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1. KAI Global School

KAI Global School has been an inspected private school in the Province of Ontario, Canada since 2016. The Ontario Ministry of Education has issued the BSID# 665538 to KAI Global School. KAI Global School issues Ontario Secondary School Diploma (OSSD) credits to students from all over the world.

2. Mission, Vision, and Core Values

2.1 Mission

To create a better world where every student has the opportunity to succeed.

2.2 Vision

At KAI Global School, we prepare students for post-secondary success. We deliver flexible online courses that accommodate and respond to individual learner needs. Our innovative approach to education fosters the skills, qualities, and knowledge needed to thrive in a rapidly evolving world. We are committed to upholding a culture that champions healthy, inclusive communities and encourages responsibility, respect, integrity, perseverance, and innovation.

1. Excellence in Education

We aspire to be a global leader in online secondary education. With rigorous academic standards, an experienced team of certified teachers, and outstanding administrative support, we stay focused on delivering the highest quality of education to our students. At KAI, we believe that teacher development supports student success. We are dedicated to providing opportunities for our teachers to connect, collaborate, and learn from one another.

2. Diversity and Inclusion

With students from over 10 countries, we are strengthened by the wide range of backgrounds, experiences, and perspectives among our student body. As supporters of individuality and acceptance, we are committed to expanding our awareness and understanding of issues related to inclusion and equity. We aim to celebrate and listen to the diversity of voices within our school community.

2.3 Core Values

At KAI Global School, we aim to have our school community demonstrate five specific core values: responsibility, respect, integrity, perseverance, and innovation. Whether you are a student, teacher, learning coach, or administrator, these five life skills will benefit you, our community, and the world beyond.

Responsibility

The value of responsibility calls people to complete their duties to the best of their ability.

Students of KAI act responsibly when they do the following:

- Put a strong effort into their work
- Ask questions and use feedback to improve their understanding

Staff and teachers of KAI act responsibly when they do the following:

- Create content that is interesting and prepares students for the future
- Help students improve their knowledge and skills by providing valuable feedback

Respect

The value of respect calls everyone to treat others positively and appreciate the abilities, qualities, and achievements of others.

Students of KAI act respectfully when they do the following:

- Communicate with others in a positive, kind manner
- Recognize others' successes and support others in times of need

Staff and teachers of KAI act respectfully when they do the following:

- Provide inclusive learning opportunities that allow all students to learn and grow
- Model kind, caring interactions to students

Integrity

The value of integrity calls people to act in honest, trustworthy, and respectful ways.

Students of KAI act with integrity when they do the following:

- Complete their work using their own ideas and knowledge
- Take pride in the work they complete

Staff and teachers of KAI act with integrity when they do the following:

- Provide resources on how to show academic honesty
- Encourage students to use critical and creative thinking strategies
- Provide accurate, supportive, and honest feedback to nurture positive development

Perseverance

The value of perseverance calls people to put in the effort necessary to reach their goals, even if there are challenges on their way to success.

Students of KAI demonstrate perseverance when they do the following:

- Set challenging goals and work to reach them
- Believe in their ability to reach their goals and continue improving

Staff and teachers of KAI demonstrate perseverance when they do the following:

- Demonstrate that challenges are another opportunity to continue to learn
- Hold students to high standards to help them reach their fullest potential

Innovation

The value of innovation calls people to be creative in how they solve problems and discover new knowledge.

Students of KAI demonstrate innovation when they do the following:

- Learn about and use new technologies
- Use new strategies to solve problems and maximize their learning and success

Staff and teachers of KAI demonstrate innovation when they do the following:

- Provide chances for students to develop and apply 21st century skills
- Engage students through innovative approaches to learning
- Remove barriers for students to support their learning

3. Goals

A positive, responsive, and respectful online school culture does not happen in isolation but arises as all teachers and administrative staff focus on achieving the three goals set by KAI Global School in a thoughtful and meaningful manner.

3.1 Reaching out to National and International Students

Many international students come to Ontario to pursue secondary school because Ontario is recognized across Canada and around the globe as a leader in educational excellence. The Ontario government is committed to keeping Ontario as an educational destination for international students. KAI Global School attempts to follow in these footsteps by providing a positive educational experience for our national and international students seeking online Ontario Secondary School Diploma (OSSD) credit courses. Students completing their OSSD with KAI Global School may then consider Ontario as a potential destination for their post-secondary education. Actions to be taken by KAI Global School are:

- ensure KAI Global School courses provide a high-quality learning experience for national and international students.
- focus on the specific educational needs of international students and provide direct intervention to meet these needs in meaningful ways; and
- consider every student equally and thus provide opportunities for the student to achieve success according to their own interests, abilities, and goals.

3.2 To Be Responsive to the *Educational Needs* of Our Students

The educational philosophy of KAI Global School has always been to provide a student-centered education in the online environment. The growth in the number of students taking our courses, the high level of completion rates within KAI Global School courses, and the strong academic performance of our students as they progress into post-secondary institutions, all affirm that we are focused on the essential educational outcomes. Actions to be taken by KAI Global School are:

- allow the student to start their KAI Global School course on any day, move through the course at any pace, and write the final exam on any day,
- contact the student upon registration to provide the necessary information, enabling them to begin the online course quickly,
- post the contact information of KAI Global School administrative teams at our main website to help students quickly receive answers to their questions,
- promote communications between the student and their teacher upon enrolment to open this extremely important connection,
- adhere to the principles and policies outlined in "*Growing Success: Assessment and Evaluation, and Reporting in Ontario Schools*" to improve student learning,
- constantly evaluate the effectiveness of the initial student communication, student handbook, course introduction units, News items, and school website,
- share best practices of teacher-student interactions among all KAI Global School teachers,
- enable all KAI Global School staff to receive student feedback to determine the extent to which student educational needs are being met, and
- create an environment where **student and parent feedback** is encouraged and welcomed so that this constructive feedback is acted upon in a prompt and welcomed manner.

3.3 To Be Responsive to the *Administrative Needs* of Our Students

KAI Global School makes every attempt to provide a full range of academic services to its students. Our goal is to make sure that this full range of services is provided in a professional and timely manner to all students. Actions to be taken by KAI Global School are:

- establish and maintain Ontario University Application Centre (OUAC) accounts for our OSR students planning to enter university upon graduation from KAI Global School;
- maintain Ontario College Application Service (OCAS) accounts for our OSR students planning to enter college upon graduation from KAI Global School;
- produce and forward copies of the Ontario Student Transcript (OST) to post-secondary institutions in a timely manner;
- make arrangements for students to write the Ontario Secondary School Literacy Test (OSSLT), a requirement for graduation;
- establish and implement accommodations for exceptional students, based on their existing Individual Education Plan (IEP) in order to identify the student's specific learning expectations;
- establish and maintain an Ontario Student Record (OSR) for those students who are the sole responsibility of KAI Global School, following the Ontario Ministry of Education's guidelines; and
- determine the equivalent credits earned by students entering the Ontario school system in their previous educational setting and to advise the student on the remaining requirements to be completed in order to earn the Ontario Secondary School Diploma (OSSD).

4. The School

Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain the Ontario Secondary School Diploma (OSSD). KAI Global School aims to provide each student with the opportunity to achieve success according to the student's own interests, abilities, and goals. By providing a quality online education within the student's greater educational community, KAI Global School can offer the student more choice in their educational endeavours. While KAI Global School may have changed the form of the school in which this mission is carried out, we have not changed the provision of providing quality education to the student.

4.1 Student - Teacher Interaction

The student from anywhere in the world can interact in meaningful ways with their KAI Global School teachers, as long as they have an internet connection. A host of communication tools and procedures have been developed by D2L within the Brightspace Integrated Learning Platform to facilitate this essential communication component of a quality education. These include email, threaded discussions, ePortfolio, assignment feedback through the dropbox, and testing feedback. A KAI Global School student has many ways of communicating with their teacher and the teacher has many options to communicate information and ideas back to the student.

4.2 Student - Student Interaction

A host of communication tools and procedures have been developed by D2L within the Brightspace Integrated Learning Platform to facilitate student – student interaction, an essential component of a quality education. A student has many ways of communicating with other students in their course. These include email, chat, instant messaging, sharing ePortfolio files and threaded discussions. Students may also respond to discussion threads from students who may have completed a course before them.

4.3 Student - Administration Interaction

With multiple tools at their disposal, the KAI Global School principal and administration may intervene early in addressing conduct concerns and other problems within proper conduct, and other problems within the various courses. The goal is to ensure that the technology does not become a deterrent to effective learning. Prompt and early intervention solves small problems before they become impediments to the learning process. The student has quick and easy access to the principal and other staff via their Classlist and the Contact Us page.

4.4 Student - Resources Interaction

The student has access to quality online courses and can easily view resources to enhance their learning experience. The student will also have access to both career information, which is being built into every course to meet with Ministry Program Consideration expectations as well as more general career information is provided on an 'as-needed' basis. In addition, KAI Global School offers access to myBlueprint for all students whose Ontario Student Record (OSR) is held at KAI Global School. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process.

4.5 Parent - School Interaction

The parents or guardians of students under 18 and the parents or guardians, with the permission of adult students, may have access to the student's online course, including assessment and evaluation items. If the student does not share the access directly with the parent, the parent can contact the KAI Global School principal for information. This allows the parents to become more involved with the education of their child. An online, transparent electronic grade book, electronic report cards, online conferencing, and direct phone contact with the KAI Global School principal, also promotes parental involvement.

Periodic news items are posted online at the KAI Global School website by the school to an area viewable by parents and the broader community.

With KAI Global School, parents have the responsibility and opportunity to work with their child in the planning of their secondary school education. The final decision of the course selection of students under the age of 18 rests with the parents. All students and their parents should consider seriously the advice and recommendation of the school. The consequences of course selection can be extremely important whether students plan to work or attend college or

university. Detailed courses of study are available in Appendix A.

Note that we are updating the website in Summer 2025; please refer to Appendix A.

4.6 Hardware and Software Requirements

Brightspace is an online Integrated Learning Platform and requires an internet connection to be accessed. In order to login and use the service your browser is required to have JavaScript and Cookies enabled, and it should be set to allow pop-ups and redirects from kaiglobalschool.com.

Brightspace Learning Environment continuously updates and is supported on the following platforms with the latest browser versions.

Desktop Browser Support:

Platform	Apple® Safari®	Google® Chrome™	Microsoft® Edge	Mozilla® Firefox®
Apple® Mac OS®	Yes	Yes	Yes	Yes
Microsoft® Windows®	No	Yes	Yes	Yes

Tablet/Mobile Browser/Operating System Support:

Platform	Apple® Safari®	Google® Chrome™	Microsoft® Edge	Mozilla® Firefox®
Apple® iOS® for iPhone® and iPad®	Yes	No	No	No
Android™ OS for Android phones and tablets	No	Yes	No	No

Some courses also require the use of additional software that is provided in the course. Some courses may require additional hardware such as a camera, a microphone, or speakers. Please refer to the specific course outline to determine if any additional software or hardware is required or provided in the course.

5. Code of Behaviour

It is the duty and responsibility of the principal of KAI Global School to enforce the consequences when people do not obey the code of behaviour expected of all people within our online school community.

5.1 Attendance

Attendance Policy for Online-Only Students

KAI Global School

KAI Global School is committed to fostering regular engagement and accountability in our online learning environment. While our flexible model supports personalized pacing, students must remain actively involved in their learning to achieve success. Attendance is a critical measure of that engagement.

1. Overview

KAI Global School expects all students enrolled in online courses to complete their course within five (5) months of enrollment. A personalized calendar with due dates for lessons, assignments, assessments, and exams is co-created with the student, parent/guardian, and teacher upon registration. The calendar outlines expectations aligned with the 110-hour instructional requirement for each credit course, as per Ontario Ministry of Education policy.

2. Weekly Attendance Tracking

KAI Global School maintains a weekly attendance record for all students—whether synchronous (live), asynchronous, semester-based, or non-semester-based.

Please see additional attendance information in Appendix C.

As of December 20, 2006, all students under 18 years of age are required to be in attendance at school unless they have already graduated or are otherwise excused from attendance at school.

5.2 Safe School Environment

KAI Global School makes considerable effort to provide and maintain a safe environment in which learning can occur. Protection of a person's dignity and self-esteem is critical. The following processes have been put into place to create a safe school environment for the student:

1. All students are expected to treat other students, teachers and admin staff with respect, courtesy, and consideration. Profanity will not be acceptable in any of the communication tools provided within the online courses.
2. All students will accept the authority of the teachers and all teachers will demonstrate respect for all students.

3. Threats, distasteful remarks, abuse of any kind, or harassment by any individual which impairs the health and welfare of any student or staff member is not permitted and is to be reported to the KAI Global School principal immediately. The principal will determine the consequence according to the situation.

5.3 Code of Conduct for Computer Use

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

1. The Brightspace Integrated Learning Platform at KAIGlobalSchool is a learning Management System (LMS) and is intended for educational purposes only. Any use of any LMS tool within the course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.
2. Student access into the LMS is provided as long as the student follows the guidelines set by the school principal, provincial, and federal laws.
3. If the LMS is used inappropriately or in a prohibited manner, the principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
4. Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.
5. It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.
6. The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:
 - Never reveal your KAI Global School password to any individual, except your parent or guardian.
 - Always report to your principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.
 - Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

5.4 Plagiarism

Plagiarism occurs when a student presents another person's work as the student's own. This is not acceptable at KAI Global School. The KAI Global School Plagiarism Policy is designed to teach the student to identify plagiarism, to distinguish between the two types of plagiarism, to identify strategies to avoid plagiarism, to practice proper paraphrasing and to explain the

consequences of plagiarism by the student. KAI Global School teachers have access to software which detects plagiarism. Commercial search engines are often very good at detecting work copied from material available online. Experienced teachers can often spot when writing does not come from the student.

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

Dishonest Plagiarism means that the student has knowingly presented a person's work as their own. All instances of plagiarism that are not considered to be negligent plagiarism will be assumed to be dishonest plagiarism. Examples of dishonest plagiarism are:

- borrowing facts or information that are not common knowledge and not citing the source. Common knowledge includes things that are commonly known, such as: Toronto is the capital of Ontario, Charles Darwin proposed a theory of evolution, The Amazon is the world's largest tropical rainforest, etc. Common knowledge facts do not have to be cited;
- cutting and pasting text from websites with no intention to cite the source;
- handing in an online essay or portions of one as though it were your own work;
- copying another person's work and presenting it as your own;
- using another person's 'lab' findings from an activity or experiment;
- having another person write a portion or all of your final exam;

This means the student must not cheat or try to cheat in any way. It hopefully means that Students will come to value their achievement when it is honestly, fairly, and respectfully won. through hard work. Please see Appendix D

5.5 Academic Integrity

KAI Global School is committed to ensuring the integrity and validity of student achievement within its courses by promoting academic honesty among its students. Students are responsible for upholding integrity and will be held accountable for the quality of their work and actions. KAI Global School takes preventative measures to reduce the incidence of academic dishonesty among its students. KAI Global School may review any work or correspondence submitted by a student to determine its authenticity and legitimacy. Academic dishonesty will not be tolerated. Students who violate the academic integrity of KAI Global School will be subject to discipline in accordance with this policy. Academic dishonesty consists of any deliberate attempt to falsify, fabricate, or otherwise tamper with data information, records, or any other material that is relevant to the student's participation within any course. Academic offenses include, but are not limited to:

1. Cheating or other forms of academic dishonesty intended to gain unfair academic advantage;
2. Distributing or receiving answers or other information by means other than those expressly permitted by the teacher as part of any assignment, test or the final examination;

3. Copying answers, or other information (or allowing others to do so) during any assignment, quiz or the final examination in which a student is not permitted to work jointly with others;
 4. Submitting academic work for assessment that was purchased or acquired from another source;
 5. Assuming another individual's identity or allowing another person to do so on the student's behalf for the purpose of fulfilling any academic requirement or in any way enhancing the student's grade or academic standing;
 6. Using any device, implement, or other form of study aid during the final examination without permission, or as explicitly stated within a student's Individual Education Plan (IEP);
 7. Allowing another individual to access course content, a quiz, unit test or final exam at any time while the student is completing an assessment;
 8. Accessing course content or external content during the final exam.
9. Please refer to Appendix B, p. 61, about The Use of Artificial Intelligence

6. General Educational Philosophy

6.1 Teachers

The teachers at KAI Global School will emphasize that students actively inquire into and make connections between ideas and subject areas. A variety of teaching methods will be used, including

- direct instruction via structured lessons and activities,
- differentiated instruction to meet the diverse learning needs of students,
- scaffolded instruction to promote greater independence in the learning process,
- opportunities to collaboratively construct knowledge through discussions and reflection, and
- personalized and comprehensive assessments.

6.2 Curriculum

KAI Global School courses are constructed using a backward design approach with the Ontario Ministry of Education curriculum expectations as the starting point for all instruction and assessment. The curriculum at KAI Global School will deal with real-life applications of student learning as much as possible. The curriculum expectations are stated as clear objectives that have been broken down into achievable targets and are transparent to students in each lesson and assessment. At KAI Global School, we focus on educating the whole student and cultivating digital citizens by giving students opportunities to think critically and creatively, solve complex problems, and communicate well.

6.3 Students

Each student at KAI Global School will be treated as an individual and encouraged to express their own opinions and ideas.

- The teachers at KAI Global School will be aware of the learning styles of their students as much as possible, in order to use strategies most effectively in the learning process.
- Opportunities will exist for all students to be successful by providing them with the opportunities to seek additional help, to have large complex tasks broken into manageable chunks, to have regular scheduled student conferencing with the course teacher and to have clear standards for evaluations.
- Students must respect the intellectual property rights of others.

6.4 Assessment and Evaluation

A wide variety of assessment and evaluation tools will be used at KAIGlobalSchool, including quizzes, tests, projects, essays, journals, discussions, video presentation, and final assessments.

- A variety of assessment and evaluation devices will be used by the teacher and the student.
- The primary purpose of assessment and evaluation is to improve student learning.
- At the beginning of each course, the student will be made aware of the assessment and evaluation process and subsequent criteria.
- Regular communication with parents and guardians is important and an integral part of our success. Teachers reach out to parents when a student is a week late on an assessment. Every student has a course calendar with due dates to follow.
- Careful tracking of the student's progress with respect to the expectations is the shared responsibility of both the student and the teacher.
- Identified special education students must have their learning differentiated according to the student's Individual Education Plan.
- Rubrics will be used by teachers regularly and consistently and robust and timely feedback is mandatory.

6.5 Exceptional Students

Recognizing the needs of exceptional students and designing an online program to respond effectively to these needs is a priority at KAI Global School. Documentation outlining a student's specific areas of strength and need, such as an Individual Education Plan (IEP), can be provided to KAI Global School to have accommodations implemented into the student's course. An IEP identifies a student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations within their courses. KAI Global School will apply the accommodations outlined in the student's IEP in their online course. Assignments and activities within the online courses consider the strengths, needs, learning expectations, and accommodations identified in the student's IEP.

7. Program Planning

Any person interested in learning more about secondary education at KAI Global School will find the relevant policies set out in [Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 \(OS\)](#) by the Ministry of Education of Ontario to be particularly informative.

Links to all appropriate Ontario curriculum documents are made available to parents, guardians, and students within each course. They are also available to the general public on the Ontario Ministry of Education's [Curriculum and Resources](#) website. This website provides a modern and interactive way to access Ontario's curriculum and learning resources.

7.1 Types of Secondary School Courses

The Ontario secondary school program is based on a credit system. Full credit courses are 110 hours in length. A credit is granted by the principal on behalf of the Ministry of Education in recognition of the successful completion of the expectations of a 110-hour course that has been developed or approved by the Ministry of Education.

The curriculum is organized into several types of courses intended to enable students to choose courses suited to their strengths, interests, and goals.

7.1.1 Grades 9 and 10 Courses

De-streamed Courses

Since 2021, the Ministry of Education has taken steps toward phasing out streamed courses for Grade 9 based on research and established best practices. This shift is intended to provide all students with the same learning experience in their first year of secondary school. Students in Grade 9 take de-streamed courses in English, mathematics, science, French, and geography.

In Grade 10, students choose between academic and applied courses in each of the core subjects: English, mathematics, science, and history.

Academic Courses

Academic courses develop a student's knowledge base and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts. They incorporate practical applications as appropriate. The code of an academic course ends with the letter "D" (i.e., ENG2D).

Applied Courses

Applied courses focus on the essential concepts of a subject and develop a student's knowledge base and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. The code of an applied course ends with the letter "P" (i.e., ENG2P).

Open Courses

Open courses are designed to prepare students for further study in a subject and enrich their education generally. Open courses comprise a set of expectations that are

appropriate for all students. The code of an open course ends with the letter "O" (i.e., BEM1O).

Students in Grade 10, along with their parents or guardians, will make the choice between academic, applied, or open courses primarily based on their strengths, interests, and needs. The KAI Global School principal and Guidance Team are here to assist students in completing their course selections. All students will have the opportunity to enter either the academic or applied courses in Grade 10. Grade 10 academic courses prepare students for Grade 11 university or college preparation courses; Grade 10 applied courses prepare students for Grade 11 college or workplace preparation courses.

7.1.2 Changing Course Types

Students may revise their educational goals as they progress through secondary school. In doing so, they may find that a course required for their new pathway includes a prerequisite they have not yet completed. KAI Global School supports student pathway planning by providing opportunities for students to complete missing prerequisites and by outlining all such provisions in the KAI Global School Course Calendar. In Grades 10 to 12, a student may change to a different type of course within a subject area provided they have completed the specified prerequisite. If they have not completed the prerequisite, the student may:

Enroll in the required course through KAI Global School, or complete it through night school, summer school, online learning, or another approved mode, such as independent study.

In cases where a student demonstrates sufficient readiness, the Principal of KAI Global School or the Principal of the student's main school of registration (if different) may waive the prerequisite based on their professional judgment.

7.1.3 Grades 11 and 12 Courses

At KAI Global School, Grades 11 and 12 students will choose between destination-related course types: university preparation, university/college preparation, college preparation, and open courses. Students will make their choices based on their interests, achievements, and career goals. Prerequisites are specified for many of the courses offered in Grades 11 and 12. These prerequisites are identified in the Course of Study document for each course. The following four types of courses are offered by KAI Global School in Grades 11 and 12:

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or training programs. The code of a college preparation course ends with the letter "C" (i.e., MBF3C).
- **University preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The code of a university preparation course ends with the letter "U" (i.e., SCH3U).
- **University/college preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. The code of a university/college preparation course ends with the letter "M" (i.e., MCF3M).

- **Open courses** comprise a set of expectations that are appropriate for all students, designed to broaden students' knowledge and skills in subjects that reflect their interests, and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind. The code of an open course ends with the letter "O" (i.e., EMS3O).

7.1.4 Course Coding System

The common course code of all courses at KAI Global School consists of a five-code character and a course title component as designated by the Ontario Ministry of Education:

For example: **MPM2D a1, Principles of Mathematics**

MPM	2	D	a1
Course Descriptor	Grade of Course	Course Type	School Code
The first letter of each course code indicates the department. In this case, M=Mathematics.	"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	This is an indicator of the course version for KAI Global School administration reference.

7.1.5 Prerequisite Courses

Many courses require a student to have completed a prerequisite course. All prerequisite courses are identified in curriculum policy documents published by the Ontario Ministry of Education, and no course apart from these may be identified as prerequisites. Any school operating in Ontario must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is 18 years of age or older) requests that a prerequisite be waived, the KAI Global School principal will determine whether the prerequisite should be waived. The principal will make their decision in consultation with the student, the appropriate KAI Global School staff members, and the parent or guardian.

7.2 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 (IEP) will have that IEP honored at KAI Global School through the implementation of appropriate accommodations.

7.2.1 Reaching Ahead

Elementary school students may reach ahead to take high school credits. This may occur only after the KAI Global School principal consults with the student, the parent or guardian, and the principal of the student's elementary school. The KAI Global School principal must ensure that the learning expectations of the Grade 8 course have been met. The KAI Global School principal is also responsible for evaluating the student's achievement of the expectations of the KAI Global School course. KAI Global School will issue the OSSD credit.

7.3 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 18 months from the time of enrolment.

7.3.1 Course List

To view a list of KAI Global School's current course offerings, please refer to the *course index* on the KAI Global School website. [Note that we are updating the website in Summer 2025; please refer to Appendix A.](#)

7.3.2 Courses

KAI Global School is pleased to guarantee assessments will be marked within two business days. We do not allow bulk submissions. Students must wait to receive feedback before submitting the next assessment. This ensures students are able to utilize feedback and direction from their teacher.

Students are expected to make their way through their courses sequentially and release conditions will be found in courses to ensure students do not miss important content.

8. Student Achievement

Every student attending KAI Global School is unique. Each student must have opportunities to achieve success according to their own interests, abilities, and goals. The KAI Global School assessment and evaluation policy is based on seven fundamental principles, the first of which tells us that assessment, evaluation, and reporting practices and procedures must be fair, transparent, and equitable for all students. Students and parents/guardians need to know that evaluations are evidence of student learning and that there is consistency in the way grades are assigned across all Ontario schools.

When these 7 principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning:

1. Fair for all students,
2. Support all students, including students with an Individual Education Plan (IEP),

3. Related to curriculum expectations as well as interest of all students,
4. Clearly communicated to students and parents,
5. Ongoing, varied in nature,
6. Provide descriptive feedback that is meaningful and timely to support learning, and
7. Develop student self-assessment.

8.1 Assessment and Evaluation Strategies

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan (IEP);
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement, and
- are communicated clearly to students and parents/guardians at the beginning of the course and at other appropriate points throughout the course.

8.2 The Achievement Chart

The achievement chart for each subject matter is included in the curriculum policy document specific to that discipline. The chart provides a reference point for all assessment practice 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 judgements about the quality of student work, and to provide clear feedback to students.
- The achievement chart provides KAI Global School 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 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 a credit for the course.

*The achievement chart for the Ontario Secondary School Literacy Course (OSSLC) differs from all other courses.

8.3 Reporting Student Achievement

Student achievement is communicated formally to students and parents by means of the KAI Global School "Secondary School Report Card, Grades 9–12".

8.3.1 Reporting on Achievement of Curriculum Expectations

The report card, which follows the Provincial Report Card very closely, provides a record of the student's achievement of the curriculum expectations in the form of a percentage grade. This reflects the corresponding level of achievement as described in the achievement chart for the discipline.

- A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher.
- The final grade for each course in Grades 9–12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation. This may be a final examination, a final project, or a combination of both an exam and a project.

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and to assign a value to represent that quality. Evaluation is based on "assessment of learning".

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

8.3.2 Reporting on Demonstrated Learning Skills and Work Habits

The report card provides a record of the learning skills demonstrated by the student in every course. The 6 identified learning skills and work habits are:

1. Responsibility,
2. Organization,
3. Independent Work,
4. Collaboration,
5. Initiative, and
6. Self-regulation.

The learning skills and work habits are evaluated using a four-point scale: (E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement).

8.3.3 Teacher Comments

The report card will include the teachers' comments on the student's strengths, areas in which improvement is needed, and next steps.

8.3.4 Principal Comments

The report card may include the principal's comments on the performance of the student.

8.4 Methods of Evaluation

Teachers will take various considerations into account before determining the grade to be entered on the report card. Teachers will consider all evidence collected from all products submitted or not submitted. Some evidence may carry more weight than others. Teachers will consider all evidence and use their professional judgement to determine the student's report card grade. Determining a report card grade will involve the teacher's professional judgement and interpretation of evidence and should reflect the students most consistent level of achievement, with special consideration given to the more recent evidence. The principal will work with teachers to ensure common and equitable grading practices that follow Ministry policy. For Grades 7 to 12, a student's achievement of the overall curriculum expectations will be evaluated in accordance with the achievement chart and will be reported as percentage grades. It is expected that both mathematical calculations and professional judgement will inform the determination of the percentage mark.

8.4.1 Final Examination

- Each course has a final assessment that will be given as a final examination, a final project, or a combination of both an exam and a project.
- Students in the same course should be similarly evaluated, which means that final exams and assessments will use the same format, although questions may be different among the students.
- A course with a final examination must be written in a supervised environment with A proctored exam is one that is overseen by an impartial individual, the proctor, who monitors and supervises a student while they are taking the final exam. The proctor enters the private password to allow student access to the final exam. The proctor ensures the security and integrity of the exam process. Students in Online courses with final exams must fulfill their responsibilities in arranging and taking a proctored final exam. **Exams must be recorded with two cameras; one on student and one on screen and desk space.**

8.4.2 Coursework

- Students must complete all assigned coursework.
- Coursework may include assignments, tests, projects, labs, discussions, etc.

- Students assume the responsibility to ensure that they have completed all assigned requirements of the course before completing the final exam and/or assessment task.
- The final exam and/or assessment task will be released to the student after they have submitted all the course work.
- Once the final exam is written or the final assessment is submitted, no further assignments may be submitted, unless prior arrangements have been made between the student and the teacher. Students will receive zeros for any incomplete assignments.

9. Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that 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 KAI Global School as well as another Ontario secondary school, the OSR is held by the school where the student is attending full time (typically the school where the student is taking the most courses). KAI Global School will not hold the OSR for students who have already graduated at another school. If the student is currently attending another school — public or private — and is simply taking a single course with KAI Global School, then that student's OSR will reside at the school that the student is attending full time. KAI Global School establishes or obtains the student OSR only if the student becomes the sole responsibility of KAI Global School.

9.1 Contents

An OSR will include the following components:

- Form 1A
- Report Cards: KAI Global School will file both the midterm and final report cards in the student's OSR or KAI Global School will send these report cards to the student's school where this OSR is held
- Ontario School Transcript (OST)
- Documentation Files for such things as IEP, psychological assessments, Violent Incident Form, etc.
- Prior Learning Assessment and Recognition (PLAR) Challenge for Credit: Cumulative Tracking Record
- Cumulative Community Involvement Report
- Ontario Secondary School Literacy Test results

- Office index card
- Additional information identified as being conducive to the improvement of the instruction of the student.

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

9.2 Access

Students and their parents or guardians (if the student is 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.

9.3 Transfer

The OSR is an ongoing record and may be transferred from KAI Global School if the student transfers to another Ontario school. Transfer of all original material in the OSR occurs by Priority Post when KAI Global School receives written request from the receiving school and written consent to the transfer from the student (or parent or guardian if the student is under age 18). If a student transfers outside Ontario, then only a copy of the OSR is transferred. When a student retires, KAI Global School may give the parents a copy of the OSR, if requested.

10. Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document 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. It is a record of all secondary school credit information and diploma requirements. The OST will be issued to students whose OSR is held by KAI Global School as required and upon graduation. In September 1999, the Ontario Ministry of Education instructed that schools in Ontario implement a policy of full disclosure. This policy states that all grades 11 and 12 courses attempted by students must be recorded on the OST. Students who require a certified copy of their OST from KAI Global School may contact the KAI Global School administrative staff. If the student is currently attending another school — public or private — and is simply taking a single course with KAI Global School, then that student's OSR will reside at the school that the student is attending full time. KAI Global School will forward an official copy of the student's final report card for the course taken at KAI Global School to the student's home school (the school which holds the OSR), so that the credit can be added to the OST. KAI Global School establishes or obtains a student's OSR containing the OST, only if the student becomes the sole responsibility of KAI Global School.

10.1 Withdrawal from a Course

- If a student withdraws from their KAI Global School course within 5 days of KAI Global School issuing the first report card, the course attempt will **not** be recorded on the OST.

- If a student withdraws from a Grade 11 or 12 course after 5 days of KAI Global School issuing the first report card, a "W" will be recorded in the "Credit" column of the OST along with the mark at the time of the withdrawal.
- Withdrawals from Grade 9 or 10 courses are not recorded on the OST.
- Withdrawals at anytime 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 recorded in the "Note" column on the OST.

10.2 Repetition of a Course

- Only one credit is earned if a course is repeated.
- In grades 11 and 12, an "R" will be recorded in the "Credit" column of the student's OST for the course attempt with the lower mark. The credit will be granted for the course attempt which received the higher mark.

10.3 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" entered in the "Course Code" column,
- "EQV" in the "Percentage Grade" column,
- the total number of credits entered into the "Credit" column,
- and the number of compulsory credits entered into the "Compulsory" column.

11. Diplomas and Certificates

11.1 Ontario Secondary School Diploma (OSSD)

The Ontario Secondary School Diploma (OSSD) requires that a student must earn 30 credits: 17 compulsory and 13 optional. A credit is defined as a 110-hour course in which the expectations are laid down by the Ontario Ministry of Education curriculum guideline. Students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement. Starting in September 2025, students must complete the financial literacy requirement as part of the grade 10 mathematics course. (further details not yet provided from the Ontario Ministry of Education).

If the student is currently registered in and attending an Ontario public school or private school and is simply taking one or two courses from KAI Global School, then the student will in all cases, complete the provincial literacy requirement and Community Involvement Activities at their home school where their OSR resides. Only students who are the sole responsibility of

KAI Global School will complete the Community Involvement Activities and the provincial literacy requirement at KAI Global School. Students may complete the OSSLC with KAI Global School in order to meet the provincial literacy requirement. The school which holds the OSR will be responsible for updating the Ontario Student Transcript and OST accordingly.

Students who are not the sole responsibility of KAI Global School may complete the provincial literacy requirement by completing the Ontario Secondary School Literacy Course (OLC4O) with KAI Global School.

11.1.1 What is needed to graduate?

The following requirements apply for students starting in grade 9 in the 2024–2025 school year or later. For students who started Grade 9 prior to September 2024, the former OSSD requirements will apply (see below).

1. Seventeen (17) Compulsory Credits (courses you must take)
 - 4 credits in English (1 credit per grade)*
 - 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
 - 2 credits in science
 - 1 credit in technological education (Grade 9 or 10)
 - 1 credit in the arts**
 - 1 credit in Canadian geography Grade 9
 - 1 credit in Canadian history Grade 10
 - 1 credit in French as a second language***
 - 1 credit in health and physical education
 - 0.5 credit in career studies
 - 0.5 credit in civics and citizenship
 - 1 credit from the STEM-related course group
 - STEM-related course group:
 - business studies
 - computer studies
 - cooperative education
 - mathematics (in addition to the 3 compulsory credits currently required)
 - science (in addition to the 2 compulsory credits currently required)
 - technological education (in addition to the 1 compulsory credit required)

2. Thirteen (13) Optional Credits (courses you get to choose)

In addition to the 17 compulsory credits described above, students must complete 13 optional credits by successfully completing courses offered in their school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Note: KAI Global School does not offer dual credit programs currently.

The follow requirements apply for students who started grade 9 in the 2023–2024 school year or earlier.

1. Eighteen (18) Compulsory Credits (courses you must take)

- 4 credits in English (1 credit per grade)*
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in the arts**
- 1 credit in Canadian geography Grade 9
- 1 credit in Canadian history Grade 10
- 1 credit in French as a second language***
- 1 credit in health and physical education
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 3 credits for group 1, 2 and 3 courses (1 credit in each group):
 - Group 1:
 - English (including the Ontario Secondary School Literacy Course) or French as a second language.
 - Native languages
 - First Nations, Métis, and Inuit studies
 - classical and international languages
 - social sciences and the humanities
 - Canadian and world studies
 - guidance and career education
 - cooperative education
 - American Sign Language as a second language
 - Langue des signes québécoise langue seconde

- Group 2:
 - health and physical education
 - the arts
 - business studies
 - French as a second language
 - cooperative education
 - American Sign Language as a second language
 - Langue des signes québécoise langue seconde
- Group 3:
 - science (Grade 11 or 12)
 - technological education
 - French as a second language
 - computer studies
 - cooperative education
 - American Sign Language as a second language
 - Langue des signes québécoise langue seconde

Note: The following conditions apply to selections from the above three groups:

- 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 cooperative education may count as additional credits, selected from any of Groups 1, 2, or 3.
- the Langue des signes québécoise langue seconde course is only available in French-language schools.

2. Twelve (12) Optional Credits (courses you get to choose)

In addition to the 18 compulsory credits described above, students must complete 12 optional credits by successfully completing courses offered in their school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

Note: KAI Global School does not offer dual credit programs currently.

- * The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
- ** The Grade 9 course "Expressions of First Nations Métis, and Inuit Cultures" may be used to meet the compulsory credit requirement in the arts.
- *** Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

Literacy graduation requirement

Students who entered Grade 9 in the 1999–2000 school year or in subsequent years must successfully complete the literacy graduation requirement. For most students, this means passing the Ontario Secondary School Literacy Test (OSSLT). This test, administered by EQAO, determines whether the student has acquired the reading and writing skills considered essential for literacy. It is based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

Note: See subsection 11.1.4 below for more information.

Forty (40) hours of Community Involvement Activities

Students who began secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility, the role they can play, and the contribution they can make in supporting and strengthening communities. The KAI Global School principal will determine the number of hours of community service the mature student is required to complete, based on the grade level in which the student enrolls.

Note: See subsection 11.1.5 below for more information.

Online Learning Graduation Requirement

Students who entered Grade 9 in the 2020–21 school year or in subsequent years must earn at least two online learning credits.

Note: See subsection 11.1.6 below for more information.

11.1.2 Substitution of Compulsory Credit Requirements

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the OSSD or the OSSC, substitutions may be made for up to 3 compulsory credits with courses from other subject areas offered by the school that meet the requirements for compulsory credits. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of their parents or guardians, or KAI Global School principal, are best served by such substitution. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma.

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, however, to meet the compulsory credit requirements for three English credits in accordance with OS section 6.1.1.)
- 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 a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see OS section 7.3.1).

Each substitution will be noted on the with an "X" in the "Note" column on the Ontario Student Transcript.

11.1.3 Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by a school board in compliance with Ministry policy 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 course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

PLAR for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grades 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages courses; for Levels 2, 3, and 4 in international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning (see OS section 4.3.2 and Appendix 2).

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

[PPM No. 129](#) outlines in detail the PLAR policy and requirements that apply to regular day school students.

PLAR for Mature Students

Beginning February 1, 2022, all mature students in inspected private schools must follow the updated PLAR policy outlined in the Ministry of Education memorandum. KAI Global School has adopted these requirements.

A mature student is a student who is at least eighteen years of age on or after January 1 of the school year in which they register in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding their registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD.

Because of the broader life experience of mature students, the requirements concerning The application of PLAR procedures is different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, That mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment.

Mature students may earn 10 of the 14-remaining grade 11 and 12 credits needed to meet diploma requirements in three ways:

- they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
- they may present education and/or training credentials for assessment through the equivalency process; or

- **See Appendix F for: Ontario Secondary School Literacy Course (OSSLC) for Mature Students**

- they may take the course.

It should be noted that Levels 2 and 3 in classical languages are equivalent to Grades 11 and 12, respectively; that Levels 3 and 4 in international languages are equivalent to Grades 11 and 12, respectively; and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively.

Mature students must earn a minimum of 4 grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in OS section 10), with the following exception: at the discretion of the principal, mature students who present evidence of a completed postsecondary diploma and/or degree from an accredited Canadian postsecondary institution may qualify for the OSSD under Ontario Schools by completing a minimum of one Grade 11 or Grade 12 credit (PPM 132). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD. Mature students working towards the OSSD under OS must also satisfy the diploma requirements with regard to the provincial literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

[PPM No. 132](#) outlines in detail the PLAR policy and requirements that apply. mature students. **Appendix F: Please see for required additions to PLAR for Mature Students**

Regular day school students who transfer to an Ontario secondary school from a school outside Ontario or from a non-inspected private school may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column.

[The Ontario Student Transcript \(OST\): Manual, 2010, p.13–14](#)

11.1.4 Provincial Literacy Requirement

If you entered Grade 9 in September 1999 or later and are working toward an Ontario Secondary School Diploma (OSSD), you must meet the provincial literacy requirement in order to earn your high school diploma. For most students, this means writing the Ontario Secondary School Literacy Test (OSSLT). KAI Global School students seeking an Ontario Secondary School Diploma will take the Secondary School Literacy Test in Grade 10. When a student has met the provincial literacy requirement by achieving a passing score, this will be recorded on their Ontario Student Transcript.

OSSLT

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial literacy requirement for graduation. The test thus identifies students who

have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO.

KAI Global School may organize the OSSLT administration for students whose Ontario Student Record (OSR) is held at KAI Global School. The test can be written at the KAI Global School in Kanata, Ontario, where students will be invigilated by a KAI Global School staff member. The test must be supervised by a suitable official who satisfies the requirements outlined by EQAO.

OSSLC

Students who have had the opportunity to write the OSSLT twice and were unsuccessful at least once may be eligible to meet the provincial literacy requirement by successfully completing the Ontario Secondary School Literacy Course (OSSLC).

Accommodations, Special Provisions, Deferrals, and Exemptions

In accordance with OS section 6.1.3 and Appendix 3, students may be eligible for accommodations, special provisions, deferrals, or exemptions from the provincial literacy requirement.

- **Accommodations:** Students with special education needs and those who have an Individual Education Plan (IEP) may be eligible to have accommodations implemented to ensure that they will have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC.
- **Special Provisions:** Special provisions (adjustments to the setting and/or timing for writing the test) may be made for English language learners if the principal of KAI Global School deems such provisions to be in the best educational interest of the student.
- **Deferrals:** Deferrals are intended for students who are working toward the OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. A request for a deferral may be made by either a parent (or the student, if the student is over eighteen) or the school, as long as both parties have been consulted. Such requests should be made in writing to the KAI Global School principal. The principal may grant the deferral.
- **Exemptions:** To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the KAI Global School principal are required for an exemption.

11.1.5 Community Involvement Activities

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is in addition to the 30 credits and literacy requirement needed for a high school diploma. Students who are the sole responsibility of KAI Global School will be able to choose their own community involvement activities, within guidelines that will be provided by KAI Global School. Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on a tracking document supplied by the school. The student is required to submit the tracking document each time they have completed community involvement activities, the data from which will be kept in the student's OSR. When the student has successfully completed 40 hours of community involvement activities, the OST will be updated to reflect this. This information is also recorded on the final secondary report card. Students will provide documentation of completion of volunteer hours to the principal of the school where the student's OSR is held.

Students can start accumulating their community involvement hours in the summer before entering grade 9.

To strengthen communities and encourage civic responsibility, students must complete the 40 hours of community activities outside of scheduled class time. Students are to select community activities appropriate to their age, maturity, and ability. The student is not to partake in any activity in which the student's safety will be compromised. Any activity NOT on the approved list must receive written approval of the principal of KAI Global School before beginning the activity.

Community Involvement Activities not approved:

- Any paid activity (i.e. babysitting);
- Cooperative education;
- Any activities or programs organized by the school (i.e. cadets);
- Playing on sport teams;
- Any involving the operation of a motor vehicle or power tools or scaffolding;
- Any involving 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 handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- Any requiring the knowledge of a tradesperson whose trade is regulated by the provincial government;
- Any involving banking or the handling of securities, or the handling of jewellery, 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. community-service program for young offenders, probationary program).

Community Involvement Activities approved:

- Fundraising for non-profit organizations
- Coaching or assisting sports at the community level
- Church activities such as helping teach Sunday school, bazaars, etc.
- Assisting seniors with chores (e.g. delivering groceries, yard maintenance, etc.)
- Involvement in community committees, food banks, fairs, etc.
- Participation in environment projects such as recycling projects, etc.
- A letter-writing campaign to seniors living in a nursing or retirement home
- Virtual tutoring to help students practice reading, communication, and/or other skills
- Volunteering related to animal care (e.g. an animal shelter or on a farm)
- involvement in health organizations (e.g. volunteering for Canadian Blood Services (assist at blood donor clinic or time required to donate blood), volunteering in hospices);
- participation in environmental projects (e.g. Picking up litter, garden planting, recycling projects).

Roles and Responsibilities of the Stakeholders

The **principal** is required to provide information about the community involvement requirement to parents, students, and community sponsors. The principal is also required to provide students with the information and forms they will need to complete the community involvement requirement, including the school's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

In consultation with their **parents, students** will select an activity or activities from the list of approved activities or choose an activity that is not on the list, provided that it is not an activity specified on the Ministry of Education's and the school's lists of ineligible activities. If the activity is not on the list of approved activities, the student must obtain written approval from the principal before beginning the activity.

Before beginning any activity, students will provide the principal or other school contact with a completed "*Notification of Planned Community Involvement Activities*" form indicating the activity or activities that they plan to do. This form must be signed by the student, and by their parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "*Completion of Community Involvement Activities*" form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Parents (or guardians) should assist their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the "*Notification of Planned Community Involvement Activities*" form and the "*Completion of Community Involvement Activities*" form if the student is under the age of eighteen years. Parents are also responsible for obtaining the appropriate insurance covering the student for any unseen circumstances while involved in these community activities.

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. **Persons and organizations within the community** may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "*Completion of Community Involvement Activities*" form. Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in the program. The community sponsor should be aware that the students do not have either accident insurance or Workplace Safety Insurance through KAI Global School. The community sponsors should ensure that the students are provided with adequate safety instructions, are trained properly for their work, and supervised to ensure a safe volunteer experience.

11.1.6 Online Learning Graduation Requirement

Students who began secondary school during or after the 2020–2021 school year must earn at least two online learning credits as part of the diploma requirements unless they

have been opted out or exempted in accordance with the processes outlined in Ministry PPM 167.

The online learning graduation requirement also applies to adult learners that will be entering the Ontario secondary school system starting in the 2023–2024 school year.

Eligible credits

Online learning courses or credits, also known as e-learning courses or credits, are grades 9 to 12 courses which are delivered entirely online and do not require students to be physically present with their educator or with one another. An exception to this is when students may be required to physically attend examinations and other final evaluations or access internet connectivity, learning devices, or other school-based supports (guidance, mental health and well-being supports, etc.)

Online learning credits may be earned at any time during the student's secondary school program.

Ineligible Credits

Credits earned through the following methods may not count towards the online learning graduation requirement:

- in-person learning (students physically present with other students and their educator in the school environment).
- blended learning (digital learning resources are used in an in-person learning environment or part of the lessons are taught in a physical school environment and part of the lessons are taught in an online environment).
- flipped classrooms (a blended environment in which students are introduced to online content while working through the material in a physical school environment while physically present with their educator)
- remote learning (minimum synchronous learning requirements are covered, among other requirements as defined in PPM 164)

Exception: Up to one secondary school credit completed by grade 9 students in the 2020–2021 school year during the province-wide school closures (April 2021–June 2021) may be counted towards the graduation requirement.

Opt-out process

Students may be opted out of the online learning graduation requirement:

- at the request of their parent(s)/guardian(s)
- at the students request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control)

A KAI Global School student or parent/guardian of a student who wishes to opt out of the online learning graduation requirement must contact the KAI Global School Guidance team to request an “opt-out form”. KAI Global School staff will discuss the student's individual needs with the parent/guardian and/or student and determine the appropriateness of online learning for the student.

Reporting

The school holding the student's Ontario Student Record will track each student's progress toward achieving the online learning graduation requirement. When the requirement has been met, this will be recorded on the Ontario Student Transcript and report card.

11.2 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 eighteen without having met the requirements for the Ontario Secondary School Diploma (OSSD). To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

11.2.1 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

11.2.2 Optional Credits (total of 7)

- 7 credits selected by the student from available courses

Note: The principal, to better serve a student's educational interest, and in consultation with the parent, may replace up to three 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 still not be less than 14 for granting an OSSC. The substitution will be noted on the OST.

11.3 Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma (OSSD) or the Ontario Secondary School Certificate (OSSC) may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For 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 OSSD or OSSC will be granted when the returning student has fulfilled the appropriate requirements.

12. 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 post-secondary destination. 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.

In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the 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.

KAI Global School does not operate a Cooperative Education Program at this time.

13. English, Second Language (ESL)

The linguistic diversity of Ontario's student population continues to increase. Some students at KAI Global School require support in learning the English language and to develop a full range of English literacy skills to enable them to achieve the curriculum expectations in all subjects and at all grade levels.

The programs of study offered by KAI Global School must be flexible in order to accommodate the needs of students who require instruction in English as a second language or English literacy development, and teachers of all subjects are responsible for helping students develop their ability to use English.

Students who enrol in KAI Global School provide information during registration about their English language learning backgrounds. This information is provided to teachers so they can target instruction and provide appropriate accommodations throughout the course. Appropriate accommodations to teaching, learning, and evaluation strategies help students gain proficiency

in English, since students learning English as a second language at the secondary level have limited time in which to develop this proficiency. English Language Learners (ELL) at KAI Global School are encouraged to explore opportunities to work in their first language, to use a bilingual dictionary, to keep a vocabulary log, and to use graphic organizers to help them complete complex tasks. ELL may be provided with extra time on quizzes, tests, and examinations to ensure they have time to process the demands of the task as well as to process the language. Special consideration is given to more recent evidence of achievement.

Our teachers are acutely aware that it may take up to seven years for a student to acquire a level of proficiency in reading, writing, and abstract thinking in a second language that is on a par with the level mastered by speakers of a first language. Teachers have the support of Department Heads and the Guidance Department to ensure they appropriately accommodate ELL at KAI Global School.

14. Guidance and Career Programs

KAI Global School provides supplementary individual student counseling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met, and appropriate plans can be put into place. In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's [*Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013*](#) will not only help students succeed in school, but will also contribute to their success in the workplace.

Throughout their secondary school education, students in KAI Global School courses will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

To this end, KAI Global School:

- supports English Language Learners, when necessary, by providing assessment accommodations within courses;
- provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
- provides individual assistance and short-term counseling to students, when requested;
- provides current information on post-secondary programs and admission requirements to all of its college/university bound students;
- provides the opportunity for Grade 8 students to "Reach Ahead" to Grade 9 courses with the approval of their elementary school principal. This program allows students to explore course options and academic interests early in their high school career;
- offers access to myBlueprint for all students whose Ontario Student Record is held at KAI Global School. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;

- communicates directly with the Ontario Universities Application Centre and the Ontario College Application Service regarding student achievement;
- communicates directly with post-secondary institutions regarding student achievement;
- communicates with students who are at risk of not graduating to provide guidance and create a plan for working towards graduation.

15. The Role of Technology in the Curriculum

In preparation for further education, employment, citizenship, and lifelong learning, students and teachers must be capable of deriving meaning from information by using a wide variety of information literacy skills. By virtue of the fact that KAI Global School courses are entirely online, students will experience firsthand the benefits of a technologically enriched education and thereby acquire skills for the 21st century. Increasing reliance on computers, networks, and information technologies in society makes it essential for students to become computer literate and to develop information literacy skills. Information literacy is the ability to access, find, select, gather, critically evaluate, create, and communicate information. KAI Global School places a great deal of emphasis on using the information obtained to solve problems and make decisions.

15.1 Software Programs for Students

As part of their training in computer and information literacy, students should become familiar with a wide range of available software programs. Among the applications that can aid student learning are simulations, multimedia resources, databases, and computer-assisted learning modules, many of which have been developed for use in particular disciplines. Students will also be expected to use software applications that help them develop general skills in such areas as writing, problem solving, research, and communication. It is important that students learn to critically evaluate the accuracy, validity, currency, comprehensiveness, and depth of the information they access using information technology, particularly the Internet. In general, students must acquire the knowledge, skills, and attitudes to allow them to use computer and information technology safely, effectively, confidently, and ethically.

15.2 Collaboration Tools for Teachers

The curriculum writers for KAI Global School work collaboratively within and across disciplines to effectively plan for the integration of computers and information technologies into the teaching/learning process. As the technology capable of enhancing student learning becomes available, our teachers should, within a reasonable period of time, incorporate that technology into their planning of instruction and learning activities in individual disciplines and, collaboratively, across disciplines. Effective communication programs can also help to promote the development of information literacy skills among all students by supporting and coordinating the collaborative planning and implementation of reading programs, inquiry and research tasks, and independent study.

Appendix A. Courses page, 1

Grade 9 courses

1. ENL1W - English

Course Title: English

Course Code: ENL1W

Grade: 9

Course Type: Academic

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: The Ontario Curriculum, Grades 9 and 10: English, 2023

Department: English

Course Developer: KAI Global School

Development Date: 2023

Course Description:

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

2. MTH1W - Mathematics

Course Title: Mathematics

Course Code: MTH1W

Grade: 9

Course Type: Academic

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 9 and 10, 2021

Department: Mathematics

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix A. Courses page, 2

3. SNC1W - Science

Course Title: Science

Course Code: SNC1W

Grade: 9

Course Type: Academic

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 9 and 10, 2022

Department: Science

Course Developer: KAI Global School

Development Date: 2024

Course Description:

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

4. AVI1O - Visual Arts

Course Title: Visual Arts

Course Code: AVI1O

Grade: 9

Course Type: Open

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: The Arts, The Ontario Curriculum, Grades 9 and 10, 2010

Department: Arts

Course Developer: KAI Global School

Development Date: 2022-2023

Course Description:

This course provides students opportunities to sharpen the skills they have previously acquired through various assignments ranging from interactive independent learning tutorials, essays, critical analysis, digital media activities, video and photography creation. Presentation techniques form the basis of study as students create oral presentations through screencasts, and audio files in conjunction with media arts-related assignments that reflect their understanding of visual arts.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix A. Courses page, 3

5. CGC1W - Exploring Canadian Geography

Course Title: Exploring Canadian Geography

Course Code: CGC1W

Grade: 9

Course Type: Academic

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Exploring Canadian Geography, CGC1W, De-streamed (2024)

Department: Canadian and World Studies

Course Developer: KAI Global School

Development Date: 2024

Course Description:

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

6. FSF1D - Core French

Course Title: Core French

Course Code: FSF1D

Grade: 9

Course Type: Academic

Credit Value: 1.0

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Curriculum Policy Document: French as a Second Language, The Ontario Curriculum, Grades 9 to 12, 2014

Department: French

Course Developer: KAI Global School

Development Date: 2022-2023

Course Description:

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix A. Courses page, 4

7. BEM1O - Building the Entrepreneurial Mindset

Course Title: Building the Entrepreneurial Mindset

Course Code: BEM1O

Grade: 9

Course Type: Open

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Building the Entrepreneurial Mindset, BEM1O, Open (2024)

Department: Business Studies

Course Developer: KAI Global School

Development Date: 2024

Course Description:

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix A. Courses page, 5

Grade 10 courses

1. ENG2D - English

Course Title: English

Course Code: ENG2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisite: ENG1D, English, Grade 9, Academic or ENG1P, English, Grade 9, Applied

Curriculum Policy Document: English, The Ontario Curriculum, Grades 9 and 10, 2007

Department: English

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

2. MPM2D - Foundations of Mathematics

Course Title: Foundations of Mathematics

Course Code: MPM2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisite: MPM1D, Principles of Mathematics, Grade 9, Academic or MFM1P, Foundations of Mathematics, Grade 9, Applied and MPM1H, Mathematics Transfer Course, Grade 9

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 9 and 10, 2005

Department: Mathematics

Course Developer: KAI Global School

Development Date: 2015-2016

Course Description:

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.

Appendix A. Courses, page, 6

3. SNC2D - Science

Course Title: Science

Course Code: SNC2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisite: SNC1D, Science, Grade 9, Academic or SNC1P, Science, Grade 9, Applied

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 9 and 10, 2008

Department: Science

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid/base reactions; forces that affect climate and climate change; and the interaction of light and matter.

4. ICD2O - Digital Technology and Innovations in the Changing World

Course Title: Digital Technology and Innovations in the Changing World

Course Code: ICD2O

Grade: 10

Course Type: Open

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: ICD2O - Digital Technology and Innovations in the Changing World

Department: Computer Studies

Course Developer: KAI Global School

Development Date: 2024

Course Description:

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

Appendix A. Courses, page, 7

5. GLE2O - Learning Strategies 1: Skills for Success in Secondary School

Course Title: Learning Strategies 1: Skills for Success in Secondary School

Course Code: GLE2O

Grade: 10

Course Type: Open

Credit Value: 1.0

Prerequisite: Recommendation of principal

Curriculum Policy Document: Guidance and Career Education, The Ontario Curriculum Grades 9 and 10, 2006

Department: Guidance and Career Education

Course Developer: KAI Global School

Development Date: 2022-2023

Course Description:

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

6. FSF2D - Core French

Course Title: Core French

Course Code: FSF2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisite: Core French, Grade 9, Academic or Applied

Curriculum Policy Document: French as a Second Language, The Ontario Curriculum, Grades 9 to 12, 2014

Department: French

Course Developer: KAI Global School

Development Date: 2022-2023

Course Description:

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix A. Courses, page, 8

7. CHC2D - Canadian History Since World War I

Course Title: Canadian History Since World War I

Course Code: CHC2D

Grade: 10

Course Type: Academic

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Canadian and World Studies, The Ontario Curriculum, Grades 9 and 10, 2013

Department: Canadian and World Studies

Course Developer: KAI Global School

Development Date: 2022-2023

Course Description:

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

8. CHV2O - Civics and Citizenship

Course Title: Civics and Citizenship

Course Code: CHV2O

Grade: 10

Course Type: Open

Credit Value: 0.5

Prerequisite: None

Curriculum Policy Document: Civics and Citizenship, The Ontario Curriculum, Grade 10, 2022

Department: Canadian and World Studies

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix A. Courses, page, 9

9. GLC2O- Career Studies

Course Title: Career Studies

Course Code: GLC2O

Grade: 10

Course Type: Open

Credit Value: 0.5

Prerequisite: None

Curriculum Policy Document: Guidance and Career Education, The Ontario Curriculum, Grade 10, 2024 (Revised)

Department: Guidance and Career Education

Course Developer: KAI Global School

Development Date: 2024

Course Description:

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

10. BEP2O - Launching and Leading a Business

Course Title: Launching and Leading a Business

Course Code: BEP2O

Grade: 10

Course Type: Open

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Curriculum Policy

Launching and Leading a Business, BEP2O, Open (2024)

Department: Business Studies

Course Developer: KAI Global School

Development Date: 2024

Course Description:

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Appendix A. Courses, page, 10

Grade 11 courses

1. ENG3U - English

COURSE Description

Course Title: English

Course Code: ENG3U

Grade: 11

Course Type: University

Credit Value: 1.0

Prerequisite: ENG2D, English, Grade 10, Academic

Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007

Department: English

Course Developer: KAI Global School

Development Date: Updated 2024

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

2. MCR3U - Functions

Course Title: Functions

Course Code: MCR3U

Grade: 11

Course Type: University

Credit Value: 1.0

Prerequisite: MPM2D, Principles of Mathematics, Grade 10, Academic

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007

Department: Mathematics

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

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.

Appendix A. Courses, page, 11

3. SCH3U - Chemistry

Course Title: Chemistry

Course Code: SCH3U

Grade: 11

Course Type: University

Credit Value: 1.0

Prerequisite: SNC2D, Science, Grade 10, Academic

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008

Department: Science

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

4. SPH3U - Physics

Course Title: Physics

Course Code: SPH3U

Grade: 11

Course Type: University

Credit Value: 1.0

Prerequisite: SNC2D, Science, Grade 10, Academic

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008

Department: Science

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Appendix A. Courses, page, 12

5. GWL3O - Designing Your Future

Course Title: Designing Your Future

Course Code: GWL3O

Grade: 11

Course Type: Open

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Guidance and Career Education, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)

Department: Guidance and Career Education

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course prepares students to make successful transitions to post-secondary destinations as they investigate specific post-secondary options based on their skills, interests, and personal characteristics. Students will explore the realities and opportunities of the workplace and examine factors that affect success, while refining their job-search and employability skills. Students will focus their portfolios on their targeted destination and develop an action plan for future success.

6. BMI3C - Marketing: Goods, Services, Events

Course Title: Marketing: Goods, Services, Events

Course Code: BMI3C

Grade: 11

Course Type: College

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Business, The Ontario Curriculum, Grades 11 and 12, 2007

Department: Business Studies

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course covers the fundamentals of product marketing, which includes the promotion of goods, services, and events. Students will investigate how consumer purchasing habits are influenced by trends, issues, global economic changes, and information technology. Students will conduct marketing research, create marketing strategies, and create a marketing plan for a product of their choice.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix A. Courses, page, 13

7. AWQ3M - Photography

Course Title: Photography

Course Code: AWQ3M

Grade: 11

Course Type: University/College

Credit Value: 1.0

Prerequisite: AWQ3M, Photography, Grade 11, Open or AWQ2O, Photography, Grade 10, Open

Curriculum Policy Document: The Arts, The Ontario Curriculum, Grades 11 and 12, 2010

Department: Arts

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

In this course, students will explore photography as an expressive art form. Students will learn about manual photography with a particular focus on traditional SLR camera, film and darkroom techniques. DSLR and/or digital point-and-shoot camera techniques, as well as Photoshop image enhancement and manipulation techniques will also be explored. Design theory as it relates to photography as an artistic medium is another essential component of this course, as is the history of art, especially pertaining to photography. This course is designed to provide students with the knowledge and skills needed to meet the entrance requirements for specific college and university programs. It is also recommended for students who, in addition to furthering their enjoyment in the visual arts, wish to develop skills that relate strongly to the workplace, such as critical thinking, creative problem solving, time management, organization, mentorship, and collaboration

8. AVI3M - Visual Arts

Course Title: Visual Arts

Course Code: AVI3M

Grade: 11

Course Type: University/College Preparation

Credit Value: 1.0

Prerequisite: Visual Arts, Grade 9 or 10, Open

Curriculum Policy Document: The Arts, The Ontario Curriculum, Grades 11 and 12, 2010

Department: Arts

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Appendix A. Courses, page, 14

Grade 12 courses

1. ENG4U - English

Course Title: English

Course Code: ENG4U

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: ENG3U, English, Grade 11, University

Curriculum Policy Document: English, The Ontario Curriculum, Grades 11 and 12, 2007

Department: English

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

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

2. MHF4U - Advanced Functions

Course Title: Advanced Functions

Course Code: MHF4U

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: MCR3U, Functions, Grade 11, University or MCT4C, Mathematics for College Technology, Grade 12, College

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007

Department: Mathematics

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

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.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

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3. MCV4U - Calculus and Vectors

Course Title: Calculus and Vectors

Course Code: MCV4U

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: MHF4U, Advanced Functions, Grade 12, University (may be taken concurrently)

Curriculum Policy Document: Mathematics, The Ontario Curriculum, Grades 11 and 12, 2007

Department: Mathematics

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course expands on the students' prior knowledge of functions and their growing awareness of change rates.

Students will solve problems involving geometric and algebraic representations of vectors, as well as representations of lines and planes in three dimensions; they will broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and they will apply these concepts and skills to the modelling of real-world relationships. Students will also improve their understanding of the mathematical procedures required for senior mathematics success. This course is designed for students interested in professions in science, engineering, economics, and some sectors of business, as well as those who will need to take a university-level calculus, linear algebra, or physics course.

4. SCH4U - Chemistry

Course Title: Chemistry

Course Code: SCH4U

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: SCH3U, Chemistry, Grade 11, University Preparation

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008 (Revised)

Department: Science

Course Developer: KAI Global School

Teacher: To be determined at time of student registration

Development Date: Updated 2024

Course Description:

This course enables students to strengthen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. As they examine chemical processes, students will improve their problem-solving and laboratory skills while also honing their ability to communicate scientific facts. The relevance of chemistry in everyday life will be emphasized, as well as assessing the environmental impact of chemical technologies.

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5. SPH4U - Physics

Course Title: Physics

Course Code: SPH4U

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: SPH3U, Physics, Grade 11, University

Curriculum Policy Document: Science, The Ontario Curriculum, Grades 11 and 12, 2008

Department: Science

Course Developer: KAI Global School

Teacher: To be determined at time of student registration

Development Date: Updated 2024

Course Description:

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

6. ICS4U - Computer Science

Course Title: Computer Science

Course Code: ICS4U

Grade: 12

Course Type: University Preparation

Credit Value: 1.0

Prerequisite: ICS3U, Introduction to Computer Science, Grade 11, University Preparation

Curriculum Policy Document: Computer Studies, The Ontario Curriculum, Grades 10 to 12, 2008 (Revised)

Department: Computer Studies

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Appendix A. Courses, page, 17

7. HFA4U - Nutrition and Health

Course Title: Nutrition and Health

Course Code: HFA4U

Grade: 12

Course Type: University Preparation

Credit Value: 1.0

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

Curriculum Policy Document: Social Sciences and Humanities: The Ontario Curriculum Grades 9 to 12, 2013

Department: Social Sciences and Humanities

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

8. BBB4M- International Business Fundamentals

Course Title: International Business Fundamentals

Course Code: BBB4M

Grade: 12

Course Type: University

Credit Value: 1.0

Prerequisite: None

Curriculum Policy Document: Business Studies, The Ontario Curriculum, Grades 11 and 12, 2006 (Revised)

Department: Business

Course Developer: KAI Global School

Development Date: Updated 2024

Course Description:

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets.

Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Footnote: Curriculum policy document years listed in course descriptions (e.g., 2005–2008) reflect the most recent Ministry-issued curriculum for those subjects. The overall diploma requirements and policies in this document are aligned with Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements, 2016 (OS)

Appendix B. The Use of Artificial Intelligence

Academic Integrity and the Use of Artificial Intelligence (AI)

KAI Global School

At our school, academic integrity is a cornerstone of learning. With the emergence of Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and other generative technologies, we recognize both the potential and the responsibility that come with their use.

Our Guiding Principles on AI Use:

Integrity First:

Students must ensure that all submitted work reflects their own understanding, critical thinking, and effort. Using AI tools to generate or complete assignments without meaningful input or acknowledgment is considered academic dishonesty.

Permitted Use of AI:

AI may be used for the following with teacher approval:

Brainstorming ideas

Grammar and spelling support

Study support (e.g., summarizing concepts)

Practicing conversational language or problem-solving

Prohibited Use of AI:

Submitting AI-generated work as one's own without modification or citation

Using AI to complete tests, quizzes, or major assignments unless explicitly allowed

Relying on AI for analysis or critical thought that should be student-generated

Transparency and Teacher Guidance:

If a student uses AI for any assignment, they must disclose this in their submission. Teachers will clearly communicate when and how AI tools can be used appropriately.

Consequences for Misuse:

Misuse of AI tools in a way that breaches academic integrity will be addressed according to the school's Academic Honesty Policy. This may include a redo of the assignment, loss of marks, or further disciplinary action.

Why It Matters:

Developing independent thinking, problem-solving, and communication skills is essential for student growth. While AI can enhance learning, it must never replace the student's role in the learning process.

Appendix C. Attendance Policy, 1

Attendance Policy for Online-Only Students

KAI Global School

KAI Global School is committed to fostering regular engagement and accountability in our online learning environment. While our flexible model supports personalized pacing, students must remain actively involved in their learning in order to achieve success. Attendance is a critical measure of that engagement.

1. Overview

KAI Global School expects all students enrolled in online courses to complete their course within five (5) months of enrollment. Upon registration, the student, parent/guardian, and teacher co-create a personalized calendar with due dates for lessons, assignments, assessments, and exams. The calendar outlines expectations aligned with the 110-hour instructional requirement for each credit course, as per Ontario Ministry of Education policy.

2. Weekly Attendance Tracking

KAI Global School maintains a weekly attendance record for all students—whether synchronous (live), asynchronous, semester-based, or non-semester-based.

We expect students to do the following:

1. Attend live classes (where applicable) 5 days a week (Monday to Friday)
2. Actively participate by engaging in one or more of the following activities:
 - Logging into the course on D2L/Brightspace
 - Submitting work (via Brightspace or Google Drive)
 - Participating in class discussions, Padlets, or online forums
 - Completing tests, quizzes, labs (e.g., Labster), or any interactive components provided by the teacher
 - Meetings with their teacher on Google Meet and discussions through WhatsApp
 - Live labs, workshops, and field trips facilitated by their partner school

Teachers will mark absent students who do not attend a live lesson and show no signs of course activity during the attendance week.

- Teachers may use professional discretion to mark a student present based on meaningful course engagement, even in the absence of live lesson attendance.

3. Assignment Monitoring and Automation

All students follow a personalized calendar. If a student is one week overdue on a scheduled assignment, our automated system will notify the student and their parent/guardian. Additional automated reminders will be issued every two days until the assignment is submitted. Any changes to the calendar due to illness, travel, or other circumstances require approval from the parent/guardian, teacher, and student. All parties must sign the revised calendar.

Appendix C. Attendance Policy, 2

4. Course Completion Timeframe

Students are expected to complete all coursework within **five (5) months** of enrolling. Extensions may be granted on a monthly basis, provided progress is evident and the student remains in good standing.

After **ten (10) months**, students who have not completed their course will be permanently unenrolled, unless extenuating circumstances are documented and approved by the Principal.

5. Reporting and Record-Keeping

For reporting purposes, attendance is considered adequate if calculated based on the number of days active + the number of completed lessons.

For example, if a student has been actively engaged and marked present on the attendance record for at least 80% of the time, and if 16 of 20 lessons have been completed, attendance is recorded as 80% of the 110-hour requirement. Alternately, if a student has been actively engaged and marked present on the attendance record for at least 80% of the time, and if only 5 of 20 lessons have been completed, attendance is recorded as 25% of the 110-hour requirement. However, if a student has been marked present on the attendance record for only 25% of the time, and if 16 of 20 lessons have been completed, the teacher will consider the student's learning log, attendance record, and lessons completed to determine the 110-hour requirement.

- This value is used in progress updates and the mid-semester report card.
- Reporting periods and Full Disclosure Dates are provided on each student's individual calendar.

6. Intervention and Consequences

- Teachers continuously monitor student attendance and engagement. Where attendance issues arise:
- Teachers will first connect with the student and family through the automation system, emails, and WhatsApp
- If concerns persist, the administration will intervene. **Possible actions include:**
- Direct communication with student and parent/guardian
- Attendance contracts and mandatory learning logs for synchronous students
- Withdrawal from the course or program/loss of credit

Appendix D. Cheating & Plagiarism Policy, 1

KAI Global School

At KAI Global School, we are committed to fostering a culture of academic honesty and integrity. We believe that genuine learning involves effort, responsibility, and ethical behaviour. Cheating and plagiarism undermine the learning process and will be addressed seriously and fairly in accordance with Ontario Ministry of Education policy.

Definition of Cheating and Plagiarism

Cheating refers to any attempt to gain an unfair academic advantage. This includes copying others' work, using unauthorized aids during assessments, or misrepresenting someone else's work as your own.

Plagiarism is the use or close imitation of another's language, ideas, or work without proper acknowledgment.

Preventive Measures

Teachers will begin each course with instruction and discussion around academic integrity. Students will be taught how to properly cite sources and use Turnitin (or equivalent tools) to check their work before submission.

Turnitin is used not to penalize but to teach students how to revise their work and learn from citation errors.

Detection and Response

Incidents of academic dishonesty are taken seriously. When detected, the teacher will investigate the context and determine the appropriate response using the four key factors outlined in Growing Success, p. 43:

1. Grade level of the student
2. Maturity of the student
3. Number and frequency of incidents
4. Individual circumstances of the student

Consequences

Consequences will reflect a continuum of behavioural and academic responses, tailored to support learning, as recommended by Growing Success.

☐ Improper Citation

Grades 11–12

First Instance: Warning and opportunity to revise

Subsequent: Revise for up to 75%

☐ Unaccredited Paraphrasing

First Instance: Revise for up to 75%

Subsequent: Revise for up to 50%

☐ Unaccredited Verbatim

First Instance: Revise for up to 50%

Subsequent: Grade of zero, no resubmission

☐ Full Plagiarism or Purchased Work

First Instance: Grade of zero, no resubmission

Subsequent: Grade of zero and report to administration for further disciplinary action

☐ Cheating on Tests or Exams

First Instance: Alternative assessment

Subsequent: Grade of zero and administrative intervention

Appendix D. Cheating & Plagiarism Policy, 1

Communication and Documentation

1. Parents will be notified of all confirmed incidents.
2. A record will be maintained in the student file.
3. Students and parents will be informed of the policy at the start of each course.

Support and Reinforcement

1. Teachers will support students with resources for proper research and citations.
2. Repeat incidents may result in an academic success plan, mentorship support, or counselling referral.

This policy aligns with Growing Success (2010), pp. 42–43, ensuring both academic accountability and student growth.

Appendix E. Late & Missed Assignments Policy

Late and Missed Assignments Policy

KAI Global School

At KAI Global School, we value responsibility, organization, and time management as essential components of student success. We also recognize that students must be provided with fair opportunities to demonstrate their learning.

☐ Student Responsibility

1. We expect students to submit their assignments by the established due dates.
2. We co-create and clearly communicate due dates at the beginning of each unit or course.

☐ Notification and Support

If a student misses a deadline:

1. The teacher will follow up and support the student in submitting the work.
2. Parents/guardians will be notified through our automated system after 1 week of lateness, with follow-ups every 2 days until the task is submitted.
3. If there are valid reasons (e.g., illness, personal hardship), the student, parent/guardian, and teacher may co-sign a revised submission calendar.

☐ Academic Consequence

The academic grade should accurately reflect the student's knowledge and abilities, even though we report responsibility separately under learning skills and work habits.

Therefore:

1. Academic penalties (like mark deduction) may be applied only if the student has been given clear expectations, reminders, and support, and only if it does not distort the final grade.
2. Teachers may assign alternative tasks or set submission deadlines that align with student needs. Final grades will reflect the student's most consistent level of achievement, with special consideration given to more recent evidence, as per Growing Success.

☐ Escalation

If a pattern of missed work emerges:

1. We may ask the student to sign an Academic Success Agreement.
2. A conference may be arranged involving the student, parent, teacher, and administration.

Appendix F. Additions to PLAR for Mature Students Section

REQUIRED ADDITIONS to our Current PLAR for Mature Students Section:

Beginning February 1, 2022, all mature students in inspected private schools must follow the updated PLAR policy outlined in the Ministry of Education memorandum. KAI Global School has adopted these requirements.

The PLAR process for mature students includes:

1. Equivalency process: Recognition of prior learning through documentation and assessment
2. Challenge process: Demonstration of learning through formal evaluation aligned with Ontario curriculum

Updated Credit Limits

A principal may grant up to 16 Grade 9 and 10 equivalency credits based on individual subject assessments. A maximum of 10 Grade 11 and 12 credits may be earned through challenge and/or equivalency, with a minimum of 4 credits earned through course completion. Mature students with a Canadian postsecondary diploma or Certificate of Apprenticeship/Qualification may be eligible for up to 30 credits total at the discretion of the principal.

Challenge Is Not Allowed for Grade 9/10

Challenge for credit is only available for Grade 11 and 12 credits. Grade 9 and 10 credits may only be earned through the equivalency process (individual subject-based assessments in English, Math, Science, and Canadian History/Geography).

Literacy & Community Requirements

Mature students must:

1. Meet the literacy graduation requirement, either by writing the OSSLT or completing the OSSLC
2. Complete community involvement hours, as determined by the principal (between 0–40 hours)

Ontario Secondary School Literacy Course (OSSLC) for Mature Students

Mature students who have not yet met the provincial literacy requirement may either attempt the Ontario Secondary School Literacy Test (OSSLT) or may be enrolled directly in the OSSLC without attempting the OSSLT, at the discretion of the principal. This option is available to support an expeditious pathway to graduation for adult learners. Students will receive guidance from the principal and/or guidance staff on the most appropriate path to fulfill this diploma requirement.

Accessibility and Equity

KAI Global School provides appropriate accommodations and support for students engaging in the PLAR process, including those with exceptional learning needs or language acquisition needs, as outlined in the Ontario Human Rights Code.

This is a note regarding the updated PLAR policy, which became effective on February 1, 2022:

KAI Global School follows the Ministry's revised PLAR policy for mature students, which came into effect on February 1, 2022. The PLAR process includes both an equivalency and a challenge component. Mature students may earn:

1. Up to 16 Grade 9/10 credits through individual subject assessments
2. Up to 10 Grade 11/12 credits through equivalency or challenge

A minimum of 4 Grade 11/12 credits must be earned through course completion, unless the student holds an eligible Canadian postsecondary diploma or Certificate of Apprenticeship/Qualification, in which case up to 30 credits may be granted at the principal's discretion.

Mature students must also meet the literacy graduation requirement and complete community involvement hours, as determined by the principal. The challenge process does not allow PLAR for Grade 9 or 10 students. All credits granted through PLAR reflect the same standards of achievement as those earned through coursework.