



**School Program and Course Calendar
2023-2024**

TABLE OF CONTENTS

Section I: School Policies, Practices and Procedures	3
1. IMPORTANCE & VALUE OF A SECONDARY EDUCATION	3
2. REQUIRING AND COMPLETING A SECONDARY SCHOOL EDUCATION	3
4. SCHOOL ORGANIZATION	3
5. STUDENTS’ RESPONSIBILITIES, ACHIEVEMENT AND ATTENDANCE	6
6. CODE OF CONDUCT	10
Section II. Diploma and Certificates	14
7. COMPULSORY AND OPTIONAL CREDIT REQUIREMENTS	14
8. THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT	15
9. COMMUNITY INVOLVEMENT REQUIREMENTS AND PROCEDURES	17
10. SUBSTITUTIONS FOR COMPULSORY CREDIT REQUIREMENTS	17
11.REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE	18
12. THE CERTIFICATE OF ACCOMPLISHMENT	18
Section III: Curriculum	19
13. SECONDARY SCHOOL CREDITS	19
14. DEFINITIONS OF THE TYPES OF COURSES	19
15. AN EXPLANATION OF THE COURSE CODING SYSTEM	20
16. DESCRIPTIONS OF ALL COURSES OFFERED	20
17. HOW TO GAIN ACCESS TO OUTLINES OF COURSES OF STUDY AND TO ONTARIO CURRICULUM POLICY DOCUMENTS	23
18. EXPERIENTIAL LEARNING PROGRAMS	23
19. STUDENT WITHDRAWAL FROM COURSES IN GRADES 11 AND 12	23
20. PROCEDURES RELATING TO CHANGING COURSE TYPES	23
21. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)	24
22. OTHER WAYS TO EARN CREDITS	24
23. EVALUATION AND EXAMINATION POLICIES	24
24. REPORTING PROCEDURES	25
Section IV Supports and Resources	27
25. GUIDANCE AND EDUCATION AND CAREER PLANNING SUPPORTS	27
26. STRATEGIES AND RESOURCES	28
Section V Special Education	29
27. SPECIAL NEEDS STUDENTS	29
Section VI: VIRTUAL COMPONENT	30
28. MINIMUM HARDWARE & SOFTWARE REQUIREMENTS	30
29. ACCEPTABLE USE POLICY	30
30. TESTS AND EXAMS	32
31. ONLINE LEARNING GRADUATION REQUIREMENTS	33

Section I: School Policies, Practices and Procedures

1. IMPORTANCE & VALUE OF A SECONDARY EDUCATION

A secondary school education is a very crucial time in students' lives because students are preparing themselves for the real world. While in high school, students must develop strong academic skills and work ethic to help them excel in any direction that they choose to take: workplace, college diploma program or university degree programs. They will also have to develop critical and independent thinking as well as a strong feeling of self-confidence that will help them become successful in their career paths.

To ensure optimal student success, education must be a consistent process, requiring continuous and active participation in the learning environment. Students must learn to work not only as individuals, but also with each other. This process involves the student in listening, cooperating, sharing, interacting, and experiencing mutual evaluations. Students must be able, both individually and in groups, to investigate, analyze, synthesize, generalize, and make intuitive leaps in the pursuit of knowledge. Matrix Academy is committed to supporting every student to succeed in high school. We are dedicated to teaching all students skills needed to be successful in college and university programs.

2. REQUIRING AND COMPLETING A SECONDARY SCHOOL EDUCATION

Section 21.(1) of Ontario's *Education Act* requires every person to attend an elementary or secondary school on every school day from 6 years old until attaining 18 years old or until obtaining an Ontario Secondary School Diploma (OSSD). Section 21.(5) requires the parent or guardian of a person who is required to attend school to cause that person to attend school as required, unless that person is at least 16 years old and has withdrawn from parental control.

3. OVERALL GOALS AND PHILOSOPHY

Matrix Academy is a private virtual synchronous elementary & high school located in Toronto, Canada. Our mission is to engage students of all academic backgrounds to become unique, active learners. We are dedicated to an individual learning approach and close collaboration between students, teachers, and parents.

We aim to provide our students with an enhanced learning experience that fosters confidence, leadership, and responsibility, among other attributes, and we deliver our curriculum with an incremental methodology that promotes better learning retention and expanded comprehension with our students.

Our focus continues to be to provide an exceptional education that exceeds that of standard primary and secondary schools, and we're succeeding in doing that.

4. SCHOOL ORGANIZATION

SCHOOL YEAR CALENDAR – 2023-2024

Semester 1 - September 5th - December 18, 2023

Semester 2 - January 2 -April 15, 2024

Semester 3 - April 23 - June 13, 2024

Summer School

July 2-August 21, 2024

Reporting Student Achievement to Parents/Guardians

There are several reporting periods throughout the school year. This year the reporting dates are as follows:

Semester 1:

Midterm Report Card - November 3, 2023

Final Report Card - Dec 24, 2023

Semester 2:

Midterm Report Card - March 1, 2024

Final Report Card - April 22, 2024

Semester 3:

Midterm Report Card - May 16, 2024;

Final Report Card - June 20, 2024;

Summer School

Midterm Report Card - July 29, 2024

Final Report Card - August 28, 2024

Timetables for all the courses offered can be found on the [school website](#) and/or Ayotree platform. At Matrix Academy, classes are synchronous (the instructor and the students engage with the course content and each other at the same time) and usually begin at 8:30 am EST depending on the subject and teacher availability. We run classes in the morning and afternoon. To accommodate our international students' needs, final exams and/or make up classes can be scheduled as early as 7 am EST. During the first two terms, classes run Monday through Saturday, whereas in the third term and summer school classes will be held Mondays through Fridays.

Semester 1

September 5 – December 18, 2023

Closed for 2 weeks (Winter Break: December 19, 2023 – January 1, 2024)

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30 -11 am	BOH4M (R1)	ENG3U (R1)	BOH4M (R1)	BOH4M (R1)	ENG3U (R1)	ENG3U (R1)	N/A
9:00-11:30 am		ENG3U (R2)			ENG3U (R2)	ENG3U(R2)	
11:00-11:10	Break	Break (R1)	Break	Break	Break (R1)	Break (R1)	

11:10am-13:40 pm	MHF4U (R1)	ENG4U (R1)	MHF4U (R1)	MHF4U (R1)	ENG4U (R1)	ENG4U (R1)	N/A
EVENING CLASSES							
17:00-19:30pm	MCR3U (R1) MHF4U (R2)	N/A	MCR3U (R1) MHF4U (R2)	MCR3U (R1) MHF4U (R2)	N/A	N/A	N/A

Semester 2

January 2 – April 15, 2024

Spring Break: April 16-22, 2024

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30 -11 am	CIA4U (R1) BBB4M (R2)	OLC4O (R1) ENG3U (R2)	CIA4U (R1) BBB4M (R2)	CIA4U (R1) BBB4M (R2)	OLC4O (R1) ENG3U (R2)	OLC4O (R1) ENG3U (R2)	N/A
11- 11:10	Break	Break	Break	Break	Break	Break	
11:10am-13:40 pm	MCV4U (R1)	ENG4U (R1)	MCV4U (R1)	MCV4U (R1)	ENG4U (R1)	ENG4U (R1)	N/A
EVENING CLASSES							
17:00-19:30pm	MCR3U (R1) MHF4U (R2) MCV4U (R3)	N/A	MCR3U (R1) MHF4U (R2) MCV4U (R3)	MCR3U (R1) MHF4U (R2) MCV4U (R3)	N/A	N/A	N/A

Semester 3

April 23 – June 13

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-11:30 am	OLC4O (R1) SES4U (R2)	OLC4O (R1) SES4U (R2)	OLC4O (R1) SES4U (R2)	OLC4O (R1) SES4U (R2)	OLC4O (R1) SES4U (R2)	N/A	N/A

SUMMER SCHOOL

July 2 – August 21, 2024

Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
8:30-11:30 am	ENG3U ENG4U MHF4U MCV4U SPH4U SES4U MCR3U BBB4M BOH4M	ENG3U ENG4U MHF4U MCV4U SPH4U SES4U MCR3U BBB4M BOH4M	ENG3U ENG4U MHF4U MCV4U SPH4U SES4U MCR3U BBB4M BOH4M	ENG3U ENG4U MHF4U MCV4U SPH4U SES4U MCR3U BBB4M BOH4M	ENG3U ENG4U MHF4U MCV4U SPH4U SES4U MCR3U BBB4M BOH4M	N/A	N/A

5. STUDENTS' RESPONSIBILITIES, ACHIEVEMENT AND ATTENDANCE

5.1 Student Responsibilities

Academic Integrity

Honesty is one of the keys to personal success; it demonstrates respect for self and others and promotes a positive school atmosphere. Honesty is both a virtue and an expectation of our society and school environment. Our school's academic policies are designed on a foundation of academic honesty.

Citing & Referencing

Assignments which use sources of information and which do not clearly and precisely indicate where these sources have been used are NOT eligible for evaluation, as it is impossible for the teacher to accurately determine where the student's ideas begin and end, and where the source

information begins and ends. Students must ensure that their work is submitted with clear and precise citations and references. Keeping proper track of sources is a vital step in the process of completing work and is not something that should be done only when an assignment is 'complete'.

Plagiarism is a form of cheating. The Ministry “*Growing Success*” document defines plagiarism as “the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one’s own original work.” Plagiarism can occur in different ways including:

- Improper paraphrasing or paraphrasing without acknowledgement of the source.
- Quoting from a source without acknowledgement (copying)
- Cutting and pasting from an electronic source without acknowledgements, including graphic representations.
- Representing as his/her own a product that a student did not produce.

Consequences for initial incidents of academic dishonesty may include the following:

- Student/teacher conference
- Student/parent/teacher conference
- Confirmation of student understanding of academic honesty
- Completing the task under supervision
- Revising and resubmitting the task

Repeated actions of academic dishonesty will be treated as a violation of the code of conduct and will be referred to administration. The students and his/her parents will be made aware that this behaviour constitutes lying and/or theft and progressive discipline actions appropriate to these infractions will ensue. **A student must demonstrate competency in each of the course overall expectations to be granted a credit, therefore they may put their course credit in jeopardy by repeatedly failing to submit authentic, non-plagiarized assignments.**

In order to support students to create authentic work, a number of strategies may be used. They include:

- Asking the student to clarify the reason for academic dishonesty (lack of understanding, issues with time management)
- Helping students develop better time-management skills;
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute;
- Maintaining ongoing communication with students and/or parents about academic dishonesty and proper sourcing, and scheduling conferences with parents if the problem persists;
- In secondary schools, referring the student to the Student Success team or teacher;
- Setting up a student contract;
- Using counseling or peer tutoring to try to deal positively with problems;
- Holding teacher-student conferences;
- Reviewing the need for extra support for English language learners;
- Reviewing whether students require special education services;

- Requiring the student to work with a school team to complete the assignment;
- Understanding and taking into account the cultures, histories, and contexts of First Nation, Métis, and Inuit students and parents and their previous experiences with the school system;
- Providing alternative assignments or tests/exams where, in the teacher’s professional judgment, it is reasonable and appropriate to do so;

5.2 Student Achievement

The expectations for students’ achievement are predicated on an individual’s desire and motivation for intellectual and personal growth. Students will be actively involved in their own learning development through a process of goal setting, identifying strengths and areas for improvement, continuously reflecting on their work and teacher feedback, developing a success plan and monitoring their progress with the support of their teachers. As such, students are expected to take agency of their learning and become assessment capable learners.

5.3 Student Attendance

Regular attendance at school is absolutely critical for a student’s learning and demonstrated achievement of grade and course of study expectations. Students who habitually miss class will suffer in the evaluation process, because their participation and achievement cannot be fully assessed. Given that all the 110 instruction hours are completed online (students do their homework offline and their work is not included in 110 hours), class logins are mandatory in our school.

The following attendance policy has been developed:

1. Attendance at Matrix Academy is mandatory as students are required to fulfill all course expectations as well as the mandatory 110 course hours in order to complete a course.
 - a. Parents/guardians are required to contact the Principal in advance to request an excused absence of 3 or more classes (7.5 instructional hours). The teacher will work with the students and parents/guardian to create a plan for learning missed content and completing missed work.
 - b. If a student is medically unable to attend, a doctor’s note must be produced and shared with the Principal where that inability to attend extends to 3 or more consecutive academic days.
 - c. Notices of absenteeism are sent out at increments of 2 days absent (5 instructional hours). If a student nears 12 days (30 instructional hours) absent from the fall or winter semester or 10 days (30 instructional hours) from the spring semester the credit is in jeopardy due to lack of course hours
 - d. If a student has unexcused absences for 4 classes (10 instructional hours), their parents/guardians will be notified and a Student Plan will be developed to ensure that the student can demonstrate achievement. The teacher will schedule a meeting with the student and their parents/guardian to outline a plan to best support the student. This may include discussing the reasons for the absenteeism, reviewing the course content and overall expectations that were missed, breaking up tasks into smaller chunks, creating a timetable to complete tasks, and/or providing other resources and strategies based on the student’s individual needs to ensure success.

2. Any student who is unable to attend a particular class (e.g. login on time) is expected to notify his/her teacher in advance. Students are responsible for all material and activities covered in missed classes.
3. If the student is 15 minutes or longer late s/he is considered to be tardy, and this will be recorded in the school attendance records. If the student appears to be late for 3 consecutive academic days without providing reasonable explanations, s/he will be considered absent from the class (on the third consecutive day).
4. If a student is absent for 10 instructional hours, their parents/guardians will be notified and a Student Plan will be developed to ensure that the student can demonstrate achievement. The teacher will schedule a meeting with the student and their parents/guardian to outline a plan to best support the student. This may include discussing the reasons for the absenteeism, reviewing the course content and overall expectations that were missed, breaking up tasks into smaller chunks, creating a timetable to complete tasks, and/or providing other resources and strategies based on the student's individual needs to ensure success.
5. If a student's attendance is impacted by force majeure (COVID, war affairs, natural disaster etc), parents/guardians should try to contact the teacher and an alternate learning plan can be created for the student until they are able to resume classes.
6. Students are required to stay during the entire class. If students leave the class without notifying their teacher this will be recorded as EARLY LEAVE. If the student leaves the class for 3 consecutive academic days s/he will be considered absent from the class (on the third consecutive day).
7. All students are required to keep their web cameras on during the entire class. This will help teachers monitor students' attendance. Students who fail to keep their cameras on will be considered absent from the class. If a student has web camera issues s/he has to inform the teacher right away.
8. If students are experiencing poor internet connections (which can lead to early leave) students are required to notify their teachers immediately.
9. Students who are generally late for the class or leave the class early more than 5 instructional days will receive an absence note.

5.4 Attendance Procedure Policy

In order to ensure regular attendance, this school has adopted the following program.

1. Students (and families) are informed about school attendance policy at the outset of each grade or course of study as to the precise extent to which participation and attendance will be components of the assessment process.
2. Where, in the Principal's judgment, irregular attendance or chronic absenteeism is jeopardizing the successful completion of a grade or course of study, then the Principal will communicate with **the student and family in order to fully explain the consequences of**

continued irregular attendance or chronic absenteeism, and to offer one or more alternatives that could be considered to promote a change in behaviour that would contribute to student success.

3. Where attendance is an essential component of a grade or course of study; and where a student and his or her family have been counseled and provided with support and direction to promote regular attendance in that grade or course of study; and where that student continues to remain unwilling or unable to attend regularly; then that student will normally fail to achieve credit for that grade or course of study.

6. CODE OF CONDUCT

Matrix Academy is committed to providing a safe, secure and caring learning environment for all school members. Any threats or bullying/cyberbullying from any community member (e.g., students, parents, teachers, staff members, etc.) will not be accepted. All allegations and safety concerns will be treated very seriously.

We believe that all members of the school community have a right to be:

- Treated with dignity and justice
- Safe and secure
- Free to be involved in the teaching and learning process, unhindered by antisocial behavior
- Aware of the procedures that will be followed in managing inappropriate behavior
- Assured that the teachers will be fair and consistent in matters of discipline
- Made aware of the consequences of their actions

Abusive, controlling, violent, or other inappropriate behaviors such as bullying/cyberbullying or harassment will not be tolerated at Matrix Academy nor will discriminatory remarks on the basis of race, ethnicity, religion, sexuality, gender, or ability. Students who use strong language or make offensive comments will be removed from the class.

6.1 Standards of Good Behaviour

We provide and expect the following standards of good behavior:

Expectations	Standards of Good Behavior
---------------------	-----------------------------------

<p>Respect for Self and Others</p>	<ul style="list-style-type: none"> - Display a positive and optimistic attitude - Interact positively with your teachers, peers and school personnel. - Comply with the authority of the school - Adhere to the rules of the school and the law (Refer to school disciplinary order policy & Virtual Classroom Code of Behaviour)
<p>Focus On Academic Performance And Integrity</p>	<ul style="list-style-type: none"> - Apply yourself in each class and maintain an academic performance equal to or better than your assessed abilities -Adhere to academic integrity (Refer to school academic integrity policy).
<p>Attendance & Punctuality</p>	<ul style="list-style-type: none"> - Maintain excellent course attendance (See School Attendance Policy)
<p>Homework Maintenance</p>	<ul style="list-style-type: none"> - Complete all work assigned to the best of your ability - Complete all class work, homework, assignments, and projects in a timely fashion and with due diligence (see Cheating & Plagiarism policy)

<p>Leadership & Concern for the Community</p>	<ul style="list-style-type: none"> -Be honest and trustworthy - Come to the aid of another - Be a visible example to others of good citizenship - Participate in school events and fundraisers for the benefit of the school community
<p>Respect for School Property (aka school accounts & software)</p>	<p>-Use school property with respect (see Acceptable Use Policy)</p>

6.2 Discipline/Order Policy

Progressive discipline is a whole-school approach that utilizes a continuum of prevention programs, interventions, supports, and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours. When inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive. Schools should utilize a range of interventions, supports, and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behavior while helping students to make good choices.

A progressive discipline approach promotes positive student behavior through strategies that include using prevention programs and early and ongoing interventions and supports, reporting incidents for which the principal must consider suspension or expulsion, and responding to incidents of inappropriate and disrespectful behavior when they occur. Early intervention strategies will help prevent unsafe or inappropriate behaviors in a school and in school-related activities. Intervention strategies should provide students with appropriate supports that address inappropriate behaviour and that would result in an improved school climate. Some examples of such strategies are consultation with parents, detentions, verbal reminders, review of expectations, and/or written assignments with a learning component that

require reflection.

Where inappropriate behavior persists, ongoing interventions may be necessary to sustain and promote positive student behavior and/or address underlying causes of inappropriate behavior. Some examples of ongoing interventions are meeting with the parent(s), requiring the student to perform volunteer service to the school community, conflict mediation, peer mentoring, and/or a referral to counselling.

In considering the most appropriate response to address inappropriate behaviour, the following should be taken into consideration:

- (a) the particular student and circumstances (e.g., mitigating or other factors);
- (b) the nature and severity of the behavior; and
- (c) the impact on the school climate (i.e., the relationships within the school community).

6.3 Student Suspension and Expulsion

Students' success will be jeopardized and/or their enrolment discontinued for reasons including, but not limited to:

- 1) The student does not continue to follow school policy.
- 2) The student's parents or guardians no longer support and promote the school philosophies, policies, staff, and decisions of the school.
- 3) The parents or guardians allow or encourage, by act or omission of any act, any behavior that is contrary to the school policy.

The school policy, and its implementation as described herein, is a condition of registration and continued enrolment.

The Ontario Ministry of Education has prioritized the critical need for Ontario schools (including not only the school property, but school vehicles and all school-authorized events and activities) to be places that promote responsibility, respect, civility, and academic excellence, all in a safe learning and teaching environment.

Sections 306 - 310 of the *Education Act* provide for the suspension of a student, by the principal of the school, for a period of time not exceeding 20 school days. **Suspension** is traditionally a result **either of** persistent opposition to authority, which generally is demonstrated by habitual neglect of duty, **or of** conduct injurious to the moral tone of the school, or to the physical or mental well-being of other persons in the school. **Expulsion** results only if the student's conduct is so unmanageable that the student's continued presence is injurious to students or other persons.

The Principal will consider mitigating facts prior to suspending or expelling any student. The mitigating factors include:

- (a) whether racial or other harassment was a factor in the student's behaviour;
- (b) whether the principles of progressive discipline have first been attempted;
- (c) the impact of suspension or expulsion on the student's continued education;
- (d) whether the imposition of suspension or expulsion would likely result in an aggravation or worsening of the student's behavior or conduct;
- (e) the age of the student;
- (f) in the case of a student with a disability, whether the behaviour was a manifestation of the disability and whether appropriate accommodation, based on the principle of individualization, has first been provided; and
- (g) the safety of other students.

6.4 Parents' Code

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. At Matrix Academy, we believe that parents fulfill this responsibility when they: - Show an active interest in their child's schoolwork and progress

- Communicate regularly with the school
- Ensure that their child attends school regularly and on time
- Encourage and help their child follow the rules of behaviour
- Help school staff deal with disciplinary issues involving their child

If parents violate the school rules, the school reserves the right to cancel the contract with the parents.

Section II. Diploma and Certificates

7. COMPULSORY AND OPTIONAL CREDIT REQUIREMENTS

An Ontario Secondary School Diploma (OSSD) shall be granted by the Minister of Education, on the recommendation of the principal of the school last attended, to a student who has earned a minimum of 30 credits.

In order to earn an OSSD, a student entering Grade 9 must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.

Students must also complete 40 hours of community involvement activities and must pass the provincial secondary school literacy test or successfully complete the Ontario Secondary School Literacy Course.

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavors.

7.1 Compulsory Credits (Total of 18)

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

4 credits in English (1 credit per grade)*

3 credits in mathematics (1 credit in Grade 11 or 12)

2 credits in science

1 credit in Canadian history

1 credit in Canadian geography

1 credit in the arts

1 credit in health and physical education 1

credit in French as a second language

0.5 credit in career studies

0.5 credit in civics

Plus one credit from each of the following groups:

1 additional credit (group 1): additional credit in English, or French as a second language,** or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career

education, or cooperative education***

1 additional credit (group 2): additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education*** 1 additional credit (group 3): additional credit in science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or cooperative education***

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3. *A maximum of 2 credits in cooperative education can count as compulsory credits.

7.2 Optional Credits (Total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in this school course calendar. The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

8. THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course (OSSLC).

Mature students have the option to enroll directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT. A mature student is a student who is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program; who was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary school program (for mature students, a school year is a period of no less than ten consecutive months immediately preceding the student's return to school); and who is enrolled in a secondary program for the purpose of obtaining an OSSD. Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC. Students who are working towards the OSSD under *Ontario Schools, Intermediate and Senior Divisions (Grades 7–12/OACs): Program and Diploma Requirements*, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

8.1 The Ontario Secondary School Literacy Test (OSSLT)

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 thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The test identifies the specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, usually in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter 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. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions, as outlined below. For students with special education needs, accommodations specified must be available on the day of the test.

Schools are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test.

8.2 The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum*:

English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

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

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy. For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enroll directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. (The accommodations must be in accordance with those outlined as "Permitted Accommodations".) In such cases, the student must have been present to take the

test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

9. COMMUNITY INVOLVEMENT REQUIREMENTS AND PROCEDURES

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Matrix Academy will ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the school and the activities that are ineligible, as well as copies of this information section, which is to be given to the parents and to the person supervising the community involvement activity.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement.

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

Students may not fulfill the requirement through activities that are counted towards a credit (co-operative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours. That is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. Completion of the required 40 hours must be confirmed by the organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted to the principal by the student. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgment by the person (or a representative of the organization) involved. The principal will determine whether the student has met the community involvement requirement, will also maintain a Completion of Community Involvement Activities form with the necessary accompanying documentation in each student's Ontario Student Record, and, when appropriate, will indicate on the Ontario Student Transcript that the student has completed the requirement.

10. SUBSTITUTIONS FOR COMPULSORY CREDIT REQUIREMENTS

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

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

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made.

The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate private school inspector to review the matter.

The following are limitations on substitutions for compulsory credits:

English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits.) No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.

A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet.

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

11. REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory Credits (total of 7)

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health and Physical Education

1 credit in the Arts or Technological Education

Optional Credits (total of 7)

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

12. THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing

achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript.

Section III: Curriculum

13. SECONDARY SCHOOL CREDITS

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course *in accordance with the policy outlined in the curriculum policy documents*. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, *scheduled time* is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

14. DEFINITIONS OF THE TYPES OF COURSES

In Grades 9 and 10, the following major types of courses will be offered: *de-streamed courses*, *academic courses*, *open courses*. *De-streaming* means that students will no longer be separated into Academic and Applied Streams. Students will take a combination of courses made up of De-streamed, Academic and Open level courses *Locally developed courses* will still be available for some students to accommodate their educational and/or career preparation needs. Given that de-streaming is a long way process, there are still applied courses in Grade 10. *Academic courses* emphasize theory and abstract problems, while *Applied courses* focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades.

In Grades 11 and 12, courses offered to prepare students for their post-secondary destinations include: *university preparation courses*, developed in close collaboration with universities; *university/college preparation courses*, developed in close collaboration with both universities and colleges; *college preparation courses*, developed in close collaboration with colleges; and *workplace preparation courses*, developed in close collaboration with representatives from a variety of workplaces. *Open courses* are also offered in Grades 11 and 12.

Open courses, offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally. Like the other types of courses, open courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

15. AN EXPLANATION OF THE COURSE CODING SYSTEM

The course coding system has been established by the Ontario Ministry of Education and it works as follows.

The **first character** denotes the major study of the course. For example, E stands for English, S stands for science, while M refers to math. **The second and third** characters indicate a course descriptor within a subject area. Thus, CV in MCV4U means Calculus and Vectors, while BI in SBI4U signifies biology. The **fourth character** indicates the grade level, as follows: 1 (Grade 9), 2 (Grade 10), 3 (Grade 11), and 4 (Grade 12). The **fifth and final character** indicates the type of course, as follows: D (academic), P (applied), O (open), W (de-streamed), E (workplace preparation), C (college preparation), U (university preparation), M (university/college preparation), and T (transfer).

16. DESCRIPTIONS OF ALL COURSES OFFERED

Grade 11

English (ENG3U)

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

Prerequisite: ENG 2D or equivalent

Physics (SPH3U)

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

Prerequisite: SNC2D

Functions (MCR3U)

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

Prerequisite: MPM2D

Grade 12

International Business Fundamentals (BBB4M)

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Prerequisite: None

Business Leadership: Management Fundamentals (BOH4M)

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

Prerequisite: None

Analyzing Current Economic Issues (CIA4U)

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.

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

English (ENG4U)

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

Prerequisite: ENG3U

Earth and Space Science (SES4U)

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyze techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn

how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Grade 10 Science - SNC2D

Calculus and Vectors (MCV4U)

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

Prerequisite/Corequisite: MHF4U must be taken prior to or concurrently with MCV4U.

Advanced Functions (MHF4U)

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

Prerequisite: MCR3U or MCT4C

The Ontario Secondary School Literacy Course (OLC40)

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.

Prerequisite: 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.

Physics (SPH4U)

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

concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: SPH3U

17. HOW TO GAIN ACCESS TO OUTLINES OF COURSES OF STUDY AND TO ONTARIO CURRICULUM POLICY DOCUMENTS

Matrix Academy offers academic, open, college and university preparation courses, all based upon the curriculum expectations set out in Ministry of Education curriculum policy documents.

Up-to-date copies of the outlines of all of the courses of study for courses offered at Matrix Academy are retained on file. These outlines of the courses of study are available at the school for parents and students to examine.

Because parents of students under the age of eighteen years need information on course content (since they must approve their child's choice of courses), and adult students need this information (to help them choose their courses), all are urged to carefully examine all relevant courses of study.

Ontario curriculum documents may be accessed on-line by students and families at <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

18. EXPERIENTIAL LEARNING PROGRAMS

No such co-operative education or job-shadowing programs are offered by Matrix Academy.

19. STUDENT WITHDRAWAL FROM COURSES IN GRADES 11 AND 12

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the Ontario Student Transcript. If a student withdraws from a course after five instructional days following the issue of the first provincial report card, the withdrawal is recorded on the Ontario Student Transcript by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

20. PROCEDURES RELATING TO CHANGING COURSE TYPES

Students and/or parents may request a change in the course type that they are taking. In Grades 10 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. Students may take a prerequisite and the different course type consecutively. If students or parents wish for a prerequisite to be waived, they must provide sufficient proof of understanding the prerequisite course. The principal/school staff will conduct a pre-evaluation to ensure that sufficient evidence exists to have the change in course type. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

21. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process. Students may obtain credits towards the secondary school diploma (OSSD) for knowledge skills that they have acquired outside of secondary school in Ontario. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. The student may "challenge" a specific course for credit or may obtain credits through the "equivalency" process if they have credentials from schools outside Ontario. **Matrix Academy does not offer PLAR Challenges.** For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning based on the same standards of achievement as credits granted to students who have taken the courses.

22. OTHER WAYS TO EARN CREDITS

Students who choose Matrix Academy as their primary school will also be offered to explore in person classes through night schools. Matrix Academy works in close collaboration with an online learning center ILC TVO and thus, our students can take asynchronous online courses only through our partner ILC TVO. (Refer to our online course policy under Section VI.30. Online Learning Graduation Requirements).

23. EVALUATION AND EXAMINATION POLICIES

As of September 2010, assessment, evaluation, and reporting in Ontario schools is based on the policies and practices described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010*.

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

Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well students are achieving the curriculum expectations. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Assessment is a part of the learning process for both the student and the teacher. Assessment for and as learning occurs during the process of learning. Assessment for and as learning are tools designed to keep both students and teachers aware of the objectives to be achieved, and to periodically inform them of intellectual and emotional progress. Assessment of learning (evaluation) takes place at the end of a unit of study, or of a period of time. The purpose of assessment of learning is to determine the quality of a student's work on the basis of established achievement criteria, and to assign a value to represent that quality. Assessment and evaluation will be based upon the provincial curriculum expectations (content standards) and the achievement levels (performance

standards).

Assessment and evaluation must be based upon the categories of knowledge and skills and on the achievement level descriptions given in the Achievement Chart. Two separate aspects of student achievement must be reported: achievement of curriculum expectations and of learning skills.

The letter or percentage grade represents the quality of the student's overall achievement of the expectations for the course and the corresponding level of achievement as described in the Achievement Chart.

Evaluation will be based on the provincial curriculum expectations, and on the achievement levels outlined in the elementary curriculum policy documents. These levels of achievement are associated with letter or percentage grades, and are defined as follows: **80-100% A Level 4:** a very high to outstanding level of achievement. Achievement is above the provincial standard.

70-79% B Level 3: a high level of achievement. Achievement is at the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

60-69% C Level 2: a moderate level of achievement. Achievement is below, but approaching, the provincial standard.

50-59% D Level 1: a passable level of achievement. Achievement is below the provincial standard.

Below 50% F Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

24. REPORTING PROCEDURES

24.1 Home-School Communication

Communicating students' progress with parents on a consistent basis is important to ensure students' academic development. **Parents will receive an email once their child is enrolled in**

Matrix Academy. At the beginning of the course/grade parents will be informed about an attendance policy and all assignment deadlines. Parents will be immediately informed in case of students' attendance or achievement concerns. We encouraged all the parents to attend orientation sessions which are held at the beginning of each term.

The following modes of communication, among others, may be used:

Email: Parents/guardians can communicate with our teachers and administration through email. Parents/guardians are not permitted to contact the school through text messaging unless it is an emergency.

Virtual Appointments: We encourage parent/school collaboration. This gives an opportunity for parents/guardians to discuss their children's achievements, strengths, and weaknesses and to establish next steps for the students' growth. All of our staff is available by appointment to discuss classroom performance.

24.2 Ontario Student Records

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR)

Guideline 2000. Access to OSR Records may be obtained by the parents/guardians of students under the age of 18, or by the students over 18, by contacting the principal.

An Ontario School Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. This file is the property of the Provincial Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines. The Ontario Student Transcript is the record of all secondary school courses completed by a student, and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD). The marks a student has achieved for a completed course are annually recorded as a percentage in numerical figures. A credit is granted in recognition of the successful completion of a course (at the Grade 9-12) that has been scheduled, for a minimum of 110 hours. The credit system in Ontario secondary schools allows a student to pass or fail on the basis of courses rather than grades. Students are permitted to set individual timetables by choosing courses from among those offered, that meet Ministry requirements, interests and academic ability. In order to help students qualify for the OSSD, the principal may substitute among the compulsory credits in the following way: A maximum of three compulsory credits may be replaced by additional courses from the remainder of those listed as compulsory. Parental approval of such a substitution shall be provided in writing. Each substitution shall be noted on the Ontario Student Transcript. Students who qualify under this substitute credit arrangement are those whose educational interests, in the opinion of the student, their parents or guardians, the principal, and the school inspector, are best served by such substitution.

24.2.1 Full Disclosure

The Ministry of Education and Training has required all secondary schools in Ontario to implement a policy of full disclosure for courses taught in Grades 11 and 12. Grade 11 and 12 courses dropped prior to one week after the midpoint of a semester will not be recorded on the transcript. Courses dropped after this point in a semester will be recorded with the mark earned at the time of withdrawal from the course. Only successfully completed credits at Grade 9 and 10 levels are recorded on transcripts.

24.2.2 Report Cards

Student achievement is communicated formally to students and parents by means of the **Provincial Report Card, Grades 9-12**. The report card documents the student's achievement in every course. It also includes the teacher's comments on the student's strengths and weaknesses, specifying the areas in which improvement is needed and the ways in which it might be achieved. The report card contains separate sections for recording attendance and for evaluating the student's learning skills in every course.

At the end of each course, a final grade is recorded, and credit is granted for every course in which the student's grade is 50 per cent or higher, reflecting achievement at Level 1 or above. The final grade for each course will be based in part on evaluations conducted throughout the course, and in part on a final evaluation. The relative weights (70% / 30%) assigned to these two components are specified in curriculum policy documents.

A report card will be completed and filed in the **Ontario Student Record (OSR)** for each student who has been enrolled in Matrix Academy for more than 6 weeks from the commencement of the reporting period. The report card, or an exact copy of it, will be forwarded to the family, but only with the written consent of the student if that student is 18 years of age or older.

At Matrix Academy, as required by law, a student's record of courses and credits gained towards the requirements for the Ontario Secondary School Diploma is maintained on the **Ontario Student Transcript (OST)**, which is the official record of a student's academic achievement in high school. Credits for courses meeting the requirements of current Ministry of Education curriculum guidelines shall be entered on the student's transcript through the use of the common course code designation issued by the Ministry of Education. The Ontario Student Transcript contains a record of the following:

- all courses in all secondary school grades successfully completed before September 1, 1999;
- all Grade 9 and 10 courses begun and successfully completed during or after the 1999-2000 school year;
- all successful and unsuccessful attempts at completing Grade 11 and 12 courses and Ontario Academic Courses (OACs) made during or after the 1999-2000 school year; - identification of any course that has been substituted for one that is a diploma requirement;
- confirmation that the student has completed the community involvement requirement;
- the student's final result on the provincial secondary school literacy test; and an indication of any extraordinary circumstances affecting the students achievement in grade 11 or 12 courses or an Ontario Academic Course;
- Confirmation that the student completed online learning requirements.

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card, the withdrawal is not recorded on the Ontario Student Transcript. If a student withdraws from a course after five instructional days following the issue of the first provincial report card, the withdrawal is recorded on the Ontario Student Transcript by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the Ontario Student Transcript, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

24.2.3 OSR Maintenance, Transfer & Retirement

All OSRs maintaining, holding, transferring, and retiring follow the procedures set out in the OSR manual.

Section IV Supports and Resources

25. GUIDANCE AND EDUCATION AND CAREER PLANNING SUPPORTS

Students must learn and develop skills at school that will help them become more independent and responsible individuals. That is why Matrix Academy students are encouraged to address their inquiries regarding course selection and general guidance support through school email: info@matrix-academy.ca Our staff will be happy to arrange virtual meetings with students and their parents to discuss possible career paths.

26. STRATEGIES AND RESOURCES

26.1 STRATEGIES AND RESOURCES FOR STUDENTS AND PARENTS TO SUPPORT EDUCATION PLANNING AND THE COURSE SELECTION PROCESS

All credit courses are selected in keeping with the student's areas of strength, in order to maximize his or her chances of success. At Matrix Academy we encouraged students and their parents to have an interview and/or placement tests prior to course selection. This will give us an opportunity to learn more about students strengths and interests.

26.2 Course Transfers

Matrix Academy policy does not generally support a course transfer. If, however, it becomes clear, after three academic days (during which a student has been in attendance in a course), that the student is unable to complete that course of study successfully, then the student may be permitted to withdraw from that course and/or transfer to a more appropriate related course, but only after consultation among the Principal, the parents, the guardians, and the student has taken place.

26.3 Intervention Strategies, Supports, and Programs for Student Success, Including for Students at Risk of Not Graduating

Early Identification of Students in Need of Support

There are several opportunities at Matrix Academy for students to receive additional support in the classroom and beyond. At the beginning of the school year, teachers run diagnostic assessments to gauge student ability in the subject area. Based on these early assessment indicators, as well as conversations and observations, the subject teacher will implement classroom accommodation and intervention strategies to help students who demonstrate a need for additional support. Teachers and students will monitor progress early in the school year so as to implement an intervention plan in a timely fashion if required. An intervention plan is developed specifically for a student who is at risk of not meeting the course expectations, or is at risk of not graduating. Parents(s)/guardians(s) will be notified if a student requires one, and with their feedback, specific intervention strategies will be developed and tailored to meet the needs of the student.

Accommodation and intervention strategies that may be provided include (but not limited to):

No deductions for spelling, oral tests/quizzes, reduce homework load, catch-up days, peer tutoring, teacher assisted organizational time, verbal/visual cueing, verbal verification, increased teacher interaction time, daily journal/book check, reduction of distractions, repeat/rephrase instructions, memorization techniques, doing one task at a time, chunking assignments, study sheets, extra time on tests/exams, additional meetings with parents, adjust homework load, detailed review for tests/exams, work periods, listening to music during non-lesson part of class, independent work, frequent feedback, regular/structured review, extra positive reinforcement, rehearsal of concepts, rote learning.

26.3.1 Supports & Programs

Matrix Academy offers

- Tutorials, as required; and

- Electronic copies containing novels, reference texts, and articles needed for courses.
- The Buddy Club program that pairs students together in a mentor-mentee relationship based on a subject teacher's recommendation

The school will provide materials, which are a sole property of Matrix Academy. It is not advisable to provide those materials to other teachers or tutors, or to pass them on to other schools without Matrix Academy permission, even after termination of contract.

26.4 Supports for English Language Learners

All ESL students (prior to their enrollment) are required to take English placement tests developed by Matrix Academy. This information helps Matrix Academy teachers accommodate students' needs throughout Matrix Academy courses. Students who do not have a strong English foundation will be offered to take one of our non-credit courses in essay writing and/or oral communication before registering to credit courses.

ESL students are encouraged to use bilingual dictionaries and graphic organizers that should help them during their course of studies. English learners might require assessment accommodations. That is, students can be provided with extra time on quizzes, tests, and final exams to ensure that they have enough time to complete their tasks. All the teachers are responsible for helping students develop their abilities to use English in each subject taught.

26.5 Role of Technology

Given that Matrix Academy courses are entirely online, students will experience first hand the benefits of a technologically enriched education and acquire skills needed to become successful in their career paths. Increasing reliance on computers, networks, and information technologies in modern society makes it essential for students to become computer literate and to develop information literacy skills such as the ability to access, find, create and communicate information through various digital devices.

26.6 School & Community Resources

Although Matrix Academy does not have an official school library, students are encouraged to use e-books, local libraries, GALE resources and Curriculum Digital Resources archives to develop important research and inquiry skills.

Section V Special Education

27. SPECIAL NEEDS STUDENTS

Students who need special accommodations have to discuss their needs with Matrix Academy during the registration process.

The school may implement certain recommendations indicated in students' IEP. So, parents will be required to provide a copy of IEP to Matrix Academy. Students can be provided extra time and breaks during their exams, tests or quizzes. Students can also be allowed to use specialized equipment (e.g., reading pens) in order to assist their special needs.

27.1 Reach Ahead Students

The Reach Ahead program has been designed for elementary students who wish to take high school courses. The principal of the student's elementary school, together with the principal of Matrix Academy and the student's parent, will decide if it is appropriate for the student to enroll in high school courses. Typically, students are permitted to take high school credits during the Grade 8 school year or during the summer before Grade 9. Please refer to Ontario Schools: Policy and Program Requirements section 2.5.2.1. for further details. If you would like to explore Reach Ahead Program options please contact us at info@matrix-academy.ca

Section VI: VIRTUAL COMPONENT

28. MINIMUM HARDWARE & SOFTWARE REQUIREMENTS

In order to learn online you will need to have:

- Desktop/laptop/ iPad (please note that our test programs do not support iPhones or Chromebooks)
- Web camera
- Internet connection

Since our classes are synchronous (taught in real-life time) we require all the students to keep their cameras on during each academic session!

Matrix Academy runs their classes via Ayotree and Zoom learning platforms that require a minimum OS with either macOS X with macOS 10.14 or higher or Windows 10 or higher. MacOS or Windows OS hardware requirements include: 2.5 GHz dual-core Intel Core i5 or higher desktop CPU (single screen) processor; 2.8 GHz quad-core Intel Core i7 or higher desktop CPU (dual or triple screen) processor; Dual-bank RAM for better performance. Internet connection and speakers requirements are as follows:

Wired or wireless broadband (3G or 4G / LTE)

- Speakers and Microphones-Built-in, USB Plugin, or Wireless Bluetooth
- Webcam or HD webcam-built-in or USB plug-in
- HDcam or HD camcorder with the camcorder
- Virtual camera software used in broadcasting software such as OBS and IP cameras

Upon their registration students will receive an access to the school website and Welcome Package that will discuss how to navigate Ayotree System. Also, students will explore all the types of school software during orientation sessions. To learn more about our virtual platform please visit our Welcome Package page on our website.

29. ACCEPTABLE USE POLICY

The purpose of this Policy is to insure the efficient, safe, ethical, and legal use of the Matrix

Academy technology. The policy is applied to all students, teachers, staff members, parents/caregivers or guidance counselors who have access to use Matrix Academy accounts. Matrix Academy technology refers to all online computer accounts and applications rented by the school. Technology also encompasses computer accounts, electronic mail, local databases, digitized information, communication technologies, etc. Any digital device (computer, iPod, cell phone, etc.) not owned by school but which has been granted an access to school technology, or which accesses school accounts without permission shall be governed by Acceptable Use Policy. Matrix Academy technology is exclusively used for educational purposes, e.g., deliver courses and classes to middle and high school students. Only authorized users may access Matrix Academy technology. All communications and information accessible through the school accounts is accessed by Matrix Academy and considered to be Matrix Academy property. This includes, but is not limited to email, chat, and course related materials or other files. All the users are responsible for ensuring that their activities adhere to generally accepted educational standards and inappropriate use of technology is prohibited.

Students Responsibilities may include but not limited to notify the office of any violations:

- Accessing, storing or sending indecent files, images, websites, etc..
- Cyber-bullying or using obscene language, harassing, insulting, defaming, threatening or attacking others
- Transmission of promotional materials, or other forms of solicitation
- Mass emailing without receiving permission from the school administration
- Gaining access to or attempting to modify employees', instructors', students' or third parties' folders or files
- Gaining unauthorized access to restricted resources or organizations
- Spreading, creating or using invasive software (e.g. computer viruses, , malware etc.)
- Misrepresenting oneself in any e-mail communication while accessing Matrix Academy accounts
- Allowing third-party access to Matrix Academy technology
- Encrypting communications or files to avoid security review
- Accessing, using, or distributing another user's login or password
- Sharing personal passwords or personal information, or mishandling passwords, access codes, etc.

- Involvement in any activity that is prohibited by this Matrix Academy Policy or applicable law.

Acceptable use practices, policies, and guidelines apply to anyone who accesses Matrix Academy Technology. Users who do not abide with the policies set forth herein may be denied access to the school account. Matrix Academy reserves the right to:

- Monitor all activity and use of school technology
- Make determinations on whether specific uses are consistent with this Policy •

Determine what is appropriate use

- Remove user access at any time if determined that the user engaged in unauthorized activities •

School administrators may terminate the account privileges of a student for any reason.

- Cooperate fully with any investigation and law enforcement concerning or relating to Matrix Academy technology activities

30. TESTS AND EXAMS

30.1 Tests

During the course of studies students are required to take their tests via virtual platform Exam.net. Students will receive a passcode to login into their tests. All the tests are in high security mode supported by Safe Exam Browser (SEB), which is currently used by various educational organizations in Europe and North America, including EQAO. During orientation sessions, students will be required to test Exam.net. NO STUDENT will be allowed to take a test if s/he has not tested an Exam.net system. Tests will be run under teacher or administrator supervision. Students are required to keep their cameras on during the tests. At the beginning of the course students will be required to sign Proctor Agreement/Verification Forms that outline students' conduct of behavior during tests/exams.

30.2 Examination & Proctors

All the final exams are held under school administration or proctor supervision. Students who cannot complete their exams online are required to select a proctor that must be approved by Matrix Academy. If the school cannot provide their own proctor for online examination, students will also be required to have a proctor approved by Matrix Academy. Proctors must not be involved with students in a personal relationship, including family members, personal friends, peer or subordinate coworkers, tutors, or any other relationship that might pose a conflict of interest. Eligible proctors include teachers, school instructors, professors, medical practitioners, government workers, legal counselors, registered psychologists, clergy members or Matrix Academy representatives abroad. Proctors must be able to read and speak English proficiently to understand and enforce the conditions of the exam - Proctors must have access to reliable internet connections, email service,

and a document scanner capable of producing legible PDFs. In that case, the student will take an exam in front of the proctor.

Both school administration and proctor will adhere to exam protocols. Thus, prior to online examination, the school teacher/administrator or proctor will ensure that the student is by himself/herself in the room and the students' desk is clear. Furthermore, students will be required to sign Proctor Agreement/Verification Forms as in the case of tests. In case of proctors, exams must take place in a community environment or professional office. Non-online exams (e.g., math and science that require the use of formulas and graphs that might be difficult for typing) will be released to the proctor by email approximately 24-48 hours before the exam administration time. A complete list of relevant details, including length of exam and any allowed materials, will be included. After collecting and scanning the documents and ensuring that all pages were scanned, fully legible, and in the correct order (scratch/note papers can be in any order at the end of the file), proctors should mail the original exam to school. Proctors must submit the completed exam to the designated course email address prior to the submission deadline designated on the exam email. In case of an online exam (designed for English or social studies), the proctor will receive an exam code that is to be entered at the time of exam allowing students to enter exams.

31. ONLINE LEARNING GRADUATION REQUIREMENTS

Under Policy/Program Memorandum 167 (PPM167) [Education in Ontario: policy and program direction: Policy/Program Memorandum 167 | Ontario.ca](#), every student who entered Grade 9 beginning 2020-21 school year is required to earn two online high school credits in order to fulfill Ontario high school graduation requirements. The graduation requirement has been added to develop students' digital literacy skills and other crucial transferable skills needed for modern students to become successful in their post-secondary education and/or workplace.

Please note that Matrix Academy is considered a remote and/or synchronous school (as per PPM 167 & PPM 164) given that the school offers exclusively real-life classes and thus does not fall under an "e-learning" category where classes are not delivered in real time format. As per PPM167, Matrix Academy will opt out of the online graduation requirements for the following reasons. Though we believe that asynchronous courses have been designed to promote students' independent learning skills, they still pose challenges for many students by depriving them of an opportunity to learn from their peers and interact with them. Also, students cannot have immediate feedback from their teachers and instructors. Peer learning and immediate teacher feedback are powerful tools that enhance student learning and that are essential components of assessment for/as for learning, as prescribed by the Ontario Ministry of Education. That is why we believe that Matrix Academy students cannot take more than one asynchronous course. All e-learning courses will be delivered through our partner ILC TVO. The choice of e-learning courses must be approved by the Matrix Academy principal and the rationale for each course chosen must be provided. Though ILC TVO encourages their partner schools to provide

some support for students, it is not always possible to accommodate students' needs, as Matrix Academy might not always have enough teachers/staff ready to provide consultation sessions.

Online Learning Graduation Requirement - Non-Applicable” will be recorded in students’ transcripts, given that the school opted out of graduation requirements. If, however, parents do not wish their children to opt out of the online graduation requirements they will be required to file a Matrix Academy Online Learning Graduation Requirement Form with the school prior to their studies in our school.