COURSE CALENDAR
2024 – 2025

MITBRIDGE ACADEMY

INNOVATE EXCEL

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SCHOOL GOALS & PHILOSOPHY

Our Mission Statement

MITBRIDGE Academy offers a unique and solid educational foundation for all students that supports the holistic development of each student, fostering a growth mindset and empowering them to discover and unleash their unique talents and abilities. We believe in nurturing creativity, critical thinking, and problem-solving skills, promoting students to explore their passions, take risks to embrace innovation, and prepare them to succeed in a rapidly evolving world.

Our Vision

MITBRIDGE Academy envisions a dynamic learning environment where curiosity thrives, creativity flourishes, and a growth mindset prevails.

Our Values

Individuality
recognize the unique strengths, talents, and perspectives of each student

Inclusivity
create a welcoming and supportive environment for all students

Creativity
encourage imagination and exploration of new ideas

Growth Mindset
encourage a belief in growth, resilience, and self-improvement

Adaptability
embrace change, flexibility, and ability to learn from failure

Collaboration
foster teamwork, collaboration and idea-sharing

Continuous improvement
promote a growth mindset and a commitment to ongoing learning

MITBRIDGE ACADEMY STAFF 2024-2025

Principal	Yu Wei
Assistant Principal	N/A
Vice Principal	Mr. Arslan
Administrative Assistant	N/A
High School Teacher	Ms. Reshma Mukadam
High School Teacher	Mr.
High School Teacher	Mr.
High School Teacher	
High School Teacher	

SCHOOL YEAR CALENDAR 2024-2025

This information is provided to assist parents in planning family holidays, medical appointments, etc. so that student absences from school may be minimized.

Dates to Remember

Date	Event	
3rd September 2024	First Day of Semester 1	
14th October 2024	Statutory School Holiday-Thanksgiving	No School
18th October 2024	Semester 1 Mid-Term Report Sent Home	
27th November 2024 – 29th November 2024	Semester 1 Final examination	
30th November 2024	Semester 1end	
2nd December 2024	First Day Semester 2	
13th December 2024	Professional Activity Day	No school
23rd December 2024 – 3rd January 2025	Winter Break	No School
26th January 2025	Semester 2 Mid-Term Report Sent Home	
17th February 2025	Statutory School Holiday-Family Day	No School

19th March 2025 – 21st March 2025	Semester 2 Exams	
21st March 2025	Semester 2 ends	
24th March 2025	First Day of Semester 3	
17th April 2025	Professional Activity Day	No School
18th April 2025	Good Friday	No School
21st April 2025	Easter Monday	No School
1st May 2025	First Day of Spring	
10th May 2025	Semester 3 Mid-Term Report Sent Home	
19th May 2025	Victoria Day	No School
20th June 2025	Professional Activity Day	No School
26th June – 30th June 2025	Semester 3 Final Examination	
30th June 2025	Semester 3 End	

2024-2025 MITBRIDGE SCHOOL YEAR CALENDAR

MONTH	First Week					Second Week					Third Week					Fourth Week					Fifth Week					PA Days	Instr. Days	Exam Days
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F			
August 2024				1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30	0	0	0
September 2024	2	3	4	5	6	9	10	11	12	13 P	16	17	18	19	20	23	24	25	26	27	30 P*					2	18	0
October 2024		1	2	3	4	7	8	9	10	11 P	14 H	15	16	17	18	21	22	23	24	25	28	29	30	31		1	21	0
November 2024					1	4	5	6	7	8	11 P*	12	13	14	15	18	19	20	21	22	25	26	27	28	29	1	20	0
December 2024	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23 B	24 B	25 B	26 B	27 B	30 B	31 B				0	15	0
January 2025			1 B	2 B	3 B	6	7	8	9	10	13	14	15	16	17	20 E	21 E	22 E	23 E	24	27	28	29	30	31	0	16	4
February 2025	3	4	5	6	7	10	11	12	13	14 P*	17 H	18	19	20	21	24	25	26	27	28						1	18	0
March 2025	3	4	5	6	7	10 B	11 B	12 B	13 B	14 B	17	18	19	20	21	24	25	26	27	28	31					0	16	0
April 2025		1	2	3	4	7	8	9	10	11	14	15	16	17	18 H	21 H	22	23	24	25	28	29	30			0	20	0
May 2025				1	2	5	6	7	8	9	12	13	14	15	16 P	19 H	20	21	22	23	26	27	28	29	30	1	20	0
June 2025	2	3	4	5	6	9	10	11	12	13	16 E	17 E	18 E	19 E	20	23	24	25	26	27 P	30 B					1	15	4
July 2025		1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31		0	0	0
TOTAL																										7	179	8

Holidays:

Labour Day	2nd September 2024
Thanksgiving	14th October 2024
Winter Break (incl)	20th December, 2024-3rd January, 2025
Family Day	17th February, 2025
Good Friday	18th April 2025
Easter Monday	21st April 2025
Victoria Day	19 May, 2025
Canada Day	1st July, 2025
Civic Holiday	4th August, 2025

Term 1: 3rd September, 2024 – 30th November, 2024
Term 2: 2nd Dec, 2025 – 21st March, 2025
Term 3: 24th March, 2025 – 30th June, 2025

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

If you started Grade 9 in 2023 or in prior years, you must earn:
- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:
- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits

Everyone needs 40 hours of community involvement activities (volunteering) to get their high school diploma.

If you started Grade 9 in or before Fall 2023

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD. Compulsory credits

You need the following 18 compulsory credits to get your OSSD:
- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 3 credits for group 1, 2 and 3 courses (1 credit in each group)
- 2 credits in science
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

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 studies 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

The following conditions apply to compulsory credit selections from the above 3 groups.
- In groups 1, 2, and 3, you can count a maximum of 2 credits in French as a second language as compulsory credits, 1 from group 1 and 1 from either group 2 or group 3.
  - If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.
- You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

If you started Grade 9 in Fall 2024 and after

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.
Compulsory credits
You need the following 17 compulsory credits to get your OSSD:

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 1 credit in Canadian history (Grade 10)
- 1 credit in Canadian geography (Grade 9)
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics and citizenship
- 1 credit from the [STEM-related course group](#)

The following applies to compulsory credit selections.

- You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.
- You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.

STEM-related course group
Of the 17 compulsory credits, you must complete 1 from the following 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)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved [dual credit programs](#).

Literacy graduation requirement

You must meet the literacy graduation requirement to earn your high school diploma.

For most students, this means passing the [Ontario Secondary School Literacy Test (OSSLT)](). If you do not pass the OSSLT, there are other ways to meet the literacy graduation requirement. Contact your school principal to find out about these options.

Online learning graduation requirement

If you started Grade 9 in the 2020-21 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

If you were in Grade 9 and learning remotely when all schools were closed (from April 2021 to June 2021), you can count 1 of the high school credits you earned towards the 2 online learning credits you need to graduate.

Opting out

If you want to opt out of the online graduation requirement you must be:
- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

If you meet this requirement, you can complete the exemption form available from your school board. Otherwise, your parent or guardian needs to ask for this exemption by completing the form for you.

B. Community Involvement

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The community involvement requirement is designed to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Guidelines
- Students, in collaboration with their parents, will decide how they will complete the community involvement requirement.
- These activities may be completed at any time during their years in the secondary school program (i.e., beginning in the summer before they enter grade 9).

- Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings.

- Students may not fulfill the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.
- Students should not be paid for performing any community involvement activity.
- The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.
- Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities.
- Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgment by the person (or a representative of the organization) involved.
- The principal will decide whether the student has met the requirements of the ministry for these activities.
- Upon successful completion of the 40 hours of Community Involvement and the approval of the principal, students will have their accomplishment acknowledged and noted on their Ontario Student Transcript (OST)

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience)?
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible.
- takes place in a logging or mining environment if the student is under sixteen years of age.
- takes place in a factory if the student is under fifteen years of age.
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- would normally be performed for wages by a person in the workplace.
- involves the operation of a vehicle, power tools, or scaffolding.
- involves the administration of any type or form of medication or medical procedure to other persons.
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act.

- requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables.
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities.
- involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

The MITBRIDGE Academy has also added the following activities as ineligible in addition to those mentioned previously:
- Any activity that is not in line with the ethical standards, policies, procedures, and regulations of both the Ministry of Education.

Approved Activities

The following is a (non-exhaustive) list of examples of community involvement activities that are approved for your child to participate in:
- fundraising or assisting in the organization of an event for a non-profit organization that benefits the community.

- assisting sports teams at the community level, whether it be assistant coaching, helping to organize games, etc.
- assisting with youth programs such as Scouts, Girl Guides, Boys and Girls Club of Toronto, summer camps etc.
- assisting senior citizens with their daily chores, serving snacks, reading to them etc.
- assisting in organizing community events such as carnivals, fun days, fairs etc.
- involvement in community committees, food banks, etc.

- participation in environment projects such as recycling projects, planting trees, beautification projects etc.
- assisting in office/clerical work. e.g., helping a non-profit organization in reception work, computer work, mailings, etc.
- assisting with animals and/or animal care. e.g., volunteering at a veterinarian clinic, petting zoo or the Toronto Zoo etc.
- assisting individuals who require assistance. e.g., providing tutoring services, shoveling driveways, etc.

Students are expected to complete their community involvement requirement. The following is a list of recommended behaviors:
- showing respect for the community sponsor and their workplace.
- being punctual and present on any agreed-upon times and dates.
- wearing the appropriate dress and being properly groomed.
- always behaving with the best manners, especially in extending courtesies.

- attentively listening and following instructions and clarifying instructions when in doubt.
- always maintaining confidentiality.
- always upholding a positive work ethic.

If there is an activity that a student would like to participate in and it is not from the preceding list of "Approved Activities," the student must submit a letter outlining the proposed activity to the principal. The student should not participate in the activity (for recognition) until permission has been granted as if the activity is denied, it will not be counted toward the student's community involvement requirement.

Roles & Responsibilities of Parents/Guardians

Parents or guardians should aid their children in the selection of their community involvement activities. Parents or guardians are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent or guardian 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. Both forms can be seen in the Appendix and additional copies are available in the school's office.

Roles & Responsibilities of the Students

In consultation with their parents or guardians, students will select an activity or activities from the school's list of approved activities or choose an activity that is *not* on the list, if it is not an activity specified on the ministry's and the school's lists of ineligible activities. If the activity is not on the school's 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 his or her parent or guardian 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, or guardian (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.

Roles & Responsibilities of the Community Sponsors

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 can 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.

Roles & Responsibilities of the School

The school is responsible for the implementation of community involvement activities through the secondary school. The school is also responsible for developing a list of approved community involvement activities. This list has already been included on the previous pages of this calendar, along with a list of activities that the Ministry of Education and Training has stated are ineligible. The school will not approve student participation in any activities that are on the ministry's list of ineligible activities.

Roles & Responsibilities of the Principal

The principal is required to provide information about the community involvement requirement to parents/guardians, 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 OST.

C. Ontario Secondary School Literacy Requirement

Students must successfully complete the Grade 10 Ontario secondary school literacy requirement (OSSLT) to earn a secondary school diploma. The test is prepared and evaluated by the Education Quality and Accountability Office (EQAO) and will be based on the Ontario curriculum expectations for language and communication – particularly reading and writing – up to and including Grade 9.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.

Remedial assistance will be provided for students who do not complete the test successfully. This assistance will be designed to help students improve their skills so that they are better prepared to retake the literacy test.

Alternatively, in 2003, the ministry developed the Ontario Secondary School Literacy Course (OSSLC). Students who pass this course are considered to have met the literacy graduation requirement.

For the 2003–04 school year, students who had had two opportunities to take the OSSLT and had failed it at least once were eligible to enroll in the OSSLC. In June 2004, policy was changed to grant principals the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student.

The credit earned for successfully completing the OSSLC may be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English. If used to meet the Grade 11 requirement, the course is coded OLC3O. If used to meet the Grade 12 requirement, the course is coded OLC4O. The credit may also be used to meet the group 1 compulsory credit requirement for the Ontario Secondary School Diploma (as described on page 5).

Students should check admission requirements for postsecondary institutions, since the OSSLC may not be accepted as the Grade 12 English entrance requirement for college or university programs.

A student cannot be granted credit for the OSSLC through the challenge process (described later in the course calendar) described in the Prior Learning Assessment and Recognition (PLAR) policy outlined in either Policy/Program Memorandum No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools," July 6, 2001.

Upon successful completion of the OSSLT or OSSLC, an acknowledgment will be noted on the student's OST, without a specific mark or date. This is only for the OSSLT but we put a mark for the course.

On a case-by-case basis, the principal may grant deferrals for OSSLT

Once students have successfully completed the literacy test, they may not retake the test in the same language (i.e., English, or French).

D. Financial Literacy Graduation Requirement

Starting in September 2025, as part of their Grade 10 Mathematics course, students will be expected to complete a financial literacy graduation requirement developed by TVO, in collaboration with TFO, EQAO, and financial literacy experts. Students will be required to successfully complete this assessment by obtaining a mark of 70% or higher on the assessment component. Those who are unsuccessful will have another opportunity to attempt the assessment in their Grade 10 Mathematics course. Principals are required to ensure that students who are not successful on the second attempt have successfully demonstrated an understanding of the concepts or expectations that they did not previously achieve before being awarding the credit.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, if they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

Optional credits (total of 7)
7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (described further in this document) also apply to the Ontario Secondary School Certificate.

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript (OST).

Students who return to school to complete additional credit and non-credit courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

REQUIREMENT TO REMAIN IN SECONDARY SCHOOL UNTIL THE AGE OF 18 OR OBTAIN THE SECONDARY SCHOOL DIPLOMA

According to Bill 52, The Education Amendment Act, Learning to Age 18, 2006; this legislation raises the school departure age to 18 or graduation, to encourage more students to graduate and discourages students to leave school without being adequately prepared for work or further learning.

IMPORTANCE OF COMPLETING A SECONDARY EDUCATION

The Ontario secondary school program is designed to provide all students with the fundamental knowledge and skills they will need in any area of endeavor as well as the opportunity to specialize in and/or explore areas related to their postsecondary goals and personal interests. This program keeps options open for students in the earlier grades and prepares them in senior grades for their postsecondary destinations, including apprenticeship training, college, community living, university, or the workplace.

Finishing high school is an important step for young people to create a positive future for themselves, their families, and their communities. A student's future and prosperity rests on our ability to generate a well-educated group of individuals. Among the key priorities of our school is to ensure all our students are successful - both in school and in life.

SECONDARY SCHOOL DIPLOMA (OSSD)
DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion (i.e., completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education and Training for courses that have been developed or approved by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents. Partial credits may be granted for the successful completion of certain locally developed courses.

COURSE CODING SYSTEM

The course code of all courses at the MITBRIDGE Academy consists of a five-character code as designated by the Ministry of Education and Training in Ontario:

1. The first three characters represent the course descriptor / subject e.g., ENG stands for English.

2. The fourth character refers to the grade level:
        1 = grade 9   2 = grade 10   3 = grade 11   4 = grade 12

3. The fifth character refers to the type of course (as will be defined on the following pages):
        D = Academic   P = Applied   U = University
        M = University/College   C = College   O = Open   E = Workplace
        W = De-streamed

For example: **MTH1W, Mathematics 9**

MTH	1	W	Mathematics 9
Course Descriptor	Grade	Course Type	Course Title
MATH Mathematics 9	1 - **Grade 9** 2 - Grade 10 3 - Grade 11 4 - Grade 12	D P O U C E M **W**	Academic Applied Open University College Workplace University or College **De-streamed**	Mathematics 9

Another example would be SBI3U which refers to:
        the course descriptor being,   Science Biology.
        the grade being,   11 (i.e., 3 – Grade 11)
        and the course type being,   University (i.e., U – University).

TYPES OF COURSES

Types of Courses Offered in Grades 9 and 10

Grade 9 and 10 courses are of four types:
- A. Academic *(Only Grade 10)*
- B. Applied *(**Only Grade 10**)*
- C. Open.
- D. De-streamed

Each course type builds upon the grade 8 curriculum and help students determine the type of educational program they are best suited to undertake in grades 11 and 12. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Academic Courses (D is in the fifth position of the course code)

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied Courses (P is in the fifth position of the course code) (Only Grade 10)

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open Courses (O is in the fifth position of the course code)

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

De-streamed Courses (W is in the fifth position of the course code)

De-streaming is an educational approach that supports the achievement of equitable outcomes for every learner. This means that students will not select from Academic or Applied streams when choosing their courses in Grade 9. Most students entering Grade 9 will be taking courses designed for all learners.   More students will be empowered to pursue the futures they want, with doors open to all post-secondary options, including apprenticeship, college, university and the workplace.

Types of Courses Offered in Grades 11 and 12

Grade 11 and 12 courses are organized into five types based on students' future destinations. Students may choose from:

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A. University Preparation,
B. University/College Preparation,
C. College Preparation,
D. Workplace Preparation, or
E. Open courses.

University Preparation Courses (U is in the fifth position of the course code)
University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered, and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

University/College Preparation Courses (M is in the fifth position of the course code)
University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered, and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

College Preparation Courses (C is in the fifth position of the course code)
College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered, and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course and will also emphasize the development of critical thinking and problem-solving skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills.

Workplace Preparation Courses (E is in the fifth position of the course code)
Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content but will also explore the theoretical material that underlies these practical applications. Cooperative education and work experience placements within the community are important components of workplace preparation

courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills.

Open Courses (O is in the fifth position of the course code)
Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be causally related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

CHANGING COURSE TYPES

CHANGING COURSE TYPES FROM GRADE 9 TO GRADE 10

This is not applicable, since applied courses are not offered in Grade 9 anymore

CHANGING COURSE TYPES FROM GRADE 10 TO GRADE 11

Transfer Courses will provide the knowledge and skills necessary for students in Grades 10, 11, and 12 to transfer between courses for which there are different curriculum expectations, such as from Grade 10 applied English to Grade 11 University Preparation English. These shorter courses bridge the gap between the course types, and the partial credits earned from Transfer Courses qualify as optional credits toward diploma requirements. MITBRIDGE Academy does not currently offer any Transfer Courses.

At this time, MITBRIDGE Academy does not offer any transfer courses. Students who require transfer courses may seek to complete them at their local public school (e.g. possibly through night or summer school).

PREREQUISITES

A prerequisite course is a course deemed necessary to have successfully completed before attempting another course. All prerequisite courses are identified in the respective ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites.

You may view the prerequisites for any course that we offer, in our course description section of this calendar.

Waiving Prerequisites

If a parent requests that a prerequisite be waived, the principal will determine whether the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent and appropriate school staff. If a course's prerequisite is waived, documentation with respect to the request and reasons to allow the waiver will be added to the OSR.

THE ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collects information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". An OSR will be established for each student who enrolls in a school operated by a school board or the Ministry of Education.

Access to the OSR

Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the OSR. The following 4 categories of people are authorized to examine the contents of their file (upon request of the principal).

1. Every student has the right to have access to his or her OSR.
2. The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.
3. Under the Education Act, only supervisory officers and the principal and teachers at the school have access to the OSR for the purpose of improving the instruction of the student.
4. The Education Act permits the compiling and delivery of information contained in an OSR if it is required by the Minister of Education. In instances where ministry staff members are seeking to collect information from OSRs, students who are adults and parents of students who are not adults will be notified.

Use and Maintenance of the OSR

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by a former student, or the parent/guardian of a student.

Transfer of the OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the original OSR is transferable only to schools in Ontario. When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

Retention, Storage, and Destruction of Information in the OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school:
1. report cards
2. the documentation file, where applicable
3. additional information that is identified by the school board as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student retires from school:
1. the OSR folder
2. the OST
3. the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be affected under conditions that ensure the complete and confidential disposal of the record**.**

THE ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) provides an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

The OST includes:
● all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned.

- all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned.
- all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS K-12 or through the equivalency process under OSIS.
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned.
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements.
- Confirmation that the student has completed the forty hours of community involvement.
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.
- the student's Ontario Education Number (OEN).

The OST also includes a record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program.

The OST is a component of the Ontario Student Record (OSR), and the legislation that applies to the OSR applies also to the OST. This legislation is set out in section 266 of the Education Act and in the *Ontario Student Record (OSR): Guideline, 2000*. Updated pages for the OSR guideline are distributed to schools if there are policy changes.

Full Disclosure

Since the 1999–2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST.

Withdrawal from a Course

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

Repetition of a Course

- Only one credit is earned if a course is repeated (i.e., the higher percentage earned)

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

ASSESSMENT, EVALUATION AND REPORTING OF STUDENT ACHIEVEMENT

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers to identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to students' needs and for determining the overall effectiveness of programs and classroom practices.

Assessment is the process of gathering information (for e.g., from assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. As part of assessment, teachers provide students with *descriptive feedback* that guides their efforts towards improvement as the primary purpose of assessment is to improve student learning.

Evaluation refers to the process of judging the quality of student learning based on established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

To ensure that assessment, evaluation, and reporting are *valid* and *reliable*, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:
- are fair, transparent, and equitable for all students.
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit.
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students.
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course.
- are ongoing, varied in nature, and administered over a period to provide multiple opportunities for students to demonstrate the full range of their learning.
- provide ongoing *descriptive feedback* that is *clear*, *specific*, *meaningful*, and *timely* to support improved learning and achievement.
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan the next steps for their learning.

Assessment, Evaluation and Reporting Cont.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010, provides that 30% of the final grade for secondary courses is based on a final evaluation administered at or towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content.

As outlined by the Ministry, there is flexibility to determine the final evaluation for up to 30% of a student's final mark, in 2021-2022 school year.

Report Cards will be issued and sent as an electronic copy for the 2024-25 school year. A paper copy of the report card may be issued upon parents' request.

Final Examination

Many Courses at MITBRIDGE Academy require that students write a final exam at the end of the course.

A student learning asynchronously or synchronously via *distance learning* must complete the final exam under the supervision of an approved proctor. An approved proctor is an individual who meets with a student to witness the final exam being written and later attests that all procedures were properly followed. The date, time, place, and proctor for a student's final exam are selected by the student but must be approved by the MITBRIDGE Academy Principal.

Criteria for In-Person Proctoring

The student may select a proctor to meet with in person for the purpose of invigilating the exam. The student must apply to write the final exam a minimum of two weeks prior to the proposed exam date by submitting a Proctor Approval Application to the MITBRIDGE Academy Principal. In order to be approved, any in-person exam proctor must meet all of the following criteria:

- Must not be related to the student in any way
- Must not be a student at any level of study
- Must not be a tutor
- Must have a university degree or college designation
- Must be able to read and speak in the English language
- Must have a valid, non-generic business email address provided by the proctor's current place of work

Criteria for online Proctoring
A secured e-learning proctor can be chosen to block students' browsers and a computer camera facing the students shall be used for Online proctoring.

If the in-person proctor is approved, both the proctor and the student will be provided with detailed exam instructions via email. The approved proctor and student may then proceed with the final exam as scheduled. Once the exam has been written, the proctor must sign the Proctor Memorandum provided by MITBRIDGE Academy indicating that all procedures were properly followed. This document must be returned to the MITBRIDGE Academy principal promptly following the exam. A student's final grade is not released until this document has been submitted.

*If a student chooses a proctor who charges a fee for their services, the student is responsible for those or any other expenses.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student's learning. To the extent possible, however, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should **not** be considered in the determination of a student's grades. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and students that is specific to each of the two areas of achievement. It is expected that teachers will work with students to help them develop their learning skills and work habits. The six categories of learning skills are:
- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

The learning skills and work habits are evaluated and reported as follows:
E – Excellent
G – Good
S – Satisfactory
N – Needs Improvement

Categories of Knowledge

Levels, or degrees, of achievement of the curriculum expectations, are described in detail in the achievement charts that appear in the secondary curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of each level of achievement. While they are broad in scope and general in nature, the achievement levels provide a reference point for all assessment practices. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students and their parents.

The categories of knowledge and skills are as follows:
- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course.
- (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts.

(The names of the categories vary slightly from one discipline to another, reflecting differences in the nature of the disciplines.)

The levels of achievement are associated with percentage grades, and are defined as follows:

Student Achievement		
Percentage Mark Range	**Achievement Level**	**Summary Description**
95-100%	Level 4+	Identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.*
87-94%	Level 4	
80-86%	Level 4-	
77-79%	Level 3+	Represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
73-76%	Level 3	
70-72%	Level 3-	
67-69%	Level 2+	Represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
63-66%	Level 2	
60-62%	Level 2-	
57–59%	Level 1+	

53-56%	Level 1	Represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
50-52%	Level 1-	
below 50%	Level R	Insufficient achievement of curriculum expectations. The student will not receive a credit for the course.

Note: Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Reporting Student Achievement to Parents

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

Although the above-mentioned periods are formal reporting periods, communication with parents and students about student achievement should be continuous throughout the year, by means such as parent-teacher or parent-student-teacher conferences, student-led conferences, interviews, phone calls, and informal reports. Please do not hesitate to contact your child's teacher at any time during the school year if you have any concerns or items to discuss. Please see the beginning of this handbook for contact details.

* Reporting Periods for the 2024-2025 Academic School Year

Reporting	Date
Semester 1 - Midterm Reports Sent Home	October 18th, 2024
Semester 1 - Final Reports Sent Home	December 1st, 2024
Semester 2 - Midterm Reports Sent Home	January 26, 2025
Semester 2 - Final Reports Sent Home	March 12, 2025
Semester 3 - Midterm Reports Sent Home	May 10, 2025
Semester 3 - Final Reports Sent Home	June 30, 2025

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REPORT CARD TEMPLATE

Ontario ⚜ **Ministry of Education**   **Provincial Report Card, Grades 9–12**

| Semester | Reporting Period | Date |

| STUDENT: | OEN: | Grade: | Homeroom: | Principal: |
| Address: | | | | School Council Chair: |

| SCHOOL: | | Telephone: | BOARD: | Email/Website: |
| Address: | | Fax: | Address: |

Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Comments Strengths/Next Steps for Improvement	Attendance		
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation		Classes Missed / Total Classes	Times Late
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	1st												
	2nd												
	Final												
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	1st												
	2nd												
	Final												
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	1st												
	2nd												
	Final												
Course Title: Course Code: Teacher: ☐ ESL/ELD ☐ IEP ☐ French ☐ SHSM	1st												
	2nd												
	Final												

To parents/guardians and students: This copy of the report should be kept for reference. The original or an exact copy has been placed in the student's Ontario Student Record (OSR) folder and will be retained for five (5) years after the student leaves school.
To view provincial curriculum documents, visit the Ministry of Education's website: Ontario.ca/Education.

MITBRIDGE ACADEMY COURSE OFFERINGS

Grade	Course Name	Course Type	Course Code	Credit Value
Grade 9	Core French Science Launching and Leading a Business Grade 9 Math English Visual Arts (Coming Soon) Exploring Canadian Geography	Academic De-streamed Open De-streamed De-streamed Open De-streamed	FSF1D SNC1W BEP2O MTH1W ENL1W AVI1O CGC1W	1.0 1.0 1.0 1.0 1.0 1.0 1.0
Grade 10	English Science Canadian History Since World War I Civics / Career Studies	Academic Academic Academic Open / Open	ENG2D SNC2D CHC2D CHV2O / GLC2O	1.0 1.0 1.0 0.5 / 0.5

	Principles of Mathematics	Academic	MPM2D	1.0
	Technological Education	Open	TEJ2O	1.0
Grade 11	Biology	University	SBI3U	1.0
	Functions	University	MCR3U	1.0
	English	University	ENG3U	1.0
	Chemistry	University	SCH3U	1.0
	Physics	University	SPH3U	1.0
	Introduction to Anthropology, Psychology, and Sociology	University/College	HSP3M	1.0
	Designing Your Future	Open	GWL3O	1.0
	Introduction to Computer Science	University	ICS3U	1.0
	Financial Accounting Fundamentals	University/College	BAF3M	1.0
	Media Studies	Open	EMS3O	1.0
Grade 12	Advanced Functions	University	MHF4U	1.0
	Biology	University	SBI4U	1.0
	English	University	ENG4U	1.0
	Calculus and Vectors	University	MCV4U	1.0
	Chemistry	University	SCH4U	1.0
	Physics	University	SPH4U	1.0
	Data Management	University	MDM4U	1.0
	International Business	University/College	BBB4M	1.0
	Business Leadership-: Management Fundamentals	University/College	BOH4M	1.0
	Computer Science	University	ICS4U	1.0
	Earth and Space Science	University	SES4U	1.0
	Introduction to Kinesiology	University	PSK4U	1.0
	Nutrition and Health	University	HFA4U	1.0
	Canadian and International Law	University	CLN4U	1.0
	World Cultures	University/College	HSC4M	1.0
Others	ESLA			1.0
	ESLB			1.0
	ESLC			1.0
	ESLD			1.0
	ELSE			1.0
	OLC4O			1.0

For a more detailed explanation of the overall and specific expectations of each course, please refer to the Ministry of Education's website at:
http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

MITBRIDGE ACADEMY COURSE OFFERING DESCRIPTIONS

Grade 9

Core French, Grade 9, Academic (FSF1D)
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.

English, Grade 9, De-streamed (ENL1W)
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.
Prerequisite: None

Launching and Leading a Business, Grade 10, Open (BEP2O)
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.
Prerequisite: None

Exploring Canadian Geography, Grade 9, De-streamed (CGC1W)
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.
Prerequisite: None

Mathematics, Grade 9, De-streamed (MTH1W)
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.

Prerequisite: None

Science, Grade 9, De-streamed (SNC1W)
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.
Prerequisite: None

Grade 10

Canadian History Since World War I, Grade 10, Academic (CHC2D)
This course explores social, economic, and political developments and events and their impact on the lives of different groups 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 Canadian identity, citizenship, and heritage. 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.
Prerequisite: None

Career Studies, Grade 10, Open (GLC2O)
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
Prerequisite: None

Civics, Grade 10, Open (CHV2O)
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.
Prerequisite: None

English, Grade 10, Academic (ENG2D)

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.
Prerequisite: Grade 9 English, Academic or Applied

Principles of Mathematics, Grade 10, Academic (MPM2D)

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.
Prerequisite: Grade 9 Mathematics, Academic or Applied

Science, Grade 10, Academic (SNC2D)

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.
Prerequisite: Grade 9 Science, Academic or Applied

Grade 11

Biology, Grade 11, University (SBI3U)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Grade 10 Science, Academic

Chemistry, Grade 11, University (SCH3U)
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 behaviour 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.
Prerequisite: Grade 10 Science, Academic

Introduction to Anthropology, Psychology, and Sociology, Grade 11, University/College (HSP3M)
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: None

English, Grade 11, University (ENG3U)
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.
Prerequisite: Grade 10 English, Academic

Functions, Grade 11, University (MCR3U)
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 a facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic

Physics, Grade 11, University (SPH3U)
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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: Grade 10 Science, Academic

Grade 12

Advanced Functions, Grade 12, University (MHF4U)
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.
Prerequisite: Functions, Grade 11, University preparation, or Mathematics for College Technology, Grade 12, College preparation

Biology, Grade 12, University (SBI4U)
This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Grade 11 Biology, University preparation

Calculus and Vectors, Grade 12, University (MCV4U)
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Prerequisite: Note: Advanced Functions, Grade 12, University preparation, must be taken prior to or concurrently with Calculus and Vectors.

Chemistry, Grade 12, University (SCH4U)
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Grade 11 Chemistry, University preparation

English, Grade 12, University (ENG4U)
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 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.
Prerequisite: Grade 11 English, University preparation

Physics, Grade 12, University (SPH4U)
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.
Prerequisite: Grade 11 Physics, University preparation

Challenge and Change in Society, Grade 12, University/College (HSB4M)
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

Mathematics of Data Management, Grade 12, University (MDM4U)
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Canadian and International Law, Grade 12, University (CLN4U)
This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.
Prerequisite: Functions, Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Outlines of Courses of Study

Each student will receive a copy of their course's Outline of Course Study (i.e., their Course Outline) at the beginning of the course for every course they are registered. Parents / guardians / students may get additional copies in the school's office for a nominal fee per outline.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.

The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 courses developed from a provincial curriculum policy document published in 1999 or later. The "equivalency" process is the process of assessing credentials from other jurisdictions.

All credits granted through the PLAR process – that is, through either the challenge process or the equivalency process – must represent the same standards of achievement as credits granted to students who have taken the courses. At this time, until further notice, MITBRIDGE Academy will not be granting credits through the challenge process.

PPM No. 129 outlines in detail the PLAR policy and requirements that apply to regular day school students.

Policies Governing the Equivalency Process

- Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.
- To ensure provincial consistency in establishing equivalency for students for placement purposes, the principal will use as a guide the table entitled "Guide to Determining Diploma Requirements for Students Transferring into Ontario Secondary School" in OS K-12, Appendix 2, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, to qualify for the secondary school diploma.

Requirements to qualify for the OSSD, where the student has normally completed:

	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a secondary school program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:				
• English	3	2	1	1[a]
• mathematics	2	1	0	0
• science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
Community involvement[b]	40 hours	–	–	–

a. The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.
b. The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

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- Students working towards the OSSD must complete the OSSD Literacy requirement.
- For students working towards the OSSD, the principal will determine the number of hours of community involvement activities that students will have to complete.

PLAR's Equivalency Process Recordkeeping

The principal will ensure that equivalency credit(s) is/are recorded in accordance with *The Ontario Student Transcript (OST): Manual, 2013*.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution).

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

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)
- 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 (Cooperative education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school) 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.

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

EXPERIENTIAL LEARNING COURSES

Experiential learning is hands-on learning that occurs in person or virtually and provides developmentally appropriate opportunities for students of all ages to: participate in rich experiences connected to the world outside the school; reflect on the experiences to derive meaning; and apply the learning to their decisions and actions.

Planned learning experiences in the community may include outdoor education, project/program-based learning, job shadowing and job twinning, field trips, field studies, work experience, and cooperative education. These experiences provide opportunities for students to see the relevance of their classroom learning and its connection to the broader world. They also help them develop transferable and interpersonal skills and work habits that prepare them for their future, and enable them to explore careers of interest as they plan their pathway through school to their postsecondary destination, whether in apprenticeship training, college, community living, university, or the workplace.

Experiential learning opportunities associated with various aspects of the curriculum help broaden students' knowledge of themselves and of a range of career opportunities – two areas of learning outlined in Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12, 2013. The key to providing successful experiential learning opportunities is to ensure that the experiential learning cycle (participate, reflect, apply) is a planned part of the experience.
In secondary school, pathways programs that incorporate experiential learning are available to students. They include the following courses and programs:
cooperative education courses, outlined in The Ontario Curriculum, Grades 11–12: Cooperative Education, 2018
Ontario Youth Apprenticeship Program (OYAP) (see "Prepare for Apprenticeship" on the Ontario government website)
Specialist High Skills Major (SHSM) program
Dual credit programs

SCHOOL SERVICES

Guidance and Career Education Program

MITBRIDGE Academy provides individual student counseling to help students with their high school and post-secondary plans. The one-on-one counseling helps to meet each individual student's circumstances. The guidance and counseling advice follows Ontario's "Creating Pathways to Success" which will prove to help students succeed both in school and in the workplace. In addition, as a component of each course offered at the MITBRIDGE Academy, students are offered an opportunity to research and learn about various professions in each subject area, opening up numerous avenues, possibilities and career directions. Both teacher and counselor will work hand in hand with students and parents to best prepare a plan that would best meet the student's needs. Examples of guidance services offered by MITBRIDGE Academy's guidance counselor:

- Orientation and Exit Programs - Helping students through their transitions form elementary school to high school and from grade 12 to post-secondary institutions
- Providing Sample pathways and offering Individual Pathways guidance in high school course selection
- Cultivate an ethos of lifelong learning that would help develop students' academic and social skills leading to better informed career planning and responsible citizenship.

Extra Support

Where applicable, MITBRIDGE Academy will provide extra support, to aid and assist students in reaching and maximizing their academic potential. Examples of this extra support include:

- OSSLT preparation sessions
- Lunch / after-school tutoring, especially in the areas of English, mathematics, and science
- Additional mathematics mentoring (IXL math)

In addition, outside school support may also be suggested, especially in the case when scheduling does not allow for students and teachers to meet.

English Language Learners

English language learners are students whose first language is a language other than English.

When planning programs for students with linguistic backgrounds other than English, teachers need to recognize the importance of the orientation process, understanding that every learner needs to adjust to the new social environment and language in a unique way and at an individual pace. Teachers will thrive to provide a safe, supportive, and welcoming environment that nurtures students' self-confidence while they are developing their literacy skills. Teachers must adapt the instructional program in order to facilitate the success of these students in their classrooms. Appropriate adaptations include:

• Modification of some or all of the subject expectations so that they are challenging but attainable for the learner at his or her present level of English proficiency, given the

necessary support from the teacher;
• Use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, and scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages);
• Use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity);
• Use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers or cloze sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English).

Teachers at MITBRIDGE Academy will encourage parents to continue to use their own language at home in rich and varied ways as a foundation for language and literacy development in English. It is also important for teachers to find opportunities to bring students' languages into the classroom, using parents and community members as resources.

Students with Special Education Needs

Special Education at MITBRIDGE ACADEMY
Overview: Special education supports students with diverse learning needs. At MITBRIDGE ACADEMY, we ensure all students have access to a learning environment that meets their individual needs.
Identification and Placement:
- **Identification:** Students' needs are identified through assessments and consultations with parents, teachers, and specialists.
- **Placement:** Based on the assessments, students may be placed in regular classrooms with accommodations or specialized programs.

Individual Education Plan (IEP):
- **Purpose:** An IEP outlines specific learning goals and the support required for a student.
- **Development:** IEPs are developed collaboratively with input from teachers, parents, and specialists.
- **Review:** IEPs are reviewed and updated regularly to ensure they meet the evolving needs of the student.

Support Services:
- **Resource Rooms:** Students may have access to resource rooms for additional support.
- **Specialist Services:** Access to speech therapists, occupational therapists, and other specialists as needed.
- **Assistive Technology:** Provision of technology that supports learning, such as text-to-speech or speech-to-text software.

Parent and Community Involvement:
- **Communication:** Regular communication between parents and the school to monitor and support student progress.
- **Workshops:** Workshops and training sessions for parents to better understand and support their child's learning needs.

Legal Framework: Our special education services are guided by the regulations and policies set by the Ministry of Education in Ontario.

Community Resources

In addition to the resources available at our school, below are tables outlining some of the resources and services made available to the citizens of Mississauga. The following links are available for parents and students to plan their course selection process.

Health and Wellness

Big Brothers Big Sisters of Toronto	http://www.bbbspeel.com	416-925-8981
Boost for Kids	http://www.boostforkids.org/	416-515-1100
Boys and Girls Club of Peel Region	http://www.bgcpeel.org/	416-281-0261
Centre for Addiction and Mental Health	http://www.camh.ca/en/hospital/Pages/home.aspx	416-535-8501
Children's Aid Society	http://www.torontocas.ca/	416-924-4646
City of Mississauga Services	http:// www.mississauga.ca/portal/services	311
Community Living Mississauga	http:// www.clmiss.ca/	416-236-7621
Geneva Centre for Autism	http://www.autism.net/	416-322-7877
Kids Help Phone	http://www.kidshelpphone.ca/teens/home/splash.aspx	1-800-668-6868
Mental Help Helpline	http://www.mentalhealthhelpline.ca/	1-866-531-2600
Sick Kids Foundation	http://www.sickkids.ca/	416-813-1500
Telehealth Ontario	http://www.health.gov.on.ca/en/public/programs/telehealth/	1-866-797-0000
Toronto Preschool Speech and Language Services / Blind or Low Vision Program	http://www.tpsls.on.ca/	416-338-0025
Peel Public Health	http:// www.peelregion.ca/health/	311

Education

AMDEC Online High School	http://amdec.ca/	519 482-5428
Frontier College	http://www.frontiercollege.ca/english/learn/programs_beat_the_street.html	1-800-555-6523

Independent Learning Centre	http://www.ilc.org/landing.php	416-484-2704
Ontario Ministry of Education	http://www.edu.gov.on.ca/eng/	416-325-2929
Pathways to Education	http://www.pathwaystoeducation.ca/	416 646 0123
Brampton Public Library	http:// www.bramlib.on.ca/	416-393-7131
Virtual Learning Online High School	http://virtuallearning.ca/	705-328-2925

ATTENDANCE

Regular attendance for Online and in person learning is critical for the student's learning and achievement of course expectations. When students miss classes both the student and the class lose immeasurable opportunities for learning. In addition, students who miss class are at risk of missing evaluations, hence putting their final mark(s) and credit earning ability in jeopardy. Attendance therefore is a primary ingredient for your child's success in school.

Absence (Asynchronous Online Learning)

Required to *actively* log in a minimum 3 times a week to receive full attendance for the week. A student is considered *actively* logged in if they are spending more than 30 minutes on the Learning Management System. The teacher will monitor the attendance of all students attending asynchronously. The record of the attendance log will be kept in the student folder.

- If the student logs in twice a week, they will be considered absent for 1 day out of the week.
- If the student logs in once a week, they will be considered absent for 2 days out of the week.
- If the student does not log in at all for the week, they will be considered absent for the entire week.

On top of actively logging in weekly, students are required to complete assigned activities in a timely manner. Each course is divided into 4 to 7 units and within each unit all activities are assigned an approximate time of completion. Completion of tasks also constitutes as active attendance.

A course due date schedule will be provided by the instructor to the students. Weekly correspondence from the teacher will include an update whether students is on track.

If there is a lack of timely submission and active attendance, teacher will correspond with the student. All correspondence regarding attendance includes parents. Teachers must create attendance sheets to track students' attendance.

An example of correspondence from teacher regarding lack of attendance and submission is:

Hi Student,

I am sending an email along tonight to touch base with you. Today is Day 4 of assigned work (Day 5 total of the course) and I see you have not logged in this week or completed any work.

I am concerned with your lack of progress in the course and ask that you respond to the email letting me know when I can expect to see your work for Day 3 and 4.

Tomorrow is Wednesday May 5. I am available to students throughout the day via live chat. Please check the announcement post tomorrow morning in the classroom so you can access me for help if needed.

I look forward to hearing from you.

Mrs. Teacher

Absence Procedure for Parents/Guardians

If a student is going to be absent, the parent or guardian must call the office and inform the school of the absence and the reason, prior to the beginning of the school day. If no one is there to answer your call, please leave a message on the phone. Alternatively, you may send a signed note stating the date and reason for the absence prior to the day the student will be absent.

CHEATING AND PLAGIARISM

Cheating Definition: Cheating is the act of violating the rules outlined by a teacher with respect to an assessment or evaluation activity.

Plagiarism Definition: Plagiarism is the unpermitted use or similar reproduction of another person's ideas, thoughts, expressions, or representations submitted as your original work, without acknowledging the source(s).

Plagiarism may be unintentional (i.e., students are unclear about what constitutes plagiarism or forget to properly cite material) or deliberate (i.e., knowingly submitting someone else's work as one's own). Both unintentional and deliberate plagiarism can result in serious consequences.

How to Avoid Plagiarism
- If you decide to use a source, whether it is a direct quotation, an idea, a representation, a drawing, a map etc., be sure to (properly*) cite your source(s), both as soon as you have mentioned it and at the end of your work.
- While it is not necessary to cite information or facts that are common knowledge, be sure to cite non-common knowledge or ideas that are drawn from facts that are not your own.
- Keep all rough notes, all plans of your work as evidence of your thought process.
- Provide opportunities for your teacher to see your progress throughout your work.

- Avoid having students see your work.
- When in doubt, ask your subject teacher to clarify what constitutes plagiarism.

Examples of Plagiarism

- Not fully and/or properly* citing a source(s) used in your work.
- Submitting work that is directly "cut and pasted" or minorly modified from a source(s) without referencing the source(s)
- Submitting work that was done by another individual as your own.
- Not using embedded references to cite the sources of ideas, language (e.g., not using quotation marks for direct quotations), graphs, charts, images, etc. gotten from sources, other than generated by yourself.

*The MITBRIDGE Academy uses the Modern Language Association (MLA) or APA format for documenting sources used in the preparation of an essay and other research assignments.

Plagiarism may be Suspected or Proven if…

- A teacher can find a replica or close modification of work submitted, without the student citing or improperly citing the original work referenced.
- A teacher can identify similar errors/irregularities made at similar points/steps when comparing two or more student works.
- A teacher can identify differences in the normal patterns of work previously submitted by the student.
- The student is unable to explain "their own" submitted work, explain words, concepts, ideas, theories, and/or unable to use them in the proper context.

If Plagiarism is suspected…

- The student will be notified by the teacher that the student's work is suspected of being plagiarized.
- The student will be reminded of the consequences for students found guilty of plagiarism.
- The teacher will interview the student to determine the circumstances behind the plagiarism.
- The student will be asked to prove that the work is an original piece.
- If a student is unable to prove that their work is an original piece and the teacher has solid proof that the work was plagiarized, then consequences will follow (see the next section)

Consequences for Cheating or Plagiarism

Some or all the below consequences may result if a student is caught cheating or found guilty of plagiarism.

- The principal, vice-principal and parents will be informed of the incident.
- A mark of "0" will be assigned to the portion of the work found unworthy or to the whole work itself.

- A record of the incident may be documented and recorded in the student's Ontario Student Record (OSR)
- Acknowledgment of the learning skills and work habits portion of the report card
- The teacher may request a "re-do" of the work or portion of work found unworthy and penalize the work redone (in consultation with the principal or vice-principal) by a percentage deemed appropriate, depending on the severity of the act.

All appeals on charges of academic dishonesty and penalties given may be addressed to the principal or vice principal.

A Final Reminder

Try your best to begin your assignments early, keep all your process work and when you use works from other source(s) than your own, cite it properly. Your own work, done honestly and cited properly is work full of integrity.

LATE AND MISSED ASSIGNMENTS

Handing in assignments on time is imperative to your child maximizing his or her credit-earning potential. Assignments follow a due date and deadline format. A due date is the date on which an assignment should be completed, performed and/or submitted. A deadline is a date (differs from teacher to teacher, but generally two days), beyond which the assignment cannot be completed, performed and/or submitted and a mark of zero will be given.

Students will face consequences for not completing assignments meant for evaluation or for submitting those assignments after the designated due date. Where in the teacher's professional judgment it is appropriate, several strategies may be used to help prevent and/or address late and missed assignments. They include:
- asking the student to clarify the reason for not completing the assignment.
- helping students develop better time-management skills.
- collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class.
- planning for major assignments to be completed in stages so that students are less likely to be faced with an all-or-nothing situation at the last minute.
- maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists.
- taking into consideration legitimate reasons for missed deadlines.
- setting up a student contract.
- using counselling or peer tutoring to try to deal positively with problems (as resources are available).
- holding teacher-student conferences.
- reviewing whether students require special education services.

- providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.
- deducting marks for late assignments, up to and including the full value of the assignment.

Late and missed assignments for evaluation may also be noted on the report card as part of evaluating a student's development of learning skills and work habits. When appropriate, a student's tendency to be late in submitting, or to fail to submit, other assignments (including homework) may also be noted on the report card as part of evaluating the student's development of learning skills and work habits.

MISSED EVALUATIONS (TERM OR FINAL)

Evaluations are how students derive their marks. To that end, attendance during term evaluations, such as a presentation, test, etc. is mandatory. Teachers will give students enough prior notice of these term evaluations and wherever/whenever possible, be sensitive to other school-scheduled events, other course workloads, etc. Students who know in advance that they will be absent for their term evaluation (e.g., test, presentation, etc.) must make alternative arrangements with the teacher as early as possible.

Students are required to show up on the date and time allocated for their exam. Appointments, holidays, etc. must be scheduled around these times, as students who miss an examination (for illegitimate or unimportant reasons), will be given a mark of zero. In addition, students are expected to attempt/complete each portion of their final summative assessments, which may consist of one or more evaluations (e.g., in-class presentation and/or examination, etc.), as any missed portions will be given a mark of zero and this will be used in the calculation of the final grade.

STUDENT CODE OF CONDUCT

Our initial goal at the MITBRIDGE Academy is to **facilitate** each student to meet their fullest potential within their own selves and become a contributing, responsible, and upstanding member of the community and society at large.

This goal is best achieved in an environment where all individuals involved have a clear understanding and awareness of:
1. What is expected of them?
2. What are their rights and?
3. What are the rights and responsibilities of others upon them?

Students, teachers, and parents share the responsibility of developing and achieving the goals of education for the MITBRIDGE Academy.

Below is a set of Student Expectations. Please go over these rules with your child and explain how its implementation is paramount in operating a safe, nurturing environment where learning and continuous improvement is the goal. At the end is a place for you and your child to sign showing your support and willingness to work cooperatively with MITBRIDGE Academy to make it a place of true academia and above all a place of high discipline, manners, and morals. These rules are always open for ongoing refinement and improvement to produce better-disciplined students.

General Expectations
- Students are expected to behave and speak in a respectful manner and tone to their peers, teachers, school-administrators, and community members at large.
- Students are expected to dress according to the guidelines outlined in the School Uniform Policy.
- Students are expected to keep themselves, their belongings, and their environment clean, as much as possible.
- Students are expected to treat their property, and the property of others with care and respect.
- Students are expected to share, cooperate, and not behave stingily.
- Students are expected to solve / work through minor problems that may arise. If the student(s) is / are unable to do so, then they should seek the assistance of a staff member to mitigate the issue.
- Students are expected to have a strong work ethic and be positive role models toward their peers and community members at large.

ACCEPTABLE USE POLICY

The purpose of this policy is to establish the efficient, safe, ethical, and acceptable use of the information technology to support educational and business goals of *MITBRIDGE Academy.*

This Policy applies to all student, employees, parents, visitors and guests of MITBRIDGE Academy.

Student and Parent Acknowledgement

Every student and their parent must electronically acknowledge the existence of this policy as a condition to receive access to any technology associated with MITBRIDGE Academy.

Educational Purposes

The purpose of Technology at MITBRIDGE Academy is to serve as a means for teaching and learning. Technology at MITBRIDGE Academy may be used only for purposes consistent with the educational goals of MITBRIDGE Academy. Any technology at MITBRIDGE Academy may not be used for recreational, personal, or commercial purposes.

Only authorized users are allowed to have access to MITBRIDGE Academy technology. Students at MITBRIDGE Academy will be able to contact and collaborate with other students within MITBRIDGE Academy Learning Portal. All communications and information accessible via any MITBRIDGE Academy Technology may be accessed by MITBRIDGE Academy and treated as MITBRIDGE Academy property. This includes, but is not limited to email, chat text, voicemail, and course-related documents or other files. Users are responsible for ensuring that their activities adhere to generally accepted educational standards. Inappropriate use includes all those activities prohibited to the user based on their allowed degree of access and any activity that violates the school's policies or procedures

Student Responsibilities may include but are not limited to:

Students should immediately notify their instructor, or MITBRIDGE Academy office of any violations of this Policy.
Unacceptable activities:
- Storing or sending an inappropriate or indecent website, files, messages or images
- Cyber-bullying or using obscene language, harassing, insulting, defaming, threatening or attacking others
- Transmission of unsolicited advertising, promotional materials, or other forms of solicitation, including placing hyperlinks to non-MITBRIDGE Academy related websites
- Mass mailings within MITBRIDGE Academy without receiving permission from the Chief Information Officer
- Gaining access to or attempting to modify employees', instructors', students' or third parties' folders, work or files
- Gaining unauthorized access to restricted resources or organizations
- Spreading, creating or using invasive software, such as computer viruses, worms, malware, or other detrimental technology

- Misrepresenting oneself in any e-mail communication or while accessing MITBRIDGE Academy Technology
- Allowing third-party access to MITBRIDGE Academy Technology without prior authorization from the Chief Information Officer or Chief Executive Officer
- Encrypting communications or files to avoid security review
- Accessing, using, or distributing another user's login or password
- Sharing personal passwords or personal information, or mishandling passwords, access codes or other data in violation of any MITBRIDGE Academy policy
- Inappropriate activities performed through a student's account will be considered to be the actions of the account holder.
- Involvement in any activity that is prohibited by this Policy, other MITBRIDGE Academy policies, or by applicable law

Personal Security

In addition to the acceptable use guidelines listed above, MITBRIDGE Academy recommends the following rules when students are outside MITBRIDGE Academy online learning environment:

- Never arrange to get together with someone "met" online, unless you have parental permission.
- Do not respond to any illicit or suspicious activities, and immediately report them MITBRIDGE Academy administration.
- Do not engage in any activity that may violate MITBRIDGE Academy's Pupil Safety
- Beware of emails from anyone, particularly adults you do not know, asking for personal information, attempting to arrange meetings, or engaging in personal contact.
- Alert your instructor or other MITBRIDGE Academy employee of any message you receive that is inappropriate or makes you feel uncomfortable.
- Never say anything via email that you would not mind seeing in a local newspaper.
- MITBRIDGE Academy cannot guarantee the appropriateness or accuracy of the information that students may access on the Internet outside of MITBRIDGE Academy. For those students who access MITBRIDGE Academy Technology from a home computer, parents should be aware of this and monitor their children's communications and use of the Internet.

Consequences for Violation of the Policy

Access to the Technology is a privilege, not a right. Users who abide by this Policy will be allowed to access MITBRIDGE Academy Technology and any other technological resources made available to them. Users who do not abide with the policies set forth herein may be denied access to the Technology. Acceptable use practices, policies, and guidelines apply to anyone who accesses MITBRIDGE Academy Technology.

MITBRIDGE Academy Rights

MITBRIDGE Academy Technology is maintained and managed by the Principal in such a way as to ensure its availability and reliability in performing its educational mission. Users have no reasonable expectation of privacy concerning any materials transferred over or stored with MITBRIDGE Academy Technology, even if protected by password. The MITBRIDGE Academy reserves the right to:

- Monitor all activity and use of MITBRIDGE Academy Technology
- Make determinations on whether specific uses of MITBRIDGE Academy Technology are consistent with this Policy
- Log Technology use by users
- Determine what is appropriate use
- Remove user access to MITBRIDGE Academy Technology at any time it is determined that the user engaged in an unauthorized activity or violated this Policy
- Any MITBRIDGE Academy administrator may terminate the account privileges of a student for any reason.
- Cooperate fully with any investigation and law enforcement concerning or relating to MITBRIDGE Academy Technology activity.

Definition and Scope of MITBRIDGE Academy Technology

MITBRIDGE Academy Technology consists of all online computer accounts and applications owned or leased by MITBRIDGE Academy, and any configuration of computer hardware and software that connects the users to the Technology. The term includes all of the application software, stored text, and data, voice, and image files. The term also includes computer accounts, electronic mail, local databases, externally accessed databases, digitized information, communication technologies and new technologies as they become available. Any computer, peripheral device, tablet computer, cell phone, pager, or other device, not owned by MITBRIDGE Academy, but which has been permitted to access the Technology, or which accesses the Technology without permission shall be governed by this Policy.

MITBRIDGE Academy Limitation of Liability

MITBRIDGE Academy makes no warranties of any kind, either expressed or implied, that the functions or the services provided by or through MITBRIDGE Academy Technology will be error-free or without defect. MITBRIDGE Academy will not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. MITBRIDGE Academy is not responsible for the accuracy or quality of the information obtained through or stored on the system. MITBRIDGE Academy will not be responsible for financial obligations or repair costs arising from unauthorized use or intentional misconduct. MITBRIDGE Academy assumes no responsibility for any phone charges, line costs or usage fees for connectivity to the Internet

Minimum Hardware and Software Requirements

Recommended Requirement:

- **Operating System:** Windows 10 or higher or macOS 10.15 Catalina or higher
- **Portability:** laptops (as opposed to desktop computers) strongly recommended
- **Memory:** minimum of 8GB RAM (16GB strongly recommended).
- **Processor Speed:** minimum of Intel Core i5 or equivalent
- **Hard Drive/SSD:** 256 GB or larger
- **Wireless:** any card that supports 802.11 n/ac protocols and WPA2 Enterprise
- **Webcam/Microphone:** laptops with built-in webcams/microphones recommended (may use a USB headset or external webcam if supported)

Internet Connection at home:

All students attending from home whether synchronously or asynchronously must have a stable internet connection at home.

STUDENTS' RIGHTS

- Each student has the right to the best education possible where academic and physical excellence are a priority.
- Each student has the right to be treated with respect, dignity and free from harassment regardless of colour, creed, academic standing, or any other discriminatory condition.
- Each student has the right to a learning environment that is caring and supportive and safe.

While every attempt was taken to ensure the comprehensiveness and fairness of these expectations, some of these protocols may be changed due to a development either beyond our control or as an improvement to the system. In such a circumstance parents will be notified of the change in writing and would be expected to help us implement the change. We thank you for your understanding and cooperation in advance.

We have read the "Student Code of Conduct" and will endeavor to fulfill its tenets.

_____ _____

Parent's Signature Student's Signature

SCHOOL TIMINGS

Times for school administration	Days
10:00 AM – 4:00 PM	**Monday - Fridays**

IN CLOSING

We hope that this course calendar has served to better acquaint you with the rules and policies of our high school. We ask that you emphasize to your child his or her responsibilities while at school. From time to time, you will receive notices from the school. Please ensure that we always have your correct address and telephone number. In addition, if any matter arises, please do not hesitate to call us.

Community Involvement Activity Notification and Completion Form

Date submitted: _____ Last Name: _____ First Name: _____
(yyyy-mm-dd)

Date	Hours Completed	Organization	Description of Activity	Supervisor's Name and Phone Number	Supervisor's Signature	Principal's/Designate's Signature (*if required)

Total Hours		
		I acknowledge that I am responsible for the monitoring and safety of my son/daughter during the completion of these hours.

_____ Parent/GuardianSignature

Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act and will only be used to document completion of community involvement hours.

For Office Use Only	☐ Completion has been noted on the student's OST.	_____ _____
		Signature of School Official Date

APPENDIX C – SUBSTITUTION SHEET
MITBRIDGE Academy
Substitution Sheet

Name: _____   OEN: _____

OS K-12 Policy Statement:

To provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Recommendation:

1. A student along with his/her parent or guardian may request approval for a substitute credit, where the parent or guardian believes that it is in the best interest in meeting the student's needs and/or promote and enhance the student's learning.
2. Whenever possible, the request for substitution should be delayed until the student has had some secondary school experience.
3. A student who is not successful in a compulsory course may:
   a. Repeat it.
   b. Choose a course at a more suited level of difficulty.
   c. Choose a different course from a list of options that fulfils the compulsory credit requirement.

We the parent/guardian request that the compulsory credit in: _____
                                                                                                                        (Course Code)

be replaced by a credit in: _____
                                                                                                                        (Course Code)

The reason for this request is as follows:

☐   The student has insufficient experience in this subject

☐   B   the student has experienced considerable difficulty with this subject

☐   C   Other (example…ESL student) _____

_____   _____
(Signature of Student)   (Signature of Parent/Guardian)

                                                                               _____
                                                                               (Principal/Vice Principal)

A copy of this application is to be kept in the student's OSR. Each substitution shall be noted on the Ontario Student Transcript (OST).

Original to: OSR
Copy to: Parent or Guardian   Date: _____

APPENDIX POLICY / RESOURCE DOCUMENTS

Bill 52, Education Statute Law Amendment Act (Learning to Age 18)
cal2.edu.gov.on.ca/Bill52Implementation.pdf

Creating Pathways to Success
www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf

Curriculum Documents
www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

Education Policy and Program Update to April 30, 2010
www.edu.gov.on.ca/eng/policyfunding/Education_Program_2010.pdf

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Independent Learning Centre   www.ilc.org

Mathematics Transfer Course, Grade 9, Applied to Academic
http://www.edu.gov.on.ca/eng/curriculum/secondary/mathtr9curr.pdf

Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements 2011
www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf

Ontario Student Record Guideline, 2000
www.edu.gov.on.ca/eng/document/curricul/osr/osr.pdf

Ontario Student Transcript Manual, 2013
www.edu.gov.on.ca/eng/general/elemsec/ost/ost2013.pdf

Policy/Program Memorandum Document Regarding Community Involvement Activities
www.edu.gov.on.ca/extra/eng/ppm/124a.html

Policy/Program Memorandum Document Regarding Prior Learning Assessment and Recognition (PLAR)
www.edu.gov.on.ca/extra/eng/ppm/129.html

Policy/Program Memorandum Document Regarding Secondary School Literacy Graduation Requirement
www.edu.gov.on.ca/extra/eng/ppm/127.html

Transfer Courses, The Ontario Curriculum Grades 10 and 11
http://www.edu.gov.on.ca/eng/document/curricul/transfere.pdf

Cooperative Education, The Ontario Curriculum Grades 11 and 12, 2018
THE ONTARIO CURRICULUM, GRADES 11 AND 12 | Cooperative Education (gov.on.ca)