



MAPLE RIDGE PRIVATE SCHOOL

Online High School

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SCHOOL COURSE CALENDAR

Online Secondary School

Credits Toward the Ontario Secondary School Diploma (OSSD)

SCHOOL INFORMATION

School Name: Maple Ridge Private School

School Type: Private secondary school seeking authority to grant Ontario secondary school credits

Delivery Model: Fully online, asynchronous and teacher-supported

Current Status: Credit-granting authority remains subject to a satisfactory Ministry inspection

Grades Offered: Grades 9–12

Language of Instruction: English

BSID: Not yet issued

Principal: Samina Khan

School Address: 698 Speyer Circle, Milton, ON, L9T 0Y1

Telephone: 289-819-0929

Email: admin@mapleridgeschool.com

Website: <https://mapleridgeschool.com/>

Office support: Monday to Friday, 9:00 a.m.–5:00 p.m. Eastern Time, excluding Ontario statutory holidays

This calendar describes Maple Ridge Private School's courses, learning expectations, assessment practices and student supports. It includes diploma and certificate information to help students plan with their home school. It is reviewed annually against Ontario Schools: Policy and Program Requirements, current Ontario curriculum documents and applicable assessment and reporting policies. Listing a course does not represent Ministry approval or authority to grant credits before a satisfactory inspection.



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SCHOOL PHILOSOPHY, MISSION, AND COMMITMENT TO STUDENT SUCCESS

Philosophy

Maple Ridge Private School believes that successful completion of secondary education is essential to students' long-term academic, career, and life success. The school is committed to reaching every student by providing flexible, high-quality, Ontario-aligned online learning opportunities.

Mission

To provide students with rigorous secondary school courses developed in accordance with Ontario curriculum expectations in an online environment that supports academic excellence, personal responsibility, and pathways to postsecondary success.

Vision

Maple Ridge Private School envisions a learning community where all students are empowered to achieve their full academic potential and to graduate with the knowledge, skills, and credentials required for success in postsecondary education, the workplace, and active citizenship.

Maple Ridge Private School is committed to:

- Providing high-quality, Ministry-aligned instruction that meets the expectations of the Ontario curriculum
- Ensuring equitable access to learning opportunities through flexible, student-centred online delivery
- Supporting students in developing critical thinking, problem-solving, communication, and digital literacy skills
- Promoting academic integrity, personal responsibility, and lifelong learning

The school's vision is grounded in the belief that every student can succeed when learning is supported through:

- Clear expectations and consistent assessment practices
- Timely feedback and meaningful teacher-student interaction
- Inclusive and respectful learning environments



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- Strong guidance and pathway planning toward the Ontario Secondary School Diploma (OSSD)

Through continuous improvement and adherence to Ontario Ministry of Education policies, Maple Ridge Private School strives to prepare students to become confident, responsible, and engaged learners in a rapidly changing global society.

REQUIREMENT TO ATTEND SECONDARY SCHOOL

Ontario law generally requires students to attend school until age 18 or till obtaining an Ontario Secondary School Diploma, subject to the exceptions and alternative arrangements permitted under the Education Act and its regulations.

SCHOOL ORGANIZATION

Academic Year & Scheduling

- Courses follow a continuous-intake model throughout the year; there are no fixed semesters or common course start and end dates. Students follow an individual pacing plan within their course-access period.
 - A full-credit course includes at least 110 hours of planned learning; a half-credit course includes at least 55 hours.
 - Students organize asynchronous study around their pacing plan. Office and teacher message-board support operate Monday to Friday, 9:00 a.m.–5:00 p.m. Eastern Time. Staff observe Ontario statutory holidays, including applicable observed days; no additional scheduled closures apply. Weekly web-conference office hours are published in each course schedule. Holiday dates are excluded when calculating staff response and reporting timelines.
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Enrolment

Maple Ridge Private School accepts students in Grades 9–12 who remain enrolled at a home school that holds their Ontario Student Record (OSR). Maple Ridge provides individual courses and does not currently accept students without a home school, including students seeking to study exclusively through Maple Ridge. Applicants must meet the prerequisites for their selected



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courses and provide the home school's name and contact details. The Principal verifies this arrangement before approving enrollment.

Prior to enrolment, students are required to submit:

- A completed application form
- Proof of identity and date of birth
- Official academic records (Ontario Student Transcript or equivalent)
- Evidence of prerequisite completion, where applicable

The Principal or designate reviews academic records and prerequisites before course placement. The student's home school retains the OSR and official Ontario Student Transcript (OST). Maple Ridge maintains its own enrolment, attendance, assessment and reporting records and sends midterm and final report cards and required course information to the home school. Students must notify Maple Ridge if their home-school enrolment or OSR arrangements change; the Principal reviews continued eligibility before further enrolment.

Course Work and Learning Expectations

Courses at Maple Ridge Private School are delivered asynchronously through a secure online learning environment and are developed in accordance with Ontario curriculum expectations. Each full-credit course includes 110 hours of planned learning. The school records time spent on required lessons, teacher-directed activities, discussions, conferences, assignments, assessments, revisions and supervised evaluations. Merely opening a lesson page, leaving a browser window active or completing optional homework does not count as instructional time.

Course work includes:

- Instructional lessons and learning activities
- Formative and summative assessments
- Assignments, quizzes, tests, and culminating tasks
- Final evaluations, where applicable



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Students are provided with a course outline at the beginning of each course, which includes:

- Course expectations and content
- Assessment and evaluation breakdown
- Submission deadlines and timelines
- Policies related to academic integrity and late or missed work

Students are expected to engage regularly with course content, submit assignments within established timelines, and demonstrate academic honesty in all assessments.

Students must participate regularly by logging in, completing required learning activities and submitting work according to the pacing plan in the course outline. Attendance in an asynchronous course is determined from documented participation and evidence of learning, not solely from log-in time. Teachers review engagement at least weekly.

Maple Ridge Private School operates on a continuous-enrolment model. A credit is granted only after the student has completed the required 110 hours of planned learning and demonstrated achievement of the curriculum expectations. Any accelerated completion plan must remain educationally appropriate and must contain auditable evidence of instructional time, participation, assessment and teacher interaction. Students normally have up to 365 days from enrolment to complete a course, subject to the enrolment agreement and approved extensions.

Student progress is monitored continuously. If a student has not submitted work or demonstrated meaningful engagement for 14 consecutive days, the school contacts the student and, where applicable, the parent or guardian and provides an intervention plan. Continued inactivity may result in a course-status review, revised pacing plan, administrative withdrawal or other action under the school's withdrawal and refund policy. All contacts and interventions are documented.

Teacher Support

Course instruction and assessment are provided by Ontario Certified Teachers (OCT).

Teacher support includes:

- Regular monitoring of student progress
- Timely and meaningful feedback on assessments



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- Support for students requiring accommodations or additional assistance

Teachers communicate through the secure learning platform, message boards and school email. They are available to respond to messages Monday to Friday, 9:00 a.m.–5:00 p.m. Eastern Time, excluding Ontario statutory holidays; this is a response window, not continuous live instruction.

Web-conference office hours follow the course schedule, typically one hour weekly. Teachers normally acknowledge academic questions within two school days and return assessed work with descriptive feedback within five school days, unless the course outline states a different reasonable timeline.

Assessment evidence includes observations, conversations and student products. Scheduled oral conferences, check-ins or supervised evaluations may be required to confirm learning or authorship. Identity checks may use the student account, suitable identification and additional supervision determined by the Principal. Unauthorized assistance, impersonation, contract cheating and prohibited or undisclosed generative-AI use are academic-integrity violations. Accessibility and technical-support procedures are communicated at enrolment and in the course outline.

Progress Monitoring and Reporting

Student progress is continuously monitored through participation in online learning activities, completion of course work, and assessment results.

Progress tracking includes:

- Review of submitted assignments and assessments
- Monitoring of student engagement and activity
- Identification of students who may be at risk of not achieving course expectations

Reporting Periods

Students receive:

- A Provincial midterm report card when 50% of the course has been completed, for every student
- A Provincial final report card when the course has been completed, for every student

Reporting dates depend on each student's progress rather than a common semester calendar. Report cards communicate percentage achievement, teacher comments, and learning skills and work habits. Maple Ridge sends midterm and final reports to the student, to parents or guardians where authorized, and to the home school for inclusion in the student's official



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records. The home school updates the OST using the course results and required documentation supplied by Maple Ridge.

Parents/guardians and adult students may request updates on academic progress at any time by contacting the school.

RIGHTS AND RESPONSIBILITIES OF STUDENTS, PARENTS/GUARDIANS, AND SCHOOL STAFF

Maple Ridge Private School is committed to maintaining a safe, inclusive, respectful, and academically focused learning environment. The success of each student is a shared responsibility among students, parents/guardians, and school staff. All members of the school community are expected to understand and uphold their respective rights and responsibilities in accordance with Ontario legislation, Ministry policies, and school procedures.

Rights of Students

Students enrolled at Maple Ridge Private School have the right to:

- A high-quality educational program that aligns with the Ontario curriculum and supports progress toward the Ontario Secondary School Diploma (OSSD).
- A safe, inclusive, and respectful learning environment free from discrimination, harassment, bullying, and intimidation.
- Fair, transparent, and equitable assessment, evaluation, and reporting practices.
- Clear communication regarding course expectations, assessment criteria, timelines, and graduation requirements.
- Access to appropriate academic support, guidance, and feedback to support learning and achievement.
- Privacy and confidentiality of personal information and educational records, in accordance with applicable legislation.
- Respectful treatment by staff and peers, and the opportunity to express concerns through established school procedures.



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Responsibilities of Students

Students are responsible for:

- Participating regularly in asynchronous learning activities and attending any individually scheduled conference or supervised evaluation required by the course. Weekly teacher office hours provide support; they do not convert the course into a scheduled daily class.
- Completing coursework, assessments, and evaluations honestly, independently, and in accordance with academic integrity standards.
- Meeting course deadlines and communicating proactively with teachers regarding challenges or absences.
- Demonstrating respectful, responsible, and appropriate behaviour in all learning environments, including online platforms.
- Communicating regularly with teachers
- Following school policies related to attendance, academic honesty, acceptable use of technology, and conduct.
- Taking responsibility for their own learning, progress, and goal-setting.

Attendance is monitored through:

- Course logins
- Assignment submissions
- Teacher-student interaction

Rights of Parents/Guardians

Parents and guardians have the right to:

- Clear and timely information about school policies, procedures, course expectations, and graduation requirements.
- Regular communication regarding student progress, achievement, and areas for improvement.
- Access to their child's Maple Ridge report cards and course records, subject to applicable consent and privacy requirements. Requests for the official OST or OSR are directed to the home school.

Student support, or concerns.



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- Assurance that their child is learning in a safe, respectful, and supportive environment.
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Responsibilities of Parents/Guardians

Parents and guardians are responsible for:

- Supporting their child's regular attendance, engagement, and completion of course requirements.
 - Encouraging academic integrity, responsibility, and respectful behaviour.
 - Communicating promptly with the school regarding absences, concerns, or changes affecting the student's learning.
 - Reviewing school communications, report cards, and feedback, and working collaboratively with staff to support student success.
 - Ensuring accurate and up-to-date student information is provided to the school.
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Rights of School Staff

School administrators, teachers, and support staff have the right to:

- Work in a safe, respectful, and **professional** environment.
 - Expect cooperation, honesty, and respectful communication from students and parents/guardians.
 - Implement school policies, assessment practices, and disciplinary procedures fairly and consistently.
 - Professional judgment in instructional, assessment, and evaluation decisions, in alignment with Ministry policy and school guidelines.
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Responsibilities of School Staff

School staff are responsible for:

- Delivering curriculum aligned instruction that meets Ontario Ministry of Education



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- Providing clear expectations, timely feedback, and meaningful assessment opportunities.
 - Supporting student well-being, engagement, and academic progress.
 - Communicating regularly and professionally with students and parents/guardians.
 - Maintaining confidentiality, professionalism, and ethical standards at all times.
 - Creating inclusive, respectful, and accessible learning environments for all students.
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Shared Commitment

Maple Ridge Private School believes that student success is best achieved through shared responsibility, mutual respect, and ongoing collaboration among students, parents/guardians, and staff. All members of the school community are expected to contribute positively to a learning environment that promotes academic excellence, personal growth, and responsible citizenship.

ONLINE CODE OF CONDUCT

Maple Ridge Private School is committed to providing a **safe, inclusive, and respectful online learning environment** that promotes **respect, responsibility, civility, and academic excellence**, in accordance with the principles set out in **PPM 128: The Provincial Code of Conduct**. All members of the school community share responsibility for ensuring that online conduct reflects the values and expectations set out in Ontario Ministry of Education policies.

This Online Code of Conduct applies to all students while they are engaged in any school-related online activity, including learning management systems, digital communication platforms, assessments, and virtual learning spaces associated with Maple Ridge Private School.

Guiding Principles

In accordance with PPM 128, all members of the school community are expected to:

- **Respect and comply with all applicable laws, policies, and school rules**



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- **Respect the rights of others** and treat all members of the school community with dignity and respect
 - **Promote responsible citizenship** through appropriate online behaviour
 - **Maintain a safe learning environment** that supports student achievement and well-being
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Standards of Behaviour

Students are expected to:

- Demonstrate **honesty, civility, and respect** for themselves and others in all online interactions
 - Use **appropriate language and conduct** when communicating with peers and staff
 - Follow school policies related to **academic integrity and assessment**
 - Use digital platforms and tools **responsibly and for educational purposes only**
 - Respect the **privacy and personal information** of others
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Prohibited Conduct

Consistent with PPM 128 and Safe Schools requirements, the following behaviours are prohibited in the online learning environment:

- **Bullying or cyberbullying**, including repeated or intentional behaviour that causes harm, fear, distress, intimidation, or exclusion
- **Harassment, discrimination, or hate-related behaviour**, including conduct motivated by race, religion, gender identity, sexual orientation, disability, or other protected grounds
- **Threatening, abusive, or aggressive behaviour**
- **Academic dishonesty**, including plagiarism, impersonation, unauthorized collaboration, or misuse of digital or artificial intelligence tools
- **Misuse of technology**, including unauthorized access, recording, distribution of materials, or interference with online learning systems
- **Posting, sharing or accessing inappropriate or offensive content**
- **Impersonation** of others or unauthorized access to accounts or systems



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- **Recording, copying, or distributing** course materials or communications without permission

Academic Integrity and Responsible Use of Technology

Students are required to:

- Complete all assessments **honestly and independently**, unless otherwise instructed
- Use technology in a manner that supports learning and reflects **ethical and responsible citizenship**
- Protect account credentials and use secure passwords
- Report technical or suspected security breaches

Academic dishonesty may result in:

- Loss of marks or assignment resubmission
- Disciplinary action
- Documentation in the school's internal course records and communication with the home school where appropriate; transcript entries follow Ministry reporting rules.

Definition of Cheating and Plagiarism

Cheating and plagiarism include, but are not limited to:

- Submitting work that is **not the student's own**, in whole or in part
- Copying or closely paraphrasing another person's work without proper acknowledgement
- Submitting work purchased, borrowed, or obtained from another source, including online services
- Allowing another person to complete or significantly contribute to an assignment or assessment
- **Unauthorized collaboration** on individual tasks
- Using **unauthorized materials, devices, or resources** during assessments
- Misuse of **artificial intelligence tools** or digital resources where such use has not been explicitly permitted by the teacher
- Re-submitting work previously submitted for another course without prior approval



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Students are responsible for:

- Ensuring that all submitted work accurately reflects their **own learning and understanding**
- Properly acknowledging sources through appropriate citation practices
- Following all teacher instructions regarding permitted supports, resources, and tools
- Seeking clarification from teachers when expectations regarding collaboration or technology use are unclear

Responses to cheating or plagiarism consider the student's grade level, maturity, frequency of incidents and individual circumstances.

Consequences may include:

- A mark of zero on the assignment or assessment
- Requirement to redo the work or complete an alternate assessment
- Written notification to the student and parent/guardian, where appropriate
- Disciplinary action consistent with Safe Schools and school policies

Consistent with *Growing Success (2010)*, Maple Ridge Private School emphasizes **prevention and education** by:

- Clearly communicating expectations for academic integrity
- Providing instruction on proper citation and responsible research practices
- Supporting students in developing time-management and study skills
- Using incidents as opportunities for learning and improvement

All incidents of academic misconduct and the responses taken are **documented and retained** in accordance with Ministry expectations and school record-keeping procedures.

Progressive Discipline and Consequences

Maple Ridge Private School applies a **progressive discipline approach**, consistent with Safe Schools policies. In determining appropriate consequences, the school considers:

- The **nature and severity** of the behaviour
- The **student's age, maturity, and prior conduct**





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Consequences may include:

- Verbal or written warnings
- Loss of access to online platforms or privileges
- Academic penalties
- Suspension or removal from a course, where appropriate

Reporting and Responding to Incidents

Students are encouraged to report incidents of inappropriate online behaviour to a teacher or school administrator. All incidents are:

- Taken seriously
- Investigated promptly
- Addressed in a manner that is **fair, confidential, and consistent** with Safe Schools expectations

Roles and Responsibilities

Maintaining a safe online learning environment is a shared responsibility among:

- Students
- Parents/guardians (where applicable)
- Teachers and school administrators

By enrolling in and participating in courses at Maple Ridge Private School, students agree to comply with this Online Code of Conduct and to uphold the standards set out in PPM 128.

7. DIPLOMA AND CERTIFICATES

Ontario Secondary School Diploma (OSSD)

The **Ontario Secondary School Diploma (OSSD)** is granted to students who successfully complete the diploma requirements established by the **Ontario Ministry of Education**.

The OSSD is a requirement for:



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- Earn a **minimum of 30 credits**
- Complete the **Ontario Secondary School Literacy Requirement(OSSLT/OSSLC)**
- Complete **40 hours of community involvement activities**

Recording and Granting of the OSSD

Under its current individual-course model, Maple Ridge does not hold OSRs or issue students' diplomas. The home school reviews the student's complete record, determines whether all diploma requirements have been met and issues the OSSD when the student is eligible. Maple Ridge provides course results and supporting documentation; credits may be granted only once the school has the required Ministry authority.

The home school records diploma requirements on the OST and maintains the supporting records in the OSR. Maple Ridge's OCT-qualified staff can assist students with graduation tracking by appointment.

What you need to earn an Ontario Secondary School Diploma depends on the year you started Grade 9.

If you started Grade 9 in 2023 or in prior years, you must earn:

- 18 compulsory credits
- 12 optional credits
- the literacy requirement
- at least 2 online learning credits

If you started Grade 9 in 2024 or in later years you must earn:

- 17 compulsory credits
- 13 optional credits
- the literacy requirement
- at least 2 online learning credits



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

If you started Grade 9 in or before Fall 2023

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

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

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

The following also apply to compulsory credit selections.

- You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.
- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

Group 1, 2 and 3 compulsory credits

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

Group 1

- English (including the Ontario Secondary School Literacy Course) or French as a second language
- Native languages



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- classical studies and international languages
- social sciences and the humanities
- Canadian and world studies
- guidance and career education
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 2

- health and physical education
- the arts
- business studies
- French as a second language
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

Group 3

- science (Grade 11 or 12)
- technological education
- French as a second language
- computer studies
- cooperative education
- American Sign Language as a second language
- Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

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



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The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits

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

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

If you started Grade 9 in Fall 2024 and after

Students who entered Grade 9 in the 2025–26 school year or later must complete the financial literacy graduation requirement through the Grade 10 Career Studies course offered beginning in the 2026–27 school year. A student must achieve at least 70% on the financial literacy graduation requirement. The school records successful completion in accordance with Ministry direction.

Adult learners: If you enter the secondary school system starting in the **2028–2029** school year or later, these requirements apply to you. You may meet these requirements through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process.

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

Compulsory credits

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

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

The following apply to compulsory credit selections.

You cannot use the Grade 11 English Understanding Contemporary First Nations, Métis and Inuit course to fulfill the compulsory credit requirement.





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- You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.
- You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.
- **English language learners:** You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

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

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

Optional credits

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

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

Important Notes for Students and Parents/Guardians

- A single course may satisfy only one group requirement.
- Students who started Grade 9 in 2023 or earlier must plan for the three group requirements. Students who started Grade 9 in 2024 or later must plan for the STEM-related group and the applicable technological education requirement. The home school confirms the requirements for each student's entry cohort and circumstances.
- Guidance and academic counselling are available to assist students in planning a program that meets graduation requirements and postsecondary goals.



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Community Involvement Requirement

As part of the requirements for the Ontario Secondary School Diploma (OSSD), students must complete a minimum of 40 hours of community involvement activities.

The purpose of the community involvement requirement is to encourage students to develop an awareness and understanding of civic responsibility, to foster community engagement, and to support the development of personal and social responsibility.

The completion of the community involvement requirement is the responsibility of the student. For students under the age of 18, parent/guardian approval is required for participation in all community involvement activities.

Maple Ridge provides guidance by appointment but does not arrange community involvement placements. Students obtain the home school's eligible and ineligible activity lists, approval requirements and completion form before beginning an activity.

Eligible Activities

Community involvement activities must:

- Take place outside of scheduled instructional time
- Be completed for not-for-profit organizations, public sector institutions, or community groups
- Contribute to the well-being of the community
- Be unpaid and supervised by a responsible adult

Examples of eligible activities include volunteering with:

- Community service organizations or charities
- Hospitals, long-term care facilities, or community health organizations
- Libraries, community centres, or recreational programs
- Environmental or cultural organizations

Ineligible Activities

The following activities do not count toward the community involvement requirement:

- Activities that are part of a course requirement or paid employment
- Activities that displace paid workers
- Activities that involve partisan political activity only when the proposed activity does not meet current Ministry eligibility requirements or has not received prior school approval
- Activities that pose a risk to student safety





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Documentation and Verification

Students record the activity, dates and hours on the home school's form and obtain the supervisor's verification and parent or guardian consent where required. The home school approves activities, verifies completion and records the requirement in the OSR and OST. Maple Ridge forwards relevant documentation it receives to the home school. Students should obtain the home school's approval before relying on an activity, including a proposed political or community campaign activity, for graduation hours.

Ontario Secondary School Literacy Requirement

All students working toward the **Ontario Secondary School Diploma (OSSD)** are required to meet the **secondary school literacy graduation requirement**. This requirement is based on the **reading and writing expectations of the Ontario curriculum up to and including Grade 9** and is intended to ensure that students have the literacy skills necessary for success in **school, the workplace, and daily life**.

Pathways to Meeting the Literacy Requirement

Students normally meet the literacy graduation requirement by **successfully completing the Ontario Secondary School Literacy Test (OSSLT)** after Grade 9.

Students who are not successful on their initial attempt are provided with **additional opportunities** to meet the requirement by:

- Retaking the OSSLT during a subsequent administration, or
- Successfully completing the **Ontario Secondary School Literacy Course (OSSLC)**.

Mature Students

Mature students may **enrol directly in the Ontario Secondary School Literacy Course (OSSLC)** without first attempting the OSSLT. Mature students may also choose to meet the literacy requirement by successfully completing the OSSLT.

Exemptions

Students whose **Individual Education Plan (IEP)** indicates that they are **not working toward an OSSD** may, with **parental consent** (or the consent of the adult student) and **approval of the Principal**, be granted an exemption from writing the OSSLT or completing the OSSLC.

Students Not Subject to the Literacy Requirement

Students who are working toward an OSSD under the **revised edition of Ontario Schools, Intermediate and Senior Divisions (Grades 7–12 OACs): Program and Diploma Requirements (1989)** or toward an earlier diploma, such as the **Secondary School Graduation Diploma**, are **not required** to meet the secondary school literacy graduation requirement.





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Ontario Secondary School Literacy Test (OSSLT)

The **Ontario Secondary School Literacy Test (OSSLT)** is the **primary method** by which students meet the provincial literacy graduation requirement. The test assesses whether students have demonstrated the required **reading and writing skills** and identifies students who may require additional support.

Feedback provided through the **Individual Student Report** highlights areas of strength and areas for improvement, where applicable.

Administration of the OSSLT

The OSSLT is administered in accordance with **EQAO timelines and procedures**, as outlined in the **EQAO User Guide for the Administration of the OSSLT**. The test is offered during **fall and spring administrations**.

Maple Ridge students arrange OSSLT registration, testing location, supervision and any accommodation, deferral or exemption through their home school. The procedures below explain the provincial literacy pathways; references to the Principal for OSSLT administration mean the Principal of the administering home school. Maple Ridge can provide course-based literacy support and relevant learning evidence with appropriate authorization. Its asynchronous delivery model does not imply that students may write the OSSLT unsupervised at home.

Students may attempt the OSSLT during either administration and may attempt the test again in a subsequent session if they are unsuccessful on a previous attempt.

Students typically write the OSSLT in the school year following Grade 9, unless a **deferral** has been granted by the Principal.

Once a student has **successfully completed the OSSLT**, the test may **not be retaken**.

Accommodations and Special Provisions

Students with **special education needs** are provided with accommodations as outlined in their **Individual Education Plan (IEP)**, in accordance with EQAO policy.

English language learners may be eligible for **special provisions**, as permitted by EQAO, to support equitable access to the assessment.

Ontario Secondary School Literacy Course(OSSLC)

Students may also meet the literacy requirements for graduation by successfully completing the OSSLC. This is a full-credit Grade 12 course that will be offered as part of the English Program in Ontario secondary schools. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the test.





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To be eligible to take the course, students must have attempted the OSSLT at least once and been unsuccessful in that attempt. This course can also count as the Grade 11 or Grade 12 English compulsory course for the Ontario Secondary School Diploma requirements. Mature students may enrol directly in the OSSLC. They may also choose to meet the literacy graduation requirement by successfully completing the OSSLT.

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 their Individual Education Plan (IEP) must be available throughout the course. However, because achievement of the expectations in this course represents fulfillment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Permitted Accommodations, Special Provisions, Deferrals, and Exemptions

(Ontario Secondary School Literacy Test – OSSLT)

Permitted Accommodations

Parents/guardians, adult students, or the Principal may identify the need for an accommodation that is **permitted under the EQAO User Guide for the Administration of the Ontario Secondary School Literacy Test (OSSLT)**. All accommodations must be consistent with those that the student routinely receives for classroom instruction and assessment.

Students submit OSSLT accommodation requests and supporting information to their home school. The administering school applies current EQAO procedures and communicates approved arrangements before the assessment.

Special Provisions for English Language Learners

Special provisions are adjustments to the **setting and/or timing** of the OSSLT for **English language learners**. These provisions do **not affect the validity or reliability** of the assessment.

Special provisions may be provided where the Principal determines that they are in the **best educational interest of the student**. Decisions regarding special provisions must:

- Be made on an **individual student basis**
- Be made by the **Principal**, in consultation with the student, the parent(s)/guardian(s) (if the student is under 18) and appropriate school staff



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- Be determined **prior to the student writing the OSSLT**
- Conform to the **permitted special provisions outlined by EQAO** in the User Guide
- Be **communicated in writing** to the parent(s)/guardian(s) or directly to the adult student before the test
- Be **recorded with all relevant details** in the EQAO assessment system

Deferrals of the OSSLT

A **deferral** postpones a student's participation in the OSSLT to a future administration and is intended for students who are **working toward an Ontario Secondary School Diploma (OSSD)** but are **not yet ready** to write the test.

Students who may be eligible for a deferral include those who:

- Have an **Individual Education Plan (IEP)** and would be unable to write the test even with accommodations
- Are **English language learners** who have not yet developed sufficient proficiency in English
- Have not yet acquired reading and writing skills appropriate to the Grade 9 level
- Are unable to write the test due to **illness, injury, or other extenuating circumstances**
- Are newly enrolled and cannot be provided with appropriate accommodations in time

In all cases, **supporting documentation** must be submitted to the Principal.

Deferrals are granted **prior to the test**, on an **individual basis**, and are typically requested in writing by a parent/guardian, adult student, or the school, following consultation between all parties. The Principal makes the final decision in consultation with the parent/guardian or adult student and appropriate school staff.

A disagreement about an OSSLT deferral is referred through the home school's applicable review procedure. Students should request that procedure from the home-school Principal.

Students granted a deferral will write the OSSLT at a scheduled administration in a subsequent school year, as determined by EQAO. While there is **no limit** on the number of deferrals that may be granted, students and parents/guardians are advised that:

- Each deferral reduces the number of remaining opportunities to write the test
- Successful completion of the OSSLT, the OSSLC, or an adjudication process is a **graduation requirement for the OSSD**
- A deferral is **not considered an attempt** at the test



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Exemptions from the Literacy Graduation Requirement

An **exemption** from the literacy graduation requirement may be granted **only in exceptional circumstances**.

To be eligible for an exemption:

- The student must have an **Individual Education Plan (IEP)**
- The IEP must include documentation supporting the exemption
- The IEP must clearly indicate that the student is **not working toward an OSSD**
- **Parental consent** (or consent of the adult student) and **approval of the Principal** are required

All exemption decisions are documented in accordance with Ministry and EQAO requirements. Additional information is available in the **EQAO User Guide for the Administration of the OSSLT**.

Online learning graduation requirement

If you started Grade 9 in the 2020–2021 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

Adult learners: If you entered the secondary school system starting in the 2023–2024 school year or later, this requirement also applies to you.

Credits earned during COVID-19

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

Opting out

If you want to opt out of the online graduation requirement you must be:

- 18 years of age or older
- 16 or 17 years of age and have withdrawn from your parent or guardian's control

An eligible student, or their parent or guardian where required, submits an opt-out request through the home school using its applicable form. The home school confirms whether the online-learning requirement applies and records any opt-out or exemption.

Cooperative Education and Group Credits

Maple Ridge does not offer or arrange cooperative education, job shadowing or work-experience placements. Students seek these opportunities through their home school. Students may earn credit for a placement and may earn





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credit; job shadowing provides short-term observation of a workplace and does not independently earn a credit. The home school determines availability, eligibility, supervision, safety arrangements, assessment and any credit recognition. These activities are distinct from Maple Ridge's asynchronous online courses and from community involvement hours.

- For students subject to the 18-compulsory-credit framework, up to two cooperative education credits may count toward the Group 1, 2 and 3 requirements, subject to the applicable Ministry rules. Students in the newer framework should ask their home school how an eligible cooperative education credit may satisfy the STEM-related group.
- A maximum of two cooperative education credits may be used to meet the 18 compulsory credit requirements for the OSSD.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) recognizes eligible students who leave secondary school without earning the OSSD and have completed at least 14 credits, distributed below. Students apply through their home school, which checks eligibility and issues the certificate. Maple Ridge supplies its course results but does not issue the OSSC under its current operating model.

Compulsory Credits (7 total)

- 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 (7 total)

- 7 additional credits selected by the student from available courses

Compulsory-credit substitution provisions also apply to the OSSC. Students request a review from their home-school Principal, who determines any permitted substitutions and documents them in the official student record. Substitutions do not reduce the 14-credit total.



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Certificate of Accomplishment

A student who leaves secondary school without meeting the requirements for the OSSD or OSSC may be considered by the home school for a Certificate of Accomplishment. Maple Ridge does not issue this certificate under its current operating model.

The Certificate of Accomplishment is intended to **recognize a student's participation in secondary school learning**. There are **no prescribed credit requirements** for the Certificate of Accomplishment.

The home-school Principal determines eligibility. The certificate recognizes achievement and is neither a diploma nor a credit-bearing credential. It is accompanied by the student's OST and, where applicable, the relevant Individual Education Plan documentation.

The home school maintains the official certificate records. Students who return to secondary school may continue earning credits and may subsequently qualify for an OSSC or OSSD; they should discuss the applicable requirements with the home school.

8. CURRICULUM AND COURSES OFFERED

Definition of a Credit

A credit is granted by the Principal of a school that has Ministry authority to grant secondary school credits when a student successfully completes a course comprising 110 hours of planned learning and demonstrates achievement of the curriculum expectations. Credits are not granted on behalf of the Ministry.

Types of Courses Offered

Ontario secondary school course types describe their learning emphasis and intended pathway. The definitions below explain the provincial system; Maple Ridge's actual intended offerings are the courses individually listed in this calendar.

Grades 9 and 10

In Grades 9 and 10, courses are designed to provide students with **foundational knowledge and skills** while supporting informed pathway planning for senior grades.

Maple Ridge Private School offers the following course types in Grades 9 and 10:



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Destreamed (W)

Destreamed courses establish a common foundation without separating students into academic and applied pathways. The W code is used for the destreamed Grade 9 courses listed here; it does not mean that every Grade 9 or Grade 10 subject is destreamed.

Under the destreamed model, students may select courses from a range of **destreamed, academic, and open courses**, as offered by the school. This approach provides students with **flexible learning pathways** while supporting informed course selection and successful transitions into senior-level courses in Grades 11 and 12.

Academic Courses (D)

Academic courses develop students' **knowledge and skills through theory and abstract applications**. These courses emphasize conceptual understanding and analytical thinking and prepare students for **University (U) and University/College (M) courses** in Grades 11 and 12.

Applied Courses (P)

Applied courses focus on the **practical application of essential concepts and skills**. Learning is connected to real-world contexts, and students engage in hands-on activities. These courses prepare students for **College (C), Workplace (E), or University/College (M) courses** in senior grades.

Open Courses (O)

Open courses are designed to broaden students' **knowledge and skills in a subject area** and are appropriate for all students. These courses are **not destination-specific** and emphasize practical application, exploration, and personal development.

Grades 11 and 12

In Grades 11 and 12, courses are pathway-specific and are designed to prepare students for postsecondary education, training, or employment.

Maple Ridge Private School offers the following course types in Grades 11 and 12:

University Preparation Courses (U)

University preparation courses are designed to equip students with the **knowledge and skills required for entry into university programs**. These courses emphasize theoretical concepts, independent learning, and advanced analytical skills.





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University/College Preparation Courses (M)

University/College preparation courses prepare students for **both university and college programs**. They combine theoretical learning with practical applications and develop problem-solving and critical-thinking skills.

College Preparation Courses (C)

College preparation courses emphasize **practical applications and career-related skills**. These courses prepare students for **college programs**, apprenticeships, or further workplace training.

Workplace Preparation Courses (E)

Workplace preparation courses develop students' **essential workplace knowledge and skills**. Learning is highly practical and prepares students for **direct entry into the workforce** or apprenticeship programs.

Locally Developed Courses (L)

Locally developed courses are designed to meet the **specific learning needs of students** who require additional support in achieving curriculum expectations. These courses may be **compulsory or optional**, as approved by the Ontario Ministry of Education.

Maple Ridge's current course list contains Ontario curriculum courses only. No locally developed compulsory or optional courses, or other non-Ontario curriculum courses, are listed as current offerings.

Course Coding System

Ontario secondary school courses are identified using a **standardized five-character alphanumeric course code established** by the Ontario Ministry of Education. This coding system is used to identify the **subject area, grade level, and course type** and is commonly used in **course calendars, curriculum documents, and pathway planning**.

Each course code is structured as follows:

- **First three characters:** Identify the **subject area**
- **Fourth character:** Indicates the **grade level**
- **Fifth character:** Identifies the **course type**

Example



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- **ENG** – English
- **3** – Grade 11
- **U** – University preparation

Grade Level Indicators

- **1** – Grade 9
- **2** – Grade 10
- **3** – Grade 11
- **4** – Grade 12

Course Type Indicators

- **D** – Academic
- **P** – Applied
- **O** – Open
- **U** – University preparation
- **M** – University/College preparation
- **C** – College preparation
- **E** – Workplace preparation
- **L** – Locally developed

For ESL/ELD and some language courses, the fourth character identifies a proficiency level rather than a grade. For example, ESLBO is English as a Second Language, Level 2, Open; it does not mean Grade 10. W identifies a destreamed course.

Use of Course Codes

Maple Ridge Private School uses the **five-character course code** to identify courses in its **Course Calendar, course outlines, and pathway planning materials**. All course codes are assigned in accordance with **Ontario Ministry of Education curriculum policy documents**.

The first five characters identify the Ministry course. Schools may add a sixth character for local identification; the course's credit value is recorded separately. Students should use the Ministry code and the stated credit value when planning with their home school.



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Courses Offered

The individual course entries below describe Maple Ridge's intended offerings for the school year, subject to the school obtaining the required credit-granting authority. Students should select courses in consultation with their home school and Maple Ridge's OCT-qualified staff.

- English
- Mathematics
- Science
- Business Studies
- Canadian & World Studies
- Computer Studies
- Social Sciences and Humanities
- Health and Physical Education
- Guidance and Career Education

Students and parents may request the complete Outline of the Course of Study before enrolment by emailing admin@mapleridgeschool.com and specifying the course code. Enrolled students receive the outline through the learning platform at the beginning of the course. It identifies curriculum expectations, learning activities, instructional hours, resources, assessment methods, evaluation weightings and teacher support arrangements.

Grade 9 Courses

English, Grade 9, De-streamed (ENL1W)

This course enables students to continue to develop and consolidate foundational knowledge and skills in reading, writing, oral communication and media literacy. Students analyze culturally diverse texts, create effective texts in a variety of forms, and develop transferable literacy skills for learning across the curriculum and for everyday life.

Prerequisite: None

Credit Value: 1 credit



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Mathematics, Grade 9, De-streamed (MTH1W)

This course enables students to develop a **strong foundation in mathematical reasoning and problem-solving**. Students will explore **number sense, algebra, measurement, geometry, data literacy, and financial literacy** through inquiry and application. The course supports flexible pathways and prepares students for a variety of Grade 10 mathematics courses.

Prerequisite: None

Credit Value: 1 credit

Science, Grade 9, De-streamed (SNC1W)

This course introduces students to key concepts in **biology, chemistry, physics, and Earth and space science**. Students will develop **scientific investigation skills**, explore the relationship between science and society, and apply scientific knowledge to real-world issues. Emphasis is placed on **critical thinking, problem-solving, and evidence-based reasoning**, as well as on understanding the **impact of human activity on natural systems**.

Prerequisite: None

Credit Value: 1 credit

Exploring Canadian Geography, Grade 9, Destreamed (CGC1W)

Students investigate connections among Canada's natural environments, communities and economic activities, including Indigenous perspectives. They examine resource use, development and sustainability, and use geographic inquiry, mapping and geospatial tools to investigate issues and communicate findings.

Prerequisite: None

Credit Value: 1 credit

Learning Strategies, Grade 9, Open (GLS1O)

This course helps students develop **learning, organizational, and self-advocacy skills**. Students will explore strategies for **goal-setting, time management, study skills, and** throughout secondary school.



Prerequisite: None

Credit Value: 1 credit

Grade 10 Courses

English, Grade 10, Academic (ENG2D)

This course builds on students' literacy skills through the analysis of **literary, informational, and media texts**. Students will strengthen their **critical thinking, writing, and communication skills** and develop greater confidence in expressing ideas clearly and effectively. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: Grade 9 English, ENL1W or a previously earned eligible Grade 9 academic or applied English credit

Credit Value: 1 credit

English, Grade 10, Applied (ENG2P)

This course focuses on practical literacy skills through engagement with texts related to **everyday life and workplace contexts**. Students will develop their ability to **communicate effectively, interpret texts, and apply language skills**. 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.

Prerequisite: ENL1W

Credit Value: 1 credit

Mathematics, Grade 10, Academic (MPM2D)

This course extends students' understanding of **algebra, analytic geometry, trigonometry, and data management**. Students will reason mathematically and communicate their thinking as they solve multi step problems. Students will develop problem-solving skills and mathematical reasoning to prepare for senior mathematics pathways.





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Prerequisite: MTH1W

Credit Value: 1 credit

Mathematics, Grade 10, Applied (MFM2P)

This course emphasizes **practical applications of mathematics**, including measurement, algebra, geometry, and data analysis. Students will apply mathematical concepts to real-life situations and workplace contexts.

Prerequisite: MTH1W

Credit Value: 1 credit

Science, Grade 10, Academic (SNC2D)

This course explores concepts in **biology, chemistry, physics, and Earth and space science**, with an emphasis on scientific inquiry and problem-solving. 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. Students will examine connections between science, technology, society, and the environment.

Prerequisite: SNC1W

Credit Value: 1 credit

Canadian History Since World War I, Grade 10, Academic (CHC2D)

Students investigate Canada's social, economic and political development since 1914. They examine conflict, cooperation, Canada's international role and the experiences of different communities. Historical inquiry and evidence analysis support their understanding of identity, citizenship and change over time.

Prerequisite: None

Credit Value: 1 credit



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Canadian History Since World War I, Grade 10, Applied (CHC2P)

This course explores major events in Canadian history with an emphasis on **personal experiences and everyday life**. Students will investigate how historical developments have shaped Canadian identity.

Prerequisite: None

Credit Value: 1 credit

Civics and Citizenship, Grade 10, Open (CHV2O)

This course examines **rights, responsibilities, and active citizenship** in Canada. Students will explore democratic processes, social justice, and civic engagement. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

Credit Value: 0.5 credit

Career Studies, Grade 10, Open (GLC2O)

This course helps students develop **career planning and life management skills**, including goal-setting, decision-making, and pathway planning. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Prerequisite: None

Credit Value: 0.5 credit

Introduction to Business, Grade 10, Open (BBI2O)

This course introduces students to **business concepts**, including entrepreneurship, marketing, and business law. Students will develop





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

Prerequisite: None

Credit Value: 1 credit

Introduction to Computer Studies, Grade 10, Open (ICS20)

This course introduces students to **computer programming, problem-solving, and digital literacy**. 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 develop computational thinking skills and explore the impact of technology on society. Students will investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

Credit Value: 1 credit

Communications Technology, Grade 10, Open (TGJ20)

This course explores **digital media, graphic design, photography, and video production**. Students will develop technical and creative skills using industry-standard tools. This course requires students to complete a range of communications technology projects. These may include creating printed stationery, short videos, computer-generated animations, and graphical information displays. Students will learn to transfer information using electronic, live, and graphic communications methods. The knowledge and skills they will develop will provide a basis for careers in areas such as publishing, advertising, print production, animation, photography, and journalism.

Prerequisite: None

Credit Value: 1 credit



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Individual and Family Living, Grade 10, Open (HIF2O)

This course explores **human development, relationships, decision-making, and personal well-being** in the context of individuals, families, and society. Students will examine factors that influence **personal identity, family dynamics, and healthy relationships**, as well as the social, cultural, and economic forces that shape individual and family life. HIF2O supports the development of **personal, social, and citizenship skills** and prepares students for further studies in **health and physical education, social sciences, and family studies**.

Prerequisite: None

Credit Value: 1 credit

Grade 11 Courses

English, Grade 11, University Preparation (ENG3U)

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of 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: ENG2D

Credit Value: 1 credit

Functions, Grade 11, University Preparation (MCR3U)

This course develops understanding of **functions**, including polynomial, exponential, and trigonometric functions. 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



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Biology, Grade 11, University Preparation (SBI3U)

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

Prerequisite: SNC2D

Credit Value: 1 credit

Chemistry, Grade 11, University Preparation (SCH3U)

This course examines **atomic structure, chemical reactions, stoichiometry, and solutions**. Students will apply quantitative problem-solving and laboratory skills. This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: SNC2D

Credit Value: 1 credit

Physics, Grade 11, University Preparation (SPH3U)

This course explores **motion, forces, energy, waves, and electricity**. Students will develop analytical and experimental skills to explain physical phenomena. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D





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Computer Science, Grade 11, University Preparation (ICS3U)

This course introduces **computer programming, algorithms, and data structures**. Students will develop problem-solving skills and explore computing technologies. 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.

Prerequisite: None

Credit Value: 1 credit

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)

This course introduces **accounting principles**, including financial statements and business transactions. 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.

Prerequisite: None

Credit Value: 1 credit

Entrepreneurship, Grade 11, College Preparation (BDI3C)

This course focuses on **entrepreneurial skills**, including idea generation, planning, and business operations. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

Credit Value: 1 credit



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Marketing, Grade 11, College Preparation (BMI3C)

This course introduces students to the **fundamental concepts and practices of marketing** within a variety of business contexts. Students will examine how organizations identify and respond to **consumer needs and wants**, develop **marketing strategies**, and promote products and services in competitive markets.

BMI3C prepares students for **postsecondary programs in business, marketing, and related fields**, as well as for entry into the workplace. The course supports the development of **employability skills** and an understanding of the role of marketing in local, national, and global economies.

Prerequisite: None

Credit Value: 1 credit

Travel and Tourism, Grade 11, Open (CGG3O)

This course examines travel and tourism through geographic inquiry, including patterns of travel and relationships among destinations, people and environments.

This course examines the **travel and tourism industry** from a **geographic perspective**, with a focus on how geographic factors influence tourism destinations and experiences at **local, national, and global scales**. Students will explore the relationship between **people, places, and environments** and analyze the impacts of tourism on communities, economies, and ecosystems. The course prepares students for further studies in **geography, hospitality, tourism, and related fields**, as well as for informed participation as global citizens.

Prerequisite: None

Credit Value: 1 credit (110 hours)

Prerequisite: None

Credit Value: 1 credit

Understanding Canadian Law, Grade 11, University/College Preparation (CLU3M)

This course examines **Canadian legal principles**, rights, and responsibilities. This course examines the legal system in Canada, with a focus on the rights and responsibilities of individuals and groups in Canadian society. Students will explore the foundations of Canadian law, including constitutional law, criminal law, and civil law, and will develop skills related to legal



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Prerequisite: Canadian History Since World War I, Grade 10, Academic or Applied (CHC2D or CHC2P)

Credit Value: 1 credit

Communications Technology, Grade 11, University/College Preparation (TGJ3M)

This course develops advanced **media production and communication technology skills**. This course examines communications systems and design and production processes in the areas of electronic, live, recorded, and graphic communications. Students will develop knowledge and skills relating to the assembly, operation, maintenance, and repair of the basic and more complex components of a range of communications systems. Students will also study industry standards and regulations and health and safety issues, and will explore careers, the importance of lifelong learning, and the impact of communications technology on society and the environment.

Prerequisite: TGJ2O

Credit Value: 1 credit

Grade 12 Courses

English, Grade 12, University Preparation (ENG4U)

This course refines **advanced literacy and critical-thinking skills** required for university studies. This course emphasizes the development of literacy, communication, and critical thinking skills necessary for success in university and beyond. Students will analyze a wide range of complex literary, informational, and media texts, including short stories, poetry, drama, novels, and non-fiction works. Students will refine their writing skills through research, drafting, revising, and editing, while developing a strong personal voice and academic style. Oral communication and media literacy are integrated throughout the course.

Prerequisite: ENG3U

Credit Value: 1 credit

Advanced Functions (MHF4U)

This course extends understanding of **functions** and prepares students for calculus. This course extends students' experience with functions. Students will investigate the properties of functions and techniques for combining



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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

Credit Value: 1 credit

Calculus and Vectors (MCV4U)

This course builds on functions and introduces **calculus concepts and vector applications**. 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.

Prerequisite/Corequisite: Advanced Functions (MHF4U) must be completed before or taken concurrently with Calculus and Vectors.

Credit Value: 1 credit

Mathematics of Data Management (MDM4U)

This course focuses on **statistics and probability** and their real-world applications. This course broadens students' understanding of **mathematics as it relates to data analysis and decision-making**. Students will investigate concepts in **statistics and probability**, with a focus on the collection, organization, analysis, and interpretation of data drawn from real-world contexts. MDM4U prepares students for **university programs** that require statistical literacy and analytical skills, as well as for informed participation in a data-driven society.

Prerequisite: MCR3U

Credit Value: 1 credit



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Biology, Grade 12, University Preparation (SBI4U)

This course provides students with an in-depth understanding of the **biological systems that support life**, focusing on **biochemistry, metabolic processes, molecular genetics, homeostasis, evolution, and population dynamics**. Students will analyze biological processes at the molecular and cellular level and apply scientific inquiry skills to real-world biological issues in **medicine, biotechnology, ecology, and ethics**.

Prerequisite: SBI3U

Credit Value: 1 credit

Chemistry, Grade 12, University Preparation (SCH4U)

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

Prerequisite: SCH3U

Credit Value: 1 credit

Physics, Grade 12, University Preparation (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students study energy transformations, forces and motion, electrical, gravitational and magnetic fields, electromagnetic radiation, the wave nature of light, quantum mechanics and special relativity. They further develop scientific investigation skills by analyzing qualitative and quantitative data and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SPH3U

Credit Value: 1 credit

Computer Science, Grade 12, University Preparation (ICS4U)

This course emphasizes **advanced programming, software development, and data management**. It enables students to further develop knowledge and skills in computer science. They will design, develop, and test well-documented programs,



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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.

Prerequisite: ICS3U

Credit Value: 1 credit

International Business (BBB4M)

This course examines the **principles and practices of international business** in an increasingly globalized economy. Students will explore how businesses operate across national boundaries and analyze the impact of **economic, cultural, political, and technological factors** on global trade and commerce. BBB4M prepares students for **postsecondary programs in business, economics, and related fields**, as well as for participation in the global marketplace.

Prerequisite: None

Credit Value: 1 credit

Business Leadership (BOH4M)

This course focuses on **leadership, management, and organizational behaviour**. It 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.

Prerequisite: None

Credit Value: 1 credit

Challenge and Change in Society (HSB4U)

This course enables students to use social science theories, perspectives and research methods to investigate and explain shifts in knowledge, attitudes, beliefs and behaviour and their impact on society. Students examine causes and effects of social change and develop research, communication and analytical skills relevant to university study.



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

Credit Value: 1 credit

Families in Canada (HHS4U)

This course enables students to draw on sociological, psychological and anthropological theories and research to analyze the dynamics of intimate relationships and family life in Canada. Students examine factors affecting individuals and families, investigate issues and trends, and develop research and communication skills relevant to university study.

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

Credit Value: 1 credit

Nutrition and Health, Grade 12, University Preparation (HFA4U)

This course examines the relationship between **nutrition, health, and well-being** from an individual and societal perspective. Students will explore how **nutritional choices**, physical activity, and lifestyle factors influence **human health across the lifespan**, using scientific research and evidence-based approaches. HFA4U prepares students for **university programs in health sciences, nutrition, kinesiology, and related fields** and supports the development of skills necessary for responsible personal and public health decision-making.

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

Credit Value: 1 credit

Ontario Secondary School Literacy Course (OLC4O)

This course is designed to help students **meet the Ontario Secondary School Literacy Requirement** for graduation. Students will develop and strengthen **reading, writing, oral communication, and critical-thinking skills** through tasks and activities drawn from a variety of subject areas and real-life contexts.

Successful completion of OLC4O fulfills the **secondary school literacy graduation**



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Prerequisite: Students who have been eligible to write the OSSLT and have been unsuccessful at least once, or who are otherwise eligible in accordance with Ministry policy

Credit Value: 1 credit (110 hours)

9. ACCESS TO COURSE CONTENT, COURSE OUTLINES & CURRICULUM DOCUMENTS

Student Eligibility and Registration

To access course content, students must:

- Be formally registered and enrolled in the course through Maple Ridge Private School.
- Have an Ontario Education Number (OEN) or be in the process of obtaining one.
- Meet all prerequisite requirements for the course, where applicable.
- Complete all required enrolment documentation, including acknowledgements related to online learning and the Ontario Student Record (OSR).
- Be registered under the supervision of a parent/guardian if under the age of 18.

Access to course content is granted only after enrolment has been approved and processed by the school.

- Course outlines are provided to students at the start of each course. Course outlines align with Ministry expectations and Growing Success
- Ontario curriculum policy documents and course descriptions are publicly available at <https://www.dcp.edu.gov.on.ca/en/>. Select Secondary, then the subject and course. Students and parents may ask Maple Ridge staff for help locating the applicable document.

Technology and System Requirements

Students must have reliable access to the following:

- A school-approved Learning Management System (LMS) account, credentials, and login access.
- Basic digital literacy skills, including the ability to navigate online platforms, submit assignments and communicate electronically



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Minimum Hardware Requirements

Students must have regular access to:

- **Computer or Laptop**
 - Desktop or laptop computer (Windows, macOS, or ChromeOS)
 - Tablets and mobile phones are **not recommended** as primary devices for coursework or assessments
- **Processor & Memory**
 - Minimum 4 GB RAM (8 GB recommended)
 - Modern processor capable of running current web browsers
- **Display & Input**
 - Screen resolution of at least 1280 × 720
 - Physical keyboard and mouse or trackpad
- **Audio & Video**
 - Speakers or headphones
 - Microphone (built-in or external)
 - Webcam (required for identity verification, meetings, or supervised assessments when applicable)

Internet Connectivity Requirements

- Reliable broadband internet connection
- Minimum recommended speed:
 - **5 Mbps download / 1 Mbps upload**
- Ability to maintain a stable connection for extended periods
- Students are responsible for ensuring consistent access throughout the course

Operating System Requirements

Supported operating systems include:

Security updates

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- **macOS:** A currently supported version with current security updates
- **ChromeOS:** Current version supported by Google

Operating systems must be kept up to date with security and performance updates.

Browser Requirements

Students must use a **modern, supported web browser**, including:

- Google Chrome (recommended)
- Mozilla Firefox
- Microsoft Edge
- Apple Safari (macOS only)

Browsers must:

- Be updated to the latest stable version
 - Allow cookies, JavaScript, and pop-ups for the school's learning platforms
-

Required Software and Applications

Students may be required to install or access:

- **PDF Reader**
 - Adobe Acrobat Reader or equivalent
- **Office Productivity Software**
 - Google Workspace (Docs, Sheets, Slides) or
 - Microsoft Office (Word, Excel, PowerPoint)
- **Media Playback**
 - Ability to view embedded video and audio content
- **Email Access**
 - A functioning email account for school communication

All required software must be properly installed and functional.



10. EVALUATION, ASSESSMENT, AND REPORTING

Assessment and evaluation practices follow **Growing Success (2010)** and are:

- Fair, transparent, and equitable
- Based on observations, conversations, and student products
- Aligned with the four achievement categories:
 - Knowledge & Understanding
 - Thinking
 - Communication
 - Application

Final Grade Breakdown

- **70% – Evaluation conducted throughout the course, reflecting the student's most consistent level of achievement, with special consideration given to more recent evidence**
- **30% – Final evaluation administered at or toward the end of the course**
 - The format of the final evaluation is specified in the course outline and may include an examination, performance, essay, project or another suitable method.
 - A fixed 10% culminating task and 20% examination split is not required for every course.

11. REPORTING & TRANSCRIPTS

Ontario Student Record (OSR)

Maple Ridge does not currently hold students' OSRs. Every admitted student must have a home school that retains the OSR and official OST. Maple Ridge keeps secure course-level records, including enrolment and prerequisite evidence, participation, assessments, grades, communications and report cards. Midterm and final reports and required withdrawal or course-completion information are sent to the home school.



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The home school maintains the official cumulative record and handles requests for official transcripts and graduation certification.

Ontario Student Transcript (OST)

The home school maintains the OST using verified course information received from Maple Ridge and other schools. The OST records:

- Credits earned
 - Grades achieved
 - Diploma requirements completed
-

12. COURSE CHANGES, WITHDRAWAL, AND FULL DISCLOSURE

- Students must request a course change in writing to the guidance department or Principal. Approval depends on prerequisite review, course progress and the feasibility of transferring completed learning. The school communicates the decision and any effect on fees, deadlines and the OST in writing.
 - For Grade 11 and 12 courses, a withdrawal within five instructional days following issue of the midterm report card is not recorded on the OST. After that period, the home school records a W and the percentage grade at withdrawal, with no credit earned. Maple Ridge provides the report-card issue date, withdrawal deadline and required records to the student and home school. For this continuous-intake model, the midterm report is issued at 50% course completion; instructional days for this deadline follow the school's Monday-to-Friday schedule, excluding Ontario statutory holidays. Grade 9 and 10 withdrawals are not recorded on the OST.
 - Students must submit withdrawal requests in writing. The school confirms the effective withdrawal date, academic-record treatment, access termination and any refund or outstanding balance under the enrolment agreement. Course-specific timelines and the staff contact responsible for the request are stated in the enrolment materials and course outline.
-



13. PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal process for assessing learning acquired outside Ontario secondary school credit courses. Equivalency considers prior schooling and credentials; the challenge process assesses eligible prior learning against course expectations. Students request diploma-level PLAR assessment through their home school. Maple Ridge reviews official records and recognized equivalencies for admission and prerequisites but does not assume custody of the OSR or issue an overall equivalency-credit determination for the student's diploma.

- **To seek equivalency recognition, students provide the home school with official transcripts, course descriptions and other requested evidence. The home-school Principal applies the relevant Ministry policy, determines credits and remaining graduation requirements, records decisions and supplies information needed for Maple Ridge course placement.**

Maple Ridge Private School does **not** offer PLAR Challenge.

Regular day-school and mature-student PLAR have different eligibility and assessment rules. The home school determines the applicable process under current Ontario Schools requirements and, where applicable, PPM 129 or PPM 132. Mature-student pathways do not override Maple Ridge's requirement for a home school holding the OSR.

Prerequisites, Exemptions, Substitutions And Alternative Studies

Prerequisites for **Grade 11 and Grade 12 courses** are established in the **Ontario curriculum policy documents** for each discipline. These documents are available through the Ontario Ministry of Education.

Students will be enrolled in a course **only after appropriate documentation has been submitted and reviewed**, confirming successful completion of the required prerequisite course(s).

A student wishing to change course type submits a written request to the Principal, with relevant records and the proposed destination course. The Principal reviews prerequisites, prior achievement, pathway implications and any learning needed for the transition, consulting the student and home school as appropriate. Approval, additional learning and effects on completion dates, fees and reporting are communicated in writing. Enrolment in a different course does not automatically transfer a credit from the original course.

A student may request a compulsory-credit substitution from the home-school Principal. Under Ministry policy, up to three compulsory credits may be replaced by eligible courses to meet an individual student's educational needs, without reducing the total credits required. The home school consults the student and parent or guardian where appropriate, checks restrictions, and Maple Ridge supplies



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relevant course information; it does not authorize substitutions for the student's diploma. Substitutions cannot remove separate literacy, community involvement or other non-credit graduation requirements.

Prerequisite Waiver Requests

A student who lacks a stated prerequisite may submit a written request for a prerequisite waiver to Maple Ridge's Principal. This is a course-admission decision and is separate from compulsory-credit substitutions and PLAR. It does not award a credit for the waived prerequisite.

Requests for exemption must be submitted **in writing** and will be reviewed by the Principal on a **case-by-case basis**.

Request Procedure

The student or parent/guardian, where appropriate, emails a written request addressed to the Principal to admin@mapleridgeschool.com.

The request must include the following information:

- Student name
- Contact information (address, telephone number, and email address)
- Date of birth
- Last school attended and year of attendance
- Course for which the exemption is being requested
- Reason for the request, including a description of any relevant circumstances
- Supporting documentation, where applicable

Students must attach their **most recent academic transcript** or other relevant records to support the request.

Review and Decision

The Principal reviews evidence that the student can succeed in the requested course, including previous learning and achievement, and consults the student, parent/guardian where appropriate, and relevant staff. Approval is not automatic and does not alter the home-school enrolment requirement.

The Principal's decision regarding the prerequisite exemption is **final** and will be communicated to the student in writing.



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14. OTHER WAYS OF EARNING CREDITS

Students may explore the following credit pathways with their home-school guidance staff. Provider eligibility, prerequisites, fees, credit recognition and effects on graduation planning must be checked before registration; inclusion here does not mean Maple Ridge delivers these programs.

- E-learning: Ontario curriculum courses delivered online by authorized schools, with teacher assessment and credit awarded on successful completion.
- TVO Independent Learning Centre (TVO ILC): Distance-learning credit courses. Currently enrolled secondary students should discuss access with their home school; provider eligibility and registration rules apply. Information: <https://www.ilc.org/>.
- Private or independent study: In eligible circumstances, a Principal may approve an individual study arrangement under Ministry policy. This requires prior approval and is not the same as independently completing unapproved online material.
- Continuing education: Eligible night-school, summer-school or adult credit courses offered by school boards or other authorized providers; discuss availability and recognition with the home school.
- Prior schooling outside Ontario: The home school reviews official records through the applicable equivalency process to determine recognized credits and remaining requirements.

15. STUDENT SUPPORTS AND RESOURCES

Guidance and Career/Life Planning

- OCT-qualified teachers provide course-selection, postsecondary-planning and graduation-tracking assistance by appointment. Students and parents/guardians may request an online appointment through admin@mapleridgeschool.com, identifying their course and planning question.
- Planning appointments consider interests, strengths, completed credits, prerequisites and postsecondary entry requirements. Students should bring their current home-school transcript and course plan. Staff help identify appropriate Maple Ridge courses and explain their pathway implications; the home school verifies the complete graduation plan.
- Students maintain and review their Individual Pathways Plan (IPP) at their home school. Maple Ridge appointments support reflection on interests and strengths, available course choices and



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progress with their home-school guidance staff so their IPP and graduation tracking remain current.

Student Success Supports

- Teachers review participation and assessment evidence at least weekly to identify gaps, missed work and students at risk of not completing a course. After 14 consecutive days without meaningful engagement, staff contact the student and, where appropriate, the parent/guardian, and document an intervention plan.
- Support may include written explanations, descriptive feedback, smaller task milestones, revised pacing, study and organization strategies, or an online appointment. Students can ask for help through the course message board or school email without waiting for the weekly office hour.
- Teachers monitor the intervention plan and communicate with the home school where appropriate and authorized when course progress may affect graduation. Unresolved concerns are referred to the Principal for additional support and course-status review. These supports operate through the online platform and scheduled remote appointments.

English Language Learners

- English-language learners can request course-based support through their teacher or admin@mapleridgeschool.com. Teachers use clear written instructions, chunked tasks, visual aids and explanations that students can revisit asynchronously. Bilingual dictionaries or other language tools may be used when permitted by the task and consistent with the skill being assessed.
- Appropriate accommodations may include additional processing time, adjusted time limits for timed quizzes, and alternative ways to demonstrate the same expectations where suitable. Teachers arrange any oral assessment individually by web conference. Supports are documented and reviewed; they do not lower credit-course expectations or remove language skills that the assessment is intended to measure. These are supports within listed courses, not a claim that Maple Ridge offers separate ESL/ELD credits.

Online Learning Resources and Computer Access

The learning platform provides course explanation modules, assignments, timed quizzes and projects. Course outlines identify any additional subject resources and software. Students use their own suitable computer and internet connection; Maple Ridge's provision is an online learning environment rather than a physical computer lab or on-site library. Students needing help accessing materials contact the teacher or school office so access barriers and available online alternatives can be considered.



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Community Resources

Students and families may use public library digital resources and community services remotely, subject to provider eligibility. Milton Public Library offers online resources at <https://beinspired.ca/>; students outside Milton should consult their local library. Kids Help Phone provides youth well-being information and remote support at <https://kidshelpphone.ca/>. Staff can help students locate these resources through an online appointment. External providers deliver their own services; school messages are not monitored continuously or used as an emergency service.

16. SPECIAL EDUCATION & ACCOMMODATIONS

Students request accommodations through their teacher or the Principal, supplying a home-school IEP or other relevant supporting information where available. Staff review functional learning needs and agree suitable online arrangements with the student and parent/guardian where appropriate. Accommodations change access or ways of demonstrating learning without changing curriculum expectations. They may include accessible documents, assistive technology, chunked instructions, additional processing time and adjusted assessment timing. The teacher documents and reviews arrangements, including settings for timed online quizzes. Any modified expectations must be identified and discussed with the Principal and home school; alternative expectations outside the Ontario curriculum do not earn a course credit. A credit is awarded only when the applicable course expectations have been achieved.

- Instructional accommodations, such as accessible formats, assistive technology, chunking, additional processing time or alternative ways to access content
 - Assessment accommodations that permit the student to demonstrate the same curriculum expectations without lowering the standard
 - Modifications or alternative expectations only where appropriate, documented and clearly distinguished from credit-bearing curriculum expectations
-

17. ONLINE LEARNING ENVIRONMENT

Maple Ridge uses a secure learning management system to deliver asynchronous courses. Course outlines identify participation expectations, support channels, teacher response and feedback timelines, pacing and the method for documenting 110 hours of planned learning. The school provides technical and accessibility support, verifies student identity for major assessments and may require oral conferences or supervised evaluations. Academic-integrity



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procedures address plagiarism, unauthorized assistance, impersonation and undisclosed or prohibited use of artificial intelligence.

- The school records successful completion of an eligible course as an online-learning credit when the course meets the Ministry definition and reports it through the student's records.
 - Teachers collect assessment evidence through observations, conversations and products and provide descriptive feedback throughout the course.
 - Students must follow the academic-integrity and acceptable-use policies in this calendar and in each course outline.
 - Extended inactivity triggers documented outreach, intervention and, if necessary, withdrawal review under the school's published procedures.
-

18. CONFIDENTIALITY AND RECORDS

Student records are:

- Maintained securely
- Released only with appropriate authorization

Maple Ridge course records are available to students and to parents/guardians where legally entitled or appropriately authorized. The home school handles access requests for the OSR and official OST. Adult-student information is not routinely released to parents without the student's authorization.

19. COMPLAINTS AND APPEALS

A student, parent or guardian should first raise an academic or administrative concern in writing with the course teacher or staff member responsible. If the matter is not resolved, the person may submit a written appeal to the Principal, describing the decision being challenged, the reasons and any supporting evidence. The Principal reviews the record, may meet with the parties and provides a written decision with reasons. A grade appeal must be submitted within 10 school days after the report or decision is issued. Concerns involving the Principal are referred to the school owner or designate. This internal process does not limit any right to contact the Ministry of Education or another appropriate authority.



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20. ADMISSIONS, FEES, REFUNDS AND TRANSFERS

Applicants must remain enrolled at a home school that holds their OSR; students without a home school and students seeking exclusive enrolment at Maple Ridge are not currently accepted. Admissions decisions also consider identity, age, academic records, prerequisite evidence and readiness for online learning. Before payment, students receive the enrolment agreement, fee schedule, refund and cancellation terms, course-access period and any non-refundable charges. Refunds follow the signed agreement and applicable law. Maple Ridge sends reports and required course records to the home school. Requests for course changes, withdrawal or record release must be emailed to admin@mapleridgeschool.com. Changes to the home school or OSR holder must be reported promptly to the Principal.
