



Maple Leaf School

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MAPLE LEAF SCHOOL THE SECONDARY PROGRAM COURSE CALENDAR

Equal Education Opportunity Statement:

We are committed to the principles of gender, faith, race and ethno- cultural equity in its curricula, policies and practices.

****SSTAS (Student Self-Tracking Assessment Sheet)***

*****PB (Principal's Binder)***

School Principal:

Dr. D. Zebeljan

Co-Founding School Board Directors:

Mr. Y. Davis, VP. Curriculum

Mr. Z. Nathan, VP. Administration

Table of Contents

1. MLS Philosophy and Goals

- 1.1 Our School Philosophy and Learning Environment
- 1.2 MLS' Goals
- 1.3 MLS' Secondary Program
- 1.4 Responsibilities of MLS' Designated Edu. Officer
- 1.5 MLS Asynchronous On-Line School Organization (Subject to Change)
- 1.6 Maple Leaf School Course Calendar

2. Guidelines and Diploma Requirements

- 2.1 General Information
- 2.2 Requirements for the Ontario Secondary School Diploma (OSSD)
- 2.3 Requirements for the Ontario Secondary School Certificate (OSSC)
- 2.4 Requirements for the Certificate of Accomplishment
- 2.5 PLAR: General Purpose
 - 2.5.1 “No Credit-challenge Circumstances”
 - 2.5.2 The Policies that Govern the PLAR Process:
 - 2.5.3 Challenge Process
 - 2.5.4 Credit Equivalency
 - 2.5.5 Credit Equivalency for Internationally Trained Students
 - 2.5.6 Assessment and Evaluation through PLAR Process
- 2.6 Description of the Community Involvement Requirement and Procedures Including eligibilities and ineligibilities
 - 2.6.1 The Procedure
 - 2.6.2 Eligible Activities
 - 2.6.3 Ineligible Activities
 - 2.6.4 Roles and Responsibilities of Students
 - 2.6.5 Roles and Responsibilities of Parents/Guardians
- 2.7 Information about the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course Requirement
 - 2.7.1 Test Deferrals

3. School Policies

- 3.1 Policy on Prerequisites
 - 3.1.1 Policy on Full Disclosure
- 3.2 Policy on Substitutions for the Compulsory Courses
- 3.3 Policy for Student Transfer(s), Change(s), or Withdrawal(s)



-
- 3.3.1 Policy for Student(s) Course Transferring from One Ontario S.S to Another
 - 3.3.2 Policy for Student Course Withdrawal(s)
 - 3.3.3 Foreign Credit Equivalency
 - 3.3.4 Policy on Courses Taken Outside the Home School
 - 3.3.5 Policy on External Credits/Credits Earned in Alternate Ways
 - 3.3.6 Policy on Secondary School Credit Opportunities for Elementary Students: “Reach Ahead”
 - 3.4 Policy on Attendance
 - 3.4.1 Policy on “Lates”
 - 3.4.2 Policy on Leave(s) of Absence
 - 3.4.3 Policy on Leave(s) of Absence for “On-Campus” International Students
 - 3.4.4 Policy on Attendance Requirement
 - 3.5 Student Evaluation and Examination Policies
 - 3.6 Assessment & Evaluation
 - 3.6.1 The Primary Purpose of Assessment and Evaluation
 - 3.6.2 Achievement Levels
 - 3.6.3 Policy on Late and Missed Assignments
 - 3.6.4 Policy on Cheating and Plagiarism
 - 3.7 Policy on Reporting Student Achievement to Parents/Guardians
 - 3.8 On Line School Policies (Asynchronous-SUBJECT TO CHANGE)
 - 3.8.1 On-Line School General Information (Overview)
 - 3.8.2 On-Line Delivery Model
 - 3.8.3 The Role of the Teacher in the On-Line Delivery Model, including Attendance Tracking and Recording
 - 3.8.4 The On-Line School Community Involvement Package

4. Courses

- 4.1 Definition of a Credit
- 4.2 Course Codes
- 4.3 Information about Outlines of Courses of Study
- 4.4 Course Selection
 - 4.4.1 Minimum Course Load
- 4.5 Types of Courses
- 4.6 MLS' Secondary Program Course List
 - 4.6.1 The List of Grade 9 Courses
 - 4.6.2 The List of Grade 10 Courses
 - 4.6.3 The List of Grade 11
 - 4.6.4 The List of Grade 12 Courses
- 4.7 Course Descriptions and Prerequisite Requirements, Grades 9-12
 - 4.7.1 Grade 9



- 4.7.2 Grade 10
- 4.7.3 Grade 11
- 4.7.4 Grade 12
- 4.7.5 Independent Study Courses (Procedure)
- 4.7.6 Evening Credit Courses
- 4.7.7 Summer School Credit Courses

5. Recording and Reporting Procedures

- 5.1 Ontario Student Record (OSR)
- 5.2 Ontario Student Transcript (OST)
- 5.3 Parental/Guardian Access to the OSR
- 5.4 Transferring the OSR
- 5.5 Retention, Storage and Destruction of Information in the OSR

6. Support Services, Resources and Remedial Programs

- 6.1 Student Counselling and Support Services
- 6.2 Guidance and Career Education Program
- 6.3 Forms of Experiential Learning

7. Roles and Responsibilities

- 7.1 Ministry
- 7.2 Maple Leaf School
- 7.3 MLS Students
- 7.4.1 MLS Parents/Guardians

8. The School Code of Conduct

- 8.1 Goals
- 8.2 Responsibilities
 - 8.2.1 Students
 - 8.2.2 Staff
 - 8.2.3 Parent(s)/Guardian(s)
- 8.3 Process
 - 8.3.1 In a Conflict Situation
 - 8.3.2 The Process for Resolving the Conflict
- 8.4 Consequences

9. MLS' Anti-Bullying Statement

10. IN ADDENDUM: MLS Principal's Binder; MLS Policies

1. MLS' Philosophy and Goals

1.1 Our School Philosophy and Learning Environment

Maple leaf School strives to enhance the academic, social, and character development of our students by providing them with a challenging, varied and supportive learning environment. We set high personal and academic standards for our students. We believe, with positive support and direction, that each student will be able to achieve the highest possible levels of success. Our students are recognized and respected as unique individuals, and their successes reflect our own dedication to providing a high quality, well-rounded education. MLS will remain committed to our students and our mission to create well rounded, successful members of society. **As such we recognize the importance and value of completing a secondary education and the school's commitment to reach every student to help them achieve a successful outcome from the secondary school experience. As such we underline the significance of students remaining in school until they have reached the age of eighteen and have become a legal adult, or obtained an Ontario Secondary School Diploma, (OSSD). And since, MLS specializes in University and College Preparation courses; we are delighted to report that all of our students fulfill this requirement.**

Thus, Maple Leaf School enjoys exceptional harmony on all levels of involvement, from the teaching team, (made up of teachers and administration) to the learning team, (made up of students and their families and/or guardians). It is our desire, therefore, that each person who walks through the doors of Maple Leaf School, will leave with a positive feeling about the school, its environment, the students and the faculty. We are committed to innovation and progressive thinking, which are linked to school improvement. Last but not least, we believe that students learn more effectively when they have a positive image of themselves, particularly as learners. Through individualized programs, small class sizes and closely monitoring students' progress, each student can meet and surpass Ministry credit course specific and overall expectations.

The School: Maple Leaf School

Maple Leaf School is a private, co-educational, non-denominational, independent school. Maple Leaf School provides our students with the Ontario Ministry of Education Curriculum in small classes with high expectations, within a caring and secure environment. Our mission is to enable our students to pursue and achieve personal and academic excellence through their school experiences, in order to better prepare them in pursuit of their future goals. MLS' location has allowed us to tap into many community resources such as local recreation centers and community support groups. Moreover, MLS provides a membership for all our students to the Toronto Public Library system. (Please note: although all students will most probably be equipped with their own lap top computers, we will be constructing a computer lab in our facility in the near future.)



1.2 Our Goals

- i) To provide our students with a dynamic learning environment and teach them the curriculum, values, and ethics of a multicultural society.
- ii) To develop in students a sound character and responsible citizenship and to foster appreciation for the Canadian multicultural experience and global perspective, where all ethnic groups are equally respected, free, and encouraged to preserve and contribute their own cultural heritage to the great tapestry of Canadian multiculturalism.
- iii) To instill in our students the necessary knowledge, skills, and attitudes required to achieve academic excellence.
- iv) To establish and refine our assessment and evaluation process by:
 - a. Using the assessment and evaluation guidelines provided by the Ontario Ministry of Education in all activities.
 - b. Using evidence from assessment and evaluation processes to determine student understanding.
 - c. Keeping all records of assessment and develop effective strategies to which all teachers can refer.
 - d. Monitoring the use of assessment and evaluation practices in order to evaluate effectiveness and to develop the best teaching strategies in the future.
- v) To cater to the unique learning needs of our diverse and multicultural learners:
 - a. Providing extra support to our students within the classroom or outside the classroom through skilled resource teachers.
 - b. Successfully integrating our students into appropriate courses/programs based on test results, background, and previous education.
- vi) To be an effective educational resource to all our students for the improvement of their intellectual abilities and enhancement of their physical and mental well-being and their subsequent quality of life. This means assisting students and staff in defining their goals and objectives, plus giving them the necessary tools and support systems in order for them to be achieved.

1.3 MLS' Secondary Program

Maple Leaf School offers a registered independent school program that follows the curriculum and expectations set forth by the Ontario Ministry of Education. MLS' Secondary Program fosters an atmosphere of inquiry and intellectual stimulation, and during the crucial teenage years, provides a setting for emotional growth in a safe, nurturing environment.

The secondary school program is designed to equip our students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The Program also provides its international students with outstanding language learning opportunities.



Through the

ESL stream of credit courses (ESLAO-ESLEO), University Preparation language courses (ENG1D-ENG4U), OSSLT, and our own non-credit additional language support ELTs (English Language Tutorials), all boasting substantive library of language learning resources and materials, MLS' international students are given every opportunity to develop academic English skills to reach post-secondary standard of fluency. All of MLS' credit courses are offered in ways intended to ensure that education is relevant both to students' needs and interests and to the requirements of postsecondary institutions and employers. Thus, our high school program will help prepare students for further education and work, and assist them to become independent, productive, and responsible members of society. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students. Students are encouraged to focus on their areas of strength and interest and to explore various areas of study. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended postsecondary destinations. In conclusion, Maple Leaf School offers credits that adhere to the Ministry of Education & Training standards, as well as meet the requirements of the Ontario Secondary School Diploma. MLS provides its students with the Ontario Ministry of Education Curriculum in small classes with the outstanding university preparation and language learning environment for the university-bound international and domestic students, with the academic range spanning from the language remediation programs (i.e. ESL) to strong UP natural science programs (i.e. Mathematics, Chemistry, Physics) in an accommodating, caring and secure "Growing Success" learning environment, further enabling our students to pursue and achieve their personal and academic best, thus ultimately becoming ready to take on effective roles in their families, their communities and their careers as contributing members of our uniquely diverse society.

1.4 Responsibilities of Maple Leaf School Designated

Education Officer(s)

The School Principal and/or Designated Education Officer(s) will ensure that a description of the community involvement requirement and an outline of the policies on and procedures for completing the requirement are included in the school course calendar. Designated Education Officer(s) will also ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible, as well as copies of the board's information document that are to be given to the parents and to the person supervising the community involvement activity. If a student proposes to undertake an activity that is not on the board's list of approved activities, the principal will determine whether the student's proposed activity is acceptable, in consultation with the appropriate supervisory officer. If the activity is acceptable, the principal must keep a copy of the approval on file. The principal will determine whether the student has met the community involvement requirement, and, if so, will indicate on



the Ontario Student Transcript that the student has completed the requirement. **(See “School Policies”)*

1.5 MLS Organization and Virtual School Organization

(Synchronous-subject to change): The School’s Terms, Reporting periods, Timetable Organization and our Staff and Teaching Faculty (*Synchronous Time-table Model: This is subject to change. MLS may follow the combination of Asynchronous and Synchronous (Zoom, IN ORDER TO BETTER SERVE OUR STUDENTS IN CHINA)).

Since MLS' main model is asynchronous, our intake is continuous 24/7 throughout the entire academic year starting with September to August.

VIRTUAL SCHOOL
CONSIDERATIONS- COMBINATION
ASYNCHRONOUS
AND
SYNCHRONOUS (ZOOM)
(*SUBJECT TO CHANGE)

Format Delivery Instruction will be delivered in a combination of synchronous and asynchronous formats. For real-time classes, students are expected to log on at the designated time each day using the Zoom conferencing link. At times students may be asked to silence their microphones, however, their camera must be on for the duration of the class. The synchronous format will be further enhanced with www.mapleleafschool.ca asynchronous discussions as part of homework or assessments. Asynchronous material is meant to enhance the classroom experience and not deter students from attending class. Collectively, the synchronous and asynchronous components will constitute the 110 hours required for a full credit course. Software and Hardware Requirements Students are expected to have their own technology that connects to the Internet and can access Moodle Platform, an online Learning Management System, and Zoom, a video conferencing software. With MLS on-line Learning Management System, students will be able to access handouts and assignments, and also submit their work for evaluation. Conversations and observations will take place virtually through Zoom. To that end, students must ensure that their computer has a working microphone and camera, whether built in or as added accessories. A minimum of 4GB of RAM and at least 2GB of storage space for each course of study is necessary.

REPORTING PERIODS:

MLS has 5 periods, one for each term clearly dated and dully recorded on the yearly Report Card. At the end of each Term students receive the copy of their Term report card and at the end of the



Maple Leaf School

Academic school year; a single Report card with all 5 terms is printed out and put in each student's OSR.

Here is the MLS Provincial Report Card Sample (see also 5.2 and 3.7):

Ontario Ministry of Education		Provincial Report Card, Grades 9–12								Session(s) 1-5, 2018-19	Reporting Period (s) T1, Sep. 4 – Nov. 30, 2018 T2, Dec. 4 – Mar. 15, 2019 T3, Mar. 18 – Jun. 14, 2019 T4, July 07 – July 29, 2019 T5, Aug. 05 – Aug. 30, 2019	Date:			
STUDENT:		OEN:	Grade:	Homeroom:	Principal: D. Zebellian										
Address:		School Council Chair: N/A													
SCHOOL: Maple Leaf Collegiate (884710)				Telephone: (647)351-1688		BOARD: Private		Email/Website: www.mapleleafcollegiate.ca							
Address: 4002 Sheppard Avenue East, Unit 518, Toronto, ON, M1S-4R5				Fax: (647) 351-1688		Address: 4002 Sheppard Avenue East, Unit 518, Toronto, ON, M1S-4R5									
Courses	Reporting Period	Percentage Mark	Course Median	Credit Earned	Learning Skills and Work Habits						Attendance				
					Responsibility	Organization	Independent Work	Collaboration	Initiative	Self-Regulation	Comments Strengths/Next Steps for Improvement	Classes Missed	Total Classes	Times Late	
Course Title: [] Course Code: [] Teacher: [] <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st														
	2nd														
	Final														
Course Title: [] Course Code: [] Teacher: [] <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st														
	2nd														
	Final														
Course Title: [] Course Code: [] Teacher: [] <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st														
	2nd														
	Final														
Course Title: [] Course Code: [] Teacher: [] <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM	1st														
	2nd														
	Final														

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Provincial Report Card, Grades 9–12 Completion of Requirements for Graduation

Semester (s) 1-5, 2018-19	Reporting Period (s): 1.1. Sep. 4 – Nov. 30, 2018 1.2. Dec. 4 – Mar. 15, 2019 1.3. Mar. 19 – Jun. 14, 2019 1.4. July 01 – July 23, 2019 1.5. Aug. 05 – Aug. 30, 2019	Date:
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OEN:	Grade:	Homeroom: N/A
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Diploma Requirements	Total Required	Earned This Report	Earned to Date
Compulsory Credits	18	<input type="checkbox"/>	<input type="checkbox"/>
English (1 credit per grade)	4	<input type="checkbox"/>	<input type="checkbox"/>
French as a second language	1	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics (1 credit in Grade 11 or 12)	3	<input type="checkbox"/>	<input type="checkbox"/>
Science	2	<input type="checkbox"/>	<input type="checkbox"/>
Canadian history	1	<input type="checkbox"/>	<input type="checkbox"/>
Canadian geography	1	<input type="checkbox"/>	<input type="checkbox"/>
The arts	1	<input type="checkbox"/>	<input type="checkbox"/>
Health and physical education	1	<input type="checkbox"/>	<input type="checkbox"/>
Civics	0.5	<input type="checkbox"/>	<input type="checkbox"/>
Career studies	0.5	<input type="checkbox"/>	<input type="checkbox"/>
Group 1			
English	1	<input type="checkbox"/>	<input type="checkbox"/>
French as a second language			
Classical or international language			
Guidance and career education			
Canadian and world studies Native language Social sciences and humanities Cooperative education			
Group 2			
Health and physical education	1	<input type="checkbox"/>	<input type="checkbox"/>
The arts			
French as a second language			
Business studies Cooperative education			
Group 3			
Science (Grade 11 or 12)	1	<input type="checkbox"/>	<input type="checkbox"/>
Technological education			
French as a second language			
Computer studies Cooperative education			
Optional Credits	12	<input type="checkbox"/>	<input type="checkbox"/>
Total Credits Required for Graduation	30	<input type="checkbox"/>	<input type="checkbox"/>
Community Involvement	40 hours	<input type="checkbox"/>	<input type="checkbox"/>
Specialist High Skills Major		<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> _____			
Ontario Secondary School Literacy Graduation Requirement		Completed <input type="checkbox"/>	
For School Use		Activate Windows Go to Settings to activate	
<input type="checkbox"/> _____			



Ministry of Education

School Year Calendar

Legend ▶ **H** - Statutory Holiday **E** - Scheduled Examination Day **P** - Professional Activity Day **B** - Board Designated Holiday Half Day

Maple Leaf School

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1 st Week					2 nd Week					3 rd Week					4 th Week					5 th Week										
				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 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
September 2022	30						1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
October 2022	30			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
November 2022	30				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30								
December 2022	16					1	2		5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
January 2023	30			2 H	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
February 2023	27					1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28									
March 2023	18					1	3	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30	31						
April 2023	26			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
May 2023	30			1	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31								
June 2023	30					1	2		5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	28	29	30						
July 2022				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
TOTAL				Note: The 2022-2023 calendar provides for 195 possible school days between September 1, 2022 and June 30, 2023. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.																														

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OUR STAFF, TEACHING FACULTY AND PD DAYS:

Our teachers aim to provide the highest quality of education to all students attending the school. We pride ourselves in promoting the academic, social, and character development of our students by providing them with a challenging, varied and supportive learning environment. To ensure that our Faculty has a chance to become the very best in their respective field is MLS' credo, the MLS' way of life. We pride ourselves on our professionalism and cannot accept anything less.

We expect all staff to be professional in dealing with our students, other staff and other adults. Staff members have a responsibility to continually strive to advance their planning and curriculum delivery skills. To that end, the School Principal shall endeavor to constantly coach and support the MLS Teaching Faculty. We believe that our exceptional teaching faculty must serve as every day role models to their bright and hard-working students. We set high personal and academic standards for our students at Maple Leaf School. We believe, with positive support and direction, and



classroom interaction that students will raise to the challenge of high expectations. Our students are recognized and respected as unique individuals, and their successes reflect our own dedication to providing a high quality, well-rounded education. To that end, we have developed and will implement the following in-house professional development policy, called “Best Practices” for all of our teachers! **Please see policy addendum “Best Practices” in the updated Principal’s Binder*

Furthermore,

- ✓ our faculty is composed of qualified Junior/Intermediate/Senior Teachers, Masters and Doctors in their fields who have experience teaching at all levels;
- ✓ our “Best Practices” are based on a student-centered approach and excellent teacher to student ratio, while meeting MOE’s curriculum expectations and policy guidelines;
- ✓ our teachers revise the subject and program objectives, define and evaluate learning outcomes, develop appropriate teaching and learning environments, and develop/select the appropriate learning materials in a technologically advanced settings;
- ✓ our teachers exude with self-confidence and infuse our students with the same;
- ✓ our teachers practice a focused and positively re-enforced, progressive discipline interactive/differentiated approach, thus encouraging students in their academic efforts and guiding them in their character building and resolve.
- ✓ Last but not least, our teachers offer a learning environment that is positive, supportive, and respectful to all students from a diverse range of backgrounds.

In order to uphold the above listed principles, aside from the scheduled monthly staff meetings and promotion meetings at the end of each semester, starting in September of the Academic Year, the school administration has scheduled, intense 4 PD days at the beginning of new semesters, featuring a series of review workshops on the following Ministry prescribed policies all delivered in a tech advanced setting.

4 PD DAY TOPICS:

- I. Growing Success Initiative, Part I-Learning Skills and Work Habits: How to incorporate the indicators into AAL and AFL?
- II. Growing Success Initiative, Part II: Process Work AAL & AFL Formative Pretesting Leading to AOL Summative Testing
- III. AOL Evaluation Practices: Building a Proper Rubric via Achievement Charts, including co-creating of success criteria between teachers and students, as well as learning how to transfer knowledge from teachers to students: translating specific expectations into student friendly learning goals.
- IV. Curriculum Planning: Short-term Lesson Planning vs. Long Range Planning including Course Outlines and Student Contracts.



In conclusion, our Secondary Specialists are well trained and equipped to successfully and effectively deliver provincial credits towards OSSD (thus ensuring that the needs and interests of students as well as requirements of post-secondary institutions are met. High school credits are granted in accordance to Ministry of Education regulations and the Ministry of Education inspects our High School program on a regular, cyclical basis.

Here is the MLS Best Teaching Practices Success Criteria Survey that all MLS Teachers are required to follow. (*Every teacher has this Survey printed out and put in their Subject Binders) online!

BEST PRACTICE INDICATORS	OBSERVATIONS & COMMENTS: SUPPORT FOR UMS TEACHERS TO MAKE THE BEST PRACTICES EVEN BETTER!	BASED ON FIVE PRACTICE CATEGORIES
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Best Practices Success Criteria Survey

From the Desk of Dan Zebelman, B.A., PSPQ I & II

School Principal
Maple Leaf Collegiate
Direct Line: (416) 704-8825
email: mlcprincipal@gmail.com
www.mapleleafcollegiate.com



Name: _____ Date: _____

1.) Curriculum Planning	
<p>OUTLINES OF COURSES OF STUDY</p> <p>Do you have Title Page (s) for your Course Outlines?</p> <p>Name of school Department Names of the department head, the classroom program developers or teachers Course development date Course reviser(s)/revision date Course title/grade/course type Name and publication date of the Ministry curriculum policy document(s) from which the course has been developed</p> <p>Do your course outlines consist of the following components?</p> <p>Course Description/Rationale Overall Curriculum Expectations Outline of Course Content Teaching & Learning Strategies for Assessment & Evaluation of Student Performance Considerations for Program Planning Resources</p>	<p><u>Observations & Comments:</u></p>
<p>YEARLY PLANS</p> <p>Do you use long range plans effectively meeting MLC and exceeding Ontario Curriculum Expectations?</p>	<p><u>Observations & Comments:</u></p>
<p>MONTHLY PLANS</p> <p>Do you participate in Grade Level Planning, effectively meeting MLC and exceeding Ontario Curriculum Expectations?</p>	<p><u>Observations & Comments:</u></p>
<p>WEEKLY PLANS</p> <p>Do you use Unit-Topic short term planning effectively meeting MLC and exceeding Ontario Curriculum Expectations?</p>	<p><u>Observations & Comments:</u></p>
<p>DAILY LESSON PLANS</p> <p>Do you use the ministry prescribed day-book</p>	<p><u>Observations & Comments:</u></p>



Name: _____ Date: _____

<p>template, effectively meeting M.L.C and exceeding Ontario Curriculum Expectations?</p> <p>Do you provide clear plans for a substitute teacher, with proper instructions for materials used and daily schedule?</p> <p>Do you show plan for evaluation of students' performance (grades/assessments)?</p> <p>Do you modify techniques and materials as teaching/learning situation requires?</p>	
<p>PROGRESS REPORTING AND COMMENTS</p> <p>Do you turn in office correspondence promptly and accurately?</p> <p>Do you use the 3-step formula to write report cards in a structured, relevant and informative manner. 1) What did the student learn? 2) What did the student do well? 3)What are the next steps? The last sentence should be an important tool for informing parents and students themselves what they specifically need to do to improve their results</p> <p>Do you provide Teacher's Feedback on AOL* Rubrics & AAL/AFL* Checklists? (see below)</p>	<p><u>Observations & Comments:</u></p>
<p>2.) Curriculum Delivery</p>	
<p>TEACHING METHODOLOGY AND LEARNING STRATEGIES</p> <p>Do you practice and execute cooperative learning in your classroom?</p> <p>Do your students take notes and solve problems?</p> <p>Do you use varied & recommended instructional/technology materials needed for differentiated instruction and multiple ways of learning?</p> <p>Do you provide manipulatives and materials to enhance the learning process?</p>	<p><u>Observations & Comments:</u></p>
<p>SUBJECT & TOPIC APPROPRIATE CONTENT</p> <p>Do you use a variety of instructional techniques,</p>	<p><u>Observations & Comments:</u></p>



Name: _____ Date: _____

<p>grade and/or age? Do you employ a variety of materials and resources? Do you utilize effective questioning strategies (i.e. Socratic Prompting)? Do you make sure to provide your pupils with the updated, accurate information?</p>	
<p>APPLICATION OF TECHNOLOGY Do you use technology to foster critical thinking, creative expression, and problem solving? Do you use technology interactively in the delivery of archived lessons and student activities via apps, Internet Research, and/or Projectors Do you use technology tools* to elicit frequent responses for active student participation in learning (i.e. response cards polling)?</p>	<u>Observations & Comments:</u>
<p>CLARITY OF COMMUNICATION Do you use verbal, written & body language to present a variety of activities to spark student interest? Do you communicate clear, explicit directions (i.e. objectives of the lesson)?</p>	<u>Observations & Comments:</u>
<p>CLASSROOM ENVIRONMENT & MANAGEMENT OF STUDENTS Do you practice positive as opposed to negative re-enforcement? Do you use instructional body language to enforce positive re-enforcement? Do you use time efficiently? Do you maintain a pleasant classroom climate (i.e. safe and functional)? Do you demonstrate the ability to work with individuals, small groups, and large groups? Do Core and/or Rotary teachers help to arrange the classroom to maximize opportunities for student learning? Do you communicate expectations for classroom behavior, rules and classroom procedures, and</p>	<u>Observations & Comments:</u>



<p>both positive and negative consequences?</p> <p>Do you model safe practices including the proper and safe use of technological and/or other learning equipment?</p> <p>Do you utilize displays, bulletin boards, charts and/or materials related to safety, discipline, instruction and achievement, where applicable?</p>	
<p>KNOWLEDGE OF STUDENT</p> <p>Do you feel that you are knowledgeable of your students' functioning level(s)?</p> <p>Do you feel that you are perceptive of the environmental factors that influence the students' performance?</p> <p>Do you feel that you provide individual student tasks appropriate to their ability/achievement level?</p> <p>Do you feel that you stimulate and challenge students to use higher level thinking skills?</p>	<p><u>Observations & Comments:</u></p>
<p>APPROPRIATE LEARNING GOALS FOR STUDENTS</p> <p>Do you correlate appropriate instructional objectives with the implementation of the course of study (i.e. modifying Co-created Success Criteria with the students, if needed)?</p> <p>Do you help students set their own short and long term goals throughout the academic year?</p> <p>Do you provide a program responsive to students' capabilities and needs, which may include interventions?</p>	<p><u>Observations & Comments:</u></p>
<p>3.) Assessment & Evaluation (FORMATIVE): Pre-testing Learning Process <small>*Assessment For Learning (AFL) & *Assessment As Learning (AAL)</small></p>	
<p>PRE-TESTING AFL & AAL CHECKLISTS</p> <p>Do you uses Homework & Classwork Worksheets</p>	<p><u>Observations & Comments:</u></p>



<p>Do you co-create Success Criteria (handouts, outlines and checklists) with your students, thus making them partners in education?</p> <p>Do you regularly check student notebooks, binders and assessment folders & tracking sheets?</p>	
<p>DIAGNOSTIC ASSESMENT CHECKLISTS</p> <p>Do you find that your students demonstrate an understanding of the content learned previously, the current content, and the content that remains to be learned? (i.e. A.P.L.K= Assessment of Previously Learnt Knowledge, or P.L.A.R= Prior Learning Assessment Recognition)</p>	<p><u>Observations & Comments:</u></p>
<p>AAL+AFL=AOL TRACKING SHEET (S)</p> <p>Do you help students practice six learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, and Initiative & Self-Regulation)?</p> <p>Do you feel that you maintain student self-awareness of their progress?</p> <p>One of the goals of the Growing Success policy is to engage a learner in the cooperative and scaffolding process of learning. Do you feel that you are focused on the pre-testing process of learning (AAL +AFL), ensuring that the marks become a subsequent outcome- product (AOL) of that learning process)?</p>	<p><u>Observations & Comments:</u></p>
<p>TIMELY FEEDBACK PROVIDED TO STUDENTS</p> <p>Are you able to substantiate grades/reports with appropriate documentation (i.e. AFL & AAL Checklists and Teacher Feedback-Comments)?</p>	<p><u>Observations & Comments:</u></p>
<p>4.) Assessment & Evaluation (SUMMATIVE): Testing *Assessment of Learning (AOL) based on Observation, Conversation and Product</p>	
<p>Do you use classroom performance and test data to</p>	<p><u>Observations & Comments:</u></p>



<p>revise instruction?</p> <p>Do you assess learner performance through a variety of formal and informal techniques?</p> <p>Do you communicate learning expectations based on curriculum goals (success criteria in a student friendly language)?</p>	
<p>DO YOU USE AOL EVALUATION RUBRICS BASED ON ACHIEVEMENT CHARTS AND STUDENT LEARNING EXPECTATIONS?</p>	<p><u>Observations & Comments:</u></p>
<p>DO YOU ADMINISTER AOL PROJECTS AND ASSIGNMENTS (I.E. SUMMATIVE CULMINATING ACTIVITIES AND/OR TESTS)?</p>	<p><u>Observations & Comments:</u></p>
<p>DO YOU PROVIDE TIMELY FEEDBACK TO STUDENTS EXPLAINING THE AOL GRADE LEVEL AND INDICATING THE AREAS OF IMPROVEMENT?</p>	<p><u>Observations & Comments:</u></p>
<p>DO YOU HAVE THE AOL (SUMMATIVE) MARKBOOK SHOWING EVIDENCE OF LEVELS 1-4 CONVERTED INTO LETTER GRADES (A-D), R & I, AND/OR % GRADES (50-100), ACCORDING TO THE UMS POLICY AND/OR GROWING SUCCESS POLICY, PG. 40-42?</p>	<p><u>Observations & Comments:</u></p>
<p>5.) Community Relationships & Involvement</p>	
<p>RAPPORT WITH STUDENTS</p> <p>Do you feel that you encourage students, through the classroom discipline plan, to accept responsibility for their own behavior?</p> <p>Do you use agendas signed with notes?</p> <p>Do you display the Attitude of Approachability?</p> <p>Do you feel that you encourage relationships that are professionally appropriate, respectful, and friendly?</p> <p>Do you feel that you implement rules and procedures consistently, demonstrating self-control in difficult situation (i.e.</p>	<p><u>Observations & Comments:</u></p>



<p>enforcing code of conduct in your classrooms)?</p> <p>Do you provide assistance to students before &/or after school as needed and/or scheduled?</p>	
<p>Communicating with Parents/Guardians</p> <p>Do you participate in conferences with parents and Parent-Teacher Interviews?</p> <p>Do you use appropriate communication tools daily (i.e. agendas signed with notes, Parents Contact Logs)?</p> <p>Do you share ideas with parents about how to improve student success?</p> <p>Do you feel that you are responsive to parental concerns and available to parents?</p> <p>Do you regularly solicit parental input?</p> <p>Do you feel that you continually display Attitude of Approachability?</p>	<p><u>Observations & Comments:</u></p>
<p>ADHERENCE TO DEADLINES & OVERALL PROFESSIONAL RELIABILITY</p> <p>Do you feel that you demonstrate positive attitudes towards the profession such as approachability, teamwork and flexibility while cooperating with other faculty, the administration and support staff?</p> <p>Is your attendance dependable and punctual (barring extenuating serious illness/injury)?</p> <p>Do you adhere to School's Class Attendance Policy and maintain a classroom Attendance Register?</p> <p>Do you speak and write clearly using correct rules of grammar and spelling?</p> <p>Do you maintain a professional and ethical behavior?</p> <p>Do you participate in</p>	<p><u>Observations & Comments:</u></p>



<p>professional activities & keep current with developments in the field?</p> <p>Do you use discretion in handling confidential information?</p> <p>Do you feel that you demonstrate a thorough knowledge of the Ontario Curriculum and the overall MLC programs and practices?</p>	
<p>SCHOOL LIFE INVOLVEMENT</p> <p>Do you participate in Science Fairs, Club Activities, and Open Houses and after hours special events?</p>	<p><u>Observations & Comments:</u></p>
<p>DEDICATION TO CHARACTER EDUCATION</p> <p>Do you strive to represent the school by being a dedicated community role model?</p> <p>Do you acknowledge and promote positive behaviour patterns?</p> <p>Do you promote the policies of student leadership, inclusion and participation in order to avert the instances of bullying, thus converting them into teachable moments?</p> <p>Do you strive to blend character education into daily curriculum delivery by helping students develop positive character traits, learning skills & work habits; life and socialization skills?</p>	<p><u>Observations & Comments:</u></p>



1.6 MLS Course Calendar

It is now time to review educational accomplishment and plan courses for the Academic Year:

- ✓ What do Maple Leaf School students wish to achieve?
- ✓ What are their post-secondary goals?
- ✓ What steps do they need to take to get there?

As MLS students explore their options as well as numerous opportunities that are available to them, the Secondary Course Calendar will help them plan their future. In short, the calendar will provide them with information about our school, our programs and the academic requirements that will assist them in developing their academic plan for obtaining an Ontario School Diploma. Although the calendar will provide them with important information about obtaining an Ontario Secondary School Diploma, our high school students are still strongly advised to consult with our Principal, Vice Principals and Guidance Staff to verify and confirm that their academic plan is the most appropriate and flexible for their academic and/or careers goals. We also encourage our students to review these courses with their parents/guardians while deciding which courses fit into their post-secondary plan. Courses will be available based on the number of students who request the course. It is very important that students make accurate, wise choices during the course selection process to ensure availability. In conclusion, the Maple Leaf School Course Calendar will provide you with

information about our school, our programs and the academic requirements that will assist you in developing your academic plan for obtaining an Ontario School Diploma. While the calendar will provide you with important information about obtaining an Ontario Secondary School Diploma, you are strongly advised to consult with our staff to verify and confirm that your academic plan is the most appropriate one for you.

2. Guidelines and Diploma Requirements

2.1 General Information

The Ontario secondary school program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education and work, and will help them become independent, productive, and responsible members of society. To prepare students effectively for the challenges that await them, Maple Leaf School offers an educational program that promotes high standards of achievement, provides all students with the learning opportunities and support they need, and that is relevant to society's needs and expectations. Those responsible for education must also be accountable to parents and/or guardians and to the Ontario community as a whole, for the ways in which they carry out their mandate. The secondary school program is



designed so that students can meet the diploma requirements in four years following Grade 8. Courses are offered in ways intended to ensure that education is relevant both to students' needs and interests and to the requirements of postsecondary institutions and employers. Students entering MLS' Secondary Program are counseled on an individual basis about course selection that best meet their academic needs, interests and ultimately their post-secondary choices, keeping entrance requirements in mind. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students, but at the same time allow students to begin to focus on their areas of strength and interest and to explore various areas of study and future career goals. Students entering Grade 10 are counseled on an individual basis about course selection that best meet their academic needs, interests and ultimately their post secondary choices, keeping entrance requirements in mind. In Grades 11 and 12, the School offers University Preparation, University/College Preparation and College Preparation courses to meet our students' needs. The graduation requirements emphasize a challenging, high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis on high standards, students are required to successfully meet the provincial secondary school literacy requirements in order to graduate. To ensure that students develop an awareness of civic responsibility, they must also fulfill a community involvement requirement of 40 hours to qualify for the secondary school diploma. The secondary school program includes a guidance and career education program designed to encourage and help students to learn about career opportunities and to make informed decisions about the options they will encounter in the course of secondary school and those they will face as they prepare to leave school. Since MLS predominantly caters to international students, a strong emphasis is put on language development programs and one-on-one assistance to edit and revise both written and oral work. *In the spirit of Growing Success policy, our staff pays close attention to student development of learning skills and language abilities based on the pre-testing process assessments otherwise known as Assessments for and As Learning. It is this learning process that builds confidence and strong work ethic in our students, thus preparing them for the actual testing (The Assessment of Learning) credit requirement.* Last but not least, Maple Leaf School employs a variety of classroom technological tools of learning and will further embark upon introducing a fully functional computer lab for its students.

2.2 Requirements for the Ontario Secondary School Diploma (OSSD)

In order to earn the OSSD, a student must:

- ✓ Earn 18 compulsory credits
- ✓ Earn 12 optional credits
- ✓ Complete 40 hours of community involvement activities
- ✓ Successfully complete the provincial secondary school literacy requirement (OSSLT)



Compulsory Credits (Total of 18)

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- ✓ **4 credits in English (1 credit per grade)**
 - The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
 - The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.

For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
 - ✓ **3 credits in mathematics (at least 1 credit in Grade 11 or 12)**
 - ✓ **2 credits in science**
 - ✓ **1 credit in the arts**
 - The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
 - ✓ **1 credit in Canadian geography (Grade 9)**
 - ✓ **1 credit in Canadian history (Grade 10)**
 - ✓ **1 credit in French as a second language**
 - Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
 - ✓ **1 credit in health and physical education**
 - ✓ **0.5 credit in civics**
 - ✓ **0.5 credit in career studies**
 - ✓ **3 additional credits, consisting of 1 credit from each of the following groups:**
 - **Group I:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education
 - **Group II:** French as a second language, the arts, business studies, health and physical education, cooperative education.
 - **Group III:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education
- *Note: The following conditions apply to selections from the above three groups:*
- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group I, and 1 credit from either Group II or Group III.
 - A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups I, II, or III.



Optional Credits (Total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students must earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

Music Certificates: Programs in Music Taken Outside the School

1. A maximum of one Grade 11 University/College preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:
 - ❖ Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto
 - ❖ Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario
 - ❖ Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec
 - ❖ Grade V Practical and Grade III Theory of Trinity College London, England
 - ❖ Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England
2. A maximum of one Grade 12 university/college preparation music credit may be awarded towards The OSSD for the successful completion of one of the following:
 - ❖ Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto
 - ❖ Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario
 - ❖ Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec
 - ❖ Grade VI Practical and Grade IV Theory of Trinity College London, England
 - ❖ Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England

*Notes:

- ◆◆ The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
- ◆◆ The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory.

2.3 Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate is granted on request to students who leave school before earning enough credits to comply with the OSSD requirements but who have earned the following credits:



Compulsory Credits (Total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education

Optional Credits (Total of 7)

- ✓ 7 credits selected by student from available courses

*Note: Provisions for substitutions of compulsory courses also applies to the OSSC.

2.4 Requirements for the Certificate of Accomplishment

- ✓ Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma 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 kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.
- ✓ Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

2.5 Prior Learning Assessment and Recognition (PLAR)

General Purpose:

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside an Ontario secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school Principal, who grants credit. Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program.



2.5.1 Students may not challenge for credit for:

- A course for which a credit has already been granted or for which there is significant overlap with a course for which credit has been granted.
 - A course in any subject if a credit has already been granted for a course in that subject in a later grade.
 - A course a student has previously taken and failed
 - A transfer course, a locally developed course or a cooperative education course
 - A course in English as a second language (ESL) or English Literacy Development (ELD) if a student has already earned a credit from the English curriculum policy document.
 - A course in French as a Second Language if a student has already earned a credit from the Francais curriculum policy document
- *Grade 9 courses may not be challenged.**

2.5.2 The following policies govern the PLAR process:

- PLAR procedures are carried out under the direction of the Principal, who grants credits
- The PLAR process is developed in compliance with ministry policy and involves “challenge” and “equivalency”.

2.5.3 Challenge Process:

Challenge refers to the process whereby a student’s prior learning is assessed for the purpose of granting credit for a course developed from a curriculum policy document. For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. At certain educational institutions, mature students may involve themselves in the challenge process. The “challenge process” for mature students is the process whereby students’ prior learning is assessed for the purpose of granting credit for a Grade 11 or 12 courses developed from an Ontario curriculum policy document published in 2000 or later. ***Please note: Maple Leaf School does not use or support the challenge process.***

2.5.4 Credit Equivalency:

Equivalency refers to the process whereby credentials from other jurisdictions are assessed for the purpose of granting credit for a course developed from a curriculum policy document.

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.

2.5.5 Credit Equivalency for Internationally Trained Students:

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). However, students are granted overseas equivalency credits based upon their previous successful secondary school work in their own country. For example, a student who has obtained good results after three years of high school could be granted up to 23 credits. Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) “U” or “M” combination of credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin. (Please, also see 3.3.3 under Section 3 School Policies) For students from outside Ontario, the Principal will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD. Universities will look at 6 grade 12 credits.

2.5.6 Assessment and Evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade, in the same way as achievement in other courses. 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. On the Ontario Student Transcript (OST) ‘PLE’ is the code used for equivalent credits granted for previous learning outside Ontario or in a non-inspected private school in Ontario. For these credits the code ‘EQV’ is used instead of a percentage grade.

2.6 Description of Community Involvement Requirement and Procedures

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program. The community involvement requirement is designed to encourage students to develop 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. Domestic Students are first informed about diploma requirements, including the community involvement requirement, in Grades 7 and 8. International students who transfer their secondary credits to Ontario must also complete the community involvement requirement to graduate with OSSD. The procedures for completing the requirement are outlined in the Principal's Binder. MLS' Principal, Vice-Principals, Faculty and Staff will discuss appropriate types of community involvement activities and projects with students and may offer suggestions. However, the selection and management of the involvement is to be directed by the student. Students, in collaboration with their parents, will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake. 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 (co-operative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside the students' normal instructional hours- that is, the activities are to take place after school hours, on weekends, or during school holidays. Students will maintain and provide a record of their community involvement activities, using the forms provided by the academy. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the principal. 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 acknowledgement by the person (or a representative of the organization) involved. The School Principal and/or Vice-Principal(s) will decide whether the student has met the requirements of both the ministry and the board for these activities.

2.6.1 The Procedure:

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. The student will select an activity (or activities) from the board's list of approved activities, or an activity that is not on the list, provided that it is not an activity that is on the ministry's or board's list of ineligible activities (see "Ineligible Activities" below). If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the School Principal and-or Vice-Principal(s) (that is, from the Designated Officer's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be



submitted when additional activities are planned that were not included on a previously submitted form. When the activity is completed, the student must fill out the “Completion of Community Involvement Activities” form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. 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. Students will provide their parents with a copy of the board's document “Information on the Community Involvement Diploma Requirement”, which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

2.6.2 Eligible Activities:

- An event or activity designed to be of benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of the board and Ministry of Education;
- Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
- Participation in an event or activity that supports ethical work of a global nature;
- Participation in an event or activity that promotes positive environmental awareness
- Participation in an event or activity that contributes to the health and well-being of any ethical group that conforms to community of morality and conduct, including school based activities;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.

* Events or activities that may be based on or with a particular interest group must conform to the ethical and principled standards of the board and the Ministry to ensure that they are intended to promote a positive contribution to the community in general.

Where an event or activity does not clearly fall within the guidelines, the Principal of Maple Leaf School has the discretion to approve or reject any activity or event that does not conform to the guiding principles and ethical standards for approved areas of involvement for students. The following list provides examples of activities that, if within the intent and spirit of the applicable guidelines and ethical standards are suitable for completion of the community involvement requirement:

Fundraising

Includes canvassing; walk-a-thons for community benefit; celebrity games, gift wrapping, gala events, and sales for charitable purposes.

Sports/Recreation



Includes coaching, and helping to organize Special Olympics, track meets and summer games, or volunteering as a leisure buddy or pool assistant.

Community Events

Includes helping to organize winter carnivals, parades and summer fairs.

Environmental Projects

Includes assisting in a seniors' residence, e.g. - serving snacks, helping with activities or portering, or participating in visiting and reading programs.

Committee Work

Includes participation on advisory boards, neighbourhood associations and regional associations.

Religious Activities

Includes participation as a volunteer in programs for children, child-minding, Sunday School Assistance, special events and clerical tasks.

Youth Programs

Includes volunteer assistance with the operation of youth programs such as 4H, Girl Guides, Drop-in Centre activities, breakfast programs, March break programs, Leaders in Training, summer playground activities, and camps.

Office /Clerical Work

Includes volunteer activity in reception, computer work and mailings for individuals or groups providing charitable or general community benefit.

Work with Animals

Includes volunteer involvement with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm.

Arts and Culture

Includes volunteer assistance at a gallery, performing arts production or program, or in a community library program.

Activities for Individuals

Includes any volunteer activity that assists who requires assistance with shopping, tutoring, light snow removal (no use of a snowblower), housekeeping, writing letters or transcribing, or involves hospital visitation, voluntary involvement with chronic care, or service as a volunteer reading buddy.

School Community Service

May include service within the school community that provides benefit to others that takes place outside the regular school day. These activities must be approved a local level by the school principal in advance of the commencement of the activity. In the event that a student would like to participate in an activity or event that is not clearly within the board's list of examples, and does not conform to the guiding principles as set out, the must submit a letter detailing the proposed activity or nature of the participation and event to the student's Principal and/or Vice-Principal(s). The School Principal and/or Vice-Principal(s) will forward the request to the board and the student will be duly notified whether the proposed activity / event is suitable or not. The activity or event should not be commenced until permission has been granted. If completed



without permission and permission is subsequently denied, the activity or event will not be counted toward the student's community involvement requirement. Please note that the School Principal and/or Vice-Principal(s) are not obligated to approve a project at the local level.

2.6.3 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).

2.6.4 Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the board's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board'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 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 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 form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the Principal or Vice-Principal(s).

2.6.5 Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the “Notification of Planned Community Involvement Activities” form and the “Completion of Community Involvement Activities” forms if the student is under the age of eighteen years.

Document: <http://www.edu.gov.on.ca/extra/eng/ppm/124a.html>

2.7 Ontario Secondary School Literacy Requirement: the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course

- i) All students must successfully complete the Provincial Secondary School Literacy Test (OSSLT) in order to earn a Secondary School Diploma. The Literacy test evaluates students’ Reading and Writing skills based on curriculum expectations in Language and Communications up to and including Grade 9.
- ii) International students entering the Ontario secondary school system for the first time in with no previous Ontario credits are OSS students working towards OSS diploma requirements. Grade 12 OSS students must meet the literacy graduation requirement.
- iii) Students enrolled in the Grade 10 High School Programme will write the OSSLT during the month of March.
- iv) 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 successfully completed the test have attained the provincial expectations for literacy. The test will also identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation.
- v) Accommodations, deferrals and exemptions may be made if necessary and according to Ministry of Education policy:
 - a) English as a Second Language and English Literacy Development students will take the



test when they have reached an appropriate level of proficiency in English. The parents or staff may request deferral for eligible students, and the school Principal may grant permission.

- b) Accommodations can be made for students with special needs, as required. When and if provided, based on student body requirements, these accommodations will be the same as those set out in the student's Individual Education Plan (IEP) that is available for the student during her or his daily work.
- vi) Students who have failed the Grade 10 Literacy test may write the test again in subsequent school years. Once students have successfully completed the literacy test, they may not retake the test.
- vii) Maple Leaf School program provides remedial assistance for students who do not complete the test successfully. This assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.
- viii) Students, who have been eligible twice to write the Ontario Secondary School Literacy Test & have been unsuccessful at least once, qualify to take The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Successful completion of this course will provide an alternative means of demonstrating the required literacy skills and meet the literacy requirement.
- ix) The Ontario School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English Programme. The purpose of this course is to prepare students with Language skills that enable them to participate fully in the society and workplace of the 21st Century. This course has been developed to provide students who have had the opportunity to write the OSSLT at least twice and have been unsuccessful once, with a comprehensive course of 110 hours of classroom instruction that will enable them achieve the required Reading and Writing competencies and thereby demonstrate their Literacy skills.
- x) Students who successfully complete this course will have met the Provincial Literacy requirement for graduation, and will also earn 1 credit. The credit earned for the successful completion of the OSSLC may be used to meet either the Grade 12 compulsory English requirement or the Group 1 additional compulsory requirement.

2.7.1 Deferrals of the Test

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases. Deferrals are to be granted to students on an individual basis. The following procedures are applicable at Maple Leaf School:

- A request for a deferral may be made by a parent or an adult student. Such requests are made in writing to the School Principal.
- The School Principal may grant the deferral. The same may also initiate consideration of a



deferral with the parent or adult student.

- The School Principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.
- In cases of disagreement, the parent or adult student may ask the appropriate EQAO supervisory officer to review the matter.
- The decision of the supervisory officer is final – The writing of the test may be deferred only to the time of the next scheduled test.
- Students who are granted a deferral will write the test at the next scheduled sitting as prescribed by the EQAO.
- If an additional deferral is required, the School Principal must review the request again with the parent or adult student and appropriate school staff – While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt – All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record (OSR)

3. SCHOOL POLICIES

To Parents/Guardians, Students and other Designated Education Officers:

Maple Leaf School school policies listed below are supported by the hard copy forms, which are stored in the MLS PB,** and are available for the administrative implementation. Once reviewed and/or approved by the MLS Principal, all applicable forms are placed in OSRs for the home students or in part-time files for the hosted students.

3.1 Policy on Prerequisites:

Students are expected to complete the necessary prerequisites required for enrollment in identified courses in our Course Descriptions, Grades 9-12. Grades 9 – 12 may have prerequisites as a requirement for enrollment. These prerequisites have been established by the Ministry of Education in the curriculum policy documents. The Principal with the recommendation of a teacher with whom the student has completed, or is completing, a course in the same subject, may waive the prerequisite courses. The student must have consistently demonstrated the skills and knowledge at a level that will ensure their success in a course without completing the required prerequisite. If the Principal accepts the student's evidence, the waiving of the prerequisite will be done in writing and a copy will be placed in the student's OSR. The Principal's decision is final and there is no further avenue of appeal.



As part of the consideration of whether or not the prerequisite may be waived, the student may be asked to take a special test or examination. A granted prerequisite waiver waives prerequisites only for the specific course listed. Prerequisite requirements must be included as part of the course description when the process of course approval is initiated. *Therefore, consistent with the Ministry of Education's Full Disclosure Policy (see section 3.1.1), Maple Leaf School Procedure of waiving prerequisites is as follows** (see PB):*

PURPOSE: To ensure consistent documentation and procedures for waiving of course prerequisites.

POLICY: Students are required to meet the prerequisite requirements for each course taken. Approved prerequisite requirements can be waived for individual students only by the School Principal. A granted prerequisite waiver waives prerequisites only for the specific course listed. Prerequisite requirements must be included as part of the course description when the process of course approval is initiated.

PROCEDURE:

1. To be granted a prerequisite waiver, the student must request the waiver from the principal.
2. If the School Principal approve(s) the waiver, a prerequisite waiver form must be completed at that time.
3. The student will bring the waiver to the administrator to register for the course.
4. The waiver will be placed in the student's file.

3.1.1 Policy on Full Disclosure

Full disclosure is required for students taking Grade 11 and 12 courses. **After the first report card is issued (midway through the semester), students will have 5 instructional days to withdraw from a course. After the 5th instructional day following the issue of the first provincial report card, a "W" will be entered in the credit column and the student's percentage grade at the time of withdrawal will be recorded (Also see 3.3.2).** If a student repeats a course at a later date with the intention of improving the mark or to obtain a passing grade because the course was failed, all marks remain on the transcript. Students who wish to withdraw from a course at any time in the school year must contact the School Principal or Vice-Principal(s) to complete the appropriate paper work. The signature of a parent or guardian is necessary to withdraw from a course.

3.2 Policy on Substitutions for the Compulsory Courses

Maple Leaf School does not encourage students or their parents to request for the substitution of compulsory courses. However, any request will be given full consideration. The Principal may replace up to three compulsory courses (or the equivalent in half courses) with



courses from the remainder of those that meet the compulsory credit requirements. A substitution is only made if the student's educational interests are best served by the substitution. The decision is the responsibility of the School Principal. To that end:

- Substitutions should be made to promote and enhance student learning or to meet special needs and interests.
- If a parent requests a substitution for a compulsory course, it must be done in writing and forwarded to the Principal.
- The Principal in consultation with Vice-Principal(s) and/or Subject Teacher will determine whether or not a substitution will be made.
- Each substitution will be noted in the student's Ontario School Record and on the Ontario Student Transcript. MLS' Registrar Office will retain the parent/guardian request regarding the substitution on file in the OSR.

3.3 Policy on Student Transfer(s), Change(s), or Withdrawal(s)

Students who revise their educational and career goals and who wish to change from one destined-relation stream to another after Grade 10 in a particular subject may often do so by taking a transfer course. A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Transfer courses enable students to achieve expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but decides to enter the university preparation in Grade 11 may do so by taking a transfer course. Based on the demand, transfer courses may be offered through the summer school program. **Here is the Student Transfer Form safely stored in the P.B. (Principal's Binder)**



STUDENT TRANSFER FORM

MLS Credit Courses Secondary Program

Based on the Ontario Ministry of Education curriculum guidelines Maple Leaf School policy states, “students wishing to transfer to MLS Credit Courses Secondary Program Secondary Program from another school in Ontario during the semester may do so, only if the courses selected have been started at the previous school. The transfer must be approved by the School Principal/Designated Education Officer, after consultation with the previous school’s Principal/Designated Education Officer and will be allowed only if we believe that the student will be able to successfully complete the credit course at MLS secondary program.”

Student Name: _____ STUDENT #: _____

The student named above is eligible for a transfer of credits.

Course to be transferred:

Year Subject Comp.	Subject	Credit Value	Couse Code
_____	_____	_____	_____

Compulsory Course being transferred:

Year Subject Comp.	Subject	Credit Value	Couse Code
_____	_____	_____	_____

Reason for Transfer:

School Principal/Designated Education Officer

Completed by _____ Date _____

Furthermore, Guidance Counsellor and Students, under the supervision of the School’s Principal must also use the following form to change MLS Credit courses also safely stored in the P.B. (Principal’s Binder):



MLS COURSE CHANGE FORM

Student Name: _____

Date: _____

Enrolled in (Course Code): _____

Reason for Transfer: _____

New Course Code: _____

Teacher's signature _____

Comments: _____

Student's signature

Parent's signature

Principal's signature

Date

Request granted Yes No

Comments: _____

****Please note: Students/Parents may request a change from one course to another without any additional instruction/courses up to two weeks after the start of the course.***



3.3.1 Policy for Student(s) Transferring from One Ontario Secondary School to Another is as follows:

Based on the Ontario Ministry of Education curriculum guidelines MLS' Program policy states, “students wishing to transfer to Maple Leaf School from another school in Ontario during the semester may do so, only if the courses selected at the Academy have been started at the previous school. The transfer must be approved by the Principal after consultation with the previous school’s Principal and/or Director of Education and will be allowed only if we believe that the student will be able to successfully complete the course at the School.” Hence, Secondary school students who transfer from one Ontario secondary school to another will have their credits transferred with them. The MLS Principal may award credit for work started in the previous school but completed at MLS. Where this work cannot be completed at MLS (the receiving school), the MLS Principal may, after consultation with the Principal and/or Director of Education of the sending school, award a partial credit in recognition of the student’s achievement of the same course expectations. If a student transfers from a French-language to an English-language secondary school, he or she must successfully complete at least one compulsory Grade 12 English course. Conversely, if a student transfers from an English-language to a French-language secondary school, he or she must successfully complete at least one compulsory grade12 Francais course.

3.3.2 Policy for Student Course Withdrawal(s) is as follows:

Based on the Ontario Ministry of Education curriculum guidelines (full disclosure) MLS policy states that, “Maple Leaf School student can “drop” the course up to maximum of FIVE instructional days after the issuing of the midterm report, after which he or she can only ‘withdraw’ from the course, and the ‘withdrawal’ will be noted on the student’s transcript.” (Also see, Section 3.1.1 on “Policy on Full Disclosure”).

3.3.3 Policy for Student(s) Transferring to an Ontario Secondary School From A Non- Inspected Private School or a School Outside Ontario, (i.e. Foreign Credit Equivalency, Also see, Section, 2.5.5)

A student must have a minimum of 30 credits to earn an Ontario Secondary School Diploma (OSSD). Where students who do not have Ontario credits are transferring from a non- inspected private school or a school outside Ontario to an Ontario secondary school such as Maple Leaf School, the Principal and/or Director of Education of the receiving school, such as Maple Leaf 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. Therefore, students may be granted overseas equivalency credits based upon their previous successful secondary school work in their own country. For example, a student who has obtained good results on the HKCEE, GCE ‘O’ Levels or SMP could be granted



up to 23 credits. Students who wish to apply for university entrance in Canada, and do not have a High School Diploma, must obtain an OSSD that includes a minimum of six (6) “U” or “M” or a combination of “FOUR U” and a maximum of “TWO M” credits. Any or all of these six credits may already be among the 30 credits of the OSSD. University and College entrance requires students to have an OSSD or a High School Diploma from their country of origin. Hence, for students from overseas and outside Ontario, Maple Leaf School Principal and/or Vice- Principal(s) will assess their school records and determine the number of equivalency credits that the students will be granted and indicate the remaining number of courses they are required to complete in order to qualify for the OSSD. The Designated Officer will also determine the number of hours of community involvement activities that the student will have to complete in order to qualify for the OSSD. Students will also have to successfully complete the provincial secondary school literacy test. The School Principal and/or Vice-Principal(s) will note the results of his or her assessment and deliberations in the student’s Ontario Student Record. (OSR)

3.3.4 Policy on Courses Taken Outside the Home School

- ✓ Where a student who is registered in another school and who wishes to take one or more course(s) at Maple Leaf School, the Designated Officer(s) of the home (other) school must provide written assurance of the following:
- ✓ There has been consultation with the student about enrolment in the class at Maple Leaf
- ✓ School, while still a registered student in the other school.
- ✓ The student has asked and obtained the permission by the home school Designated Officer(s) to enroll in the class at Maple Leaf School.
- ✓ The student has the necessary pre-requisite(s) clearly listed on the home-school issued OST and the most recent report card.
- ✓ Evidence of parental approval if the student has not attained the age of 18.
- ✓ Evidence of the student’s final achievement will be reported to the Designated Officer(s) of the student’s home school. Successful completion of the secondary courses will be recorded on the student’s OST.

3.3.5 Policy on External Credits/Credits Earned in Alternate Ways

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered at Maple Leaf School.

However, a number may wish to consider alternative ways of earning the required credits. The options available to such students include: correspondence courses offered by the Independent Learning Center; independent study; private study; continuing education (including summer school), and private school. Information on these alternate ways of

earning credits may be obtained from the School Principal.

3.3.6 Policy on Secondary School Credit Opportunities for Elementary School Students

Maple Leaf School does not offer either Elementary or the Elementary “Reach-Ahead” program(s) in the academic year, 2021-2022.

3.4 Policy on Attendance

At Maple Leaf School, we believe that regular attendance is crucial to successful learning in its programs. To encourage regular attendance by all students, the school keeps exact records of all students on a daily basis, as well as for every term/semester period. The guidelines of the Ministry of Education require that students receive at least 110 hours of instruction for each credit course. The School expects all students to attend all classes.

Valid documentation must be presented to the teacher and MLS' Registrar Office for missed classes. Any absenteeism must be communicated to the Parent/Guardian. If a student's frequent absenteeism is jeopardizing his/her successful completion of the course, the homeroom teacher, Vice-Principal(s) or Principal will meet with the Parent/Guardian to explain the possible consequences and steps to improve attendance will be discussed.

Hence, persistent absences will result in the following natural consequences:

1st notice upon 5 HOURS absence:

- Warning to student and the development of a plan by student and staff to improve attendance

2nd notice upon 9HOURS absence:

- Warning sent to parents or guardians with an interview required with the Principal/Vice P.

3rd notice upon 15 HOURS absence:

- Interview with the Principal/Vice Principal. Potential loss of Credit.

3.4.1 Policy on “Lates”

Lates will be recorded on the attendance and the amount of time late will be indicated. Should total minutes of “lates” exceed 15 hours then the School Principal and/or Director of Education may not grant the credit.

3.4.2 Policy on Leave(s) of Absence

A Leave of Absence must be requested at least two weeks prior to the intended departure date. Leave of absence should coincide with scheduled holidays or times when the student's absence does not have an impact upon the completion of their courses. All absences where parents take the students out of the school over a long period of time must be given to the



School Principal and/or Vice-Principal(s) in writing. The School Principal and/or Vice-Principal(s) will acknowledge this absence with a letter emphasizing the importance of regular attendance. A meeting can be set up with the student and the parents to discuss the absences if the School Principal and/or Vice-Principal(s) deem it necessary. Students will not be granted a Leave of Absence if it will negatively impact upon their ability to successfully complete their program, unless the Leave of Absence is for compassionate reasons. The School Principal in consultation with Vice-Principal(s) will make the final decision.

3.4.3 Policy on Leave(s) of Absence for “On-Campus” International Students

In order to maintain eligibility for Student Authorization from the Canadian Government, students must follow certain guidelines before taking a Leave of Absence outside Canada.

They must:

- Have attended a minimum of 2 semesters;
- have a tuition fee balance for 4 courses or the number required for graduation);
- have a signed letter from parents or guardian approving the application
- have a round-trip air ticket
- Students will not be granted a Leave of Absence if it will negatively impact upon their
- ability to successfully complete their program, unless the Leave of Absence is for compassionate reasons. The School Principal in consultation with Vice-Principal(s) will make the final decision.

3.4.4 Policy on Attendance requirement

In Ontario, students are required to remain in secondary school until aged 18 years or until the student has successfully completed the requirements for an Ontario Secondary Schools Diploma.

3.5 Student Evaluation and Examination Policies

- i. Student Evaluation and Examination Policies are based on seven fundamental principles as described in the Ministry’s Growing Success, the first of which tells us that assessment, evaluation, and reporting practices and procedures must be fair, transparent, and equitable for all students. At the same time, students and parents are made aware of the fact that evaluations are based on evidence of student learning and that there is consistency in the way grades are assigned across the school. The seven principals include:
- ii. Evaluations 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;
- iii. 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;
- iv. 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;
 - v. are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
 - vi. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely support improved learning and achievement;
 - vii. develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Teachers are guided through instruction to work with students to help them develop the learning skills and work habits, as well as assessment, and evaluation of the learning skills and work habits. (*See MLS Principal's Binder 2021-2022 regarding Policy Addendum "Growing Success Assessment and Evaluation Strategies: MLS Definitive Guide to Grading, 9-12". This policy is also featured below) Assessment and Evaluation will be based on both the content standards and the performance standards. The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations – overall expectations and specific expectations.

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. 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 Inquiry: 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

3.6 Assessment & Evaluation

Assessment is the process of gathering information that accurately reflect how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for



improvement. Teachers engage in assessment as learning by helping all students develop their capacities to be independent, autonomous learners, who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Continuing professional development for staff is held at the end of each semester. Teachers are also offered the chance to share different assessment strategies with their colleagues during PD days.

Here is the MLS Student Assessment/Evaluation Policy for the Academic year 2021-2022 (*Every teacher has this policy printed out and put in their Subject Binders):

Growing Success Assessment/Evaluation Strategies:
MLS Definitive Guide to Grading, 9-12

Prepared by:

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Maple Leaf School
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PROCESS (Homework AFL & Classwork AAL in assistance of developing Learning Skills and Work Habits)

PRE-TESTING LEARNING PROCESS (COMPLETED BEFORE TESTING SUMMATIVELY):

- 1) **Diagnostic assessment** is used at the beginning of a unit to help determine a starting point for instruction.
- 2) **Assessments for Learning (AFL) or Homework** provide information to students, as they are learning and refining their skills. These homework assessments are used to report student's progress; student's learning skills (studying skills) and work (practice) habits, in preparation for the actual testing and summative marks. Teachers check and provide feedback on Homework AFLs (Homework) and ***assess at which level your child is currently progressing while still in the pre-testing process of learning. Homework AFLs are assessed with Complete or Incomplete checkmarks indicating progression while learning at Levels 1-4 and simultaneously developing Learning Skills and Work Habits.*** It is important to underline that ***Homework AFLs are not awarded and marked with the %***



assignment grades and final Achievement Levels.

***Please see Student Self-tracking Sheet enclosed**

- 3) **Assessment as Learning (AAL) or Classwork** is assessment as a process of developing and supporting students' active participation and observation in their own learning. Classwork AALs include practice handouts (*i.e. Quizzes*) and work sheet assignments that include brainstorming diagrams, charting and planning checklists producing lively classroom discussions and conversations, peer-to-peer reviews and group work, as well as other class work-sheets for various academic activities. Like Homework AFLs, **Classwork AALs** are also used to report student's progress; student's learning skills (studying skills) and work (practice) habits in preparation for the actual testing and summative marks. Teachers check and provide feedback on Classwork AALs **and assess at which level your child is currently progressing while in the pre-testing process of learning. Classwork AALs are assessed with Complete or Incomplete checkmarks indicating progression while learning at Levels 1-4 and simultaneously developing Learning Skills and Work Habits.** It is important to underline that **Classwork AALs are not awarded and marked with the % assignment grades and final Achievement Levels.**
- *Please see Student Self-tracking Sheet enclosed**

PRODUCT (AOL) SUMMATIVE % TESTING, ACHIEVEMENT LEVELS 1-4, THE ASSESSMENT OF LEARNING (TO TAKE PLACE AFTER PRE-TESTING PROCESS WORK HAS BEEN COMPLETED):

- 1) **Assessment of Learning (AOL) or Product, which also includes summative Observations and Conversations,** is assessment for purposes of providing **evidence of achievement for reporting.** It is conducted at the end of each learning unit/work section and provides students with the opportunity to synthesize/apply/demonstrate their learning and their achievement of the stated expectations. This Testing Assessment is the culmination of your child's learning process and preparation effort: **Product AOLs (Written and Oral Assignments, Written and Oral Tests and Examinations, the Teacher's Observation(s) of the Student and the Teacher's Conversation(s) with the Student) are awarded and marked with the % assignment grades summatively measuring your child's Achievement Levels, 1-4 based on failing to meet, meeting, or exceeding the Overall Learning Expectations.**

Product AOL Student Achievement Levels:

There are four levels of achievement for students who are passing the course:

- ✓ Level 1 (50-59%)
- ✓ Level 2 (60-69%)



- ✓ Level 3 (70-79%)
- ✓ Level 4 (80-100%)

***Level 3 is the provincial standard for student achievement.**

Assessment of Learning Percentage Grades:

All Percentage Grades will include the following weighting per each Product AOL:

Knowledge 12,5	Thinking/Inquiry 25	Communication 25	Application 25
Understanding 12,5			

- ✓ Seventy percent (70%) of the grade will be based on evaluation conducted throughout the course (50% in Product AOLs; 10% Teacher’s Observations of the Student; 10% Teacher’s Conversations with the Student)
- ✓ Thirty percent (30%) of the grade will be based on a final evaluation made of the Independent Study Project and the Final Exam, which will take into account the entire course, including the student’s most recent and most consistent performance.

Product AOL Student Achievement Levels Sample Grading Rubric:

	Categories	Level 1	Level 2	Level 3	Level 4
Testing Expectations:	<u>Knowledge of content –</u> The specific subject content acquired	The student:			
1.1 Variety of texts	(Forms of text; strategies used	Demonstrates limited	Demonstrates some knowledge of content	Demonstrates considerable	Demonstrates thorough
1.2 Using Reading Comprehension Strategies (demonstrate	when listening and speaking, reading, writing, and viewing and representing; elements of style;	knowledge of content		knowledge of content	knowledge of content
2.1 Form	literary terminology,				



3.3 Conventions and Techniques	concepts, and theories; language conventions)				
Specific Expectations:	<u>Understanding of content</u> The comprehension of content meaning and significance	The student:			
1.3 Demonstrate Understanding of Content 1.5 Extending Understanding of Texts	(Concepts; ideas; opinions; relationships among facts, ideas, concepts, themes)	Demonstrates limited understanding of content	Demonstrates some understanding of content	Demonstrates considerable understanding of content	Demonstrates thorough understanding of content
Specific Expectations:	<u>Thinking –</u> The use of critical and creative thinking skills	The student:			
1.4 Organizing Ideas	Use of planning skills (Generating ideas, gathering information, focusing research, organizing information)	Uses planning skills with limited effectiveness	Uses planning skills with some effectiveness	Uses planning skills with considerable effectiveness	Uses planning skills with a high degree of effectiveness
1.6 Analyzing Texts 1.7 Evaluating Texts 1.2 Interpreting Messages	Use of processing skills (Drawing inferences, interpreting, analyzing, synthesizing, evaluating	Uses processing skills with limited effectiveness	Uses processing skills with some effectiveness	Uses processing skills with considerable effectiveness	Uses processing skills with high degree of effectiveness



1.8 Critical Literacy 1.5 Critical Literacy	Use of critical/creative thinking processes (Oral discourse, research, critical analysis, critical literacy, metacognition, creative process)	Uses critical/creative thinking processes with limited effectiveness	Uses critical/creative thinking processes with some effectiveness	Uses critical/creative thinking processes with considerable effectiveness	Uses critical/creative thinking processes with a high degree of effectiveness
Specific Expectations:	<u>Communication</u> = The conveying of meaning through various forms	The student:			
2.4 Sentence Craft and Fluency	Expression and organization of ideas and information (Clear expression, logical organization)	Expresses and organizes ideas and information with limited effectiveness	Expresses and organizes ideas and information with some effectiveness	Expresses and organizes ideas and information with considerable effectiveness	Expresses and organizes ideas with a high degree of effectiveness
2.2 Voice 2.3 Diction	Communication for different audiences and purposes (Use of appropriate style, voice, point of view)	Communicates for different audiences and purposes with limited effectiveness	Communicates for different audiences and purposes with some effectiveness	Communicates for different audiences and purposes with considerable effectiveness	Communicates for different audiences and purposes with high degree of effectiveness
3.1 Spelling 3.2 Vocabulary 3.3 Punctuation 3.4 Grammar 3.5 Proofreading	Use of conventions (Grammar, spelling, punctuation, vocabulary)	Uses conventions, vocabulary, and terminology with limited effectiveness	Uses conventions, vocabulary, and terminology with some effectiveness	Uses conventions, vocabulary, and terminology with considerable effectiveness	Uses conventions, vocabulary, and terminology with high degree of effectiveness



Specific Expectations:	<u>Application –</u> The use of knowledge and skills to make connections within and between various contexts	The student:			
1.4 Making Inferences	Application of knowledge and skills (Literacy strategies and processes, literary terminologies, concepts, and theories)	Applies knowledge and skills in familiar contexts with limited effectiveness	Applies knowledge and skills in familiar contexts with some effectiveness	Applies knowledge and skills in familiar contexts with considerable effectiveness	Applies knowledge and skills in familiar contexts with high degree of effectiveness
3.7 Producing Finished Works	Transfer of knowledge and skills (Literacy strategies and processes; literary terminology, concepts, etc.) to new contexts	Transfers knowledge and skills to new contexts with limited effectiveness	Transfers knowledge and skills to new contexts with some effectiveness	Transfers knowledge and skills to new contexts with considerable effectiveness	Transfers knowledge and skills to new contexts with high degree of effectiveness
1.5 Extending Understanding of Texts	Making connections within and between various contexts (E.g., between the text and other texts, and the world outside school)	Makes connections within and between various contexts with limited effectiveness	Makes connections within and between various contexts with some effectiveness	Makes connections within and between various contexts with considerable effectiveness	Makes connections within and between various contexts with high degree of effectiveness
AOL MARKING	Overall	Level 1 (50-	Level 2 (60-69%)	Level 3 (70-	Level 4 (80-



SCHEME	Expectations Tested: All (1-16) See the Outline of Courses of Study	59%) Grades 7-10	Grades 7-10	79%) Grades 7-10	100%) Grades 7-10
	CORRESPONDING STRANDS FOR FINAL EVALUATION: Reading and Literature Studies,	<u>Grades 7-12</u> 1- =50-52 1 =53-56 1+ =57-59	<u>Grades 7-12</u> 1- =60-62 2 = 63-66 2+ =67-69	<u>Grades 7-12</u> 3 - =70-72 3 =73-76 3+ =77-79	<u>Grades 7-12</u> 4- = 80-86 4 = 87-94 4+ = 95-100

Learning Skills and Work Habits:

Learning Skills and Work habits as already mentioned are assessed throughout the course (Homework AFLs and Classwork AALs) and are reported on the report cards in these areas:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

****Please see the SSTAS below for the implementation of the assessment of Learning Skills and Work Habits through AAL and AFL tasks!***

The development of Learning Skills and Work Habits is critical to academic achievement and directly affects the final mark. Consider the following Self-tracking sheet that your child will have and use for every course, self-tracking his/her own progress throughout duration of the entire course. The sheet will keep your child organized and responsible for the learning outcomes.

THE SSTAS MUST BE CUT AND PASTED ON A SEPARATE PAGE, PRINTED OUT AND STAPLED TO THE STUDENTS' ASSESSMENT FOLDERS. IT IS THE STUDENTS' RESPONSIBILITY TO SELF-TRACK

THEIR PROGRESS BY FOLLOWING THE SSTAS (Student Self-tracking Assessment Sheet). MLS Teachers are asked to read the headings together with their students and demonstrate how AAL and AFL pre-testing work directly leads to testing success, resting on the successful arrival to the so-called final student product. Please demonstrate the link between the PROCESS and the PRODUCT:



Growing Success Strategy: Student Self Tracking Assessment Sheet (SSTAS)

SAMPLE: AAL (Assessment as Learning) + AFL (Assessment for Learning) = AOL (Assessment of Learning)

PRE-TESTING PROCESS WORK: ASSESSMENT AS LEARNING & ASSESSMENT FOR LEARNING BASED ON LEARNING SKILLS AND WORK HABITS TO BE COMPLETED TO ASSESS READINESS BEFORE COMMENCING WITH AOL PRODUCTS:

E-Excellent G-Good S-Satisfactory N-Needs Improvement

THIS IS ONLY A SAMPLE USED TO DEMONSTRATE A CLEAR EXAMPLE OF SSTAS IMPLEMENTATION

Title	Due Date	Completion (Progressing at L1-4)	Responsibility	Organization	Ind. Work	Collaboration	Initiative	Self-Reg.
C & C Essay Paragraphs (Group Work and Peer Review Take-up)	Mon, Oct 10/16	Completed, good progress at L3+	E	E		G	G	
Title	Due Date	Completion (Progressing at L1-4)	Responsibility	Organization	Ind. Work	Collaboration	Initiative	Self-Reg.
Writing and Revising paragraphs	Wed, Oct 12/16	Partially Completed, satisfactory progress at L2	G	G	S			S (Late)



SUMMATIVE TESTING TO TAKE PLACE AFTER PRE-TESTING WORK HAS BEEN COMPLETED: ASSESSMENT OF LEARNING					
AOL	Title	Due Date	Level 1-4	%	MY NEXT STEPS Based on a Teacher-Student Conference Feedback after each AOL and then recorded by the student)
1.	Comparison & Contrast Essay Final Product	Oct. 17/16	Level 3	76%	My teacher explained to me that I need to procrastinate less in order to reach my maximum potential and reach level 4 on my next AOL. This means that I need to complete my AFL homework on time and not rush it. The better I do on my homework, the better will I do on my AOL product.
2.					
3.					
4.					
5.					
6.					
7.					
...					

In conclusion, the ABOVE **SSTAS SAMPLE** clearly demonstrates proper implementation of the Growing Success policy as practiced at Maple Leaf School:

- 1) Instruction is Assessment and Assessment is Instruction. Teachers use both to educate their students as their students actively participate in their own learning process;
- 2) GREAT LEARNING PROCESS IS A SELF-FULLFILLING PROPHECY AS IT ALWAYS LEADS TO GREAT RESULTS. IF STUDENTS FOLLOW THE AAL & AFL LEARNING PROCESS, OBTAINING HIGH GRADES AND ACHIEVEMENT LEVELS ON THEIR SUMMATIVE AOL DEMONSTRATIONS OF KNOWELEDGE, BECOMES THE NATURAL OUTCOME, ALL THE WHILE DEVELOPING LEARNING SKILLS AND WORK HABITS SUCH AS RESPONSIBILITY, ORGANIZATION, INDEPENDENT WORK, COLLABORATION, INITIATIVE AND SELF-REGULATION.



3.6.1 The Primary Purpose of Assessment and Evaluation

The Primary Purpose of Assessment and Evaluation is to improve student learning. Information gathered helps teachers identify students' strengths and those areas needing improvement, as well as program areas of strength and those needing improvement. It is important that teachers adapt their instructional methods to the needs of their students. Therefore, assessment and evaluation are 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 from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Students are assessed and evaluated based on the Achievement Charts in the Provincial Curriculum Policy Documents for the courses in which they are enrolled.
- *Evaluation* is the process of judging the quality of a student's work based on the achievement criteria, and giving a value to represent that quality. Being an Ontario secondary school, a percentage grade is assigned at Maple Leaf School.
- *Evidence of student achievement for evaluation is collected over time from three different sources – student products, observations, and conversations.* At Maple Leaf School, we are keenly aware that using multiple sources of evidence increases the reliability and validity of the evaluation of students learning. Right from the beginning of the Provincial Growing Success Policy, our Secondary Program has been implementing Growing Success Assessment and Evaluation policy based on “student products” (in the form of tests or exams and/or variety of assignments for evaluation (AOLs), including “observations”, and “conversations” for evaluation) and will continue with the re-enforcement of these policies according to the Ontario Ministry of Education guidelines. Indeed, a well-designed system of assessing, evaluating, and reporting, based on clearly stated curriculum expectations and achievement criteria, allows teachers to focus on high standards of achievement for all students, and promotes a consistent practice across Ontario. *(See MLS PB-Principal's Binder- Addendum # 23: Best Practices Success Criteria Survey developed by the Principal and implemented by all Teachers)*

3.6.2 Achievement Levels

Degrees of achievement or “Levels” are organized into broad learning categories:

1. Knowledge / Understanding
2. Thinking / Inquiry
3. Communication
4. Application / Making Connections



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

- 80-100% **Level 4:** Achievement exceeds the provincial standard. The student has exceeded or demonstrated the required knowledge and skills.
 - 70-79% **Level 3:** Achievement meets the provincial standard. The student has demonstrated most of the required knowledge and skills.
 - 60-69% **Level 2:** Achievement is below, but approaching, the provincial standard. The student has demonstrated some of the required knowledge and skills.
 - 50-59% **Level 1:** Achievement falls much below the provincial standard. The student demonstrates some of the required knowledge and skills in limited ways.
 - Below 50% **R:** Insufficient achievement of the curriculum expectations. The student has not demonstrated the required knowledge and skills. The student will not receive a credit for the course as extensive remediation is required.
 -
- ***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.

While they are broad in scope and general in nature, the achievement levels serve as a guide for gathering information, and act as a framework used to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of work, and provide clear and specific information about their achievement to students and their parents.

- 70% of the grade will be based on evaluations conducted throughout the course, and is determined through a variety of methods such as ongoing class demonstrations, presentations, essays, performances and classroom tests. This 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, performance, essay, independent study/project (such as Course Culminating Task) and/or other method of evaluation suitable to the course content and administered towards the end of the course, taking into account the entire course, with the focus on the student's most recent and most consistent performance.
- In order to ensure that evaluations are valid and reliable, and that they lead to the improvement of student learning, MLS teachers use evaluation strategies that (See Student Self-Tracking Assessment Sheet & Rubric Sample MLS PB-20):
 - i. Address both what students learn and how well they learn Are based on both the categories of knowledge and skills and the achievement level descriptions in the achievement chart for each discipline, as given in the secondary curriculum policy documents, once the evaluation materials



- mentioned above are available.
- ii. Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning.
 - iii. Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
 - iv. Are fair to all students;
 - v. Accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan
 - vi. Accommodate the needs of students who are learning the language of instruction (i.e. ESL Accommodations);
 - vii. Ensure that each student is given clear directions for improvement;
 - viii. Promote students' ability to assess their own learning and to set specific goals;
 - ix. Include the use of samples of students' work that provide evidence of their achievement;
 - x. Are communicated clearly to students and parents at the beginning of each course and at other appropriate points throughout the course.

A summative AOL examination or practicum in all subjects will be scheduled in formal examination periods at the end of each semester. All students writing examinations are expected to be in attendance. Students who do not write an examination will be subject to the loss of the examination grade and in some cases may be risking the credit for that course. A student who misses a scheduled examination due to health reasons must present a medical certificate immediately following the absence. Permission will not be given for students to write the final examinations prior to the designated examination dates and schedules. Students must not plan holidays until after the final date of the examinations. *In conclusion, Maple Leaf School program reflects well-designed assessment and evaluation based on curriculum expectations and achievement criteria.* which allow our teachers to focus on high standards of achievement for all students. Our teachers employ a combination of Diagnostic Assessment, AFL (Assessment for Learning, formerly Formative), and AOL (Assessment of Learning, formerly Summative) evaluations, based on the provincial curriculum expectations and the achievement levels outlined in "Program Planning & Assessment, revised in 2005, 2006, and finally 2007", and in the curriculum policy document for each discipline, to ensure that their assessment & evaluation is valid and leads to the improvement of student learning. Furthermore, the final revisions of 2009 and 2010 feature the aforementioned "Growing Success" initiative, including the newest assessment entitled AAL (Assessment as Learning), which, is fully implemented in all of MLS' secondary course outlines, daily lesson planning and classroom teaching strategies and accommodations. **(See Weekly Lesson Plan**



Templates for each department in MLS Principal's Binder)

Last but not least two essential principles clearly demonstrate proper implementation of the Growing Success policy as practiced at Maple Leaf School:

- 1. Instruction is Assessment and Assessment is Instruction. Teachers use both to educate their students as their students actively participate in their own learning process;**
- 2. GREAT LEARNING PROCESS IS A SELF-FULLFILLING PROPHECY AS IT ALWAYS LEADS TO GREAT RESULTS. IF STUDENTS FOLLOW THE AAL & AFL LEARNING PROCESS, OBTAINING HIGH GRADES AND ACHIEVEMENT LEVELS ON THEIR SUMMATIVE AOL DEMONSTRATIONS OF KNOWLEDGE BECOMES THE NATURAL OUTCOME ALL THE WHILE DEVELOPING LEARNING SKILLS AND WORK HABITS SUCH AS RESPONSIBILITY, ORGANIZATION, INDEPENDENT WORK, COLLABORATION, INITIATIVE AND SELF-REGULATION.**

3.6.3 Policy on Late and Missed Assignments

It must be made clear to all MLS students early in the school year that they are responsible not only for their behaviour in the classroom and the school, but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Wherein the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. *At Maple Leaf School these strategies include:*

1. asking the student to clarify the reason for not completing the assignment;
2. helping students develop better time-management skills;
3. collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class;
4. 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;
5. maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists;
6. referring the student to the Student Success team or teacher, (i.e., co-creating success criteria);
7. taking into consideration legitimate reasons for missed deadlines;
8. setting up a student contract;
9. using counselling or peer tutoring to try to deal positively with problems;



10. holding teacher-student conferences (i.e. conversations);
11. reviewing the need for extra support and daily accommodations for English language learners;
12. reviewing whether students require special education services, (i.e. one-one revision work for the ESL students or use of individualized tools like ILPs);
13. understanding and taking into account the cultures, histories, and contexts of international ESL students and their previous experiences with different (their home country) school system (s);
14. requiring the student to work with a school team to complete the assignment;
15. providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so (i.e. a variety of learner's styles based on MI);
16. deducting marks for late assignments, up to and including the full value of the assignment, based on the provision of clear procedures for determining a percentage mark for the report card for a student who has failed to submit one or more assignments for evaluation on time or at all (i.e. the AOL drop-off due date).
17. Late and missed assignments for evaluation will also be noted on the report card as part of the evaluation of a student's development of the 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 or classwork) may also be noted in the Report Card Teacher's Comments section.

FURTHERMORE, MLS' FACULTY AND STAFF DAILY:

- a) educate students and inform their parents/guardians about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments;
- b) recognize that policies and procedures should be designed within the frame of **positive and not negative re-enforcement**: the goal is to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so;
- c) recognize that it is the responsibility of the classroom teacher, preferably in collaboration with students, (i.e. co-creating success criteria such as a rubric) to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents;
- d) ensure that mark deduction will not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement.



3.6.4 Policy on Academic Dishonesty and Plagiarism

Clear direction of the school's policy based on missed and late assignments and the detecting of plagiarism must also be communicated and enforced according to the Ministry guidelines. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

Hence:

- 1) The contract prohibiting "academic dishonesty and plagiarism" is sent home to be read and signed by both the parent/guardian and the student at the start of the school year.
- 2) MLS Faculty and Administration daily educate the students about the pitfalls of plagiarism with inspirational messages and words of encouragement displayed on the message boards and the classroom walls.
- 3) MLS Faculty remain vigilant in detecting the incidents of cheating and plagiarizing throughout the school year.
- 4) All MLS Faculty teach proper bibliography format, in-depth research and publishing skills, including, proper annotation and citation skills, such as quoting, imbedding/inserting, paraphrasing, foot-noting, and end-noting in order to discourage or prevent plagiarism and cheating.
- 5) As a further deterrent, the students are advised at the beginning of the school year that "Plagiarism and Academic Dishonesty Comments" will be duly noted on their official report cards, under the Teacher's Comments and will remain in their official OSRs.
- 6) MLS students who breach the above rules and engage in the acts of academic dishonesty and plagiarism are taught the concept of natural consequences and the value as well as the application of restitution.

*It should be noted that the implementation of the above MLS policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors, as prescribed by the Growing Success Policy, pg. 43:

- (i) the grade level of the student;
- (ii) the maturity of the student;
- (iii) the number and frequency of incidents, and
- (iv) the individual circumstances of the student.



3.7 Policy on Reporting Student Achievement to Parents/Guardians

At Maple Leaf School, we believe that close communication with parents/guardians is paramount for a successful education of any child. We involve parents/guardians closely into making decisions about educational choices, general academic issues as well as social and emotional well-being of the students. All MLS teachers are required to inform parents about any problems or concerns, for example, missing homework, missing assignments or low test results. Contact reports are kept on file to verify any communication. If applicable MLS students receive an Early Warning Letter in each semester to keep the parents updated on any academic or learning skills concerns the teachers might have regarding students in question. Possible ways to improve work habits or academic results are provided by constant and consistent Teacher Feedback via AALs, AFLs and AOLs throughout the semester.

Maple Leaf School issues progress reports, as well report cards along with formal examinations at the end of each (term) reporting period (Also See 1.5 and 5.2). Final term-end reports include percentage marks with supporting comments based on the work completed. Each student has an Ontario School Record folder in which copies of report cards are kept. An up-to-date Ontario Student Transcript is available to students at the end of June.

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills (Also see 1.5 and 5.2). The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the students' strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course. The report card provides a record ***the Learning Skills and Work Habits*** demonstrated by the student in every course in the following categories:

- ✓ Responsibility
- ✓ Independent Work
- ✓ Initiative
- ✓ Organization
- ✓ Collaboration
- ✓ Self-Regulation

The Learning Skills and Work Habits are evaluated using a four-point scale:

E – Excellent, G – Good, S – Satisfactory, N – Needs Improvement



The separate evaluation and reporting of the Learning Skills and Work Habits in these SIX areas reflects their critical role in students' achievement of the curriculum expectations. The evaluation of learning skills would not be considered in the determination of percentage grades. *(Please see *SSTAS in **PB)*

3.8 On-Line School Policies, Practices, Procedures and Record Keeping

3.8.1 On-Line School General Information (Overview): E-Learning through online programs

The term E-Learning refers to the use of electronic technologies to support learning and teaching. It includes the use of computer-based learning modules, Internet-based courses, threaded discussions, video, discussion rooms, e-mail and more. MLS High School uses E- Learning to offer part time online credit courses.

For each course delivered online, all of the curriculum expectations for the course will be accounted for, and assessment, evaluation, and reporting done in accordance with policies outlined in Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition.

The MLS High School E-Learning program provides students with additional opportunities to earn credits toward their diploma. Online learning supports students as they customize their learning plans to fit their educational goals by selecting from a variety of E-Learning courses. Students enrolled in an E-Learning course will complete all of the course requirements in an online environment where they will have access to high quality content delivered by our dedicated team of teachers. Courses are also designed to take students *110 or 55 hours of learning*. Throughout the course, teachers will provide assessment opportunities and feedback in a timely manner as they monitor student progress in the course by a regular asynchronous interaction with each student. Students are also always able to contact their teacher via email to ask questions about the course material or seek clarification. The Teacher's role will be discussed in more detail in the sub-section, 3.8.3.

MLS High School Online courses are Cloud based, so the only requirement is an Internet connection. In terms of software, any current version of either Internet Explorer, Chrome, Firefox or Safari will work. If the user is running an older browser, they may need to download the newest version. The MLS Virtual High School Portal will be accessible off of the school's main website under the subsection named "Programs". Students would click on "Programs" and then would proceed to click and enter the portal to log in into



their electronic course accounts. Once logged in the E-Learning Portal, students have the full 24-hour learning cycle accessibility to the "Academic Course Folders" all organized neatly in the 9-12 Course Folders according to the subject discipline (i.e., Canadian and World Studies Studies/CIA4U). There are three suites per course:

- 1) **Feedback Suite** where for MLC, discussions and communicate with parents/guardians take place;
- 2) **Curriculum Suite**, featuring sub-folders such as "Log-in Blocks of Instruction" (LBIs), or E-Learning Resources, e-textbooks and "click-outs", apps and other learning materials;
- 3) **Attendance E-Log-in Sheet** which collects the teacher-recorded log-in times from all "Log Check-ins" for all student activities, discussions and corresponding Teacher "Click-outs" and automatically calculates the required 55 and/110 hours of instruction per course. If there is an issue surrounding a student's attendance, then the MLS High School office will contact the students and parents to resolve the issue. More information on the Student Attendance E-Sheets can be also found in sub- section, 3.8.3.

3.8.2 Asynchronous On-Line Delivery Model

Course Outlines shall be posted prior to the commencement of a course so that the students can have the immediate access to their course outlines, the moment they enroll in a course. Furthermore, Unit Plans as well as Daily lesson plans shall be posted on the student E-Portal regularly. Students are supposed to access the Online environment of a course on a daily basis (Student Daily Log-ins), registering that they have collected the posted materials and communicating with their instructor asynchronously. The students can and are expected to complete instruction and assessment tasks daily (Assessment As Learning & Assessment For Learning). The Assessment of Learning Tasks shall be accessible only once the teacher feels ready that the pre-testing (AFL and AAL) tasks are completed to the satisfaction and that the student is ready to be summatively (AOL) tested at the end of each course unit. *The final exam is to be proctored at the ministry approved location.* The date and time to write the exam can be arranged with the course teacher once all other course materials are completed. If it is not possible to come to our "Brick and Mortar" Campus to write the exam, please contact our main office and a proctor can be arranged.

It is the teacher's responsibility to post all of the due-dates and tasks on line daily, and in turn and it is the student's responsibility to check all of the posted due-dates and tasks daily through lesson plans and unit plans, the latter of which, shall be also on display in the Course Outlines, which are automatically accessible to the student the moment h/she enrolls. All of the daily posting activity executed between the teacher and the student by asynchronous instruction, feedback and assessment, count toward 110 instruction hours and will be automatically recorded by the log-in sessions. The student will be asked to



work on his/her tasks and activities while logged in into their E-Portals. The activities, which must be completed and recorded in the "sub-folded" Student Learning logs, named aptly, "The Student Daily", add to the total of 110 (full course credit) or 55 Instruction hours total for half a credit course, (i.e. Grade 10 Civics or Grade 10 Career Studies-the latter of which is the subject which lends itself exceptionally well to the on-line environment). According to the Growing Success Policy, "Instruction is Assessment, and Assessment is Instruction", hence all of the student's logged-in time while completing his/her work in their E-portal, including exchanges with his/her instructor via asynchronous learning activities, shall count toward the 110 or 55 hours of instruction. In a 110-hour course model, students can complete it as expeditiously or as deliberately as they choose as long as 110 hours of instruction have been properly logged in on a daily basis, for at least 60 minutes a day, as each lesson plan provides One Hundred and Ten 60 minute LBIs (Log-in Blocks of Instruction), thus stretching the course duration to its maximum 110 school days. The students are allowed to attend and complete up to 3 LBIs (180 minutes of instruction), thus condensing the course duration to its minimum school 37 days of instruction in a 24-hour cycle. Furthermore, as part of the posted Daily LBIs, students will also have daily (asynchronous) input and feedback on the course rubrics and checklists. This way, teachers and students will fulfill the Growing Success' co-operative spirit of Co-creating Success Criteria in order to best gage the student's progress and output via Product, Conversation and Observation. The Co-created Criteria will be also discussed asynchronously through the E-Portal's discussion forum, appropriately named "The Feedback Suite", due to its purpose and functionality. More information about the Feedback Suite, shall be addressed in the subsection 3.8.3.

3.8.3 The Role of the Teacher in the On-Line Delivery Model, including Attendance Tracking and Recording

In order to successfully execute the on-line duties and responsibilities of Curriculum Delivery, The Teacher is in charge of posting the following Half a Credit or One Full Credit Course Content items:

- 1) Course Outlines, Unit Plans and Daily Lesson Plans (i.e. LBIs);
- 2) Providing students with daily asynchronous instruction resulting in measurable assessment using AAL and AFL, leading to a major AOL at the end of each unit.
- 3) Providing students with regular feedback based on AAL, AFL and AOL student-task completion. Teachers must use co-created success criteria to ascertain the student's progress and assessment. So utilizing and implementing regular, checklists, exit cards, or rubrics with a specific feedback as to the student's progress, are the most important aspects of the Teacher's curriculum delivery model in the scope of the "Growing Success" provincial guidelines. Please note, that the Growing Success Policy applies in the same fashion to both "Brick and Mortar" Campus and E-Learning Portal.



- 4) Providing students with electronic lesson handouts ("Clickouts"), learning apps and/or online links to the curriculum based resources, electronic textbooks and other learning materials, all accessible in the E-Learning Portal and posted on the school's main website under "Virtual High School".
- 5) Providing two report cards per 110-hour course instruction time, including progress reporting card and the final report card featuring:
 - a) Assessment of Learning Level 1-4 grade and corresponding % mark based on the five categories of achievement (Knowledge, Understanding, Thinking Inquiry, Communication and Application) and Overall Expectations as per provincial Guidelines and Regulations.
 - b) Learning Skills and Work Habits Assessment (Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation) based on the following criteria: E-Excellent /G-Good/ S-Satisfactory/ N- Needs Improvement.
- 6) Feedback Suite folders: Where students and parents can post questions asynchronously and teachers can answer them asynchronously by logging in once every two hours between the period of 5:00 PM-9:00 PM within a 24-hour learning cycle. Students and the parents of the minority-age students can also arrange for synchronous electronic conferences or in-person conferences, the latter being an option only if the parents/guardians can physically come to "the Brick and Mortar" Campus facility, between 5:00 PM-6:00 PM daily when the courses are in session.
- 7) Student Attendance E-Log-in Sheet, where students can log in-and log out in order for teacher to collect and record 110 attended hours of instruction. Should students fail to log in, they'll be marked absent. The Principal shall enforce the Absenteeism Policies, which are equally applicable to both "Brick and Mortar" Campus and the E-Learning Cloud Portal. See section 3.4, "Policy on Attendance".
- 8) The Attendance E-Log-in Sheet shall be sub-foldered in a Feedback Suite, accessible for viewing to students and parents, but only recordable by the teacher. In this suite, parents/guardians can clearly see whether their "student" has been logging in (attending) regularly. Also, if a log-in/log out time is not recorded on a daily basis, for the allotted amount of asynchronous class instruction, the parents/guardians will be automatically notified of their "students" absence via corresponding parents'/guardians' email, which is originally provided by parents/guardians in the on-line course registration/application package. According to the school policy, the absence is defined as a failure to log-in within a 24-hour period for an allotted amount of asynchronous class instruction, for a 60-Minute LBI, a 120- Minute LBI, or a 180-Minute LBI. To summarize: Should a student fail to log in, a daily absence notification shall be automatically forwarded to the aforementioned parents/guardians' email accounts electronically



accessible through the on-line registration forms.

- 9) And last but not least, the Teacher will post the schedule in the Feedback Suite, where MLS on-line discussion groups would take place. The goal of this asynchronous discussion is to encourage the Socratic Model of Exchange through deliberate comprehension activities. The students must post well written and thought-out responses either as question posers or question answerers. This type of activity falls under the Assessment as Learning pre-testing learning process as it requires clarity of communication between students and teachers.

3.8.4 The On-Line School Community Involvement Package

Community Involvement Package will be also available to the students who are enrolled in Virtual High School program. The package will be electronically accessible to the On-line students off of the school's main website. See Section 2.6 for the policy on Community Involvement Activities.

4. Courses

4.1 Definition of a Credit

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. "Scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. The MLS Principal (School Designated Education Officer), on behalf of the Minister of Education, is authorized to grant credits to students.

4.2 Course Codes

Each course is worth one credit, unless otherwise indicated, which requires a minimum of 110 hours of study. All courses offered are at the academic, open, university, university/college or Workplace preparation level.

- (i) The codes for each course are 5 to 6 characters long, e.g. ENG2D1.
- (ii) The first 3 letters represent the Ministry approved course title, identifying the subject material, e.g. ENG=English.
- (iii) The fourth position indicates the grade or language level where 1=Gr. 9; 2=Gr.10; 3=Gr. 11, or 4=Gr. 12.
- (iv) The fifth position indicates the course type, identifying the level of difficulty where: D=Academic; P=Applied; O=Open; C=College; U=University, M=College or University, and E=Workplace.



- (v) The sixth position indicates the program or credit differentiation or the focus of the course, usually identifying the credit value of the course, where 1=1 credit, 0.5=0.5 credit, (i.e. half credit courses such as Grade 10 Civics or Grade 10 Career Studies)

*Full Course Code Example based on the above coding system:

4.3 Information about Course Outlines (Outlines of Courses of Study)

Maple Leaf School has developed and on a regular basis updates Outlines of Courses of study for all OSSD courses offered at the school. **These course outlines or courses of study are available for both parents/guardians and students to examine. A course description is made available to all students and parents in the beginning of each semester. The hard copies can be found in Teacher Subject Binders, Administrative Course Outlines Binders and Principal's Binder. Maple Leaf School is currently in the process of posting updated course outlines and academic calendar for the academic year 2021-2022.**

Parents and Guardians: Relevant Curriculum documents (i.e. Course Profiles, Exemplars and other educative tools and resources) are also available on the **Ministry of Education website: www.edu.gov.on.ca/eng/curriculum/secondary/index.html.*

Teachers must complete a course outline with the support of the principal at the start of the school year and identify and describe their course/subject expectations in a written communiqué to the students. Clear differentiation is made between diagnostic, formative (Assessments for and as Learning) and summative assessments (Assessments of Learning) and the weight given each unit to the different categories of knowledge and skills, including the descriptions of course units and/or strands. Clear direction of the school's policy and student expectations are included.

4.4 Course Selection

The secondary school program includes features designed to help students make appropriate educational choices and career plans. It is important those guidance counselors and other teachers help students to determine their interests, needs and special strengths and to explore the broad range of learning and employment opportunities open to them. At Maple Leaf School, parents and students will select courses in collaboration with the School Principal, Vice-Principal(s), and/or subject teachers. Course selections for students under the age of eighteen must be made with parental/guardian approval. Students and their parents/guardians choose Grade 9 courses on the basis of the students' needs, interests, strengths, and past achievements, and may also be influenced by learning opportunities available outside the school. The School also provides guidance through a Grade 9 Information Evening for prospective grade 9 students. At Maple Leaf School, Grade 9 and 10 students are offered all of the compulsory courses, as well as a select few Grade 11 and 12 courses as per prerequisite requirements and



Ontario Ministry of Education regulations. MLS specializes in providing guidance to international students wishing to enroll in Ontario and other Canadian universities. Hence, courses in the curriculum have been organized to provide clear educational paths for students, and to make it easier for students to select the appropriate courses. The provision of different types of courses leading to specific destinations allows students to acquire a solid core of theoretical and applied learning and to focus their learning on goals that have relevance for them.

**Maple Leaf School reserves the right to add or subtract course offerings on semester-to-semester bases depending upon the needs of its students.*

4.4.1 Minimum Course Load

Students are required to take 8 courses in each of Grades 9 and 10. Courses may not be dropped over the course of the year.

4.5 Types of Courses

The types of courses offered and their organization provide for a gradual streaming of courses in Grade 9 to 12 that will keep options open for all MLS students in the earlier grades and prepare students in senior grades for their future destinations. They enable students to meet the diploma requirements. Academic and open courses are offered in Grades 9 and 10, including both compulsory and optional courses. Academic courses focus on the essential concepts of the discipline and also explore related concepts. They develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. Open courses, which are offered in the optional area, are designed to provide students with a broad educational base that will prepare them for productive participation in society. Special emphasis is being put on our English & ESL Programs, Mathematics, Sciences, Business and Computer Studies, Canadian and World Studies, including Social Sciences and Humanities. Grades 11 and 12 have the full range of University Preparation, University/College Preparation, College Preparation and Open courses available to them. Last but not least, Maple Leaf School also provides programs to prepare international and/or domestic Grade 11 and/or 12 students for University or College entrance. (See 4.5 for the listed types of course offerings and 4.6 for the list of course offerings for 2021-2022) A Course List and description of the courses currently being offered can be found in section 4.3 of this academic course calendar, provided by the classroom teacher and through the Principal's Office. **Courses may be changed, added or subtracted from semester to semester.** Students should confer with the MLS Administration to ensure that the courses that they wish to complete are available.



4.6 MLS' Updated Secondary Program Course List

MLS provides programs to prepare our students for University or College entrance. The type of courses that we provide at Maple Leaf School, specifically Academic, Open, University and University/College, reflect that focus. Applied Courses may also be offered at MLS attempts to provide a wide range of courses that will meet the individual needs and interests of our outlines will be provided by the classroom teacher and are available through our School Office. Courses may be changed and new courses added from session to session. Please confer with the main office to ensure that the courses that you wish to complete are available. Please note: Certain courses may require the student to use devices such as lap top computers, scientific calculators, etc... *Maple Leaf School does not provide these items.*

Grade 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10:

- ❖ *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* 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*, 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.

Grade 11 and 12 Courses

The following five types of courses are offered in Grades 11 and 12:

- ❖ *College preparation courses* are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.
- ❖ *University preparation courses* are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.
- ❖ *University/college preparation courses* are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

- ❖ **Workplace preparation courses** are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.
- ❖ **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.

4.6.1 THE LIST OF GRADE 9 COURSES

Courses	Course Code	Type of Course	Credits	Choice
ELD Level 2	ELDBO	Open	1	
ESL Level 1	ESLAO	Open	1	
ESL Level 2	ESLBO	Open	1	

4.6.2 THE LIST OF GRADE 10 COURSES

Courses	Course Code	Type of Course	Credits	Choice
ELD Level 3	ELDCO	Open	1	
Mathematics	MPM2D	Academic	1	
Science	SNC2D	Academic	1	
History	CHC2D	Academic	1	
Civics	CHV2O	Open	0.5	
Career Studies	GLC2O	Open	0.5	
Mandarin	LKMBD	Academic	1	
Intro to Business	BBI2O	Open	1	
Dramatic Arts	ADA2O	Open	1	
ESL Level 3	ESLCO	Open	1	
ESL Level 4	ESLDO	Open	1	



4.6.3 THE LIST OF GRADE 11 COURSES

Courses	Course Code	Type of Course	Credits	Choice
English	EPS3O	Open	1	
English	ENG3U	University Preparation	1	
Dramatic Arts	ADA3M	University Preparation	1	
Mathematics: Functions	MCR3U	University Preparation	1	
Mathematics: Functions and Applications	MCF3M	University/College Preparation	1	
Science: Biology	SBI3U	University Preparation	1	
Science: Chemistry	SCH3U	University Preparation	1	
Science: Physics	SPH3U	University Preparation	1	
Mandarin	LKMCU	University Preparation	1	
Designing Your Future	GWL3O	Open	1	
Economics: The Individual and the Economy	CIE3M	University/College Preparation	1	
ESL Level 5	ESLEO	Open	1	



4.6.4 THE LIST OF GRADE 12 COURSES

Courses	Course Code	Type of Course	Credits	Choice
English	ENG4U	University Preparation	1	
OSSLC (Ontario Secondary School Literacy Course)	OLC4O	Open	1 (An Option to fulfill Graduation Requirement)	
Mathematic: Advanced Functions	MHF4U	University Preparation	1	
Mathematics: Mathematics of Data Management	MDM4U	University Preparation	1	
Mathematics: Calculous and Vectors	MCV4U	University Preparation	1	
Science: Physics	SPH4U	University Preparation	1	
Science: Chemistry	SCH4U	University Preparation	1	
Science: Biology	SBI4U	University Preparation	1	
Business: Introduction to International Business	BBB4M	University/College Preparation	1	
Analyzing Current Economic Issues	CIA4U	University Preparation	1	
Drama	ADA4M	University/College Preparation	1	
Mandarin	LKMDU	University Preparation	1	



4.7 Course Descriptions and Prerequisite Requirements, Grades 9-12

4.7.1 Grade 9:

English as a Second Language ESL Level 1 Open (ESLAO), 1 Credit

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

English as a Second Language ESL Level 2 Open (ESLBO), 1 Credit

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Prerequisite: ESL Level 1 or equivalent

ELD Level 2, Open (ELDBO), 1 Credit

This course is intended for English language learners who have had limited access to schooling and thus have gaps in their first-language literacy skills. Students will use their developing listening and speaking skills to communicate in English for a variety of purposes; develop reading strategies to understand a variety of simple texts; produce simple forms of writing; apply increasing knowledge of English grammatical structures in speaking and writing; expand their vocabulary; and develop fundamental study skills. The course will also provide opportunities for students to become familiar with and use school and community resources and to build their knowledge of Canada and diversity.

Prerequisite: ELD Level 1 or equivalent

4.7.2 Grade 10:

ELD Level 3, Open (ELDCO)

This course builds on students' growing literacy and language skills and extends their ability to communicate in English about familiar and school-related topics. Students will make brief oral presentations; improve their literacy skills through a variety of



contextualized and supported reading and writing tasks; distinguish between fact and opinion in short written and oral texts; 64 complete short guided-research projects; and engage in a variety of cooperative learning activities. The course will also enable students to strengthen and extend their study skills and personal- management strategies and to broaden their understanding of Canadian diversity and citizenship.

Prerequisite: ELD Level 2 or equivalent

MATHEMATICS: MPM2D Principles of Mathematics Grade 10 Academic, 1 Credit

This course enables students to broaden their understanding of relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic equations 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: Mathematics, Grade 9, Academic

SCIENCE: SNC2D Science Grade 10 Academic, 1 Credit

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: Science, Grade 9, Academic

HISTORY: CHC2D Canadian History since World War 1 Academic Grade 10, 1 Credit

This course explores the local, national, and global forces that have shaped Canada's national identity from World War 1 to the present. Students will investigate the challenges presented by economic, social, and technological changes and explore the contributions of individuals and groups to Canadian culture and society during this period. Students will use critical-thinking and communication skills to evaluate various interpretations of the issues and events of the period and to present their own point of view.

Prerequisite: None



CIVICS: CHV20 Civics Open Grade 10, 0.5 Credits

This course explores what it means to be informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local, national and global contexts, about political reactions to social change, and about political decision-making processes in Canada. They will explore their own and others' beliefs about civics questions and learn how to think critically about public issues and react responsibly to them.

Prerequisite: None

CAREER STUDIES: GLC20 Career Studies Open Grade 10, 0.5 Credits

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Introduction to Business, Grade 10, Open (BBI2O)

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

DRAMA, GRADE 10, OPEN ADA2O

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

INTERNATIONAL LANGUAGES, MANDARIN, LEVEL 2, UNIVERSITY PREPARATION LKM2D

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students



will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 1, Academic

English as a Second Language ESL Level 3 Open (ESLCO), 1 Credit

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

ESLDO-ESL LEVEL 4. Open, 1 Credit

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

Prerequisite: ESL Level 3 or equivalent

4.7.3 Grade 11:

ENGLISH: ENG3U English Grade 11 University Preparation, 1 Credit

This course emphasizes the development of literacy, critical thinking, and communication skills. Students will analyze challenging texts from various periods; conduct research and analyze the information gathered; write persuasive and literary essays; and analyze the relationship among media forms, audiences, and media industry practices. An important focus will be on understanding the development of the English language.

Prerequisite: English, Grade 10, Academic

ENGLISH: Presentation and Speaking Skills, Grade 11, Open (EPS3O), 1 Credit

This course emphasizes the knowledge and skills required to plan and make effective presentations and to speak effectively in both formal and informal contexts, using such

forms as reports, speeches, debates, panel discussions, storytelling, recitations, interviews, and multimedia presentations. Students will research and analyze the content and characteristics of convincing speeches and the techniques of effective speakers; design and rehearse presentations for a variety of purposes and audiences; select and use visual and technological aids to enhance their message; and assess the effectiveness of their own and others' presentations.

Prerequisite: Grade 10 English, Academic or Applied

MATHEMATICS: MCR3U Functions Grade 11 University Preparation, 1 Credit

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

Prerequisite: Principles of Mathematics, Grade 10, Academic

MATHEMATICS: Functions and Applications, Grade 11, University/College (MCF3M)

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

SCIENCE: SBI3U Biology Grade 11 University Preparation, 1 Credit

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; genetic processes; evolution; internal systems and regulation in animals; and the anatomy, structure and function of plants. This course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigations

Prerequisite: SNC2D

SCIENCE: SCH3U-Chemistry-Grade 11-University Preparation-1 Credit

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reaction and quantitative

relationships in those reactions; solutions and solubility; the 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: SNC2D

SCIENCE: SPH3U Physics Grade 11 University Preparation, 1 Credit

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: SNC2D

ECONOMICS: The Individual and the Economy, Grade 11, University/College (CIE3M), 1 Credit

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles affect stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Designing Your Future, Grade 11, Open (GWL3O), 1 Credit

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

Prerequisite: None

Drama, Grade 11, University/College (ADA3M)

This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used



in their presentations, and analyse the functions of playwrights, directors, actors, designers, technicians, and audiences.

Prerequisite: Drama, Grade 9 or 10, Open

INTERNATIONAL LANGUAGES, LEVEL 3, MANDARIN UNIVERSITY PREPARATION, LKMCU

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation

English as a Second Language: ESL Level 5 Open (ESLEO), 1 Credit

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: International Languages, Level 2, University Preparation

4.7.4 Grade 12:

ENGLISH: ENG4U English Grade 12 University Preparation, 1 Credit

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyze a range of challenging texts from various time periods, countries, and cultures; write analytical and argumentative essays and a major paper for an independent literary research project; and apply key concepts to analyze media works. An important focus will be on understanding academic language and using it coherently and confidently in discussion and argument.

Prerequisite: English, Grade 11, University Preparation

ENGLISH: Ontario Secondary School Literacy Course

OLC4O, Gr.12 Open-1Credit (a pathway to fulfilling graduation requirement)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy



requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement:

Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Drama, Grade 12, University/College (ADA4M)

This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures, and will analyse how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.

Prerequisite: Drama, Grade 11, University/College Preparation

ADVANCED FUNCTIONS:

MHF4U Mathematics Grade 12 University Preparation, 1 Credit

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

CALCULUS AND VECTORS:

MCV4U Mathematics Grade 12, University Preparation, 1 Credit

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 a 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: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

MATHEMATICS OF DATA MANAGEMENT:

MDM4U Mathematics Grade 12 University Preparation, 1 Credit

This course broadens students' understanding of mathematics as it relates to managing information. Students will apply methods for organizing large amounts of information; apply counting techniques, probability, and statistics in modeling and solving problems; and carry out a culminating project that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences or the humanities will find this course of particular interest.

Prerequisite: Functions and Relations, Grade 11 University Preparation or Functions, Grade 11, University/College Preparation

PHYSICS: SPH4U Physics Grade 12 University Preparation, 1 Credit

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

CHEMISTRY: SCH4U-Chemistry Grade 12 University Preparation, 1 Credit

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

BIOLOGY: SBI4U-Biology Grade 12 University Preparation, 1 Credit

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

INTERNATIONAL BUSINESS FUNDAMENTALS:

BBB4M Grade 12 University Preparation, 1 Credit

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in inter-national markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively.

Prerequisite: Any University, University/College, or College Preparation Course in Business Studies or Canadian and World Studies.

Business Leadership: Management Fundamentals:

BOH4M - Grade 12 University/College Preparation, 1 Credit

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Prerequisite: None

ANALYZING CURRENT ECONOMIC ISSUES:

CIA4U Grade 12-University Preparation, 1 Credit

This course investigates the nature of the competitive global economy and explores how individuals and societies can gain the information they need to make appropriate economic decisions. Students will learn about the principles of microeconomics and macroeconomics, apply economic models and concepts to interpret economic information, assess the validity of statistics, and investigate marketplace dynamics. Students will use



economic inquiry and communication skills to analyze current economic issues, make informed judgments, and present their findings.

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

International Languages, Mandarin University Preparation LKMDU, 1 Credit

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, Level 2, University Preparation

4.7.5 INDEPENDENT STUDY COURSES (Procedure)

Students at Maple Leaf School may also earn a credit through Independent Study. Students who apply for such a credit must be a fulltime student at our school. Students are not allowed to do more than one credit per school year as Independent Study at the School. Students are required to have a minimum of ten half an hour session with the teacher assigned to the course by the School Principal and-or Vice-Principals. These sessions must be conducted during school hours. Missed contacts must be rescheduled. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, structure in the units set by the Ministry, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. The School Principal and/or Vice-Principal(s) will ensure that the teacher follows all Ministry course expectations and delivers all assessments as decided on in the aforementioned conference. The student must make contact with the teacher on a weekly basis and deliver assignments and write tests on the timeline set at the start of the semester. The student will write a summative (AOL) examination on the whole course on a time scheduled by the school.

4.7.6 EVENING CREDIT COURSES AND PROGRAM ORGANIZATION

Maple Leaf School may choose, in the future, to offer evening credit courses. If so, it shall do so through continuing education, to regular day school students and to adults who need to complete requirements for the Ontario Secondary School Diploma. To be considered for admission to a continuing education course offered for credit in the evening, a regular day school student must provide:



- a statement signed by the day school Principal and/or Designated Education Officer indicating that there has been consultation with the student regarding enrolment in the course and that the student has been granted permission to enroll in the course;
- evidence of parental approval, if the student is under the age of eighteen (unless the student is sixteen or seventeen years old and has withdrawn from parental control).

The scheduled time in any evening continuing education course taken for credit will not be less than 110 hours of instruction. It is the responsibility of the principal of the continuing education program to ensure that each course contains the amount of work that would ordinarily be completed in the time scheduled for the course in a day school program. A statement of the student's achievement will be issued to the student by the principal of the night school and reported to the principal of the school that holds the student's Ontario Student Record for recording on the Ontario Student Transcript.

4.7.7 SUMMER SCHOOL CREDIT COURSES

Maple Leaf School offers summer school credit courses through continuing education to secondary students. The terms of admission to a course offered through summer school will be determined by the board that operates the summer school. A summer school program may not begin until after the last school day in the school year and must end before the first school day of the following school year. School boards may wish to offer courses for credit through summer school to meet a variety of student needs. For example, summer courses may be offered for credit in order to:

- enable students to take additional credit courses;
- allow students to retake courses they have not successfully completed during the school year or courses in which they wish to improve their achievement;
- allow students to achieve a credit through credit recovery of a course that they have not successfully completed during the school year (see section 7.5.1 of the Ontario K-12 Document);
- enable students to complete required components of specialized programs (e.g., Specialist High Skills Major programs).

Summer school credit courses must fulfil the same credit requirements as courses offered during the regular school year, including the requirement that each one credit course be scheduled for 110 hours. Boards may also offer non-credit summer school courses and programs to address elementary and secondary students' remedial needs and interests.

5. Recording and Reporting Procedures

5.1 Ontario Student Record (OSR)

The Ontario Student Record is the official record maintained for each student and contains achievement results, credits earned and diploma requirements completed, along with other information the school deems important to the education of the student. For example,

- (i) Confirmation that the student has completed the Community Involvement requirement will be noted.
- (ii) Confirmation that the student has successfully completed the Literacy Requirement will be noted.

Students and the parents of students, who are under the age of 18, have the right to examine the contents of their OSR at any time. These records are kept in locked cabinets in the principal's office. Maple Leaf School is responsible for the establishment, maintenance, use, retention, transfer and disposal of these records as per the Ministry document, OSR Guideline 2000. Information from the OSR may be used to assist in the preparation of a report for an application for further education or employment, providing a written request for such a report is made by a student, a former student or the parent(s) of a student who is not an adult student. Finally, if the student transfers to another Ministry approved Ontario school, the OSR will be forwarded to that school only after a signed request is received from the requesting school. This signed request must also contain the parent's signature if the student is under the age of 18. For students who have reached the age of 18 they rather than their parents sign the request form.

5.2 Ontario Student Transcript (OST) and Ontario Report Card (also see 1.5 "Reporting Periods" under "School Organization) including Withdrawal from the Credit Course

The Ontario Student Transcript is an official and consistent summary of a student's cumulative achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST is maintained electronically and will be prepared for students on demand at any time. In addition, a copy will be prepared and issued to the student who transfers to another school in Ontario and when a student graduates or retires from the school. At the time of transfer or retirement an up-to-date copy of the OST will be placed in the OSR. Copies will be provided at any time upon request by a college, university or the Ontario University Application Centre. The transcript will contain a complete record of the individual student's performance in all courses, including not only those completed, but in Grades 11 and 12 also those courses attempted and not completed. Further, the transcript will provide details on those



Maple Leaf School

Grades 11 and 12 courses that are re-taken for a second time to improve the mark. The final mark, pass or fail, will be recorded. **If a student withdraws from a Grade 11 or 12 course within five instructional days, following the issue of the first report card, the withdrawal is not recorded on the OST. If a student withdraws from a course after five instructional days, following the issue of the first report card, the withdrawal is recorded on the OST and the student's percentage grade at that time is recorded on the OST. (See also Full Disclosure Policy) Where a student takes a course for a second time, an "R" is entered opposite the course with the lower percentage grade and where necessary, the credit will be transferred to the higher mark.**

Maple Leaf School



REPORTING PERIODS (REPORT CARDS, see also 1.5 & 3.7): At the end of each course students receive the copy of their Term report card, which is put in each student's OSR or part time file. OSRs also contain properly updated student transcripts!

Ontario Ministry of Education		Provincial Report Card, Grades 9-12						Session(s) 1-5, 2018-19	Reporting Period(s): T1: Sep. 4 - Nov. 20, 2018 T2: Dec. 4 - Mar. 15, 2019 T3: Mar. 18 - Jun. 14, 2019 T4: July 07 - July 25, 2019 T5: Aug. 05 - Aug. 30, 2019	Date:		
STUDENT:		OEN:	Grade:	Homeroom:	Principal: D. Zebellian							
Address:					School Council Chair: N/A							
SCHOOL: Maple Leaf Collegiate (884710)			Telephone: (647)351-1688		BOARD: Private			Email/Website: www.mapleleafcollegiate.ca				
Address: 4002 Sheppard Avenue East, Unit 518, Toronto, ON, M1S-4R5			Fax: (647) 351-1688		Address: 4002 Sheppard Avenue East, Unit 518, Toronto, ON, M1S-4R5							
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	Times Late
Course Title: [Redacted] Course Code: [Redacted] Teacher: [Redacted]	1st											
	2nd											
	Final											
<input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM												
Course Title: [Redacted] Course Code: [Redacted] Teacher: [Redacted]	1st											
	2nd											
	Final											
<input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM												
Course Title: [Redacted] Course Code: [Redacted] Teacher: [Redacted]	1st											
	2nd											
	Final											
<input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM												
Course Title: [Redacted] Course Code: [Redacted] Teacher: [Redacted]	1st											
	2nd											
	Final											
<input type="checkbox"/> ESU/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM												

Maple Leaf



**Provincial Report Card, Grades 9–12
Completion of Requirements for Graduation**

Semester (s) 1-5, 2018-19	Reporting Period (s): 1.1. Sep. 4 – Nov. 30, 2018 1.2. Dec. 4 – Mar. 15, 2019 1.3. Mar. 16 – Jun. 14, 2019 1.4. July 15 – July 29, 2019 1.5. Aug. 05 – Aug. 30, 2019	Date:
------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------

OEN:	Grade:	Homeroom: N/A
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Diploma Requirements	Total Required	Earned This Report	Earned to Date
Compulsory Credits	18		
English (1 credit per grade)	4		
French as a second language	1		
Mathematics (1 credit in Grade 11 or 12)	3		
Science	2		
Canadian history	1		
Canadian geography	1		
The arts	1		
Health and physical education	1		
Civics	0.5		
Career studies	0.5		
Group 1 English French as a second language Classical or international language Guidance and career education	1		
Canadian and world studies Native language Social sciences and humanities Cooperative education			
Group 2 Health and physical education The arts French as a second language	1		
Business studies Cooperative education			
Group 3 Science (Grade 11 or 12) Technological education French as a second language	1		
Computer studies Cooperative education			
Optional Credits	12		
Total Credits Required for Graduation	30		
Community Involvement	40 hours		
Specialist High Skills Major			

Ontario Secondary School Literacy Graduation Requirement	Completed <input type="checkbox"/>
For School Use	

Activate Windows
Go to Settings to activate



5.3 Parental/guardian Access to the OSR

Students and their parents/guardians (if the student is under the age of 18) may examine the contents of the OSR. For public schools in Ontario, these records are protected by the *Municipal Freedom of Information and Protection of Privacy Act* and the *Freedom of Information and Protection of Privacy Act*. Note, however, that private schools, such as Lowell International Academy, are not subject to either of these Acts (A Guide to Ontario Legislation Covering the Release of Students' Personal Information, 2003; <http://www.acposb.on.ca/educat-e.pdf>). Lowell International Academy principal and teachers of the school have access to the OSR for the purpose of improving the instruction of a student. Maple Leaf School may disclose personal information to a law enforcement agency in order to aid in an investigation: (<http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html>) A consent form must be used for the release of any information within the OSR (see Appendix).

5.4 Transferring the OSR

If a Maple Leaf School student transfers to another school in Ontario, all parts of the original OSR (with the exception of the index card) will be transferred to the new school, once the written notification of the transfer has been received. The original OSR cannot be sent to a school outside of Ontario. Instead, an exact copy is sent upon receipt of a written request. When a student is no longer enrolled in school, the parents (or student if over 18) will receive an up-to-date copy of the Ontario Student Transcript and all information in the OSR not required to be retained (see below) according to the Ministry of Education guidelines. If a student transfers from another school in Ontario to Maple Leaf School, a consent form must be used (signed by the student's parents/guardians if the student is under the age of 18) to obtain the OSR from the previous school (see the Form in MLS PB).

5.5 Retention, Storage, and Destruction of Information in the OSR

The contents of a student's OSR will 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:

- report cards
- the documentation file, where applicable
- additional information that is identified by Maple Leaf School as appropriate for retention.

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST



- the office index card

The destruction (culling) of all or any part of the OSR when its retention is no longer required will be performed with use of a shredder to ensure the complete and confidential disposal of the record.

6. Student support services, including supports for English language learners, resources & remedial programs

Guidance and Career education is provided on an individual basis throughout the year for all Grades 9 to 12 students. Students with learning disabilities, physical disabilities or other special needs will receive individual help. Programs may be modified according to the guidelines. Students needing extra help will be given opportunities throughout the regular school day as well as outside school hours to receive help, advice and tutorials from their teachers.

6.1 Student Counselling & Support Services, including Computer Lab,

Resource Centre/Library and Community Resources

Our staff assists and advises students in a variety of areas during their stay with Maple Leaf School. Our school applies a myriad of Intervention strategies, supports, and programs for student success, including for students at risk of not graduating. Services include:

- **Course and Academic Counselling**, for “Students at Risk”, as well as counselling for personal issues.
- **Students at risk are identified within the first 4 weeks of each course.** Parents and students are informed through a myriad of P.B. (Principal Binder’s) Forms, i.e. “Goal Setting”; “Early Warnings Letters; Student Attendance Concern; Students with Concerns and/or at Risk Notification; Learning Skills, Assessment, Monthly Progress Reports; Written and Oral Teacher Feedback, SSTAS (Student Self Tracking Assessment Sheet), which are specifically tailored to improving student success.
- **Last but not least I.L.P or I.E.P Support is given upon requirement**, as well as multiple forms of remediation and classroom accommodations.
- **Ideal Teaching Facilities** include State of the Art Classroom Technology, including fully equipped tech-carts interactive with Projectors, Monitors and TV Device(s). MLS occupies more than 12000 sqf. of school facilities, including 8 classrooms, 2 lunch- rooms, 3 Study Classrooms, British Council IELTS Testing Centre, as well as Resource Teacher Services including ESL assistance, and on-site/off-site school sponsored and organized educational excursions and/or events.
- **ENGLISH LANGUAGE LEARNERS: Special assistance can be provided for students who are classified as English language learners.** This may include



extending the length of Credit and Credit ESL courses, ESL/Subject tutoring, or modifications to collecting evaluation data. Furthermore, it should be noted that Maple Leaf School is an official British Council IELTS Testing site. As such we also provide IELTS Preparation group classes, as well as individual IELTS prep tutoring classes. **Hence, while we have no Special Education Services,** accommodation policies are provided to our ESL students. Please, also see **Considerations for Program planning for all departments,** featured as a section in all of our subject course outlines.

- **Small Classes:** Maple Leaf School offers small classes for greater, individualized student care and instruction from teachers and support staff. Students at MLS enjoy a caring, family-like environment, where teachers and classmates know each other well and support one another's happiness and academic success.
- **Unique, Innovative and Convenient Services:** Maple Leaf School has appointed student management agencies, which provide our students with many extras, including Home Stay accommodations and assistance in opening bank accounts; application for transit passes/cards; subject area tutoring; university admission preparation support; English Language support, and many cultural and recreational activities. Last but not least, Maple Leaf School offers assistance with Visa Renewal Services to its international students. Our International Students Office will facilitate renewal of the Canadian Student Authorization, provided that the student is proceeding towards an OSSD or 30 credits at Maple Leaf School. These services not only help international students to quickly adapt to their studies in Canada, but also provide complete support for their day-to-day living. In addition to providing a safe and convenient living and study environment, Maple Leaf School has established a professional team of tutors, who routinely communicate with students to monitor their academic success and provide for their tutoring needs. The staff at Maple Leaf School is trained to support international students' emotional well-being in their new country so far away from home. To help students adapt to study and life in Canada, many out-of-school recreational activities are organized which promote a better understanding of Canadian culture, so that our students can immerse themselves in speaking English and a Canadian lifestyle. Another service provided by Maple Leaf School staff is post-high school planning for every student, to maximize their potential for continued, life-long success.
- **Computer Lab and Resource Centre Library:** Currently, the school is still operating via BYOD (Bring Your Own Device). Thus, we provide wireless campus environment for our students, as well as the photocopying and printing services. In the near future, the school is planning to open a well-equipped computer lab.
- **Community Resources:** The school provides info and brochures on all local universities and colleges; info on local community centres such as YMCA, Public Library, Local Badminton Club and Gym, as well as information on how to obtain Public Transport Students Cards such as Presto. Students and parents are encouraged

to approach the School Admin Staff for specific info and assistance.

6.2 Guidance and Career Education Program including strategies and resources for students and parents to support education planning and the course selection process:

The Guidance and Career Education program is a vital and integral part of the secondary school program. Through the program, students acquire the knowledge and skills they need in order to learn effectively, to live and work cooperatively and productively with a wide range of people, to set and pursue educational and career goals, and to carry out their social responsibilities. This program will be delivered in various ways, including orientation and exit programs, career exploration activities, and individual assistance and counseling. The program is organized into three areas of learning:

- i) student development (the skills and habits necessary for learning, i.e. SSTAS);**
- ii) providing information and programs on post-secondary via E-INFO Resources, including course selection process**
- iii) facilitating applications to universities, colleges and other educational institutions;**
- iv) making available information on scholarships, bursaries and student awards;**
- v) counseling regarding educational planning, career awareness and personal concerns;
- vi) interpersonal development (the skills and knowledge necessary to get along with others);
- vii) career development (i.e., all students are required to complete a half-credit course in career studies. Aside from providing it as a part of the curriculum, the career education program may also include speakers from outside the school as well as trips to various career-related sites and/or events).

In conclusion the Guidance and Career Education Program at Maple Leaf School provides many student-centered opportunities to practice new skills in structured and supportive settings. It allows students to learn from their experiences and accomplishments and apply their skills and knowledge in the classroom, in the school with their peers and teachers and in the community. This process may and often does involve participation of parents/guardians, community partners, teachers, school counselors and community mentors.

6.3 Forms of experiential learning

These programs are designed to prepare students for work and to introduce them to specific



career areas.

- **Job Shadowing** involves a half to a full day one-on-one observation of a worker at a place of employment. No additional credits are awarded
- **Work Experience** involves a one-to-four-week placement at a work site related to a particular program of study. Work Experience is part of an in-school course and no additional credits are awarded.
- **Cooperative Education** is a planned learning experience for which credits are earned (1 credit per 110 hours), that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related curriculum course.

Please note: Maple Leaf School does not offer Cooperative education courses at this Time!

7. Roles and Responsibilities

7.1 The Ministry is Responsible for:

- Establishing provincial policy for secondary education, including the curriculum expectations for courses and the requirements for granting the Ontario Secondary School Diploma, the Ontario Secondary School Certificate, and the Certificate of Accomplishment
- Establishing a framework for the development of partnerships among the education sectors and representatives of employing organizations, at the provincial and local levels;
- Facilitating appropriate system-wide links between secondary schools, colleges and universities;
- Coordinating the curriculum development process at the provincial level in close collaboration with school boards, universities, colleges and employing and volunteer organizations;
- Working with the Ontario College of Teachers and/or independent/private schools and/or boards on teacher education matters related to secondary education as per Education Act regulations and guidelines;
- Providing funding and policy direction to the Education Quality and Accountability Office (EQAO) on the province's testing programs, including the provincial secondary school literacy test;
- Developing provincial policy on assessment, evaluation, reporting and remediation;
- Developing provincial policy on the Ontario Student Transcript;
- Developing provincial policy on secondary school Prior Learning Assessment and Recognition (PLAR) procedures at the provincial and local levels;
- Developing and/or revising, in consultation with educators and the broader community, provincial policy on guidance and career education, cooperative education, work experience, school-work transition programs, and apprenticeship;



- Ensuring that school boards implement the secondary school policies and programs
- Inspecting secondary private schools on request.

7.2 Maple Leaf School is Responsible for:

- Implementing and complying with provincial policy on education in secondary schools;
- Implementing provincial policies on guidance and career education, cooperative education (where applicable), work experience, school-work transition programs, and apprenticeship programs (where applicable);
- Establishing procedures by which the community is involved in developing and implementing cooperative education programs (where applicable), work experience opportunities, school-work transition programs, apprenticeship programs (where applicable), and guidance and career education programs;
- Establishing procedures by which representatives from colleges, universities, and employing organizations collaborate in development and implementation of relevant specialized programs, school-work transition programs, and locally developed courses, and in the implementation of curriculum at the school level;
- Providing opportunities for teachers to cooperate in the development of classroom materials that can be shared among schools across the province;
- Enabling teachers to engage in professional development activities to ensure the effective implementation of provincial policies affecting secondary schools;
- Working cooperatively with the Education Quality and Accountability Office (EQAO) to implement the province's testing programs, (e.g. Grade 10 Ontario Secondary School Literacy Test);
- Providing remedial assistance for students who do not pass the provincial secondary school literacy test, (e.g. offering OSSLC and Language Tutorials);
- Implementing provincial policy on the Ontario Student Transcript;
- Developing and implementing local PLAR policies and procedures that are consistent with provincial with provincial policies;
- Providing opportunities for school councils to be involved in planning for the implementation of provincial policies affecting secondary schools;
- Reviewing the allocation of resources to determine appropriate support for the implementation of the secondary school policies and programs.

7.3 MLS Students are Responsible for:

- All students enrolled in Maple Leaf School are expected to follow the school's Code of Conduct.
- All students have to respect themselves and others.
- All students must maintain regular attendance.



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- All students have to keep their records up to date.
 - All students must strive for academic excellence.

7.4 MLS Parents/Guardians are Responsible for:

- All parents are expected to support their children in all aspects of their education.
- All parents are required to co-operate with the school and share relevant information about their children.

8. Maple Leaf School Code of Conduct

The Code of Conduct provides a learning environment designed to meet individual needs promoting personal development and social growth. Every member of the school's community has the right to work, learn, and play free from disruption from others. Our School Code of Conduct outlines the school's expectation of behaviour. Through the implementation of the Code's rules and regulations, we foresee a harmonious, a positive atmosphere where teaching faculty and non-teaching staff act as positive role models for the students, treating them with love and respect. Our students are expected to behave in the same manner, exhibiting traits such as courtesy and consideration for others, personal and intellectual honesty and a respect for the rights and property of others. Self-discipline and a willingness of students to accept responsibility for and the consequences of their actions and conduct are fundamental to the Code. Every student will be handed a complete and updated Code of Conduct at the beginning of every school year. All students and parents are required to read the Code, and through their signature accept the rules outlined in the Code, as follows:

8.1 Goals

The Code of Conduct has been established by Maple Leaf School to ensure:

- that all members of this school community are treated with respect, courtesy and dignity;
- that teachers have the opportunity to teach and that students have the opportunity to learn;
- that all students have the opportunity to participate fully and safely in school, whether it be in the classroom or the school property, or at MLS sanctioned special events, sports, extracurricular activities or school trips;
- that the expectations for appropriate behavior are identified and taught;
- that the process for ensuring that these expectations are followed is consistent and familiar;
- that everyone will develop an appreciation of the impact of their behavior, both positive and negative, on others;



- that students learn that rules, policies and procedures provide guidelines for behavior, but that control of behavior will be internalized as self-control.

8.2 Responsibilities

Everyone has responsibility for ensuring the success of the School Code of Conduct. The general expectations are outlined below:

8.2.1 Students:

- Treat everyone with respect and dignity.
- Behave and be polite in and around the school, exhibiting grace and courtesy.
- Respect School's Dress Code and neatness regulations.
- Respect the physical condition and cleanliness of the property of others.
- Start school on time (i.e., 9:00 AM).
- Learn the rules (i.e., abstain from chewing gum on school property).
- Complete assigned work.
- Act in a safe manner.
- Accept and follow the rules and regulations of the school.
- Always tell the truth and accept responsibility for your actions.
- Behave calmly and never resort to violence.
- You will be taught appropriate alternatives to resolving conflict. You will be taught anti-bullying measures. Therefore, use acceptable strategies to resolve conflict.
- Immediately bring to the teacher's attention any verbal or physical action or conduct which violates the School Code of Conduct.
- Promptly respond to the instructions of supervising staff.

8.2.2 MLS Teaching Faculty & Staff:

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents are aware of the policies and expectations of the School.
- Communicate with parents and/or guardians.
- Design strategies that focus on and acknowledge positive behaviors.
- Ensure that they address inappropriate behaviors.
- Maintain a consistent approach and expectations, acknowledging positive behaviors and addressing negative behaviors.
- Teach the students alternatives to negative behaviors, (i.e., teach and promote anti-bullying strategies and enforce anti-bullying measures).



8.2.3 Parent(s)/Guardian(s):

- Treat everyone with courtesy, respect and dignity.
- Ensure that students and parents/guardians are aware of the policies and expectations of the school.
- Discuss and reinforce the expectations with their son/daughter

8.3 Process

A key component in the success of Lowell's Code of Conduct is a clearly defined process for dealing with inappropriate behavior. The Teaching Faculty and Staff will be responsible for identifying and addressing inappropriate behavior. The steps are outlined below:

8.3.1 In a Conflict Situation:

- (i) Supervising staff will intervene and issue instructions designed to terminate the conflict.
- (ii) Students are responsible for responding immediately to those instructions.
- (iii) Supervising Staff will determine a time and location to provide an opportunity for resolution of the conflict or to deal with inappropriate behavior.

8.3.2 The process for resolving the conflict is designed to:

- Provide an opportunity for the students involved to present their viewpoints.
- Assist students to identify:
 - (i) The degree of their responsibility in the conflict situation.
 - (ii) The positive and negative components of their actions.
- Teach alternative behaviors with the clear expectations that students will accept responsibility for using the more appropriate behaviors in the future.
- Give the students ownership of the problem; actively involve them in determining a solution, and through this process, teach self- discipline.
- Assist the teaching faculty & staff in assigning the most appropriate consequence(s).

8.4 Consequences

In general, a progression of possible consequences for persistent inappropriate behavior is outlined below:

- A consequence determined by student participation in the conflict resolution process.
- Parental contact.
- Contact with the School Principal and-or Vice-Principal(s)
- Removal of privileges.
- Unable to participate in events off of school property.



- In-School Suspension.
- School Suspension.
- School Expulsion.

The above list of consequences is not definitive, nor would the consequences necessarily follow the steps in the order that they appear. For example, a student who deliberately injures someone could be suspended without having proceeded through the various steps. While it is the goal of the school to teach appropriate behaviors, the safety of everyone must be given priority.

***It should be also noted that the implementation of the above policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors, as prescribed by the Growing Success Policy, pg. 43:**

- (i) the grade level of the student;
- (ii) the maturity of the student;
- (iii) the number and frequency of incidents, and
- (iv) the individual circumstances of the student.

PLEASE NOTE:

- *THERE WILL BE A SUSPENSION FOR BRINGING A WEAPON (GUN, KNIFE OR REPLICA OF A GUN/KNIFE) ON TO THE ACADEMY PROPERTY. LASER POINTERS ARE INCLUDED UNDER THIS POLICY. THE MAPLE LEAF School PROPERTY INCLUDES ANY LOCATION OR TIME WHERE STUDENTS ARE PARTICIPATING IN THE MLS SANCTIONED ACTIVITY.*
- *Maple Leaf School has adapted a firm policy towards fighting, bullying and any kind of harassment. Violations may lead to reporting to the authorities and/or suspension/expulsion from school.*

9. The Maple Leaf School Anti-Bullying Statement:

- Bullying adversely affects our students' ability to learn.
- Bullying adversely affects healthy relationships and the school's climate.
- Bullying adversely affects MLS' ability to educate its students.
- Bullying will not be accepted on Maple Leaf School property, at MLS-related activities, on MLS sanctioned trips/locations/transport vehicles and/or in any other circumstances (e.g., online) where engaging in bullying will have a negative impact on the Maple Leaf School climate.