide a safe learning environment and that all classroom practice complies with relevant federal, provincial, and municipal health and safety legislation and by-laws. These include, but are not limited to, the Workplace Safety and Insurance Act, the Workplace Hazardous Materials Information System (WHMIS), the Food and Drug Act, the Health Protection and Promotion Act, the Ontario Building Code, and the Occupational Health and Safety Act (OHSA). The OHSA requires all schools to provide a safe and productive learning and work environment for both students and employees.