

This School Program and Course Calendar is an annual publication that provides students and their parents/guardians with detailed and up-to-date information on diploma requirements, programs, and courses available at our school. Our goal is to ensure that students have all the information they need to make informed decisions regarding their education. We work collaboratively with parents and guardians to ensure that each student meets with success and reaches his or her full potential. We are committed to reaching out to every one of our students to address their needs to ensure that they are on the right path towards their academic and career goals.

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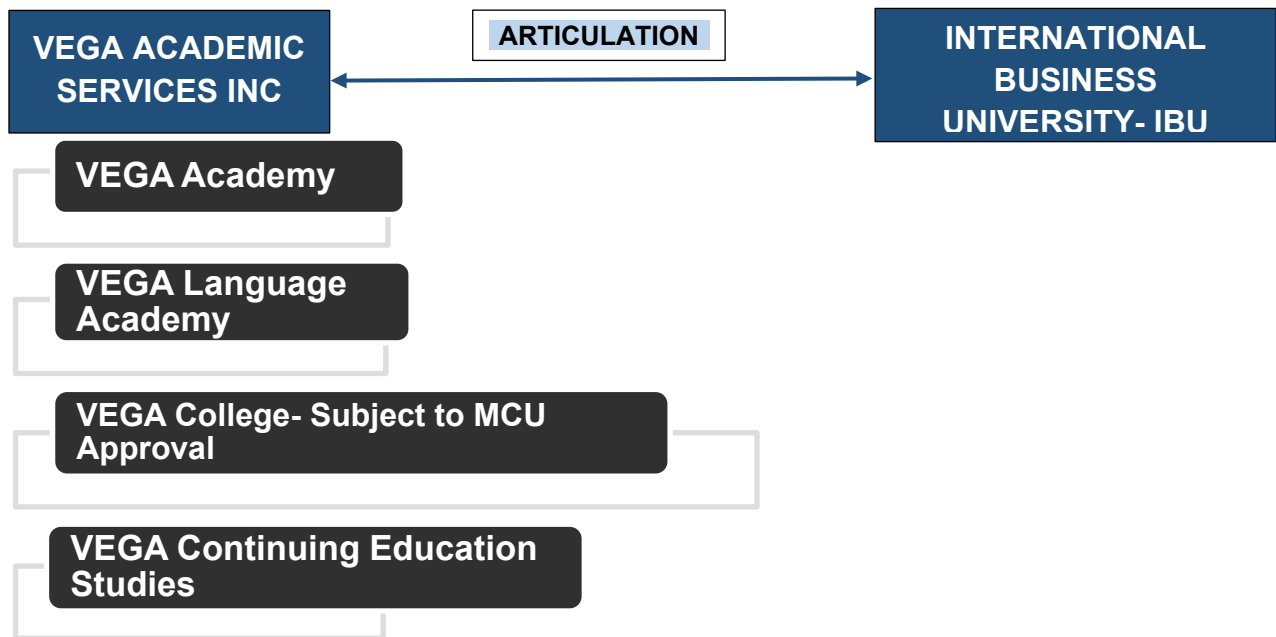
About us

VEGA Academy is a private high school located in Toronto, Ontario, Canada. We are an international business and commerce focused school. Moreover, we have the vision to offer a broad range of next-generation secondary school programs, such as business, management, computer science, engineering and life science.

VEGA Academy is one of the VEGA Academic’s educational institutions together with VEGA Language Academy and VEGA Continuing Education Studies (Professional certificate and diploma programs) in Toronto, Canada.

Furthermore, VEGA Academy has an articulation agreement with the International Business University (IBU) of Canada. IBU is the first independent, not-for-profit university that has been granted consent by the Ministry of Colleges and Universities in December 2020. IBU offers a personalized experience and industry-focused curriculum for a successful career in today’s highly competitive business world.

Because of the articulation, VEGA Academy graduates who meet the required admission criteria guarantees direct entry to IBU’s or any of our partner college’s programs. Moreover, VEGA Academy gives dual credit option for its students. Those who are eligible can earn credits for the first year of their higher education at International Business University -IBU.



Our Values and the importance of secondary education.

VEGA Academy strives to empower students to flourish in high school and life. We want our students to learn to embrace and overcome challenges and try their best. We strive to bring students greater value awareness so that they live truthful, thoughtful, and fulfilled lives.

VEGA Academy is dedicated to the health, safety, and well-being of our students and supports students and their families seeking help for any behavioral and health concerns.

We are committed to ensure that each of our students reaches their highest potential in a collaborative and supportive environment.

Ontario's requirement to attend school.

The Ontario Ministry of Education requires students to attend school until they reach the age of 18 or until they have obtained an Ontario Secondary School Diploma (OSSD).

Our Goals.

Our goal is to **foster the next generation for the global community**. Our mission is to prepare our students personally, academically, and socially for the culturally diverse global community where they can innovate and evolve. We provide a positive, safe, inclusive, and supportive learning environment that nurtures the academic, personal and social development of our students and prepare them for a life-time learning, service and leadership. We believe that:

- Students own their responsibilities of learning and engage in their learning as active, autonomous participants.
- Teachers focus on creating a living, dynamic curriculum which will prepare students for universities, colleges, and careers in the Global Community.
- All teachers, counselors, and administrators place an emphasis on establishing positive and collaborative relationships to foster deeper and more meaningful learning.
- Parents are members of VEGA Academy community as well, and they partner with VEGA Academy for assisting students in their academic achievement and growth.

The school's organization.

VEGA Academy offers a non-credit ESL program during the second term of the 24-25 school. Our plan is to expand into a full program of courses from Grade 9 to 12. Our courses will be delivered in

quadrimesters whereby students are able to take two courses at a time. In addition to the four quadrimesters from September to June, we will offer a summer program in July where students can take additional courses.

Our school is prepared to enrol students into a full-time or part-time program in July, 2025. We are equally ready to address the needs of local students as well as those who will travel to Canada on a student visa. Our goal is to offer a broad range of next-generation secondary school programs, such as business, management, computer science, engineering and life sciences.

We offer a blended learning environment. We take advantage of technologies that enhance students' learning by widening their horizons and allowing for the growth of a global perspective. We believe in taking the best of the in-person and online teaching environments to foster student learning not only in academics but also in ways that encourage problem solving, teamwork and collaboration. Our articulation agreement with the **International Business University** and our focus on international business infuse a general interest in the business world, social justice, and the preparation required for graduates' successful launch into meaningful and satisfying careers.

Our current schedule offers students synchronous lessons tied to each unit of study, followed by independent study that the students complete at their own pace. Once we start our credit-granting program in July, we will adhere to the following schedule:

Classes: Students are expected to be at school by 7:50. Classes start at 8:00 am, each lesson takes 75 minutes and after each lesson, students have a ten-minute break. Students take two courses per quadrimester. Each subject is taught in two periods per day for two and a half hours (Periods 1 and 2 for one subject, periods 3 and 4 for the second subject).

Gathering time: Every day between 10:40 and 11, all students get together for Gathering Time. These meetings include announcements, celebrations, school and exam datelines, student performances, presentations, extracurricular activities, discussions on timely issues, student government activities, etc.

Lunch break: VEGA Academy does not provide lunch meals. However, some restaurants and cafes in the neighborhood provide VEGA Academy students with a discount (presentation of VEGA student ID card is required).

Study class: The 5th time period of each day is a study class. The purpose of study classes is to improve study habits and to provide a setting where students can ask questions freely based on their individual needs, and to provide guidance and support for students on a daily basis.

Study classes are supervised by subject teachers. Students can work on their assignments and receive assistance as required. This time can also be used for group projects and peer collaboration. Study classes

foster the development of communication between teachers and students and contribute to the growth of learning and study skills.

DAILY TIME TABLE	
8:00 - 9:19	Period 1
9:19 - 9:29	Break
9:29 -10:48	Period 2
10:48 -11:03	GATHERING TIME
11:03 -12:22	Period 3
12:22 - 1:15	LUNCH
1:15 -2:34	Period 4
2:34 - 2:4	Break
2:44 - 3:48	Study Period
CO-CURRICULAR ACTIVITIES 4:00 – 4:45	

The School Year Calendar in the Appendix indicates:

- The first and last date of each quadmester, midterms, exam days and PD days.
- Each quadmester:
 - o Midterm report cards are issued two school days following the midterm date; and
 - o Final report cards are issued two school days following the last exam day.
- The last day for dropping courses before full disclosure on the OST is three school days following the midterm.
- In each Quadmester, students take two courses over 42 days. Periods 1 and 2 combine for one course and periods 3 and 4 combine for the second course for a total of 158 minutes of instruction each day for each course. There are 42 days in each Quadmester.

The school’s expectations regarding students’ responsibilities, achievement, and attendance.

Student Responsibilities

Missed Assignments

When students miss Academy, they are responsible for finding out about any assignments that they missed. They can do so by consulting with the Dean of Students and contacting class members and/or teachers. If the illness is a protracted one, the family should contact the student’s dean for assistance. Students must be prepared to make up tests and/or quizzes within two days of their return to Academy unless arrangements for an extension have been made with the teacher. The maximum extension is one

week. Students who must be absent for scheduled medical procedures or for religious reasons are asked to turn in work in advance or make arrangements with their teachers.

It is the Academy's intent to receive all required student submissions in order to make the best possible judgements regarding student achievement and to be able to provide feedback to the student to improve their learning. The Academy follows the guidelines provided by *Growing Success* (page 43) in its approach to missed and late assignments.

Academic integrity

Living with integrity, in and out of the classroom, is part of the Academy's mission. Academic dishonesty is considered a major infraction of Academy rules and may be handled by the honor board. Cheating or plagiarism may result in dismissal from the Academy. Plagiarism is using another person's material in a paper or presentation without giving proper credit to the author. Cheating includes copying someone else's homework, copying information from the internet or other published material, or dishonestly acquiring information about a test. Cheating also includes assisting another student in either of these activities. Expectations can differ from class to class, so students must be sure they understand teacher expectations. In-class lessons will include direct teaching with clear exemplars of proper citation of others' academic work.

Academic integrity also includes the submission of documentation that outlines students' previous achievement for the purposes of a PLAR assessment.

Acceptable Use Policy

Students at VEGA Academy are expected to follow our Acceptable Internet Use Policy. The policy is shared with the students and parents at the time of the student's registration and is signed by the student as well as the parent(s) for students under the age of 18. (See Appendix 2)

Attendance

Students are expected to be on time for classes, assemblies, class meetings, appointments, and Academy service assignments.

Students who arrive at Academy more than 30 minutes before their first scheduled class must sign in at the registration office. This is important for accountability in the event of an emergency.

While in class, students are expected to follow the daily schedules and attend classes, activities, and other Academy obligations. Participation in class, collaboration and engagement with the teacher, peers and the learning materials are fundamental to students' success at the Academy.

Staying inside VEGA Academy building during Academy hours (except for lunch is also expected.

If a student will be absent from or late to the Academy for any reason, a parent should inform the registration office by submitting an excuse note electronically through the [VEGAacademy.com](https://vegaacademy.com) parent portal by using Day Absence Note form. If sending a note through the parent portal or making a phone call is not possible, a written excuse note must be submitted within two school days of the absence.

Lateness and Partial-day absence

Students who are late to Academy for any reason must first report to the registration office to officially check in. This rule applies even though time spent checking in at the attendance office will further delay the student's arrival to class. The reason for a late arrival must be provided by a parent within two days via an excuse note or phone call. The excuse note may be handed in or submitted electronically through the [VEGAacademy.com](https://vegaacademy.com) parent portal by using the Absence Note form.

Students who are often late to class may be subject to disciplinary action, which could include dismissal from the class, detention, and/or probation, as determined by the administration. Any student reported for being tardy to six classes is referred to the Vice-Principal.

Students who intend to miss a class because they are leaving Academy early must sign out in the registration office upon departure. Students will only be released to parents, other authorized persons as specified under Early Pickup within the Health & Emergency Form section of the online enrollment contract, or other persons authorized by the parents prior to the Academy's release of the student. Parents acknowledge and agree that the Academy is not responsible for the student after that student has been released by the parents.

Students returning to Academy after leaving Academy early must sign in at the registration office upon their return.

Excessive absenteeism

Students who miss 15% of their classes for reasons other than required Academy commitments are putting their credit in jeopardy. In such cases, the Vice-Principal will review the attendance with the student, the student's parents and the student's advisor. Parents remain financially responsible for all tuition and other payments in the event the Academy denies credit under this section.

Online Course Attendance – Feb-June 2025.

Academic research and anecdotal evidence, clearly shows that infrequent logins and lack of consequences invariably lead to students dropping out of online courses. In order to ensure students' success, we have an attendance policy for online courses. It is expected that students login two times each week to their online course.

Logins are the equivalencies of attendance for online courses. Each week, a missed login counts as an absence. The teacher will contact the student (or the parents if the student is under 18) after two consecutive absences or after three non-consecutive absences. Following six absences, the student will be contacted by the school administrator and further absences may result in potential removal from the course. Senior level courses (grades 11 and 12) require mandatory reporting of withdrawals on students' transcripts if the withdrawal is beyond five school days past the midterm report card.

Code of Conduct and Safe Schools Policy

To achieve success, students must adhere to the school's Code of Conduct and Safe Schools Policy. Both of these are presented, reviewed, acknowledged and signed at registration. There is zero-tolerance for actions and behaviour that is in direct violation of the school's values and standards of conduct.

When staff, students, and parents work together to keep their school safe, it has a powerful impact on the culture and climate of the school. Each partner has an important contribution to make.

THE SCHOOL'S ROLE:

- provide a climate free from distractions
- teach and model positive behaviour and good citizenship
- teach acceptance of and respect for others
- foster open, honest communication
- help students work to their full potential and develop their sense of self-worth
- provide bullying-prevention programs, including bullying prevention throughout the curriculum in daily classroom teaching

THE STUDENT'S ROLE:

- practise honesty and integrity
- exercise self-control and self-discipline
- come to school prepared, on time, and ready to learn
- show respect for self and others
- treat others with kindness and dignity
- show respect for school property

THE PARENT'S ROLE:

- understand your school's Code of Conduct as well as the Board and provincial Code of Conduct
- show an active interest in your student's school progress
- talk with your student about how they can contribute to keeping their school a safe place

- assist your student in following the rules of positive behaviour
- communicate with your student's school
- be a positive role model for your student

To ensure a safe environment, students must:

- respect the authority of all staff (administrators, teachers, office staff, caretakers)
- carry a current student card and provide their name in full upon request to any staff member
- not wear jackets/coats in the classroom or library
- not use an unassigned locker
- treat personal and school property with respect
- dress in accordance with Academy policy
- follow the Academy policy on the use of personal electronics (**See Appendix 3**)

Behaviour that will not be tolerated:

- harassment, intimidation, bullying, racism, sexism, homophobia of any kind
- abusive language or gestures
- threatening or performing acts of violence, fighting
- possession of weapons or replica weapons on school property
- possession/use of tobacco, e-cigarettes, alcohol or illicit drugs on school property
- littering, vandalism, willful destruction of school property
- gambling on school property
- possession/use of laser pointers on school property
- aiding/inciting harmful behaviour
- opposition to authority

Consequences for failure to comply with the Code of Conduct:

- informal interview and counselling of students
- before or after school detentions and lunch detentions
- formal interview with an administrator; parents/guardians may be invited to participate in the process
- behaviour/performance contract and probation
- restitution-financial or other restitution may be expected to compensate for damages to school or private property
- withdrawal of privileges, including co-curricular and extra-curricular
- detention
- suspension
- expulsion

Progressive Discipline

The staff at VEGA Academy will consistently address concerns regarding school safety in a way that supports and protects all our students. We adhere to the following principles of Progressive Discipline:

- The goal of our code of conduct is to support a safe, inclusive, and accepting learning and teaching environment in which every student can reach their full potential.
- All inappropriate student behaviour, including bullying, will be addressed.
- Responses to behaviours that are contrary to our code of conduct will be developmentally appropriate.
- Progressive discipline is an approach that makes use of a continuum of preventions, interventions, supports, and consequences that build skills for healthy relationships and promote positive behaviours.
- The range of interventions, supports, and consequences used by the school are implemented to reinforce positive behaviours and help students make good choices.
- Our administrators will consider all mitigating and other factors, as required by the Education Act and as set out in Ontario Regulation 472/07.

The Code of Conduct is shared with the students and parents at the time of the student's registration and is signed by the student as well as the parent(s) for students under the age of 18.

Diploma and Certificates

Requirements for the OSSD

Compulsory Credit Requirements for Students who started Grade 9 in 2023 or earlier

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits of which 18 are compulsory and 12 are optional.

Compulsory credits are:

- 4 credits in English (per grade) *
- 3 credits in mathematics (in Grade 11 or 12)
- 2 credits in science
 - in Canadian history
 - in Canadian geography
 - in the arts
 - in health and physical education
 - 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, or Native studies

or 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

Compulsory Credit Requirements for Students who are starting Grade 9 in 2024 or in later years

Students interested in earning the OSSD (Ontario Secondary School Diploma) must successfully complete a total of 30 credits; of which 17 are compulsory and 13 credits are optional.

Compulsory credits are:

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

STEM – Related Course Group Choose one course from this group to meet the requirement for the 17 Compulsory Credits.

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics (In addition to the 3 compulsory credits listed above)
- Science (In addition to the 2 compulsory credits listed above)
- Technological Education (In addition to the 1 compulsory credit listed above)

Optional Credits

For students who started Grade 9 in 2023 or earlier:

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

For students who are starting Grade 9 in 2024 or later:

In addition to the 17 compulsory credits described above, students must also complete an additional 13 Optional Credits.

Literacy requirement

The Ontario Secondary School Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial secondary school literacy requirement for graduation. The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO). Students usually take the OSSLT in the school year following the school year in which they entered Grade 9, unless a deferral is granted by the principal.

Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Remedial assistance **is provided for** students to improve their skills so that they are better prepared to retake the literacy test.

Special Provisions and Accommodations

Students who are English language learners may be entitled to special provisions. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test.

Test Deferrals

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. Such examples could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in acquiring the reading and writing skills appropriate to Grade 9. 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.

International Students

For online international students, the principal will locate suitable institutions within the student's native country for testing and then directly contact the EQAO for approval and further information exchange. Once the EQAO approves and sends the tests to these locations, students travel to the institute to take the test. All EQAO protocols will be enforced during the test-taking.

The Ontario Secondary School Literacy Course (OSSLC)

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Our principal has the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC.

Community Involvement requirement and procedures

As part of the Ontario Secondary School Diploma requirements, students must complete a minimum of 40 hours of community involvement activities. The purpose of this activity is to remind students of their community obligations and to encourage them to contribute to society beyond the minimum number of hours required as well as to continue to make a selfless contribution to their community in the future.

Students are responsible for completing the required number of hours on their own time. This can take place during lunch hour, after school, on weekends, or during school holidays. Students are also to keep track of their activities under the guidance of the school principal. Students must choose an activity that is approved by the school. The Community Involvement form is available online (See Appendix 3).

Eligible activities

- Provide service to seniors or to the others who have difficulty leaving their homes - ranking, shoveling, shopping, visiting, reading, meal preparation;
- Assist a neighbor with childcare - take child to park, watch child while parent prepares dinner;
- Tutor younger students - read, take to library, help with homework.
- Volunteer at a senior's home/center - visit, read, play cards or board games, take seniors for walks, crafts;
- Help organize local community events - food drives/banks;
- Take part in environmental initiatives - cleaning and recycling operations, park clean - up, planting tree and flower beds.
- Get involved in charitable activities - walk - a thon, daffodil sales, canvassing for organizations;
- Assist with sports teams-community leagues, parks & recreation programs;
- Volunteer in leadership role with community groups - youth groups;
- Volunteer with social service or animal welfare agencies, Red cross, United Way, Humane Society
- Get involved in the democratic political process - scrutineer, canvassing, campaigning;

- Service through religious communities/places of worship;
- Assist with literacy initiatives at local libraries, day care centres or community centres.

List of ineligible activities

The Ministry of Education has developed a list of activities that may NOT be chosen as community involvement activities. These are, therefore, ineligible activities. An ineligible activity is one that:

- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the students' lunch breaks or "spare" period is permissible;
- Would normally be performed for wages by a person in the workplace;
- Is a requirement of a class or course in which the student is enrolled (e.g. co-operative education portion of a course, job shadowing, work experience);
- Take 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;
- 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 "designated substances" under the Occupational Health and Safety Act;
- Requires the knowledge of tradesperson whose trade is regulated by the provincial government;
- Involves banking or the handling of securities, jewelry, works of art, antiques, or other valuables;
- Consists of duties normally performed in the student's home or personal recreation activities.

On-line Learning Course Requirement

As per PPM 167 (2022), students must earn a minimum of two on-line learning credits unless they have been opted out or exempted. Adult learners entering the Ontario secondary school system in 2023-24 or later are also required to meet this graduation requirement unless they opt themselves out of the requirement. Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement.

Eligible Courses For the purposes of this graduation requirement, on-line learning courses are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for: examinations and other final evaluations, access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners).

On-line learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, under exceptional circumstances, an individual student in

Grade 8, with parental consent, may be given permission by the principal of a secondary school to “reach ahead” to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

Ineligible Courses Credits that shall not count towards the online learning graduation requirement include those earned through:

- **In-person learning**, in which students are physically present with other students in the same course and their educator in the school environment;
- **blended learning**, in which digital learning resources are used in an in-person setting, or in which students are taught part of the time in person in the school environment and part of the time online;
- **Flipped classrooms**, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment;
- **remote learning**, characterized by minimum synchronous learning requirements, among other requirements (as defined in PPM 164).

Exception: Remote Learning Credits Earned During the 2020-21 School Year

The ministry recognizes the extraordinary circumstances of the COVID19 pandemic. As a result, up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement. Where applicable, our principal will select one of these credits and use it to meet the student’s online learning graduation requirement.

School Policies for On-line Learning Requirement

The following policies and procedures apply only for students where our school is the holder of the student’s OSR.

Opt-out Process

Our school has a procedure that allows for students to be opted out of the online learning graduation requirement: at the request of their parent/guardian at the student’s request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control). Students, or their parents as appropriate, may complete our school’s Online Learning Opt-out Form to record their decision to opt out of the online course graduation requirement. Our school only accepts these forms from students where our school is the holder of the student’s OSR. Upon receipt, our school acknowledges the opt-out request, and we include it in the student’s OSR. Once the form has been included in the student’s Ontario Student Record, the graduation requirement will not apply to the student.

Principal's Discretion

Where necessary, the opt-out process may be initiated by the school principal if it's in the student's best interest. However, the choice is ultimately that of the parent/guardian, the student who is 18 years of age or older, or who is 16 or 17 years of age and has withdrawn from parental control.

The principal has the discretion to exempt students under 18 years old and still under parental control from the online learning graduation requirement without parental consent if they determine the need is pressing and in the best interests of the student and the parent cannot be reached. However, this authority shall not be used to circumvent parent/guardian choice. Where we make a determination to exempt a student, if possible, we will notify the parent/guardian in writing with a rationale outlining why the exemption was made. A copy of this notification will be included in the student's OSR. Once the notification is included in the student's OSR, the graduation requirement shall not apply to the student.

Reporting

As the principal of the school holding the students' OSRs, we will ensure that a determination is made for each of our students whether the online learning graduation requirement is met, and if so, we will indicate on the Ontario Student Transcript and the student's report card. If the graduation requirement does not apply, for example due to an opt-out, this will also be indicated on both the Ontario Student Transcript and report card. This will be recorded on the transcript as "Online Learning Graduation Requirement - Non-Applicable"

School Support

Our school will continue to provide support for students while they are enrolled in online learning. A point of contact is available to serve as a conduit between the online learning educator and additional support that may be required by the student.

Student Transfers

Prior to any of our students transferring to another school, we will ensure that a determination is made regarding how many online learning credits towards the graduation requirement may be considered completed based on their evaluation of the student's learning. A record of this determination and its rationale will be filed in the student's OSR.

Please note that for a student with a completed Opt-out Form from a private school, a new Opt-out Form will be required if the student transfers to a publicly funded school.

Substitution policy for compulsory credits

The substitution policy for VEGA Academy is consistent with the regulations set out in OS K-12, Section 6.2. In order to allow flexibility in designing a student's program and to ensure that all students can

qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory courses. The substituted course is selected from the course offerings of VEGA Academy School that meet the requirements for compulsory credits. To meet individual students' needs, the principal may replace up to three compulsory courses (or the equivalent of half courses) with courses that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Student Transcript (OST).

The Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

Compulsory and optional credits

7 required compulsory credits

- 2 credits in English
- 1 in mathematics
- 1 in science
- 1 in Canadian history or Canadian geography
- 1 in health and physical education
- 1 in the arts, computer studies, or technological education

7 required optional credits

- 7 credits selected by the student from available courses

The substitution policy for the OSSC compulsory credits is the same as that for the OSSD.

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 OST. For those students who have an IEP, a copy of the IEP may also 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.

Curriculum

Definition of a credit

A credit is granted in recognition of the successful completion (grade of 50% or above) of a course that has been scheduled for a minimum of 110 hours of classroom instruction. Credits are granted to students by the school principal, on behalf of the Minister of Education.

Definition of types of courses in Ontario

In grades 9 and 10, students have important choices to make that will open doors to the future. The selection of courses is based on potential career goals. The Ontario curriculum is organized by discipline, grade, and course type. Course types offered in grades 9 and 10, including the relatively newly created de-streamed, differ from those offered in grades 11 and 12 that are offered as college preparation, university preparation, university/college preparation, workplace preparation, and open.

Open courses in Grades 9 - 12 - 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 a specification or with the workplace in mind.

De-streamed courses in Grade 9 – de-streamed courses provide all students with the same experience. These courses were introduced in order to ensure that students (and their parents) have ample opportunity to make decisions regarding senior high school courses and beyond. De-streamed courses provide equal preparation for all types of courses offered in subsequent years of high school.

Academic courses in Grade 10 (English, French, History, Science) - 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 in Grade 10 (English, French, Science) - 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.

College Preparation courses in Grades 11 and 12 - 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 apprenticeships or other training programs.

University Preparation courses in Grades 11 and 12 - are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College Preparation courses in Grades 11 and 12 - are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs 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.

Locally Developed courses focus on the most essential concepts of a discipline. Our school does not offer Locally Developed Level 'L' courses.

Alternative (Non-Credit) Courses Alternative courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations – that is expectations not found in the Ontario curriculum (OS, Section 3.3.1). "K - Courses" focus on a developmental continuum of specific skill development which may be taken in preparation for credit courses. These courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Our school does not offer any Alternative (Non-Credit) courses.

Course Coding System

Ontario high school credit courses have a common course code system. For example, ENG4U, MHF4U.

- The first 3 characters represent the course name: e.g. ENG = English, MHF = Mathematics, Advanced Functions
- All English courses start with the letter E, all business courses start with the letter B, all Mathematics courses start with the letter M etc.
- The 4th character indicates the grade or language level: e.g. 1=Grade 9; 2=Grade 10; etc.
- The 5th character indicates the course type: e.g. W= Destreamed, C= College; D= Academic; M= College or University; U= University.

Prerequisite Courses and Waiving a Prerequisite

A prerequisite course is identified by the Ministry of Education guidelines as being essential preparation for a particular course that follows. At VEGA Academy School, students must complete the prerequisite identified for the course they wish to register for. Proof of prerequisite completion is mandatory prior to course registration. If a student requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. The principal may also initiate consideration for a prerequisite to be waived. The principal will make the decision in

consultation with the parent and appropriate school staff. 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. Records of waiving a prerequisite are filed in a student's OSR.

Description of All Courses Offered by the School

Our school recognizes the importance of ensuring that students are enrolled in courses for which they have the prerequisite and are aligned with their educational and career plans. The school provides parents and students with clear and accurate information about prerequisites.

BAF3M Financial Accounting Fundamentals, Grade 11, University/College Preparation, **Prerequisite:** None

Course Description: This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

BAT4M Financial Accounting Principles, Grade 12, University/College Preparation, **Prerequisite:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

Course Description: This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

BBB4M International Business Fundamentals, Grade 12, University/College Preparation, **Prerequisite:** None

Course Description: This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

BEM10 Building the Entrepreneurial Mindset, Grade 9, Open, **Prerequisite:** None

Course Description: In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own

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

BEP20 Launching and Leading a Business, Grade 10, Open, **Prerequisite:** None

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

BOH4M Business Leadership: Management Fundamentals, Grade 12, University/College Preparation, **Prerequisite:** None

Course Description: This course focuses on the development of leadership skills used in managing a successful business. Students will analyse 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.

CGC1W: Exploring Canadian Geography, Grade 9 De-streamed, **Prerequisite:** None

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

CHC2D Canadian History since World War I, Grade 10, Academic, **Prerequisite:** None

Course Description: This course explores social, economic, and political developments and events and

their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHV20: Civics and Citizenship, Grade 10, Open, **Prerequisite:** None

Course Description: This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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.

CIA4U Analysing Current Economic Issues, Grade 12, University Preparation, **Prerequisite:** Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

Course Description: This course examines current Canadian and international economic issues, developments, policies, and practices from diverse perspectives. Students will explore the decisions that individuals and institutions, including governments, make in response to economic issues such as globalization, trade agreements, economic inequalities, regulation, and public spending. Students will apply the concepts of economic thinking and the economic inquiry process, as well as economic models and theories, to investigate, and develop informed opinions about, economic trade-offs, growth, and sustainability and related economic issues.

CLC20 Career Studies, Grade 10, Open, **Prerequisite:** None

Course Description: This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in

apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

ENL1W English, Grade 9, De-streamed

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

ENG2D English, Grade 10, Academic, **Prerequisite:** English, Grade 9 De-streamed

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

ENG2P English, Grade 10, Applied, **Prerequisite:** English, Grade 9, De-streamed

Course Description: This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

ENG3C English, Grade 11 College, **Prerequisite:** English, Grade 10, Applied

Course Description: This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical

and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

ENG3U English, Grade 11 University Preparation, **Prerequisite:** English, Grade 10, Academic

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

ENG4U English, Grade 12, University Preparation, **Prerequisite:** English, Grade 11, University Preparation

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

OLC4O Ontario Secondary School Literacy Course, Grade 12. **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.)

Course Description: 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.

ESLAO English as a Second Language ESL Level 1, **Prerequisite:** None

Course Description: 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.

ESLBO English as a Second Language ESL Level 2, **Prerequisite:** English As Second Language ESL Level 1

Course Description: 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.

ESLCO English as a Second Language ESL Level 3, **Prerequisite:** English as a Second Language ESL Level 2

Course Description: 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 English as a Second Language ESL Level 4, **Prerequisite:** English as a Second Language ESL Level 3

Course Description: 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 English as a Second Language ESL Level 5, **Prerequisite:** English as a Second Language ESL Level 4

Course Description: 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.

FSF10 Core French, Grade 9., Prerequisite: None

Course Description: This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

HSB4U Challenge and Change in Society, Grade 12, University Preparation, Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Social Sciences and Humanities

Course Description: This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

ICS20 Introduction to Computer Studies, Grade 10, Open, Prerequisite: None

Course Description: This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

ICS3C Introduction to Computer Programming, Grade 11, College Preparation, Prerequisite: None

Course Description: This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging

technologies, and postsecondary opportunities in computer-related fields.

ICS3U Introduction to Computer Science, Grade 11, University Preparation, **Prerequisite:** None

Course Description: This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

ICS4U Computer Science, Grade 12, University Preparation, **Prerequisite:** Introduction to Computer Science, Grade 11, University Preparation

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

ICS4C Computer Programming, Grade 12, College Preparation, **Prerequisite:** Introduction to Computer Programming, Grade 11, College Preparation

Course Description: This course further develops students' computer programming skills. Students will learn object-oriented programming concepts, create object-oriented software solutions, and design graphical user interfaces. Student teams will plan and carry out a software development project using industry-standard programming tools and proper project management techniques. Students will also investigate ethical issues in computing and expand their understanding of environmental issues, emerging technologies, and computer-related careers.

IDC4U Interdisciplinary Studies, The Business of a Pandemic, Grade 12 University, **Prerequisite:** Any university or university/college preparation course.

Course Description: This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation with selected expectations from International Business Fundamentals, Grade 12, University/College Preparation (BBB4M), Business Leadership: Management Fundamentals, Grade 12, University/College Preparation (BOH4M), Biology, Grade 12, University Preparation (SBI4U) and Introduction to Anthropology, Psychology and Sociology, HSP3U.

This course focuses on the economic consequences of the pandemic. Students will gain an understanding of the science of the disease as well as the business side of the research, development, testing and marketing of the vaccines and other forms of pharmaceutical interventions that have evolved over the past two years. Emphasis will be placed on the interdisciplinary impact of the disease and the world-wide consequences at a macro and micro level on our society.

MTH1W Mathematics, Grade 9, De-streamed, **Prerequisite:** None

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

MF1W Foundations of Mathematics, Grade 10, Applied, **Prerequisite:** De-streamed Mathematics, Grade 9, MTH1W

Course Description: This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MPM2D Principles of Mathematics, Grade 10, Academic, **Prerequisite:** De-streamed Mathematics, Grade 9, MTH1W

Course Description: This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MAP4C Foundations for College Mathematics, Grade 12, **Prerequisite:** Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

Course Description: This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

MBF3C Foundations for College Mathematics, Grade 11, **Prerequisite:** Foundations of Mathematics, Grade 10, Applied

Course Description: This course enables students to broaden their understanding of mathematics as a problem solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MCF3M Functions and Applications, Grade 11, **Prerequisite:** Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

Course Description: 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.

MCR3U Functions, Grade 11 University Preparation, **Prerequisite:** Principles of Mathematics, Grade 10, Academic

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

MCV4U Calculus and Vectors, Grade 12, **Co-requisite:** the Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Course Description: 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.

MDM4U Mathematics of Data Management, Grade 12, **Prerequisite:** Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Course Description: This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

MHF4U Advanced Functions, Grade 12, **Prerequisite:** Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Course Description: This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

PPL10 Healthy Active Living Education, Grade 9, Open, **Prerequisite:** None

Course Description: This course equips students with 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, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. 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.

PSK4U Introductory Kinesiology, Grade 12, University Preparation, **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

Course Description: This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

SNC1W Science, Grade 9, De-Streamed, **Prerequisite:** None

Course Description: 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.

SNC2D Science, Grade 10, Academic, **Prerequisite:** Science, Grade 9, De-Streamed

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

SNC2P Science, Grade 10, Applied, **Prerequisite:** Science, Grade 9, De-Streamed

Course Description: This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

SBI4U Biology, Grade 12 University Preparation, **Prerequisite/co-requisite:** Biology, Grade 11, University Preparation

Course Description: 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.

SBI3U Biology, Grade 11 University Preparation, **Prerequisite:** Science, Grade 10, Academic

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

SCH3U Chemistry, Grade 11 University Preparation, **Prerequisite:** Science, Grade 10, Academic

Course Description: This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the 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.

SCH4U Chemistry, Grade 12 University Preparation, **Prerequisite:** Chemistry, Grade 11, University Preparation

Course Description: 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.

SPH3U Physics, Grade 11 University Preparation, **Prerequisite:** Science, Grade 10, Academic

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

SPH4U Physics, Grade 12 University Preparation, **Prerequisite:** Physics, Grade 11 University Preparation

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

SVN3M Environmental Science, Grade 11 University/College Preparation, **Prerequisite:** Science, Grade 10, Applied or Academic

Course Description: This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

TAS10 Technology and the Skilled Trades, Grade 9 Open, **Prerequisite:** None

Course Description: This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems,

they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

TAS20 Technology and the Skilled Trades, Grade 10 Open, **Prerequisite:** None

Course Description: This hands-on course enables students to apply the engineering design process and other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and resources from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as quality control, and health and safety standards. Students explore opportunities for job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

TGJ30: Communications Technology: Broadcast and Print Production Grade 11, Open, **Prerequisite:** None

Course Description: This course enables students to develop knowledge and skills in the areas of graphic communication, printing and publishing, audio and video production, and broadcast journalism. Students will work both independently and as part of a production team to design and produce media products in a project-driven environment. Practical projects may include the making of signs, yearbooks, video and/or audio productions, newscasts, and documentaries. Students will also develop an awareness of related environmental and societal issues and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

Access to Outlines of courses of study

Course outlines for all courses offered at VEGA Academy are given to students registered in the course and can also be obtained upon request to the principal.

Access to Ontario curriculum policy documents

Curriculum documents for all secondary courses can be accessed online at the following URL:

<http://edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

Experiential learning programs

VEGA Academy **does not** offer a formal experiential learning program. Experiential learning programs include job shadowing and job twinning, and work experience and cooperative education, which are typically offered at the secondary school level. Descriptions of these programs typically include:

- cooperative education programs, which allow students to earn secondary school credits while completing a work placement in the community;

- work experience which provides students with a learning opportunity in the workplace for a limited period of time;
- job shadowing which allows a student to spend on-half to one day observing a worker in a specific occupation; and ,
- job twinning which provides the opportunity for a student to observe a cooperative education student at his or her placement for on-half to one day.

Student withdrawal policy for grades 11 and 12

If a student withdraws from a course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the OST.

Changing course types

When students decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. In a senior year, a student may enrol in a different type of course in a given subject than the type he or she completed in the previous year, although doing so may require additional preparation, as recommended by the principal.

In Grades 11 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the prerequisite may be waived.

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 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 principal who grants the credits. Our PLAR, developed in compliance with ministry policy, is the equivalency process which involves the assessment of credentials from other jurisdictions. We do not currently offer the PLAR Challenge process.

Credits granted through PLAR represent the same standards of achievement as credits granted to students who have taken the courses. Our procedures include the steps below in order to make sound course selection decisions:

- collecting student transcripts and report cards (originals or certified copies/translations)

- academic assessments
- consultation with staff with subject expertise
- student interview
- determination of diploma requirements, such as e-learning and community hours.

PLAR credits are documented in the OSR, specifying which are compulsory and optional credits. In accordance with the recently revised PPM, the requirements concerning the application of PLAR procedures are different for Mature Students, because of their broader life experience. Following individual assessments, a personal interview and a review of documentation submitted by the student, the number of credits to meet the requirements of the OSSD, including compulsory credits, is determined at the discretion of the principal.

Our students may receive credits through PLAR 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.

Other ways of earning credits

There are numerous ways students can earn high school credits outside of VEGA Academy. These opportunities require our principal's approval and include eLearning, the ILC and continuing education courses.

Procedures for students who fail to meet course expectations.

A student who fails or withdraws from a compulsory credit course should be informed of the consequences for meeting diploma requirements. The program options available to meet the requirements should be outlined, and possible alternative courses identified.

Where a student does not achieve the curriculum expectations of a course, the principal and teaching staff, in consultation with the parents and the student, will determine what type of program would best enable the student to meet the expectations and earn credit for the course. Students may be allowed to repeat only the material relating to the expectations not achieved, providing that the eligibility requirements for credit recovery are met. Alternatively, the student may repeat the entire course.

Assessment, Evaluation and Examination Policies.

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for students in Ontario schools. The document clarifies policy related both to students' demonstration of specific learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) and to their achievement of curriculum expectations. It provides a thorough outline of policy related to

performance standards, to the role of assessment in the improvement of student learning, to evaluation and reporting procedures, and to considerations pertaining to students with special education needs and students who are learning English.

The primary purpose of assessment and evaluation is to improve student learning. The following principles lay the foundation for rich and challenging practice. These principles are fully understood and observed by our teachers. These principles guide the collection of meaningful information that help inform instructional decisions, promote student engagement, and improve student learning. The Seven Fundamental Principles are in place to ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs;
- are carefully planned to relate to the specific curriculum expectations and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year or course;
- 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;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Assessments for, and of learning are conducted throughout each course. When grading assessments of learning, teachers assign marks to the categories of the achievement chart, namely Knowledge & Understanding, Thinking, Communication and Application.

The final grade for each course is determined as follows:

- 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade reflects the student's most consistent level of achievement throughout the course with special consideration 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, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students are provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills in a balanced manner.

Late and Missed Assignments

Students must understand that there are consequences for not completing assignments for

evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies will be used to help prevent and/or address late and missed assignments (in compliance with page 43 of Growing Success). These include:

- asking the student to clarify the reason for not completing the assignment;
- helping students develop better time-management skills;
- maintaining ongoing communication with students and/or parents about due dates and late assignments,
- setting up a student contract;
- deducting marks for late assignments, up to and including the full value of the assignment.

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 study habits.

Reporting Procedures

We issue a midterm and a final report using the Provincial Report Card.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST is established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript is kept up to date in electronic form, and is copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST is stored in the OSR folder.

The OST will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;
- confirmation that the student has completed the additional graduation requirements, namely: community involvement, the provincial secondary school literacy and the eLearning requirement.

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

Note: Only one credit will be granted for a course that a student has successfully completed twice. If a student withdraws from a course within five instructional days following the issue of the first report, the withdrawal is not recorded on the OST.

The Ontario Student Record (OSR)

The OSR is the record of a student's educational progress through schools in Ontario. Our school is required to collect information for inclusion in the OSR for each student enrolled in a credit-bearing course at the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student moves to another school in Ontario.

Supports and Resources

Guidance and Career Planning

Assistance is given to students by helping them to understand their academic strengths and weaknesses, choosing appropriate resources and in making application to post-secondary institutions. Our students are encouraged to connect with our Guidance teacher in person or online.

Education Support for Parents

Parents and students may request guidance at any time to complete an Education Plan and review with the principal through virtual meetings. They may also request to review curriculum documents, course descriptions and prerequisites, and discuss their implications for their career planning with the principal.

Student Accommodations and Modifications

At VEGA Academy, no modifications are made to any of the courses. Instructional, test and environmental accommodations may be given to students upon consultation and recommendation. These must be identified and disclosed to the school during initial course registration.

Supports for education planning

We engage all of our students in virtual or teleconference meetings with the principal to discuss their educational goals and establish a learning pathway to best plan their educational direction. At the end of each school year, students will again meet virtually with the principal to prepare a personalized transition plan either for their home-school, or postsecondary studies or career (university, college or the workplace).

Remedial Support

When necessary, the school will provide its students with tutoring services. For the purpose of remediation, the principal may decide to add instructional hours to a course, in addition to the mandated 110 hours of instruction.

Supports for English Language Learners

Our teachers provide learning opportunities to enable English language learners to develop proficiency in English. These opportunities are integrated into the curriculum in all subject areas. The teachers

provide instructional programs which address students' at their levels of language proficiency and help them to adjust to a new linguistic, cultural, and educational environment.

Computer Lab and Library

VEGA Academy does not have a library at the moment. However, students are encouraged to use the services of the Toronto Public Library. We do provide an on-site learning space for students who require assistance with the technology that is used in our courses.

Students are advised in each online and blended course of the following hardware and software requirements:

- Hardware: Laptop or desktop computer, Headphone, Webcam
- Software System Requirement: Win7 or above, MacOS10 or above, Chrome OS87 or above and the latest version of Firefox/Chrome Browser.

Community Resources

Students identified as needing external support are referred to specialists in the community. These specialists include doctors and psychiatrists for medical observation, psychologists and social work therapists for family or individual counselling, community programs for specific needs, and psychological testing for accommodation and support recommendations. The social worker, guidance counsellor receives updates and information from these professionals that informs school support and accommodation.

Special Education Support

Students requiring special education support will have an Individual Learning Plan describing the following:

- The identification of the student's needs
- Current levels of academic functioning including areas of strengths and challenges
- Recommended strategies that are likely to assist the student in their learning
- Recommended accommodations that teachers may consider supporting the student in order to enhance their attainment of the curriculum expectations

At this time, VEGA Academy does not have any students that have been identified to require special education support.

Appendix 1 School Year Calendar

		School Year Calendar 2024 - 2025																																
		VEGA Academy																																
		<input checked="" type="checkbox"/> Half Day																																
		Ministry of Education																																
		Legend H - Statutory Holiday E - Scheduled Examination Day P - Professional Activity Day																																
Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week			2nd Week			3rd Week			4th Week			5th Week																		
August 2024				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						
September 2024				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										
October 2024				1	2	3	4	7	8	9	10	11	14	H	15	16	17	18	21	22	23	24	25	28	29	30	31							
November 2024								1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28							
December 2024				2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30	31									
January 2025								1	2	3	6	7	8	9	10	13	14	15	16	17	20	21	22	23	24	27	28							
February 2025	9	3		3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28											
March 2025	16			3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31										
April 2025	19	1	1	1	2	3	4	7	8	9	10	11	14	15	16	17	18	H	H	H	E	P	O2	28	29	30								
May 2025	21							1	2	5	6	7	8	9	12	13	14	15	16	19	20	21	22	23	26	27	30							
June 2025	19	1	1	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	30										
July 2025				1	2	3	4	7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30	31								
TOTAL	84	5	2																															

Note: **Quizzes** 1 starts on February 18 and ends on April 25. Midterm reports are issued on March 25.
Quizzes 2 starts on April 28 and ends on June 27. Midterm reports are issued on May 28.

Appendix 2 Acceptable Use Policy

VEGA Academy provides Information Technology Resources to improve student success, achievement, and well-being, within a safe, nurturing, positive, and respectful learning environment in compliance with applicable laws, and related school policies. This policy is applicable whether the devices are personally owned or have been provided by the school, and regardless of the user's physical location. IT Resources are made available to students to support their learning, research requirements, and career preparation. Procedures and rules regarding the use of the facilities and resources must be followed. Students are asked to review this policy with their parent/guardian.

Acceptable Use

Students **will**:

- use the Information Technology Resources as prescribed or approved by their teacher.
- accurately cite information from the Internet.
- abide by copyright laws.
- abide by school procedures.
- report all instances of hardware damage or operating system immediately.

Students **will not**:

- engage in cyber communications that cause someone to fear for his or her safety.
- engage in Cyber-bullying, or illegal activity, or visit unacceptable sites.
- engage in posting writing on the Internet that is designed to insult or injure a person's reputation.
- share passwords or data or misrepresent their identity.
- plagiarize.
- download and share copyrighted materials without the copyright holder's permission.

Safe Use

Students **will**:

- inform the teacher immediately when accidental connections are made with unacceptable users.
- seek help from principals, teachers and parents when victimized by Cyber-bullying.
- report Cyber-bullying concerns to principals, teachers, and parents.

Students **will not**:

- post personal information about themselves or others. This information includes last name, age, gender, home addresses, telephone numbers, pictures, videos, routes taken to school, parents' hours of work, etc.

Appropriate Use

Students **will**:

- be polite.
- assume that all communications received are private and confidential and will not disseminate them without permission from the original author.

Students will not:

- use language that is unacceptable in the classroom, including language that is racist, sexist, harassing, violent, or otherwise offensive.
- send messages containing information that would cause discomfort to themselves or others if it were written in a public place.
- use the Information Technology Resources in ways that will disrupt other users.
- engage in any tactics which will harm or compromise the functionality of the school's IT system.
- collect or distribute personally identifiable information about others on the Internet.

All students are expected to abide by this policy. Misuse or abuse of the facilities and resources are subject to consequences as defined and explained in our Code of Conduct. We look forward to providing students with the opportunity to use Information Technology Resources in a safe and meaningful way as they contribute to the teaching and learning at VEGA Academy.

Appendix 3 Community Involvement Form

Student Community Involvement Activity Notification and Completion Form

Students are encouraged to begin their community hours in the summer preceding entry into Grade 9.

Date submitted: _____ VEGA Academy OEN _____

Last Name: _____ First Name: _____

Proposed Activity/ Organization Name	Principal/Designate Pre-approval (Please Initial)	Start Date	Hours Completed	Description of Activity	Supervisor's Name and Contact Information	Supervisor's Signature

Total Hours: _____

For Office Use Only

Completion has been noted on _____
the student's OST

Date _____

Signature of School Official _____

I understand that the decision for me or my child to participate in this activity is between the Organization and me or child. I am aware of the risks, dangers and hazards associated with the activity and by agreeing to or allowing my child to participate, I freely accept and fully assume all such risks, dangers and hazards to me or my child and the possibility of personal injury, property damage and loss resulting therefrom.

I confirm that I am not aware of any reason, medical or otherwise, that would prevent me or my child from participating in the activity and fully accept personal responsibility for the damages, claims and costs following such injury, permanent disability or death, including incidental expenses such as ambulance and other transportation fees.

Signature _____
Signature of parent/guardian required if student is under 18 years of age

Appendix 4 Additional Information Provided and Collected at Time of Registration

Ethical Conduct

It is the school's expectation that all members of our community conduct themselves in an ethical manner. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.

Medical Concerns

Sabrina's Law

This law ensures that all schools have policies and procedures in place to address anaphylaxis in schools, which includes providing instruction to staff and guidance on the administration of medication. At the time of registration, students and parents are asked to inform VEGA Academy about any health risks associated with a student's allergies.

Ryan's Law

This law ensures that all schools support students with asthma and protect their health by allowing them to carry their inhalers. At the time of registration, students and parents are asked to inform VEGA Academy about any health risks associated with asthmatic conditions and students' need to carry an inhaler.

Rowan's Law

This law is designed to create a safer environment for competitive amateur athletes, children and youth to play sports. At the time of registration, students and parents are informed of steps the school is taking to ensure students' safety during physical activities.

Immunization Records

Ontario's Immunization of School Pupils Act (ISPA) requires that children and adolescents attending primary or secondary school be appropriately immunized against designated diseases, unless they have a [valid exemption](#). All immunization requirements for school attendance align with [Ontario's publicly funded immunization schedule](#). Provincial routine immunization schedule begins during pregnancy and continues into adulthood. As per Ministry of Health regulations, at the time of registration, students are asked to provide proof of routine immunization to the school. Students who are unable to provide their immunization record, may face suspension from school.

