

School Course Calendar



A. School

1.1 and 1.3 School Goal and Philosophy

The Maplebrook Virtual School envisions empowering every learner by leveraging technology to facilitate academic success. We inspire students to reach their full academic potential in alignment with their unique learning styles and preferred pace. Extensive research underscores the significance of secondary education for individuals, communities, and broader stakeholders. MVS is dedicated to collaborating with students and parents to facilitate achieving their goals, culminating in the attainment of an Ontario Secondary School Diploma (OSSD).

1.2 Our Commitment

Every teenager possesses their distinct interests, aspirations, and abilities. However, every student deserves equal opportunities to thrive and earn their high school diploma. The Education Amendment Act, known as Bill 52, Learning to Age 18, 2006, requires teenagers to stay in school until they reach the age of 18. Nevertheless, each student learns uniquely. This is where Maplebrook Virtual School can make a substantial difference in the lives of many. MVS recognizes the significance of finishing secondary education and provides students with an alternative path to accomplish this goal.

1.4 School Organization

Maplebrook Virtual School operates on a continuous entry and exit model where there is no defined start date or end date. It is, therefore, the student's responsibility to communicate their anticipated endpoint to the teacher and then adhere to that timeline (within reason). MVS proudly announces that we support student learning for 12 months of the year. As such we do not have pre-defined reporting dates. Upon completion of half the course, students will be provided with a Provincial midterm report card, and upon completion of the course, the student (day school and/or post-secondary institutions and/or application centers if applicable) will receive a copy of the final report card.

1.5-1 Rights and Responsibilities of Students, Parents & Staff

Students have the right to:

know the summative assessment methods that will be used to assess their achievement to determine their grade in the course i.e. a rubric or marking scheme timely feedback on the quality of their work their performance information about the Ministry assessment & evaluation policy information regarding the consequences for academic dishonesty

Students are responsible for:

providing evidence of their achievement academic honesty working to the best of their ability working with teachers on time classes and being active participants in the learning and assessment process with teachers when there is difficulty in meeting timelines that missed work is completed within pre-established timelines communicating with parents' assessment & evaluation methods, and pertinent due dates and timelines for work submission.

Teachers have the right to:

expect students to be active participants in their learning student assignments on time final deadlines for the submission of work professional judgment when assessing and evaluating student achievement expect students to be academically honest

Teachers are responsible for:

providing multiple and varied opportunities for students to demonstrate their learning providing instruction and support to enable students to learn and practice good time management skills monitoring and maintaining a record of late assignments to be used in assessing learning skills and providing feedback to students and parents and returning student work in a timely manner so that students can improve their work to students the course expectations, the use of the achievement chart, category weightings the method of determining a grade in the course and the Ministry assessment/evaluation policy clear timelines which may include "windows" for work submission and/or collaborating with their students regarding timeline sand clearly communicating assignment due dates to students the meaning of academic honesty and methods for citing references. informing students and parents regarding how students can receive support for their learning during the course parents/guardians informed regarding the progress of their child and how they can support their child's success by facilitating a mutually agreed upon method of communicating with parents

Parents/guardians have the right to:

be informed regarding course requirements, assessment & evaluation methods, due dates and timelines for work submission information about their child's performance access to their child's course to get a first-hand look at how they are learning information about the Ministry assessment & evaluation policy a phone interview with their child's teacher and/or the administration at a mutually agreed upon time. a face-to-face interview (parents' night) with their child's teacher

Parents/guardians are responsible for:

communicating regularly with the school and understanding how they can contribute to their child's success initiating contact with teachers if and when difficulties arise actively monitoring their child's progress and working collaboratively with the school, teacher and child to plan for their child's improvement

Cheating and Plagiarism

"Learning is enhanced when students think independently and honestly". It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honour in all course activities. 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.

Plagiarism is defined by MVS as

The use of ideas or thoughts of a person other than the writer, without proper acknowledgement;

The use of direct quotations, or of material paraphrased and/or summarized by the writer;

The submission of an assignment that has been written in part or whole by someone else as one's own; and

The submission of material obtained from a computerized source, with or without minor modifications, as one's own.

Cheating is defined by MVS as

The buying and/or selling of assignments, or exam/test questions;

Submission of the same piece of work in more than one course without the permission of the teacher;

The preparation of an assignment by someone else other than the stated writer;

Allowing one's assignment to be copied by someone else;

Providing another student with your assignment;

The unauthorized giving or receiving of information or assistance during an examination or a test.

Academic dishonesty destroys the integrity of the program by diminishing the learning experience for the entire Maplebrook Virtual School. Therefore, maintaining academic integrity is imperative. Whether intentional or through ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated. These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be

subject to additional consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

Appropriate Computer Use Policy

The Learning Management System (LMS) at the Maplebrook Virtual School is designed for educational purposes only. All use of any LMS tool within the course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include but are not limited to, criminal, obscene, commercial, or illegal purposes.

The administration has the right to review all student work to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students need to be very vigilant to prevent them from getting into a situation where they may be suspected of inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

1.5-2 Student Achievement

The Assessment and Evaluation Policy for Maplebrook Virtual School is consistent with Ministry policy and reflects the vision that Maplebrook Virtual School has which is that the primary purpose of assessment is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. 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 capacity 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. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments will be used to arrive at the grade.

Course evaluation will be divided into two parts:

70% is based on cumulative evidence of summative evaluations undertaken throughout the semester; -30% is based on final evaluations which will take place in the final third of the course. Final evaluations may or may not include an exam depending on individual course curriculum policy documents. At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information, and that also outline the percentage breakdown for both the 70% and the 30%. All courses will be evaluated according to the following breakdown:

Term work: 70% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Final Summatives 30% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Although each course will have the same breakdown, individual courses may have subject-specific summative tasks that will be used to determine the student's grade. Please refer to the course outline as it is presented in your courses for more details.

Second Chance Protocol

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher's discretion and professional opinion on when to exercise this option.

Repetition of a Course

- Only one credit is earned if the course is repeated
- In Grades 11 and 12, an "R" appears on the student's OST for the course with the lower mark

Requesting Course Changing

Course transfer policy: A student who registers and is enrolled in a course for less than a week and does not complete an assessment in the course, may request to be transferred to another course. Students will only be granted one-course transfer per enrollment. All course transfer requests must come within one week of the initial enrollment. The decision of the MVS Principal will be considered final in all cases involving student requests for course transfers.

Reporting Student Achievement

Maplebrook Virtual School will use the Provincial Report Card, Grades 9-12, for formal written reports sent home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as the development of learning skills and work habits. The final report reflects

achievement of the overall expectations for the entire course, as well as the development of the learning skills and work habits.

Learning Skills

The following Learning Skills guideline will be used by online teachers when assessing students Learning Skills:

Learning Skills and Habits	Sample Behaviors
Responsibility	The Student • Fulfill responsibilities and commitments within the learning environment; • Completes and submits class work, homework, and assignments according to the agreed-upon timelines; • Take responsibilities for and manages own behavior.
Organization	The Student • Devises and follows a plan and process for completing work and tasks; • Establishes priorities and manages time to complete tasks and achieve goals; • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The Student • Independently monitors, assesses, and revises plans to complete tasks and meet goals; • Uses class time appropriately to complete tasks; • Follows instructions with minimal supervision
Collaboration	The Student • Accepts various roles and an equitable share of work in a group; • Responds positively to the ideas, opinions, values, and traditions of others; • Builds healthy peer-to-peer relationships through personal and media-assisted interactions; • Works with others to resolve conflicts and build consensus to achieve group goals; • Share information, resources, and expertise and promote critical thinking to solve problems and make decisions
Initiate	The Student • Looks for and acts on new ideas and opportunities for learning; • Demonstrates the capacity for innovation and a willingness to take risks;

- Demonstrates curiosity and interest in learning;
- Approaches new tasks with a positive attitude;
- Recognizes and advocates appropriately for the rights of self and others.

Self-Regulation

The Student

- Set own individual goals and monitors progress towards achieving them;
- Seek clarification or assistance when needed;
- Assesses and reflects critically on own strengths, need, and interests;
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- Perseveres and makes an effort when responding to challenges.

1.5-3 Attendance

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential.

Teachers will monitor attendance patterns for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include: student and parental/guardian contact, attendance contracts, or even removal from the program.

Attendance for record-keeping purposes will be based on the number of completed lessons. For example, if a course has 20 different lessons to complete and the student has completed 16 of these, the attendance register would indicate that the student was in attendance 80% of the 110 hours per credit course. This value will be scaled accordingly for the mid-semester report card.

Students who do not complete their courses within 12 months will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation

1.6 School's Code of Conduct

Maplebrook Virtual School will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. The protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the Maplebrook Virtual School community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive,

harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the MVS Principal. Consequences may include, counselling, parental involvement, suspension, expulsions and/ or the involvement of the authorities.

B. Diploma and Certificates

If you started grade 9 in or before fall 2023

2.1 Compulsory Credit Requirements

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 18 are prescribed and 12 credits are optional. In addition, students must also complete 40 hours of Community Involvement Activities and must meet the provincial literacy requirement.

Compulsory credits are:

- 4 credits in English (1 credit per grade) *
- 3 credits in mathematics (1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

- 1 additional credit (group 1): additional credit in English, or French as a second language, ** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***
- 1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language, ** or cooperative education***
- 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language, ** or computer studies, or cooperative education***

2.2 Optional Credits

In addition to the 18 compulsory credits described above, students must also complete an additional 12 Optional Credits.

If you started grade 9 in fall 2024 and after

Note: Starting in September 2026, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

Adult learners: If you enter the secondary school system starting in the **2028–2029** school year or later, these requirements apply to you. You may meet these requirements through the PLAR process.

Adult learners: If you enter the secondary school system starting in the **2028–2029** school year or later, these requirements apply to you. You may meet these requirements through the PLAR process.

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

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

The following apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.

- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Optional credits

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

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

2.3-1 OSSLT

One of the provincial requirements of all OSSD graduates is the successful completion of the Ontario Secondary School Literacy Test (or equivalent). Students are requested to make arrangements with their respective day school or local School Board to complete the provincial literacy requirements. MVS does not administer the OSSLT.

2.3-2 OSSLC

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.)

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.

2.3-3 Special Provisions

Maplebrook Virtual School does not provide accommodations, special provisions, deferrals or exemptions with respect to the OSSLC

2.4 Community Involvement

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Students who are taking courses only through Maplebrook Virtual School and are not enrolled in any other school or program will be required to submit their record of community involvement if they have not yet completed the required 40 hours. Please see the list below of approved activities:

Activities approved:

Eligible Activities are volunteer activities that may be counted towards 40 community involvement

hours that must be accumulated by students as a graduation requirement. Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories approved by the Board, and is not on the list of ineligible activities students must obtain written approval from the principal before beginning the activity.

Eligible Activities include:

Elementary Schools

- assist with school events, assist School Councils, activities for children;

Secondary Schools

- organization and leadership of school activities that benefit the community;

Animal Care

- volunteering in a zoo, animal shelter, or on a farm; **Arts and Culture**

- volunteering in galleries, libraries, community productions;

Charitable Organizations

- assisting with special events, programs, clerical tasks;

Child/Youth Programs

- assisting with child/youth programs, volunteering in a **not-for-profit** child care centre or camp;

Community Organizations

- assisting with special events, food banks, community support services, shelters, clerical tasks;

Community Service for Individuals

- assisting community members in need;

Environmental Projects

- flower/tree planting, beautification projects, recycling projects, recycling depot;

Health Agencies

- volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);

Law Enforcement Agencies

- volunteering for activities sponsored by the police;

Political Organizations

- activities related to legitimate and recognized political organizations, municipal, provincial and federal political activities

Religious Organizations

- assisting with programs, special events;

Senior Citizens

- assisting in seniors' residences, providing services for seniors in the community;

Sports and Recreation

- coaching, organizing special events, assisting with projects/events; or

Service Focused Club Activities

- those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.).

If an eligible activity also falls within the definition of ineligible activities, the activity will be deemed ineligible.

Activities NOT approved:

An ineligible activity is an activity that:

- involves any work for a for-profit organization;
- is a requirement of a class or course in which the student is enrolled;
- takes place during the time allotted for the instructional program on a school day with the exception of an activity that takes place during the student's lunch breaks or "spare" periods, which is permissible;
- takes place in a logging or mining environment, if the student is under 16 years of age;
- takes place in a factory, if the student is under 15 years of age;
- takes place in a workplace other than a factory, if the student is under 14 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 jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home or personal
- involves a court-ordered program;

MVS is also required to provide students with a record-keeping form they will need to track and log the community involvement hours, which once complete will be kept in the student's OSR. Students are responsible for fulfilling this requirement on their own time. Please contact the Principal of Maplebrook Virtual School if you have any further questions regarding community involvement as a prerequisite for the OSSD. If a student is unsure whether their intended community activity will satisfy the requirements, students and parents are requested to forward the notification of planned community involvement activity to the principal prior to commencing.

2.5 Online Learning Requirement

MVS offers asynchronous online programming to secondary school students and as such, courses offered meet the definition of e-learning as described in the online graduation requirement outlined in Policy/Program Memorandum 167.

"Online learning, also known as e-learning, offers secondary students an opportunity to take courses that are delivered entirely using the internet and do not require students to be physically present in the classroom. Students may be required to go to school to take a final exam or if they need to use the internet, devices and other school supports (for example, guidance, mental health and well-being supports).

Students in Grades 9 to 12 can use online courses to gain experience with online learning and help prepare for life after secondary school, where learning and working online is becoming the norm in many sectors.” ([Online learning for secondary students | ontario.ca](https://www.ontario.ca/online-learning))

Online Learning Graduation Requirement Opt-Out

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year.

The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the support they need through their school.

Parents of students and/or adult students may choose to opt out of the mandatory online courses required for graduation.

If you wish to opt out of this requirement, please contact the school office to obtain the "Online Learning Graduation Requirement Opt-Out Form." Completing and submitting this form will ensure that your decision to opt out is officially recorded.

PLEASE NOTE: Upon receipt, this form will be included in the Ontario Student Record. For any questions, please contact the school principal.

Prerequisites for Grade 11 and 12 courses are specified in the curriculum policy documents for the various disciplines. These can be viewed on the Ministry of Education website: In most cases, students will only be registered into a course once they have submitted documentation supporting their completion of the prerequisite course. For example, the prerequisite for the Grade 11 university preparation course in Math is the Grade 10 academic course in Math. A student who has completed a course of one type in a particular subject and grade that does not meet a stated prerequisite for a course in the same subject in the next grade but has completed a transfer course is equally eligible to take the requested course providing once again that supporting documentation is forwarded to MCV. In unique situations, mature students who do not have the prerequisite can apply for an exemption. This must be requested in writing to the Principal of Maplebrook Virtual School. The requesting student will have an opportunity to explain their circumstances. An example of such a case would be a student who has been out of any school system for more than one year. If you wish to apply for such consideration please send an email to info@maplebrookvirtualschool.ca outlining the following information as well as forwarding your most recent transcript by email:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

Maplebrook Virtual School will not make substitutions for compulsory or optional courses; students are expected to complete all compulsory and optional courses as outlined in the Ministry of Education's OSSD graduation requirements.

C. Curriculum

3.1 The Ontario Secondary School Certificate

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

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 the student from available courses. The provisions for making substitutions for compulsory credits (described in section 3.2: Substitutions for Compulsory Courses) also apply to the Ontario Secondary School Certificate.

3.2 The Certificate of Accomplishment

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

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

3.3 Credit definition

A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Ministry of Education.

3.4 Definition of Types of Courses

Students in **Grades 9 & 10** will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – **applied, academic**. All elective courses will be taken at the **open** level.

Academic Level: “D”

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied Level: “P”

Applied courses focus on the essential concepts of the discipline. Applied courses develop students’ knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

Locally Developed Level: “L”

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school.

Open Courses: “O”

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level **courses** are offered for all non-core subjects and do not have a prescribed post-secondary destination.

De-Streamed Courses: “W”

These are courses designed to replace the previous academic and applied streams in Grade 9, offering a unified curriculum for all students. The goal is to provide a common foundation of learning while accommodating diverse student needs and promoting inclusivity.

Transition to De-Streaming

The transition to de-streamed courses in Ontario marks a significant shift in the educational approach for Grade 9 students. By eliminating the separation between academic and applied streams, the education system aims to:

- **Promote Equity:** Ensure that all students have access to high-quality education and opportunities.
- **Increase Inclusivity:** Accommodate diverse learning needs and backgrounds within a common curriculum.

- **Support Student Success:** Provide a strong foundation for all students to prepare for various post-secondary pathways.

Course Level Description for Grade 11 and 12 Courses:

Courses in grades 11 and 12 are offered in levels that are related to a student's destination after high school - workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one other following five levels:

University/College Courses: "M"

Courses designed to prepare students for entrance to college and university programs following high school.

College Courses: "C"

Courses designed to prepare students for entrance to college programs following high school.

Workplace Courses: "E"

Courses designed for students planning to enter the workplace directly following high school.

Open Courses: "O"

Courses that are not specific to any particular post secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

University Courses: "U"

Courses designed to prepare students for entrance to university programs following high school.

De-Stream Courses: "W"

These are courses designed to replace the previous academic and applied streams in Grade 9, offering a unified curriculum for all students.

3.5 Course Coding System

The design of the Ontario education system at the secondary level is framed on the concept of students earning credits, both mandatory and optional credits. The course coding of all programs offered through MCV employs a 5-character system that is established and recognized by the Ministry of Education; for example:

MCV4U

The first digit indicates the major area of study for the course; for example, M-Mathematics, S-Science, E-English the second and third digit serves as the course descriptor within the subject area; CV- calculus and vectors, BI-biology the fourth digit signifies the grade level; 1 is grade 9, 2 is grade 10, 3 is grade 11 and 4 is grade 12 The fifth and last digit is used to denote the intensity by which the course will be delivered. In grades 9 & 10 options include D representing academic, P for applied and O for open-level courses. In grades 11 & 12, this digit is geared towards the post-secondary destination: U is university, C is for college and M represents courses open to university or college.

At Maplebrook Virtual School, we offer a variety of D, M, O, W and U-level courses. These courses are sufficient to satisfy both the required and elective components towards the OSSD.

3.6 Description of Courses

Grade 9 Courses

Course Code	Course Description
MTH1W	This course enables students to consolidate and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. • <i>Prerequisite:</i> None
SNC1W	This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. • <i>Prerequisite:</i> None
CGC1W	This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations. Prerequisite None
ENL1W	This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. Prerequisite None

Grade 10 Courses

Course Code	Course Description
MPM2D	This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
SNC2D	This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change; and the interaction of light and matter
ENG2D	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: English, Grade 9, Academic or Applied
CHV2O	This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities. Prerequisite: None

CHC2D	This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. Prerequisite: None
GLC2O	This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None

Grade 11 Courses

MCR3U	This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principals of Mathematics, Grade 10 Academic
SCH3U	This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment. Prerequisite: Science, SNC2D, Grade 10, Academic
SPH3U	This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic
SBI3U	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 diversity of living things, evolution, genetic processes, animals and plants. 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: Science, SNC2D, Grade 10, ACADEMIC
ENG3U	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of form. An important focus will be on using language, with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: English, Grade 10, Academic

PPL3O	This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. Prerequisite: None
-------	---

Grade 12 Courses

Course Code	Course Description
MCV4U	This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
MHF4U	This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

SCH4U	This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment. their investigations. Students will also consider the impact of technological applications of physics on society and the environment
SPH4U	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.
SBI4U	This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
LYFDU	Grade 12 Farsi (Persian) (LYFDU) provides extended opportunities for students to communicate and interact in Farsi 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 Farsi is spoken, and develop skills necessary for lifelong language learning.

OLC4O	To participate fully in the society and workplace of the twenty-first century, today's students will need to be able to use language skillfully and confidently. The Ontario curriculum recognizes the central importance of reading and writing skills in learning across the curriculum and in everyday life, and prepares students for the literary demands they will face in their post – secondary endeavors. To ensure that they have the essential competencies in reading and writing that they will need to succeed at school, at work, and in daily life, students in Ontario must demonstrate those skills as a requirement for graduation. The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as a part of the English program to provide students with intensive support in achieving the required reading and writing competencies. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional assessment core of the course.
ENG4U	This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
ESLCO	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	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.
ESLEO	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.

BBB4M	This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Prerequisite: None
HHS4U	This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies
HFA4U	This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

3.7 Courses of Study

Summary course profiles specific to Maplebrook Virtual School can be found at <https://maplebrookvirtuelschool.ca/>. If you wish to preview our detailed outlines of courses of study please email info@maplebrookvirtuelschool.ca with your request and arrangements will be made to have it emailed to you.

3.8 Ontario Curriculum Policy Documents

The courses offered at Maplebrook Virtual School have been developed according to the requirements of the Ontario Ministry of Education. Information on Ministry course documents and Ontario Curriculum Policy documents may be found at the Ministry website, <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

3.9 Experiential Learning

While MCV recognizes the tremendous value of job shadowing and cooperative education as it enables learners to apply their knowledge and skills through hands-on experiences; we do not offer co-op-based courses at this time.

3.10 Withdrawing from a Course

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

3.11 Changing Course Type

Students do have the opportunity in some cases to change the course type. However, each subject area has specific criteria to permit such changes. To discuss your unique situation, please send an email to info@maplebrookvirtualschool.ca outlining the following information as well as forwarding your most recent transcript by email:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

3.12 Prior Learning Assessment and Recognition (PLAR)

Students may receive credit without taking a course if they can demonstrate that they have the skills and knowledge from prior learning to meet the expectations for the course set out in the provincial curriculum. This must be requested in writing to the Principal of Maplebrook Virtual School. The requesting student will have an opportunity to explain their circumstances. If you wish to apply for such consideration please send us an email outlining the following information as well as forwarding your most recent transcript by email:

- **Name:**
- **Contact information: Address, phone and email address**
- **Date of Birth:**
- **Last school attended and Year attended:**
- **Reason for Request:**
- **Special Circumstances:**

The Principal will review the application and schedule an interview to conduct an assessment of the skills necessary for the credit equivalency being requested.

3.12.1 Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits. The PLAR process developed by a school board in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

3.12.2 Prior Learning Assessment and Recognition (PLAR) for Regular Day School Students

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.⁹ For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning.

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

3.12.3 Prior Learning Assessment and Recognition (PLAR) for Mature Students

Because of the broader life experience of mature students, the requirements concerning the application of PLAR procedures are different for them than for regular day school students. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet the credit requirements for the Ontario Secondary School Diploma (OSSD). At the discretion of the principal, up to 16 Grade 9 and 10 equivalency credits may be granted to a mature student following an individual assessment. Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways: (1) they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process; (2) they may present education and/or training credentials for assessment through the equivalency process; or (3) they may take the courses. It should be noted that Levels 2 and 3 in both classical languages and international languages are equivalent to Grades 11 and 12, respectively, and that Levels 4 and 5 in Native languages are equivalent to Grades 11 and 12, respectively. Mature students must earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school (or through any of the options outlined in section 10). Mature students who have previously accumulated 26 or more credits towards the diploma must successfully complete the required number of courses to bring their total number of credits up to 30 before they will be eligible to receive the OSSD. Mature students working towards the OSSD under OS must also satisfy the diploma requirements with regard to the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

3.13 Other Ways of Earning Credits

There are many different ways that students can earn high school credits outside of Maplebrook Virtual School. Registration for these courses require approval from the guidance department. These opportunities include; eLearning, ILC, and continuing education courses from public school boards.

3.14 Examination Policies

The final exam is typically a paper-pen evaluation written at a mutually agreed time, date, and location. The final exam will be proctored, meaning a suitable adult with a dedicated identifiable and authentic email address will supervise you in writing the final exam. This process ensures the security and integrity of the exam. Any person related to or affiliated with the student in a personal way cannot serve as an exam supervisor.

3.15 Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collects information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record". The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent(s) of a student who is not an adult (that is, a student who is under the age of eighteen) must be made aware of the purpose and content of, and have access to, all of the information contained in the OSR.

If a student is enrolled in one or more MVS courses and is also registered either full-time or part-time in another Ontario secondary school, the OSR will be held by the school where the student is taking the most courses. Please note that MVS is not responsible for holding the OSR for students who have already graduated from another school, the graduating school is obligated to keep those records. If a student has not graduated high school and is exclusively pursuing courses toward their OSSD from Maplebrook Virtual School, MVS will request, establish and manage the OSR as per the Education Act. Items such as copies of report cards, IEP documentation, community involvement and results of the Ontario Secondary School Literacy test are examples of records kept in an Ontario Student Record.

3.16 Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is an official document issued by all public or private schools in Ontario. The OST contains a list of the courses completed from grades 9 through 12 including those completed successfully or unsuccessfully. The OST is stored in the OSR and kept for many years after the student graduates. Please note, as per the policies outlined in the Ontario Student Transcript Manual 2010 document, the school that maintains the OSR is also responsible for updating and maintaining the OST. Consequently, if a student is enrolled full-time or part-time through another school, that school will house the OST. Maplebrook Virtual School is responsible to assist in this record keeping process by notifying the OST holding school of the course and final achievement of a student taking a course through MCV. When students complete a course through MCV, they will be mailed a final report card. In addition, a second copy will be forwarded to the school that secures the students' OSR so they can add it to the ongoing list of courses on the students overall transcript. Students that need a certified copy of their Ontario Student Transcript are directed to contact the guidance department of the school that holds their OSR. Students that require their final marks to be faxed to the Ontario University Application Centre are requested to send an email to info@ontariovirtualschool authorizing this request including their first and last name, the course and final mark to be submitted, OEN and OUAC reference number.

D. Supports and Resources

4.1 School Services

Maplebrook Virtual School recognizes the tremendous demands and stress that students can experience throughout their high school lives. Making course selection choices, looking at a host of post-secondary options, as well as personal & socio-emotional problems are all barriers that obstruct students from achieving their academic potential. MVS is committed to aiding students in all aspects of their lives and employs a qualified and experienced guidance counsellor. Please feel free to contact info@ontariovirtualschool.ca if you are interested in having our counsellor contact you.

Maplebrook Virtual School recognizes the tremendous demands and stress that students can experience throughout their high school lives. Making course selection choices, looking at a host of post-secondary options, as well as personal & socio-emotional problems are all barriers that obstruct students from achieving their academic potential. MVS is committed to aiding students in all aspects of their lives and employs a qualified and experienced guidance counselor.

Please feel free to contact us if you are interested in having our councillor contact you.

Maplebrook Virtual School provides access to Career Cruising for all students whose OSR is held at MVS. This program allows students to plan their education, review their options for post-secondary programs, assist in the course selection process and explore other postgraduate options.

[Ontario Prospects Guide to Career Planning](#) is an annual career planning guide for students in Grades 7 to 12, educators, job counsellors and others seeking career information. Ontario Prospects celebrates and promotes student success in Ontario and includes information on self-assessment, job search preparation, the labour market, and post-secondary destinations.

[Job Bank Canada](#) View Canadian Job Opportunities

[Ontario College Application Services](#)

[Ontario Universities Application Center](#)

Please feel free to contact us if you are interested in having our student support staff contact you.

E. Curriculum

5.1 Program Planning

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

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

To this end, MVS:

- supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;
- provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
- provides individual assistance and short-term counseling to students, when requested;
- provides current information on post-secondary programs and admission requirements to all of its college/university-bound students;
- communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;
- communicates directly with post-secondary institutions regarding student achievement.

5.2 English Language Learners

MVS supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;

Accommodations related to learning resources, such as

- extensive use of visual materials;
- use of adapted texts and bilingual dictionaries;
- use of dual-language materials;
- use of technology.

Accommodations related to assessment strategies, such as

- allowance of extra time;
- use of alternative assessment strategies (e.g., oral interviews, learning logs, or portfolios);
- use of simplified language and instructions (e.g., in the context of tasks that require completion of graphic organizers and cloze sentences).

Accommodations may be required to support English language learners, especially those who are in the early stages of learning English or those who have had limited prior schooling.

5.3 Resources

Maplebrook Virtual School is proud to offer a rich variety of online library and community resources listed below:

[The Canadian Encyclopaedia](#) has provided the most comprehensive, objective and accurate source of information on Canada for students, readers and scholars across Canada and throughout the world.

[The Internet Public Library](#) (ipl2) is a public service organization and a learning/teaching environment. To date, thousands of students and volunteer library and information science professionals have been involved in answering reference questions for our Ask an ipl2 Librarian service and in designing, building, creating and maintaining the ipl2's collections. It is through the efforts of these students and volunteers that the ipl2 continues to thrive to this day.

[The Cambridge Online Dictionary](#). Cambridge University Press has been publishing dictionaries for learners of English since 1995. Cambridge Dictionaries Online has been offering these dictionaries completely free of charge since 1999.

[Links to Learning](#) is a list of websites that directly support the Ontario curriculum for students in grades 9 to 12. The focus is on quality and not quantity.

[Canadian Geographic](#) is a comprehensive source of information on climate prosperity, discover videos, interactive features and learn more about how Canada can prosper in the face of global climate change.

[Info Please](#) has been providing authoritative answers to all kinds of factual questions since 1938- first as a popular radio quiz show, then starting in 1947 as an annual almanac, and since 1998. Many things have changed since 1938, but not our dedication to providing reliable information, in a way that engages and entertains.

[Science.ca](#) combines a rich narrative biography with a clear graphic explanation to describe Canada's greatest scientists and their achievements. The site is visited by thousands of students from across Canada every day, often as part of their provincial school curriculum. It currently receives 15 million hits per year and over 1 million unique visits per year. The website is operated by the GCS Research Society, a non-profit organization registered in British Columbia, Canada.

Please feel free to contact us if you are interested in having our student support staff contact you.

[www.kidshealth.org](#) is a website for students and parents which provides a rich balance of resources from a health perspective, both physical and mental well-being.

5.4 Special Education

Students who have behavioural, communicational, intellectual, physical, or multiple exceptionalities may require special education programs and/or services to benefit fully from their school experience.

Special education programs and services primarily consist of instruction and assessments that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, and assistive technology) as outlined in the Ministry of Education's [curriculum policy documents](#)

Appropriate Computer Use Policy

The Learning Management System (LMS) at the Maplebrook Virtual School is designed for educational purposes only. All use of any LMS tool within the course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to criminal, obscene, commercial, or illegal purposes.

The administration has the right to review all student work to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation, or the police.

Students need to be very vigilant to prevent them from getting into a situation where they may be suspected of inappropriate use.

Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.

Online Credit Course Technical Requirements

This is a list of basic computer system requirements to use the MVS Credit Course Platform.

Please note: it is always recommended to use the most up-to-date versions and better internet connections. Maplebrook Virtual School Platform will still run with the minimum specifications, but you may experience slower loading times.

Screen Size

A minimum of 1024×600. That is the average size of a net book. You probably won't want to view MVS Online Credit Course Platform on a smaller screen than that.

Operating Systems

Windows XP SP3 and newer

Mac OSX 10.6 and newer

Linux – chrome OS

Mobile OS

iOS 5 and newer

Android 2.3 and newer

Computer Speed and Processor

Use a computer 4 years old or newer when possible

1GB of RAM

2GHz processor

Internet Speed

(Along with compatibility and web standards, Maplebrook Virtual School Online Credit Course Platform has been carefully crafted to accommodate low bandwidth environments) Minimum of 512k

Browser

Because it's built using web standards, Maplebrook Virtual School Online Credit Course Platform runs on Windows, Mac, Linux, iOS, & Android or any other device with a modern web browser. If you are interested in some recommendations, here they are (we highly recommend updating to the newest version of whatever browser you are using):

Chrome

Safari

Firefox

Internet Explorer

