Policies 2026-2027

At Education Plus, we have two simple rules: **be here** and **do the work**.

Attendance

Our approach is hands-on and discovery-based. Much of our teaching is delivered orally, supported by visual aids such as videos, PowerPoints, and diagrams on the board. Student responses—what might traditionally be called homework—are often begun and completed in class, allowing teachers to ensure that learning has taken place.

Each day begins with **Current Events/Homeroom**, an integral class where announcements are made and news is discussed. This time also forms part of the Life Skills course, as students regularly deliver orals and presentations.

Punctuality and consistent attendance are not only academic expectations but also life lessons. Academic achievement is important, but our greater goal is instilling a strong work ethic.

- If a student is absent from **10 classes**, they may fail the term
- If a student arrives **after 9:30 a.m.**, they may occasionally find the doors locked
- If a student is not present **before an exam begins**, they will not be permitted to write the exam.

Work Completion

Students are goal-oriented and actively engaged in their learning. Assignments, projects, and presentations are essential tools that allow students to participate fully in their own learning. Completing work on time is one of the most valuable skills we help students develop. Just as attendance is critical, so too is completing assignments.

To receive full instructions for assignments, students must attend class. As a follow-up resource, assignments and due dates are also posted weekly on our website (**edplus.ca**) for both students and parents to access.

- Deadlines for assignments and projects are **firm and non-negotiable**.
- Tests are given **once only**, regardless of the reason for absence.

Completing assignments demonstrates understanding. Passing tests demonstrates mastery.

Active Living Program (ALP)
All outings are part of our **Active Living Program (ALP)**. Rather than focusing solely on classroom theory, we take a practical, hands-on approach. To receive credit, students must attend outings and actively participate in both individual and group projects, including our running program. Outings are **not optional**.

Cell Phones

Technology has transformed our world and continues to shape every aspect of daily life. While some technologies improve our lives, others can just as easily cause frustration. Cell phones fall into both categories. Outside of school, they can be a valuable tool, but inside the classroom they often disrupt learning. This year, the Ministry of Education has implemented a province-wide policy: **no cell phones in schools**. Although this may feel unrealistic at times, Education Plus is committed to upholding the policy. (We tried to allow students to keep them in their school bags, with no success!)

To comply:

- Students will bring their tech (cellphones, headphones, smart watches, etc. to the office as they enter the school. They may pick them up if they are leaving the school for lunch and then at the end of the day.

If you need to reach your child during school hours, please call the school directly.

Standards and Procedures for the Evaluation of Student Learning

School Year 2026–2027

This document summarizes the evaluation methods, competencies, content and reporting dates communicated for the 2026–2027 school year. It is intended to inform students and parents or guardians about how learning will be evaluated in each subject.

1. General Procedures Applying to All Subjects

Missed Evaluations and Lateness

See above.

2. Reporting Schedule

Communication	Date stated in the source document
Progress report	September 30, 2026
Term I report	October 30, 2026
Term II report	January 30, 2027
Progress report	March 30, 2027
Term III / year-end report	June 20, 2027

3. Mathematics — Secondary IV, CST (Math 414 CST)

Term I

Element	Description
Evaluation methods and weighting	Tests: 60%; quizzes: 20%; projects: 20%.
Competencies	Competency 1: Solves a situational problem. Competency 2: Uses mathematical reasoning.
Content	Lines and analytic geometry; functions and modelling.

Term II

Element	Description
Competencies	Competency 1: Solves a situational problem. Competency 2: Uses mathematical reasoning.
Content	Statistical measures and linear correlation; congruent and similar figures; trigonometry.
Reporting date	January 30, 2027 (final report).
Ministerial examination	A Ministry of Education examination is required at the end of the course.

4. Science and Technology

Term II

Element	Description
Competency 1 (C1)	Seeks answers or solutions to problems involving science and technology; communicates ideas using language related to science and technology. Labs account for 40% of the term mark.
C1 evaluation methods	Laboratory reports: 80–100% of the C1 laboratory mark; laboratory tests: 0–20%.
Competency 2 (C2)	Makes the most of knowledge of science and technology; communicates ideas using language related to science and technology. Theory accounts for 60% of the term mark.
C2 evaluation methods	Tests and quizzes: 60%; homework and assignments: 10%; projects: 30%.
Content	Review of changes and properties of matter; chemical formulas; balancing chemical equations; atomic models; representations of atoms (Bohr model and Lewis dot structures); periodic table; ions; solutions and solution concentration; electrical conductivity; acids and bases; energy; static electricity; Ohm's law.

Term III

Element	Description
Content — electricity and magnetism	Conductance and resistance; series and parallel circuits; power and electrical energy; introduction to magnetism; left-hand rule.
Content — environment	Carbon cycle; greenhouse gases; dynamics of ecosystems; permafrost; watersheds; glaciers.
Content — technology	Gear ratios and gear systems; links; transformation systems; guiding controls; constraints; properties of materials.
Ministerial examination	A Ministry of Education examination is required at the end of the course.

5. English Language Arts

Term I

Element	Description
Competency	Competency 3: Produces spoken, written and media texts.
Evaluation methods	Reading tests; creative, analytical and opinion essays; oral presentations.
Content	Study of plays, novels, short stories and other forms of literature.

Term II

Element	Description
Competencies	Competency 1: Uses language to communicate and to learn. Competency 2: Reads and listens to texts.
Evaluation methods	Reading tests; creative, analytical and opinion essays; oral presentations.
Content	Study of various forms of literature; oral reports.

Term III

Element	Description
Competencies	All three competencies.
Evaluation methods	Reading tests; creative, analytical and opinion essays; oral presentations.
Content	Study of various forms of literature; oral reports.
Ministerial examination	A Ministry of Education examination is required at the end of the course.

6. French

Term I

Competency	Evaluation components and weighting
Compétence 2	Travaux notés et journal de bord : 10%; tests : 20%; production orale : 20%; productions écrites : 50%.
Compétence 3	Discours expressifs : 20%; discussions : 60%; interprétation : 20%.

Term II

Competency	Evaluation components and weighting
Compétence 1	Travaux notés : 15%; analyses de textes : 25%; tests d'écoute : 20%; tests de lecture : 20%; examen d'étape : 20%.
Compétence 3	Discours expressifs : 10%; débat : 20%; discussions : 50%; examen d'étape : 20%.

Term III

Competency	Evaluation components and weighting
Compétence 1	Travaux notés : 10%; analyses de textes : 30%; test d'écoute : 15%; tests de lecture : 25%; examen d'étape : 20%.
Compétence 2	Travaux notés et journal de bord : 20%; tests : 10%; production orale : 20%; productions écrites : 50%.
Compétence 3	Discours expressifs : 10%; débat : 20%; discussions : 50%; examen d'étape : 20%.
Ministerial Exam	A Ministry of Education examination is required at the end of the course.

Content: Topics are drawn from reading materials and listening activities.

7. Physical Education and Health

Term I

Element	Description
Competencies	Competency 1: Performs movement skills in different physical activity settings. Competency 3: Adopts a healthy, active lifestyle.
Evaluation	Participation and effort; acquisition and application of skills and strategies.
Content	Cardiovascular activities, fitness and fitness testing; racket sports (pickleball and badminton); team sports (e.g., ultimate frisbee).

Term II

Element	Description
Competencies	Competency 1: Performs movement skills in different physical activity settings. Competency 2: Cooperates with others in different physical activity settings.
Content	Team sports (e.g., tchoukball, basketball and team handball).

Term III

Element	Description
Competencies	Competency 1: Performs movement skills in different physical activity settings. Competency 2: Cooperates with others in different physical activity settings. Competency 3: Adopts a healthy, active lifestyle.
Evaluation	Participation and effort; acquisition and application of skills and strategies.
Content	Team sports (e.g., volleyball); cardiovascular activities, fitness and fitness testing.

8. History of Québec and Canada

Term I

Element	Description
Competencies	Competency 1: Characterizes a period in the history of Québec and Canada. Competency 2: Interprets a social phenomenon.
Evaluation and weighting	Formative assessments: 45%; summative tests: 40%; workbook: 15%.
Content	Historical Period 1: The formation of the Canadian federal system (1840–1896).

Term II

Element	Description
Competencies	Competency 1: Characterizes a period in the history of Québec and Canada. Competency 2: Interprets a social phenomenon.
Evaluation and weighting	Formative assessments: 30%; summative tests: 30%; workbook: 10%; examination: 30%.
Content	Historical Period 2: Nationalisms and the autonomy of Canada (1896–1945).

Term III

Element	Description
Competencies	Competency 1: Characterizes a period in the history of Québec and Canada. Competency 2: Interprets a social phenomenon.
Evaluation and weighting	Formative assessments: 30%; summative tests: 60%; workbook: 10%.
Content	Historical Period 3: The modernization of Québec and the Quiet Revolution (1945–1980). Historical Period 4: Québec at a time of choices (1980 to the present).
Ministerial Exam	A Ministry of Education examination is required at the end of the course.

9. Drama, Art and Culture and Citizenship in Québec (CCQ)

Updated standards and procedures for Drama, Art and CCQ will be available by November 30, 2026. Until those updates are approved, the school may provide the previous year's guidelines upon request.

Official reference points

• Government of Québec, Orientation documents for the evaluation of learning: https://www.quebec.ca/en/education/preschool-elementary-and-secondary-schools/programs-training-evaluation/ministerial-examinations-evaluation-learning/orientation-documents

• Basic school regulation for preschool, elementary and secondary education: https://www.legisquebec.gouv.qc.ca/en/document/cr/I-13.3,%20r.%208

• Education Act, section 96.15 (standards and procedures for evaluation): https://www.legisquebec.gouv.qc.ca/en/document/cs/I-13.3