SIX NATIONS POLYTECHNIC

POLYTECHNIC

STEAM Academy

SCHOOL HANDBOOK AND COURSE CALENDAR

2020-2021

Hodinohsó:ni'
Values of
Ga'nigǫhí:yo: / Ka'nikonhrí:io

FAIRNESS
(gędęǫhsra') (kentenrónhshera) (odihwagwaíhshyǫ)

SHARING
(degaihwakahsǫ́hsra') (aterihwakhahsiónhshera) (adęnide:sä:)

HONESTY
(odrihwagwaihsǫ́hsra') (aterihwakwarihsióntshera) (gaya'da:denih)

KINDNESS
(adęnidéǫhsra') (ateniteróntshera') (adęnidę:sä:)

CONFIDENTIALITY
(adrihwahséhdǫhsra') (aterihwahsehtónshera') (gaihwahséhdih)

CONSISTENCY
(oihwadógęhsra') (aterihwatokéntshera') (gaihwadó:gęh)

INTEGRITY
(oya'dawádǫhsra') (atkwenióntshera') (ganihgǫhęwá:nę)

RESPONSIBILITY
(adrihǫdá:tsra) (aterihontátshera) (gaihwayędáhgwih)

RESPONSIVENESS
(adehsrǫníhsǫhsra') (kariwahserakwáhshera') (gaihwasá:gwęh)

COOPERATION
(gayenawáhsra') (kaienawáhshera') (gayenawáhsä)

OPENNESS
(ganhodǫgwę́hsra') (kanhotonkwénhshera') (ganigohí:yok)

TRUSTWORTHINESS
(oihwadógęhsra') (tekaniahesénhtshera') (hoyada:dę:ni)

SIX NATIONS
POLYTECHNIC
www.snpolytechnic.com

Philosophy

All elements of the natural world are connected physically and spiritually and are to interrelate to each other to benefit the whole. The responsibility falls on the people to peacefully maintain nature's delicate balance to ensure that unborn generations can enjoy what we enjoy today.

Six Nations Polytechnic accepts this responsibility and is devoted to facilitating the will and determination of our community to maintain an environmentally friendly world through education, training and research. (Harvey Longboat, Board Member)

Mission

Our Mission is "to positively contribute to the well-being of all who share this land and to create and preserve knowledge specific to Ogwehoweh languages and culture through respectful interaction and information sharing with other knowledge systems."

This means our doors are open to everyone who wants to learn with us. SNP is committed to supporting the development of confident, knowledgeable and skilled members of society.

Vision

Our Vision is to achieve international distinction for excellence in Indigenous education, Indigenous language revitalization and continuance of Indigenous knowledge.

Whether you are coming from Six Nations, other communities or cities, everyone at Six Nations Polytechnic - staff, students and instructors included - are expected to follow the values of Ga'nigohi:yo:/Kanikoriio (Respect and the Good Mind).

Fairness	Responsibility	Responsiveness
Integrity	Cooperation	Kindness
Consistency	Honesty	Confidentiality
Sharing	Openness	Trustworthiness

The Importance of secondary education at SNP STEAM Academy

The Ontario Secondary School Diploma (OSSD) is a key stepping stone in the educational journey of any student. This diploma opens the door to college and university and allows students to truly open their minds and world to options for both the workforce and continuing education.

We at SNP STEAM Academy believe that job and life preparedness skills are absolutely essential in this process and strive to build these critical skills into the delivery of the OSSD. By completing the OSSD, students will gain knowledge in subjects ranging in Science, Technology, Engineering Arts, and Mathematics.

The SNP STEAM Academy is a grade 9-14 technology-rich secondary school where students create their own pathways to high-skilled jobs.

STEAM is a curriculum based on the idea of educating students in five specific disciplines: Science; Technology; Engineering; Arts; Mathematics

STEAM Education creates critical thinkers, increases science literacy, and enables the next generation of innovators.

SNP-STEAM Academy students must be willing to commit to a rigorous course of study in STEAM, career development, and essential 21st-century skills, such as leadership, problem-solving and critical thinking. Students will be invited to participate in a school orientation program to be held on August 30th and 31st.

Why Choose SNP STEAM Academy?
Get early access to college courses while in high school. Students will take their first college course in the 10th grade! Pursue a tuition-free post-secondary qualification. Workplace learning that includes ongoing mentoring, worksite visits, speakers, and internships. Focused education-to-career pathways. Students graduate equipped with skills that lead directly to jobs or further studies. Individualized academic support that enables students to progress through the program at their own pace. Dedicated & talented staff who are focused on students' academic, personal, and professional success.

New Model of Education

SNP-STEAM Academy is pioneering a new model of education that offers an integrated high school and college curriculum focusing on Science, Technology, Engineering, Arts, and Mathematics (STEAM). Students have the opportunity to earn both an Ontario Secondary School Diploma AND post-secondary qualification (at no cost). Personal academic plans provide the flexibility for advanced learners to complete high school and college in less than six years.

Principal's Message

As we approach this school year in a global pandemic we will have to be as resilient as ever! To be kind, and understanding. To be patient and flexible. Keep our Hodinohsoni values at the forefront of our everyday routines!

We will learn more about ourselves and grow. We may get frustrated but we must continue because our school/work matters. What we do have control over is ourselves and we all need to practice consistent self-care in healthy ways.

Knowing our staff and students we will endure. Together we will build successes, growing as a community family to see our youth become young adults who will lead the way forward.

Yours In Education,

Zandra Bear-Lowen

Principal, Six Nations Polytechnic STEAM Academy

SNP STEAM Academy Staff List

Judy	Rueben	Director
Zandra	Bear-Lowen	Principal
Josef	Nguyen	Vice Principal
Connie	McGregor	Community Culture Coordinator
Aaron	Hobbs	Development Manager
Andean	Thomas	Learning Resource Teacher
Susan	Rose	Office Manager
Sarah	Bryson	Social Counselor
Chasity	Martin	Social Counselor
Heidi	Schleifer	Guidance Teacher/Teacher
Tracey	Hess	EA
Stephanie	Hubbert	EA
Tanya	Martin	EA
Christopher	Martin	EA
Maddie	Staats	EA
Sarah	Turner	EA
Kaylin	Parker	EA
Swabia	Allen	English Teacher
Kali	Anevich	Literacy, Science Teacher
Peter	Gehbauer	Math Teacher
Brandon	Hill	Phys. Ed Teacher
Julie	Hutton	Math, Science Teacher
Michelle	Jilesen	Math, Science Teacher
Lindsay (Brooke)	Johnson	Cayuga Teacher
Irene	Kicak	Construction, Art, Law Teacher
Aisha	Restoule-General	Careers, Civics, FNMI Teacher
Nathaniel	Rowbottom	Computer, Science, Math Teacher
Connie	Thomas	Mohawk Teacher
Brittany	Trosko	English, History Teacher
Danielle	VanEvery	English, FNMI Teacher
Don	Vanstone	Science Teacher

School Organization

2020-2021 Blended Learning: Quadmester Overview

Blended Learning from Home and In-Class Learning is where the school will implement both options to meet the needs of students and families. This quadmester will include full-time instruction at school and online.

The school year is divided into 4 quads or quadmesters. A quad is like a semester in a regular high school, only it is approximately 8 weeks in length. Full-time students take a minimum of two credits per quad. Over two quadmesters, students can still earn the same amount of credits as they would in a regular semester.

Quadmester 1 September 21 to November 20
Quadmester 2 November 23 to February 5
Quadmester 3 February 8 to April 16
Quadmester 4 April 19 to June 24

	BLENDED		ONLINE	
	Grade 9 & 10 cohort	Grade 11 & 12 cohort	Grade 9 & 10 cohort	Grade 11 & 12 cohort
Monday	Blended	Online	Online	Online
Tuesday	Blended	Online	Online	Online
Wednesday	Online	Blended	Online	Online
Thursday	Online	Blended	Online	Online
Friday	Online	Online	Online	Online

Online learning from Home Overview

Online learning from home with **full-time instruction** is an option for families during the COVID-19 Pandemic. Student learning will be synchronous - synchronous learning is online or distance education that happens in real-time with the teacher and EA support.

Reporting Periods

Report cards will be given to the blended students in the building and mailed home for online students at the end of each quad. These reports will follow the provincial standard and include numeric grades representing a student's progress or final assessment and an assessment of their learning skills in each subject. For each quad, a midterm report will be emailed to parents from your child's teacher. Parents will be contacted to set up times for report card interviews.

- Quadmester 1 September 21 to November 20

  - midterm - October 19, 2020

- Quadmester 2 November 23 to February 5

  - midterm - December 14, 2020

- Quadmester 3 February 8 to April 16

  - midterm - March 8, 2021

- Quadmester 4 April 19 to June 25

  - midterm - May 19, 2021

STEAM Academy Hours of Operation

Though the campus may be open for other SNP functions, STEAM Academy is open to students from 8:30 am to 2:20 pm. SNP STEAM students are to vacate Six Nations Polytechnic Brantford Campus by 2:30 pm unless staying for a scheduled event. SNP STEAM Staff will not be available for supervision outside of these hours.

Daily Schedule: School Day 9 am to 2:10 pm daily

Grade 9 and 11	Grade 10 and 12
Period 1: 9:00 am - 10:00 am (10 minute break) 10:10 am - 11:10 am	**Period 1:** 9:00 am - 9:50 am (10 minute break) 10:00 am - 11:10 am
Lunch - 11:10 am to 12:00 pm	
Period 2: 12:00 pm -12:50 pm (10 minute break) 1:00 pm - 2:10 pm	**Period 2:** 12:00 pm -1:00 pm (10 minute break) 1:10 pm - 2:10 pm

2:10 pm - 4:00 pm Teacher staff meetings, PD, Student and Parent Check-ins office hours, and Prep

Timetable Changes

Changes to a student's timetable should be done carefully with thought and consideration by both parents/guardians, the student, and the student success team. Changes to timetables must be done the first week of school for a student to be successful. Students/parents/guardians must fill out a Request for Timetable Change Form.

Inclement Weather and Bus Cancellations

In the event that busses are canceled, **the Six Nations Polytechnic Brantford campus may not be closed, but SNP STEAM Academy will be closed to students, but we will continue school/work online.** Please check the following resources to see if the SNP STEAM Academy building is closed to students.

Radio Announcements:
>   CKPC - 92.1 FM Brantford
>   CKRZ - 100.3FM Six Nations
>   Jukasa Radio - 93.5 FM Six Nations

One the web and social media:
>   www.snpolytechnic.com
>   www.snpolytechnic.com/steam-academy
>   www.facebook.com/sixnationspolytechnic
>   www.twitter.com/snpolytechnic

Closures on Exam Days

If a STEAM Academy closure happens during a scheduled exam day, the exam that was scheduled for that day will be rescheduled to the designated make-up day. If for whatever reason the school is closed on the make-up day an alternative time will be provided and details will be sent to parents/guardians.

Tuition Costs

Six Nations Polytechnic STEAM Academy is a tuition-free private school, meaning that no tuition cost is paid to the school by parents, guardians, or students. There are of course still costs associated with education and SNP STEAM Academy receives funding on a per-student basis from both the federal and provincial governments. At times there may be forms that the provincial or federal governments, school board partners, or SNP STEAM Academy requires parents to complete in order to ensure that a student's tuition costs are covered.

Parent Engagement

Parents/Guardians are vital partners who contribute much to the work of our educators, schools, and communities. They matter as leaders, mentors, and models of commitment to excellence in education, and they matter every day as they influence and support their children's academic achievement.

Please contact the school with inquiries on how to become involved or increase your involvement with the STEAM Academy school community.

School-Family Communication- SNP STEAM Academy will maintain ongoing communication throughout the school year, and encourage the same from our families. Administration and teachers may use phone calls, email, texts, monthly newsletters, and paper notices. Brightspace for Parents and STEAM Academy Facebook are other electronic options.

Visitors

To align with health and safety guidelines set by Six Nations Polytechnic, SNP STEAM Academy we will be significantly limiting visitors, and parents in the building. Food delivery will not be allowed to enter the school building. Parents, please be aware that the lunch break is from 11:10 am to 12:00 pm and we are asking that your child comes to school with lunch as there is not enough time to walk to Harvey's, KFC, and Starbucks plaza on Wayne Gretzky Parkway.

Field trips

To align with health and safety guidelines set by Six Nations Polytechnic, SNP STEAM Academy will not plan field trips and activities requiring group transportation at this time, until public health data suggests otherwise.

Clubs and Sports

SNP STEAM Academy may organize clubs and sports if staff are comfortable offering this type of activity with a fully prepared plan in place that includes all health and safety considerations i.e.; physical distancing; equipment and spaces that would be cleaned and disinfected between each use.

School assemblies

School assemblies or other large gatherings will be avoided. We will continue weekly online synchronous assemblies.

The Student Success Centre

To align with health and safety guidelines set by Six Nations Polytechnic, SNP STEAM Academy the Student Success Centre will look different and located in the library in order to provide 2 meters distance from other desks. It is available to students who need academic support, or connectivity.

For emotional or mental health support services we have two social counselors who will support students for any reason. Referrals may be made to outside services where needed and help build their skills so that they can overcome day-to-day challenges and return to class able to complete their work.

Extracurricular Activities

Due to COVID-19, all competitive sports are on hold until the foreseeable future.

In normal circumstances without COVID-19, the successful student's high school life should include active participation in extracurricular activities such as athletics, yearbook, etc. In such activities and the varied clubs of the school, it is trusted that every student finds an outlet for his or her interests. Students are expected to cooperate fully with staff on all field trips, school events, etc., and will be held accountable for their actions during these activities.

Students are encouraged to not only participate in extracurricular activities but to also provide staff with suggestions as to new activities that they would like to see offered within our school.

Eligibility for Extracurricular Activities
Students should have good attendance, behaviours, and a minimum of 60% in all classes. Students may be put on an academic plan if they are experiencing attendance, academic, or conduct difficulties. The principal has the final decision as to whether or not a student may participate in an extracurricular activity.

CODE OF CONDUCT

The Code of Conduct sets clear the standard of expectations that apply to all individuals at SNP STEAM Academy (students, parents, staff, volunteers, and community partners) involved in SNP STEAM Academy, whether at school, on school buses, at school-related events, or activities, or in other circumstances.

The objective of the 'Code of Conduct' is to codify what is needed to encourage a positive learning atmosphere that assists students in the building of community. When our school functions as a community we build the soft skills required for much success in life. Students that feel welcomed in our school community will

better develop feelings of self-worth, self-discipline, and respect for others. All students, parents, teachers, and staff have the right to be safe and feel safe in their school community.

Personal Conduct Expectations

Students, guests, and staff are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior.

Hodinohso: ni people are given four gifts: Love, Compassion, Strength, and a Good Mind. These gifts can be used by all people to show respect and responsibility. In everything, we ask that our students build a community of people where we all feel welcome. To do this emphasize the demonstration of the values of Ga'nigohi:yo/Ka'nikonhri:io:

Fairness	Confidentiality	Responsiveness
Sharing	Consistency	Cooperation
Honesty	Integrity	Openness
Kindness	Responsibility	Trustworthiness

We are working with our students to help them develop into healthy, well-rounded individuals who can support and be supported by others in times of difficulty.

STEAM's hands-off policy covers both rough-housing and public displays of affection.

To show these values and build the community we expect our students to:

1. Be kind.

   We are here, staff and students, to take care of each other and support each other each day. This means that we need to be friendly to and work with everyone, not just our friends so that everyone can feel safe and welcome. Everyone is to take responsibility for their actions and we will work to repair relationships between people where they have fractured. We are all responsible for ourselves.

2. Ask for help.

   All students can ask staff throughout the school for help with academics and more; we have staff to help guide students through tough thoughts and emotions so that they can work at getting through the day in class, getting work done. In addition to this, ask for help for others if someone looks like they need support, are down, or you witness suspicious behaviour.

3. Work hard.

   We expect all of our students to put in an honest effort and work hard at each and everything they do. We are here to help our students develop many skills and we need them to take hold of those opportunities and use them wisely by participating.

4. Be present.

   When we say "be present", we want your student to be in all of their classes each day, on time, ready, and to participate. A willingness to learn, and openness about what is going to happen in class.

5. Build community.

   Our school is a meeting place of technology and culture, we want to model a successful community of people from various backgrounds, facing various challenges, who are supporting and encouraging each other to become the best that we can be.

Respect for Peers and All Others

All students are entitled to an environment that is safe, welcoming, and free of violence. This means such things as intimidation, weapons, and hate literature are not to be part of school life.

Students are expected to be courteous and considerate in dealings with others, and honour individual gifts and achievements. Relationships should demonstrate the use of the four gifts of love, compassion, strength, and a good mind. Physical, verbal, sexual, or psychological abuse, bullying, cyberbullying or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or any other attribute is unacceptable and will not be tolerated.

Involvement in a fight or provoking/encouraging a fight may result in suspension. Continued involvement in fights or other such behaviours will result in increased length of suspensions that may have expulsion and other consequences.

Respect for Authority

STEAM Academy strives to create and sustain a safe teaching and learning environment that allows all students to reach their full potential while feeling safe, comfortable, and accepted. Teachers are responsible for keeping order in their classrooms, in the school, and on school-sponsored events. To achieve this, students are expected to comply with the rules of the school and to accept the authority of all school personnel.

Respect for Property

Students are to demonstrate care and concern for all elements of Mother Earth. This includes treating SNP STEAM Academy school grounds, the building, buses,

and all property within the school with care and concern. Students are expected to help keep it tidy and in good repair. Any malfunctions, broken equipment, or destruction of property is to be reported to a staff member. Staff and students try to reduce their carbon footprint by reusing, recycling, and reducing waste.

Students who destroy or deface school property, including texts and school equipment, or property belonging to others, will be required to pay the cost of repair or replacement. Destruction of school property may result in suspension or expulsion and possible legal action.

School Dress Code

In keeping with Hodinohso:ni values of Ganigohi:yo/Kanikonhri:io (Respect and a Good Mind), STEAM Academy maintains reasonable and responsible standards for a dress code for staff and students. Students will need to listen to the teacher to change, or cover up with appropriate clothing. If any aspect of the dress code is in question, the final decision is at the discretion of the school administration.

Busing Regulations

Riding the bus is a privilege. Students are responsible to the Principal and bus driver while riding the bus. It is the appropriate collective behavior of the passengers that ensures the ride remains safe. Bus misbehaviours are treated as all school behaviours are, and will be subject to the progressive discipline strategies the school has set out. This may extend to a suspension of transportation privileges. In accordance with the bus company transportation policies, students are to use the bus only to travel to and from school. There are no allowances for courtesy transportation such as getting picked up or dropped off at alternate stops. Students may only ride on their designated bus.

Smoking/Vaping

Following provincial and municipal laws, smoking/vaping on SNP STEAM Academy property is an illegal act. Smoking in the school or on the school property, including the Rise Complex building and sidewalks, is not permitted due to city by-law. Students are responsible for removing themselves from the premises during appropriate breaks.

Drugs and Alcohol

SNP STEAM Academy operates under a policy of zero tolerance for drugs and alcohol at school or at school-related activities. Under *The Safe Schools Act (2000)* any student who is in possession of alcohol or drugs, under the influence or suspected of being under the influence of alcohol or drugs while that student is at school or engaged in a school-related activity may face a suspension. Drugs, drug paraphernalia, and alcohol will be confiscated, and it may become a police matter. Lockers and backpacks/purses can be searched as well as the contents within the lockers. If a student is in possession of drugs or alcohol for the purpose of distribution, the student may face expulsion from school.

Acceptable Use of Technology
(laptops, cell phones, hot/turbo sticks)

SNP STEAM Academy provides student access to various technology devices, with wireless access. In order to use the school computers, students must sign a computer use agreement. If the student is under the age of 18, the agreement must also be signed by a parent/guardian.

Inappropriate computer/technology use will result in disciplinary action from the teacher and/or the school administration, and in certain circumstances, may include police services.   Some examples of inappropriate behaviour include, but are not limited to:

- Inappropriate use of language (racist, sexist, harassing, violent, or otherwise unacceptable);
- Harassment of others; Any unauthorized recording of audio or video on SNP property or during an SNP STEAM event of any kind off-site;
- Destruction or damage of equipment;
- Logging in to the network using another student's username and password;
- Providing their username and password to another student;
- Accessing a command prompt;
- Downloading or installing software;
- Adding or deleting files from the network; Illegally obtaining software or information from the network;
- Unauthorized use of access codes;
- Violations of copyright and software license agreements;
- Academic dishonesty i.e., plagiarism;
- Violations of computer security systems;
- Importation or transmission of pornographic, violent, profane, racist, satanic, cult, drug culture, militant, extremist, illegal or private documents;
- Gambling or betting;
- Unauthorized use of chat lines, email, or computer games.

Electronic Devices and Cell Phones

Students are able to use cell phones outside of instructional time during the school day unless under the supervision of a person of authority in the school. Each teacher will manage this, and those students who do not follow these directions will have their phone confiscated and returned at the end of the period. The school is not responsible for lost, damaged, or stolen electronic devices.

Phones are not to be used at any time to take photos or record events at school or during a school-related activity unless under staff supervision and direction.

Online Conduct

Personal Safety Rules to follow:

- Never reveal information about your personal identity (such as your name, address, phone number, age, physical description, or school) to strangers whom you may encounter online. Likewise, do not reveal such information in a public online forum where you may not know everyone who might see the information.
- Never reveal personal information online about someone else unless you have their prior permission and you know the information will not be used for harmful purposes.
- Never reveal your access passwords or those of anyone else.
- Never send a picture of yourself, another person, or a group over an electronic network without prior informed permission of all the individuals involved and, in the case of minors, their parents or guardians.
- Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you.
- Never publish the specific dates, times, and locations of field trips to people who are not directly entitled to such information or to public forums where unknown persons might access the information
- Use technology in classes as directed by staff

Students are not allowed to access, upload, download, store, display, distribute or publish any information that:

- threatens or intimidates any person or suggests violence, hatred, or discrimination toward other people;
- uses inappropriate and/or abusive language or conduct;
- contains inappropriate religious or political messages;
- violates or infringes the rights of any other person according to the Six Nations Polytechnic and STEAM Academy policies, Ministry of Education policies, the Ontario Human Rights Code, or the Canadian Charter of Rights and Freedoms;
- is racially, culturally, or religiously offensive;
- encourages the use of controlled substances, participation in an illegal act or uses the system to incite criminal actions;
- is of a defamatory, abusive, obscene, profane, pornographic or sexually explicit nature;
- contains personal information, images, or signatures of individuals without their prior informed consent;
- constitutes messages of sexual harassment or which contains inappropriate romantic overtones;

- solicits any users on behalf of any business or commercial organization without appropriate authorization;
- supports bulk mail, junk mail, or "spamming";
- propagates chain letters, or other email debris; attempts to hide, disguise or misrepresent the identity of the sender.

Academic Expectations

Students are to be here, try their best, and ask for help in all of their academic endeavours. As part of this, students must be academically honest. Teachers and parents should support students as they strive to produce excellent work with integrity.

Cheating

School administration will address this using progressive discipline, keeping in mind the student's individual circumstances such as grade level, maturity, and the number and frequency of the incidents. Cheating may take many forms, including the following:

- use of unauthorized notes or materials during an evaluation/test/exam
- turning in the same work to two different classes without prior approval
- a student allowing their own work to be plagiarized
- assisting another student to cheat

Plagiarism

Plagiarism is a form of cheating. It can be defined as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work. (Growing Success, 2010 p. 151)

Plagiarism may take many forms, including:

- Copying word for word from any outside source without proper acknowledgment. This applies to the use of an entire paper, to the use of entire sections and paragraphs, and to the use of a few words and phrases.
- Paraphrasing ideas from any outside source without proper acknowledgment. Submitting in whole or in part, work completed by another individual.

This is not a definitive list. Students who need assistance in this area should consult with their teachers.

Assessment and Evaluation

At SNP STEAM Academy we follow the provincial standards set out in *Growing Success* which categorizes assessment by *as, of,* and *for* learning. Assessment is a critical piece of differentiated instruction as it helps to identify the most effective strategies and activities that will encourage student learning. While traditionally thought of as occurring at the end of learning (summative assessment OR

assessment *of* learning), assessment can take place throughout the course of learning, embedded in the instruction and pre-instruction.

Assessment *FOR* Learning (known as formative/diagnostic assessment)is the use of a task or an activity for the purpose of determining student progress during a unit or block of instruction. Teachers are now afforded the chance to adjust classroom instruction based upon the needs of the students. Similarly, students are provided valuable feedback on their own learning.

Assessment *AS* Learning is the use of a task or an activity to allow students the opportunity to use assessment to further their own learning. Self and peer assessments allow students to reflect on their own learning and identify areas of strength and need. These tasks offer students the chance to set their own personal goals and advocate for their own learning.

Assessment *OF* Learning is the use of a task or an activity to measure, record and report on a student's level of achievement in regards to specific learning expectations. These are often known as summative assessments.

Absence for Tests and Presentations

If student absence is known prior to a test or presentation day, alternate arrangements are to be made with the teacher to complete the work. Generally, students will be prepared to do the work on the day of return, at a time deemed appropriate by the teacher. Please notify the office as per usual about any student absence, see the Attendance section for more information.

Examinations

Final Examinations are compulsory. Parents/guardians must notify the school promptly if a student will be absent from an examination because of illness or other critical situations. A doctor's note may be required for an illness or injury. Students under 18 who require exams to be re-scheduled must have a parent/guardian submit this request to the principal in writing. Alternate arrangements may be determined to be appropriate. Decisions will be based on each individual case. Teachers are not authorized to reschedule examinations. Parents can refer to the School Year Calendar for examination days.

If students are late for an exam, they should report to the office. Extra time may or may not be permitted. Decisions are based on each individual case.

If STEAM Academy deems school examinations cannot be written for any reason (ie. weather), the entire schedule will be postponed and rescheduled.

Cheating in any form will result in a mark of "0" on the paper and may involve further consequences from administration.

Proctoring Procedures

SNP STEAM Academy is committed to a high quality of education and academic integrity while keeping our students' health, safety, and well-being in mind. Online students may require a proctor during an exam. These exams require the presence of a proctor. A proctor is a person that meets the proctor requirements set out by SNP STEAM Academy. The proctor will supervise and attest that exam procedures were followed correctly. The time, date, place, and proctor for an exam must be approved by SNP STEAM Academy **before** the exam.

Option 1: In-Person Proctoring Arranged by the Student

A student may arrange for their own proctor to meet with them in person to invigilate the test or exam. This is written at a time, place, and location that is most comfortable and safe. The student must apply to write the test or final exam a *minimum* of 5 business days before the proposed date by submitting the *Proctor Application Approval Form*.

In order to be approved, any in-person exam proctor must meet all of the following criteria:

- Must not be related to the student
- Must not be a student at any level
- Must not be a tutor
- It is preferred they have a university degree or college designation
- 18 or older

Who can this be? Some examples include:

- Anyone who meets the requirements above
- A teacher, librarian, or guidance counselor
- A neighbor, co-worker, or manager at work
- A professor, counselor, or social worker

Once the proctor is approved by SNP STEAM Academy, the proctor will be provided with detailed test or exam instructions via email from the course instructor. The approved proctor and student may then proceed with the test or final exam at a mutually arranged time and date. Once the test or final exam has been written, the proctor must send the test or exam back to the teacher as a

scanned, clearly legible document. If the exam is written on D2L, a written copy is not required to be sent in.

Option 2: Online Proctoring Service

Students who cannot find an in-person proctor may be supervised online by an Ontario Certified Teacher (OCT) and/or SNP STEAM Academy staff member.

To schedule a proctor for a test or exam, students must do the following:

1. Inform SNP STEAM Academy that you require online proctor services
2. Identify the course, desired time, and date of the exam.

For this proctoring option, students must have the following (all are mandatory):

- A laptop or desktop computer
- A webcam
- A microphone
- Printer (present at the time of the assessment)
- Scanner or Scanner app (via App Store or Play Store)
- Government-issued photo ID

Please note: The session will be recorded for safety purposes and reviewed by the SNP STEAM Academy administration as required for safety or academic integrity issues.

If a student chooses a proctor who charges a fee for their services, the student is responsible for those expenses.

Attendance Expectations

Daily attendance at school and being in classes on time is an integral part of student success and preparing for future success, whether online or in person. In secondary school, students are no longer in grades but are taking courses. Students need to pass each course in order to earn that course's credit. Once students have acquired the required 30 credits they can graduate from secondary school. School attendance is critical to a student's academic success and can set the pattern for success in other areas of life as well. Statistics show that persistent absenteeism puts a student's future success at risk. It is the student and parent/guardian's

responsibility to ensure that the student is in attendance on a regular, ongoing basis. If a student must be absent, the parent must inform the school.

How parents/guardians can help:
- Make an appointment with any of the following support staff, Guidance Teacher, Learning Resource Teacher or Social Counselors to make a plan
- Keep the school updated with current contact information
- Contact the school on the morning of an absence with reasons for absences
- The following can be excused absences
  - illness,
  - bereavement,
  - cultural purposes
  - other unavoidable reasons
    Note: these absences still require missed work to be completed
- Avoid holidays and vacations during the school year
- Be involved in education, establish the habits of attendance and punctuality, follow up when messages are sent home

The Education Amendment Act 2006 sets out that students must attend school until the year in which they reach the age of 18.

The Ministry of Education defines a secondary school credit as "Successful completion of a course containing work that would normally be completed after **110 hours** of the scheduled time." A student with excessive absences may not be able to maintain their time management and submit assignments on time, which can compromise academic success and result in loss of credit or removal from courses.

Excused absences may include:

- Dr. appointment that cannot be scheduled during out-of-school hours
- Illness
- Bereavement
- Longhouse, cultural or religious holiday

Extenuating circumstances do occur that can cause absences from school to be unavoidable, such as illness, injury or the death of a loved one, and we will strive to accommodate and support students throughout these circumstances.

Parents/guardians are responsible for providing the school with updated and current phone numbers for work, cell, home, and emergency contacts.

When a student is absent:

- The parent/guardian/adult student is to call the school the morning of the absence or send a signed note to the school with the student.

- o If a note is not provided to explain the absence, the student is to have a dated note or phone call from the parent noting the length of time and reason for the absence, otherwise, it will be an unexcused absence.
- Students arriving late to school are to sign in at the office and obtain an admit slip from the office to present to the teacher.
- Periodic phone calls will be made to parents in order to verify a student's reason for excessive absences.
- Students will be responsible for catching up on all missed school work. In some cases, a mark of "zero" may be assigned where the student has neglected several attempts by school staff to receive missed work.
- If a student's frequent absences jeopardize school success, supports can be made available to improve attendance.

Attendance Procedures

1. School Messenger tracks student attendance and sends automated calls to parents if their child was absent from a class on a daily basis.
2. Teachers will be reaching out to parents/guardians after 3 absences.
3. After 5 absences an attendance letter will be sent in the mail to inform the parents/guardians of the student.
4. Parent involvement is required when a pattern of non-attendance is demonstrated. During a quadmester school year, if a student has 10 consecutive documented unexcused absences, the student may be removed from the course(s) with the associated absences.

While we understand that each family may have different challenges at any one time and students may require access to recorded lessons after school hours. If this is the situation you find yourself in please contact the Vice Principal to change the attendance report.

1. Log ins should continue to be daily in order for the student to keep on track of learning and submitting assignments. Teachers are able to see log ins through D2L.
2. Students should be spending at minimum a half hour on school work for each course.
3. Students should reach out to their teacher by email with questions to clarify assignments, reinforce learning and make a meeting either face to face or through a "TEAMS" meeting.

Upon reaching the age of 18, attendance becomes the responsibility of the student. A valid reason is still required for absence from school, but communication will only be between STEAM Academy and the student. Becoming an adult does not mean that a student can leave school at any time and all other attendance requirements apply.

When leaving early for an appointment - a note or phone call to the office is required at morning arrival or before the end of the first period. The student is to sign out at the office before leaving for the appointment. Where possible, please avoid

making appointments during school hours. *Your student will not be ready to be picked up early if the office is not notified by a parent/guardian that they are being picked up.*

Illness at school - a student who becomes ill is to report to the office. A parent or guardian will be called to give permission to leave school and to sign out.

Being picked up by a person who *is not* a parent/guardian - a student may only be dismissed to someone not on file if a parent/guardian previously informs STEAM Academy with details of who will pick up the student and when. The student is to sign out at the office if leaving early.

Emergency Dismissal - if a student needs urgent care, parents/guardians will be informed of the details. Please ensure there is an up-to-date emergency contact on file and notify the school immediately if your contact information has changed.

Bus Riders - parents/guardians must inform the Academy if a student will not ride the bus as usual.

Late Arrivals - students are expected to be in their classes, ready to learn at the time a class is scheduled to start. Tardiness will be handled by the teacher, but if persistent the student will be referred to the school administration.

Skipping/truancy (unexcused absences) - will notify parents by email and/or on school messenger. Students are expected to be in every class, every day, on time, unless there is a legitimate reason to be absent.

Progressive Discipline

Safe Schools and Promoting Positive Student Behaviour

Progressive discipline is a whole-school approach to dealing with inappropriate student behavior. The approach uses a continuum of interventions, supports, and consequences to reinforce positive behavior while helping students make good choices. It includes the use of early and ongoing intervention strategies to address inappropriate behavior promptly and consistently. Students are given opportunities to learn from the choices they make and have provisions that enable them to continue their education.

The Education Act requires staff to report to the principal incidents for which students can be suspended or expelled; the principal to contact parents of victims of serious incidents; and staff working directly with students to address all instances of inappropriate and disrespectful behavior including racist, sexist, and/or homophobic comments.   (Adapted from Ontario Schools Policy and Program Requirements, 2011.) Students are responsible to report all incidents of inappropriate or dangerous behaviours to a staff member.

Disciplinary actions may involve but are not limited to a warning, a referral, a call home, completion of a discipline package, detention(s), removal from class (short term or permanently), removal from a school activity, and/or an out-of-school suspension. If appropriate, Restorative Justice is an option that can be made available. Decisions regarding disciplinary action are at the discretion of the administration and may move further along the continuum of progressive discipline.

Suspensions/Expulsions

Should progressive discipline not be working, or should a student's actions be of severity requiring more serious consequences, students will be suspended or expelled from SNP STEAM Academy.

Following the *Safe Schools Act* and *Education Act* the following actions require a mandatory suspension and consideration for expulsion:

- Possessing a weapon, including possessing a firearm
- Using a weapon to cause or to threaten bodily harm to another person
- Physical assault causing bodily harm requiring treatment by a medical practitioner
- Committing sexual assault
- Trafficking in weapons or illegal drugs
- Committing robbery
- Giving alcohol or drugs to a minor
- Bullying, if: the pupil has been suspended for bullying previously, and the pupil's continued presence in the school creates an unacceptable safety risk
- Any suspendable activity that is motivated by bias, prejudice, or hate

SNP STEAM Academy policy also considers, but is not limited to, the following actions requiring a suspension and possible expulsion:

- Premeditated physical assault (where premeditation is likely)
- Any situation where the pupil's continued presence in the school creates an unacceptable safety risk

Following the *Safe Schools Act* and *Education Act* the following actions may result in a discretionary suspension:

- Uttering a threat to inflict serious bodily harm on another person
- Possessing alcohol or illegal drugs
- Being under the influence of alcohol or illegal drugs
- Swearing at a teacher or at another person in a position of authority
- Vandalism that causes extensive damage to, or to property located on, the pupil's school

- Bullying (any repeated pattern of physical, mental, or emotional abuse with one or more students)

SNP STEAM Academy policy also considers, but is not limited to, the following actions possibly requiring a suspension:

- Violations of the Code of Conduct
- Physical assault
- Persistent opposition to authority
- Conduct inconsistent with the physical, mental, or emotional wellbeing of others in the school

Bullying

If you are being bullied OR you see someone getting bullied......YOU are empowered and responsible to choose how the situation gets handled.

Where do you start?

Talk to your parent/guardian.

Inform the Principal. With everyone involved, we can make SNP STEAM Academy a safe space for all.

Talk to your teacher or a caring adult nearest to the situation. They can provide strategies and options for assistance. Use "Talking Locker" in D2L to remain anonymous.
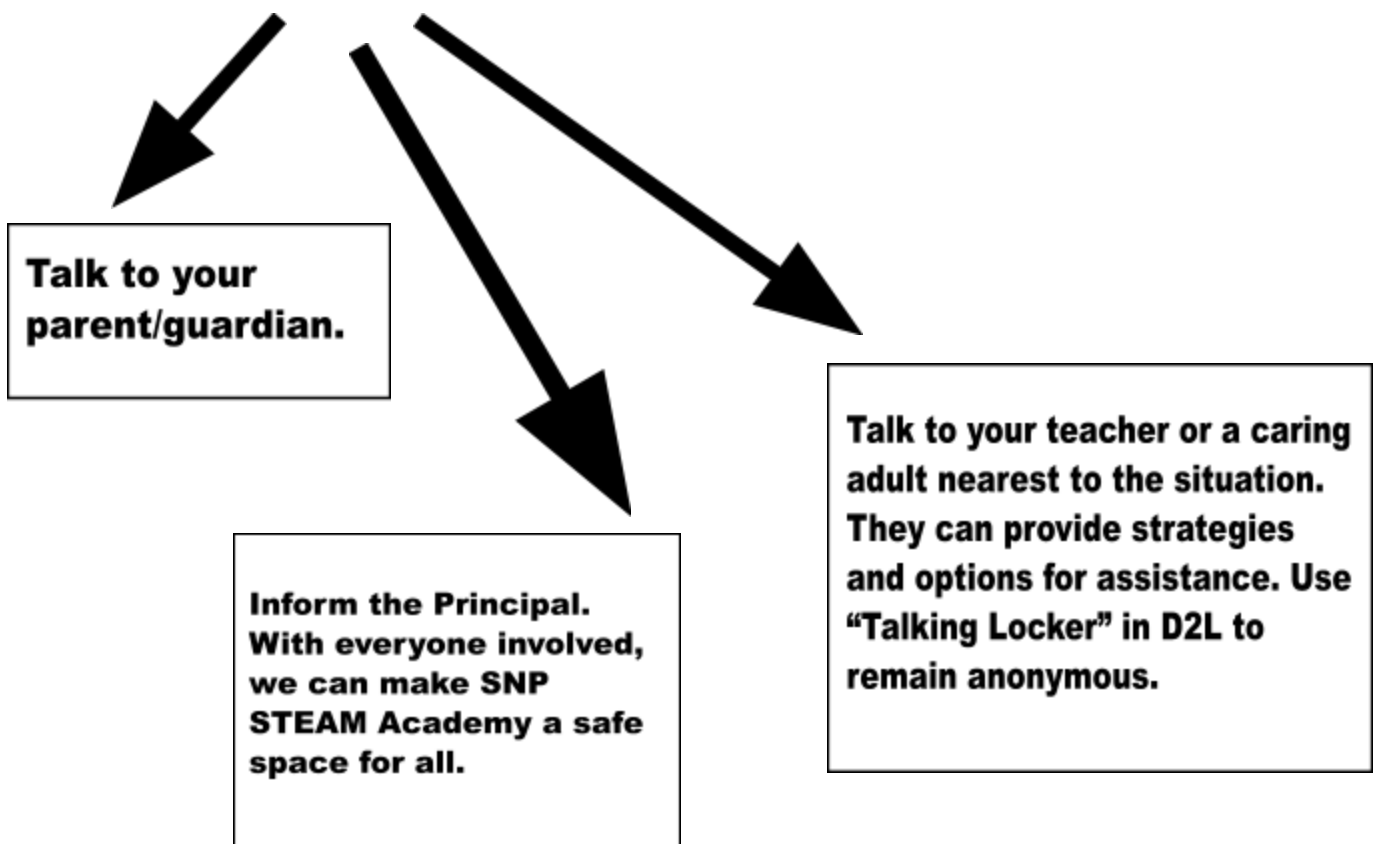
What Is Bullying?

(The following information was retrieved from the Ministry of Education website in PPM 144)

Bullying is typically a form of repeated and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.

Bullying can take many forms. It can be (but is not limited to):

- Physical – hitting, shoving, stealing, or damaging property
- Verbal – name-calling, mocking, or making sexist, racist, or homophobic comments
- Social – excluding others from a group or spreading gossip or rumours about them
- Written – writing notes or signs that are hurtful or insulting
- Electronic (commonly known as cyber-bullying) – spreading rumours and hurtful comments through the use of e-mail, cell phones (e.g., text messaging), and social media sites.

Electronic bullying or Cyber-bullying

Is electronic communication that:

- is used to upset, threaten or embarrass another person.
- uses email, cell phones, text messages, and social media sites to threaten, harass, embarrass, socially exclude or damage reputations and friendships.
- includes put-downs, insults and can also involve spreading rumours, sharing private information, photos, or videos, or threatening to harm someone.
- is always aggressive and hurtful.

Students and parents are to report any incidents of bullying to SNP STEAM Academy staff. This allows the maintenance of healthy and positive relationships in a stress-free, safe learning environment.

Further Information

Contact any staff for further information about:

- Help in adjusting to SNP STEAM Academy
- Individual counseling about courses, careers, and personal matters
- Personal crisis counseling
- Referrals to community agencies for help with particular problems
- Confidential referrals to an appropriate counselor for information and counseling about physical, emotional, and sexual abuse

COURSE CALENDAR

The Credit System

A credit is granted to a student by a principal in recognition of the successful completion of a course for which a minimum of 110 hours have been scheduled (Ministry of Education). Partial credit may be granted for a shorter course.

Ontario Secondary School Diploma (OSSD)

Requirements

Students need the following in order to graduate **(30 credits total)**

18 Compulsory Credits:

4   English Credits – 1 credit per grade
1   Native Language Credit (or French from another school)
3   Mathematics Credits – 1 of these credits must be in Grade 11 or 12
2   Science Credits
1   Canadian History Credit (Grade 10)
1   Canadian Geography Credit (Grade 9)
1   Arts Credit (Visual Art, Drama, Dance, or Music)
1   Physical and Health Education Credit
.5 Civics Credit (Grade 10)
.5 Career Studies Credits (Grade 10)

Plus:
- Group 1: One additional credit in English, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or any courses in Native as a Second Language.
- Group 2: One additional credit in Health and Physical Education, the Arts, Business Studies, or Cooperative Education.*
- Group 3: One additional credit in Science (Grade 11 or 12), Technological Education, Computer Studies, or Cooperative Education.*

Plus:
- 12 elective credits selected from a menu of available courses
- 40 hours of community involvement
- Successful completion of the Ontario Secondary School Literacy Requirement

*A maximum of 2 credits in Cooperative Education may be used to meet the additional compulsory credit requirements of Groups 1, 2 or 3.

The range of courses that may be used through substitution to meet a compulsory credit requirement is extended to include courses from the guidance and career education curriculum.

A maximum of one credit earned for learning strategies courses may be used through substitution to meet a compulsory credit requirement.

A limit of three (3) substitutions remain in effect; two half credits may still be used through substitutions to meet one compulsory credit requirement (counted as one substitution; one full-credit course may still be substituted for two half-credit courses to meet a compulsory credit requirement (also counted as one substitution).

Ontario Secondary School Certificate (OSSC)

Requirements

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

- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and Physical Education
- 1 Arts or Technological Studies
- 7 optional credits selected from any available courses in the school

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma (30 credits) or the Ontario Secondary School Certificate (14 credits) may be granted a *Certificate of Accomplishment* (less than 14 credits). This Certificate may be a useful means of recognizing achievement for students who participate in the secondary school program, especially for those students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. A student may return to school or take additional credits after receiving the Certificate of Accomplishment. A student may even continue earning credits to complete the requirements for the OSSC or OSSD.

Ontario Secondary School Literacy Requirement

The literacy graduation requirement has been fully waived, and 2020-21 graduates will not be required to have successfully written the OSSLT, completed the OSSLC, or gone through an adjudication process. As such, none of the students planning to

graduate in 2020-21 will need to enroll in the OSSLC as part of graduation requirements.

This waiving of requirements is currently only for 2020-21 graduates. If a student may end up graduating formally early in the 21-22 school year (ie. at the end of semester one in January 2022), this current waiving of requirements would not apply.

Students will take the Ontario Secondary School Literacy Test (OSSLT) in Grade 10. Students must pass the test in order to graduate, and their result is recorded on the Ontario Student Transcript (OST). Students who are not initially successful will receive assistance to prepare them for retesting. The Literacy Test evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. Students who have an IEP may have certain accommodations to assist them in completing the OSSLT, including extra time, or may have the test deferred until a later year.

Students who are not successful in their first two attempts at the Literacy Test will then be required to complete the Ontario Secondary School Literacy Course (OSSLC). Completion of this course grants students their Literacy Test requirement as well as a grade 12 credit.

40 hours of Community Involvement

For students graduating in the 2020-21 school year, the requirement to complete 40 hours of community involvement has been reduced to a minimum of 20 hours by the Minister of Education.

Students may wish to consider virtual volunteering, such as connecting with seniors, organizing virtual fundraising events, and facilitating discussions with newcomer youth. Outdoor volunteer opportunities could include, for example, picking up litter.

Volunteer opportunities, such as connecting young people to be technology mentors to seniors, can be found through agencies such as Spark Ontario.

Schools may also want to connect with local community organizations that are offering virtual volunteer activities to support vulnerable and isolated people, such as Meals on Wheels. To find a Meals on Wheels in your community: https://www.mealsonwheels.ca/

In addition, the ministry is providing increased flexibility in how all secondary students can earn hours in 2020-21, as follows:

- At the principal's discretion, schools may waive the restrictions that do not allow students to earn hours during the time allotted for the instructional program on a school day, or duties normally performed in the home (e.g., walking a younger child to and from school, helping younger siblings with school work)

- Students aged 14 years and older can count up to a maximum of 10 hours from paid employment towards their earned hours at the discretion of the principal. Students counting paid employment towards their graduation requirement will be required to complete a reflection exercise indicating how their work contributed to the service for others.

Academic Probation

The prime duty and responsibility of a student in our school is to study, learn and achieve to the best of his or her ability.

If a student does not fulfill this duty and responsibility and has a failing grade in one or more courses of study at the end of the reporting cycle, he/she may not be allowed to participate or engage in any extra-curricular activities until his/her performance is brought up to an acceptable level by the end of the next reporting cycle.

For example: a student has not performed well during the first half of semester one and is failing three courses of study on the mid-semester report card. The student will be placed on academic probation for the second half of semester one until academic performance is satisfactory, as shown on the semester one final report card. Upon bringing grades up to a passing level, the student may then return to extra-curricular activities at the beginning of semester two.

If at any time during a semester, a teacher places a formal complaint with the principal as to lack of performance, inactivity, unsatisfactory grades, or behavior of an individual student, the principal may place the student on limited probation until improvement is shown.

Students who are having difficulty learning due to *any* concern at all may speak to their teacher, the school counseling staff, or any office staff and support will be provided where necessary.

Special Education

The Individual Education Plan (IEP)

A student who has been identified as an exceptional learner may require a formal Individual Education Plan (IEP). This is a written plan describing the special education program and/or services required by the student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and to demonstrate learning. Services may include supports through specific resources, staff, equipment, alternative assessments, courses, or whatever is deemed necessary for success.

Students deemed exceptional and have a formal IEP will have an annual review by an IPRC committee (Identification and Placement Review Committee). The IPRC

consists of the parents/caregivers, the principal or designate, teacher(s), and any support staff necessary.

STEAM Academy also has the discretion to prepare an informal IEP for a student who is receiving a special education program and/or related services but who has not been formally identified as exceptional.

Accommodations

Accommodations will be used when they are essential to the success of individual students to meet the learning expectations of the grade or course. Accommodations **do not alter** the learning expectations from the provincial curriculum. Some of these accommodations include, but are not limited to:

- Presentation of lesson materials, i.e. text to voice technology
- Response differentiation, i.e. use of a scribe
- Setting/environment, i.e. quiet room
- Timing, i.e. frequent breaks
- Scheduling i.e. spread over several days
- Organization i.e. use of a planner
- Assignment differentiation, i.e. an alternate project

Modifications

Modified learning expectations may be written when the student is **unable** to meet current grade or course expectations. Modifications refer to **the changes** that are made to the grade-level expectations for a subject or course to meet the needs of the student. The principal shall determine if a high school credit will be given to a student completing a modified program. Modifications may include:

- Changing the learning expectations to a different grade level
- Significant changes to the number and/or complexity of the learning expectations

Alternative Expectations

Alternative expectations may be written for students who need an individualized program that is not based on The Ontario Curriculum. An IEP is required and high school credit is not given for these programs.

English Language Learner (ELL)

English language learners who are identified with an IEP, or students who are having similar language difficulties without an IEP will have an IEP developed by the classroom teacher and Learning Resource Teacher in order to meet the needs of that student. After school support is also available to all students.

The Ontario Student Record (OSR)

The Ministry of Education Student Record (OSR) Guideline, 2000, provides direction for every Ontario school to establish, maintain and review the Ontario Student

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

If access to a student's OSR is required, call the SNP STEAM Academy for an appointment.

Ontario Student Transcript (OST)

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates. In Grade 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript. In Grade 11 or 12, all courses taken by the student, whether successfully completed, or not, will be recorded on the transcript unless a student withdraws from a course within 5 days after receiving the term 1 report card. If a student withdraws from a Grade 11 or 12 course after 5 days after receiving the term 1 report card, the withdrawal will be recorded with a W *and* the students' current percentage in the course. A student's final result on the Ontario Secondary School Literacy Test (to be taken in Grade 10), as well as confirmation that the student has completed the community involvement requirement, will also be included on the student transcript.

Student Withdrawal Policy

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

Substitution Policy for Compulsory Credit Requirements

To meet individual needs, the principal may replace up to three compulsory credits with courses from the remainder of those that meet the compulsory credit requirements.

Changing Course Types

Some students change their educational goals as they proceed through secondary school. If students wish to change course types, they may do so provided they make appropriate preparations such as completing transfer courses or prerequisite courses. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

Prerequisite Waivers

Students wishing to apply to have a prerequisite waived should complete a *Prerequisite Waiver Application*, see appendix C and return it, along with all supporting documentation, by email to zandra.bearlowen@snpsteam.com

PLAR

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency". The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later. The "equivalency" process is the process of assessing credentials from other jurisdictions.

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process.

For students who are 18 years old on or before December 31 of the school year. The student must *not* be currently enrolled in obtaining their OSSD. The student must also have been out of school for at least one year. Qualifying mature students may obtain up to 16 Grade 9 and 10 credits through transcripts and/or completion of

individual assessments. Mature students may challenge for up to 10 Grade 11 and 12 credits.

Experiential Learning

Giving students the chance to explore different career options and build their skills will help them prepare for the jobs of tomorrow. Students can learn about the world of work by exploring different careers and industries through:

- workplace tours
- job shadowing
- mentoring
- cooperative education

- school-work transitions
- Ontario Youth Apprenticeship Program.

Learn more at: http://www.edu.gov.on.ca/eng/general/elemsec/job/passport/SchoolWorkChart.pdf

Alternate Ways of Learning and Earning Credits

Although most secondary school students will obtain credits towards the Ontario Secondary School Diploma (OSSD) by enrolling in the courses offered in their secondary school day program, there are alternative ways to earn the required credits. Some of the options offered include:

Summer School Credit Courses:

Summer School courses are available for both Reinforcement and Acceleration credits. Information on the courses available at Summer School and registration procedures is typically available in late April or May. Students make the request through their Guidance Teacher.

Online e-Learning Credit Courses through GEDSB:

Online learning is available as an alternative to full-time registered SNP STEAM Academy grade 12 students. Students are provided with a flexible approach to learning, as this method allows for self-paced study to a maximum of one course per semester (or first 5 months or last 5 months of the school year) with a flexible year long schedule.

In order for SNP STEAM Academy students to qualify the following criteria **must** be met:

1. The student is in grade 12.
2. The course requested cannot be accommodated in the student's day school program.
3. The student has obtained the prerequisite.

Credit Coding System

How to Read Course Codes

Every course in an Ontario Secondary School has a five-character code:

C G C 1 P
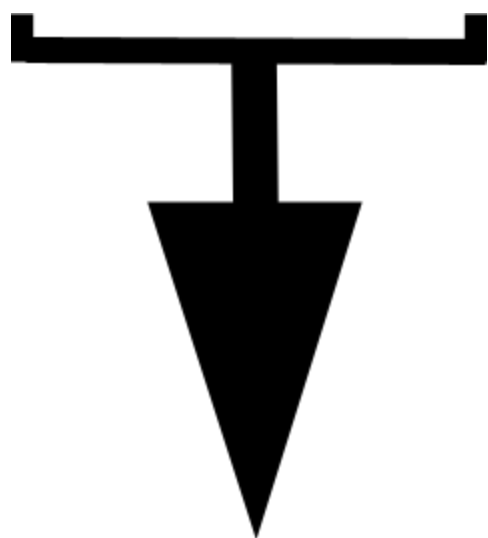
The first letter represents a course's department:

A = Arts
B = Business
C = Canadian and World Studies
E = English
G = Guidance and Career Ed.
H = Humanities and Social Sciences
L = Languages
M = Mathematics
P = Physical Education
S = Sciences
T = Technology

Grade:
1 = Grade 9
2 = Grade 10
3 = Grade 11
4 = Grade 12

Course Types
Grade 9 and 10:
D = Academic
P = Applied
L = Locally Dev.
O = Open
Grade 11 and 12:
E = Workplace
C = College
M = University/College
O = Open
U = University

Any sixth digit can be ignored as it is used by schools to distinguish between sections of the same course offered in a given year.

Course Descriptions

To keep as many opportunities open in grade 9 and 10 as possible, some students feel they need to choose all Academic courses, but this is not always true. Depending on your learning style and strengths, in some subject areas, applied courses may be a better option. There is some opportunity to change levels between grade 9 and 10 (though math requires an additional course in order to transfer up from applied to academic when entering grade 10).

You should choose the courses and course types (Open, Locally Developed, Applied, Academic) that you will be most successful in. It is the first step in the right direction to a positive future. See the school guidance department to discuss changes in course types.

Course Streams

Applied (Grades 9 and 10)

- Cover the core content and have an emphasis on concrete and practical learning
- Use real-life situations and hands-on applications
- Suitable for students who benefit from more direct support
- Lead to college-level courses in grades 11 and 12

Academic (Grades 9 and 10)

- Cover the core content and have an emphasis on theoretical and conceptual learning
- Focus on abstract thinking
- Suitable for students who demonstrate initiative and independence in learning
- Leads to university-level courses in grades 11 and 12

Locally Developed (Grade 10)

- For students with gaps in knowledge and skills in a specific subject
- Available in Math, Science, and English
- Students may be placed in these courses specially designed for students who have been working on expectations that are below the course grade level. Students who successfully complete these courses may choose the Grade 9 Applied, Academic, or the Workplace course in the same subject in Grade 11.

Open (Grades 9 and 10)

- Learning expectations are the same for all students
- Designed to prepare students for further study and to enrich general education in a subject
- Can be counted as compulsory or elective credits

Grade 10

First chance to begin College credit accumulation at SNP STEAM Academy.

Grades 11-12

College Preparation Courses (Grades 11 and 12)

- Provide students with the knowledge and skills needed to meet entrance requirements for most college programs
- Emphasis is on concrete applications of the theoretical material covered in the course and development of critical thinking and problem-solving skills
- Focus on the development of independent research skills and independent learning skills

University Preparation Courses (Grades 11 and 12)

- Provide students with the knowledge and skills needed to meet entrance requirements for university study
- Emphasis on theoretical aspects of the course content, with supporting applications
- Courses will focus on the development of both independent research skills and independent learning skills

University/College Preparation Courses (Grades 11 and 12)

- Include content that is relevant for both university and college programs
- Provide students with knowledge and skills needed to meet entrance requirements for specific university and college programs
- Emphasis on both theoretical aspects and related concrete applications of the course content

Workplace Preparation Courses

- Workplace level courses prepare students for entry into the workplace after secondary school and include practical, hands-on content

Other Courses
Dual Credit Programs

- Designed to help students finish Ontario Secondary School Diploma (OSSD) and move on successfully to college and apprenticeship programs
- Focus is on students facing challenges in graduating

Student Success Courses with GLS1O and GLS4O

- Designed for a group of students if one is offered at his/her school through a referral from the teacher
- Provide the opportunity to earn credit without repeating the entire course

- Provide support to students by way of intervention to support successful completion of the credit before the student fails.
- See Guidance Counsellor for details

Course Selection

Each year the courses offered at SNP Steam Academy will continue to change and grow. There will be opportunities for students to select from a certain range of courses. Parents and students will be notified of how and when they are able to make these selections. With regards to course streams (academic applied, locally developed, open, university, college, university/college, or workplace), parents/guardians are encouraged to speak to a guidance counselor at the time of application and later with the subject teacher and guidance counselor to make changes to a student's course streams.

Starting in grade 10 with the compulsory Career Studies course students will start to develop their interests in particular fields of study and possible career interests. At this time, parents/guardians and students are encouraged to meet with the guidance counselor and start planning course types and course selection based on student interests and course availability. E-learning courses may be accessible under special circumstances, please see guidance for more information.

PROCEDURES FOR CHANGING COURSES

Students may change their educational goals and may need to take compulsory and optional credit courses of a different type from those they initially chose. Changing course types becomes more difficult as students advance through the system. A student wishing to change course types from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required.

Many courses in Grades 11 and 12 have prerequisites that must be met before admission to the course is normally granted. A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example: take a transfer course that will bridge the gap between course types, take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take. Students wishing to change a course type should consult with the guidance counselor.

Course Descriptions and Course Outlines

For further details on courses, all students and parents will be provided with digital access to the Outlines of Courses of Study and may also request a paper copy from the teacher.

GRADE 9

CGC1D Issues in Canadian Geography, Grade 9, Academic
This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place to live.
Prerequisite: None

CGC1P Geography of Canada, Grade 9, Applied
This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore a range of issues, including food and water supplies, competing land uses, and interactions with the natural environment, developing their awareness that issues that affect their lives are interconnected with issues in other parts of the world. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate choices related to sustainable living in Canada.
Prerequisite: None

ENG1D English, Grade 9, Academic
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.
Prerequisite: None

ENG1P English, Grade 9, Applied
This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret informational and graphic texts, and

create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.
Prerequisite: None

GLS1O Learning Strategies, Grade 9, Open
This course explores learning strategies and helps students become better, more independent learners while increasing their personal management skills, both in school and in other contexts. Students will learn how to develop and apply a range of strategies to improve their learning and achievement, particularly their literacy, numeracy, communication, and planning skills. This course will increase students' confidence, motivation, and ability to learn. Accommodations and adjustments in course materials and delivery methods will be made in accordance with student experiences, strengths, and needs.
Prerequisite: None

LNAAO Cayuga Language Level 1, Open
This course is open to the entire student body and will allow students who have no prior Cayuga language experience to develop an appreciation for the Cayuga language and culture, to explore and experience a unique worldview, and to learn to speak Cayuga. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system and practice basic vocabulary and phrases.
Prerequisite: None

LNMAO Mohawk Language Level 1, Open
This course is open to the entire student body and will allow students who have no prior Mohawk language experience to develop an appreciation for the Mohawk language and culture, to explore and experience a unique worldview, and to learn to speak Mohawk. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system and practice basic vocabulary and phrases.
Prerequisite: None

MFM1P Foundations of Mathematics, Grade 9, Applied
This course enables students to develop an understanding of mathematical concepts related to introductory algebra, proportional reasoning, and measurement, and geometry through investigation, the effective use of technology, and hands-on activities. Students will investigate real-life examples to develop various representations of linear relations and will determine the connections between the representations. They will also explore certain relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. **Prerequisite:** None

MPM1D Principles of Mathematics, Grade 9, Academic
This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisites None

NAC1O Integration Arts **-** Expressions of Aboriginal Cultures, Grade 9, Open
This course will explore a variety of contemporary and traditional First Nations, Métis, and Inuit art forms such as new media, storytelling, installation and performance art. Students will examine the interrelationships between Aboriginal art forms and individual and cultural identities and values. They will create artwork to express their own ideas and understanding of Aboriginal identity, relationships, and sovereignty by using a range of media, processes, techniques, and styles.
Prerequisite: None

PPL1O Healthy Active Living and Large-Group Activities, Grade 9, Open
This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
This course is a focus course of PPL1O and will focus on large-group activities.
Prerequisite: None

SNC1D Science, Grade 9, Academic
This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity. **Prerequisite:** None
SNC1P Science, Grade 9 Applied

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science to everyday situations. They are also given opportunities to develop practical skills related to scientific investigation. Students will plan and conduct investigations into practical problems and issues related to the impact of human activity on ecosystems; the structure and properties of elements and compounds; space exploration and the components of the universe; and static and current electricity

Prerequisites None

TIJ1O Exploring Technologies, Grade 9, Open

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in the industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Prerequisites: None

GRADE 10

ADA2O Drama, Grade 10, Open

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic

Prerequisites: None

BTT2O Information and Communication Technology in Business, Grade 10,

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

Prerequisite: None

CHC2D Canadian History since World War I, Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving

role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence when investigating key issues and events in Canadian history since 1914.
Prerequisite: None

CHC2P Canadian History since World War I, Grade 10, Applied
This course focuses on the social context of historical developments and events and how they have affected the lives of people in Canada since 1914. Students will explore interactions between various communities in Canada as well as contributions of individuals and groups to Canadian heritage and identity.
Students will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating the continuing relevance of historical developments and how they have helped shape communities in present-day Canada.
Prerequisite: None

CHV2O Civics and Citizenship, Grade 10, Open
This course explores the rights and responsibilities associated with being an active citizen in a democratic society. 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

ENG2D English, Grade 10, Academic
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
Prerequisites English, Grade 9, Academic or Applied

ENG2P English, Grade 10, Applied
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and

graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.
Prerequisite: Grade 9 English, Academic or Applied

ENG2L English, Grade 10, Locally Developed
This course provides foundational literacy and communication skills to prepare students for success in their daily lives, in the workplace, and in the Grade 10 LDCC Course. The course is organized into strands that expand on listening and talking skills, reading and viewing skills, and writing skills. In all strands, the focus is on developing foundational literacy skills and on using language clearly and accurately in a variety of authentic contexts. Students develop strategies and put into practice the processes involved in talking, listening, reading, viewing, writing, and thinking, and reflect regularly upon their growth in these areas.
Prerequisite: Grade 9 English, Locally Developed

GLC2O Career Studies, Grade 10, Open
This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.
Prerequisite: None

LNABO Cayuga Language Level 2, Open
This course will allow students to further develop their Cayuga language skills, both written and spoken. During this course, students will continue to develop an appreciation for the Cayuga language and culture and will explore and experience a unique worldview. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system and practice more complex vocabulary and phrases.
Prerequisite: At least four years of study of Cayuga at the elementary level, successful completion of LNAAO, or demonstrated proficiency.

LNMBO Mohawk Language Level 2, Open
This course will allow students to further develop their Mohawk language skills, both written and spoken. During this course, students will continue to develop an appreciation for the Mohawk language and culture and will explore and experience a unique worldview. Students will use the language being studied for greetings and daily routines, become familiar with its writing and sound system and practice more complex vocabulary and phrases. **Prerequisite:** At least four years of study of

Mohawk at the elementary level, successful completion of LNMAO, or demonstrated proficiency.

MPM2D Principles of Mathematics, Grade 10, Academic
This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry, and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Grade 9 Mathematics, Academic or Applied.

MFM2P Foundations of Mathematics, Grade 10, Applied
This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Grade 9 Mathematics, Academic or Applied

PPL2O Healthy Living and Personal and Fitness Activities, Grade 10, Open
This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.This course is a focus course of PPL2O and will focus on personal and fitness activities.
Prerequisite: None

SNC2D Science, Grade 10 Academic
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants;
Prerequisites Science, Grade 9, Academic or Applied

SNC2P Science, Grade 10 Applied
This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in a scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter
Prerequisites Science, Grade 9, Academic or Applied

GRADE 11

ADA3M Drama, Grade 10, University/College Preparation
This course requires students to create and perform in dramatic presentations. Students will analyze, interpret, and perform dramatic works from various cultures and time periods. Students will research various acting styles and conventions that could be used in their presentations, and analyze the functions of playwrights, directors, actors, designers, technicians, and audiences.
Prerequisite: Drama, Grade 9 or 10, Open

ADA3O Drama, Grade 10, Open
This course requires students to engage in dramatic processes and the presentation of dramatic works and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyze the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of dramatic works.
Prerequisite: None

ASM3M Media Arts, Grade 11, University/College
This course focuses on the development of media arts skills through the production of artworks involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media artworks, and critically analyze the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.
Prerequisite: Media Arts, Grade 10, Open

ASM3O Media Arts, Grade 11, Open
This course enables students to create media artworks using available and emerging technologies such as computer animation, digital imaging, and video, and a variety of media. Students will explore the elements and principles of media arts, the connections between contemporary media artworks and traditional art forms,

and the importance of using responsible practices when engaged in the creative process. Students will develop the skills necessary to create and interpret media artworks.
Prerequisite: None

AWQ3M Visual Arts - Photography
This course will introduce students to digital photography using digital cameras and computer systems. Technical, creative, visual, and historical elements of photography will be explored. Students will learn how to use digital cameras, lighting systems, digital editing, and photo colour printing. Topics covered will include lenses, megapixels, inkjet printing, and basic Photoshop techniques. Tying this together will be a review of the work of a wide variety of contemporary photographers. Students will learn in a project-based hands-on environment
Prerequisite: None, recommended Media Arts, Grade 10, Open

AWQ3O Visual Arts - Photography
In this course, students will learn about photography as an expressive art form. Design theory as it relates to photography as an artistic medium is an essential component of this course, and the history of art as it relates to photography will also be included. Students will focus on an exploration of digital imaging and manipulation in their studio projects. This course is recommended for students who, in addition to furthering their enjoyment in the visual arts, wish to develop skills that relate strongly to the workplace, such as creative problem solving, time management, organization, mentorship, and collaboration.
Prerequisite: None

CLU3M/3E Understanding Canadian Law, Grade 11, University/College
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
Prerequisite: Grade 10 Canadian History in the Twentieth Century, Academic or Applied

DCO3O Creating Opportunities through Co-op, Grade 11, Open
This course consists of a learning experience connected to a community and a cooperative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership

skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.
Prerequisite: None

HSP3C Introduction to Anthropology, Psychology, and Sociology, Grade 11, College Preparation
This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.
Prerequisite: None

HSP3U Introduction to Anthropology, Psychology, & Sociology, Grade 11
This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. In HSP3U online, students will be given opportunities to explore theories from a variety of perspectives, to conduct social science, and to become familiar with current thinking on a range of issues within the three disciplines.
Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

ICS3U COMP (Dual Credit) Introduction to Computer Science, Grade 11, University
This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.
Prerequisite: None

IDC30 Independent Studies - Robotics, Grade 11, Open
This course will help students combine the skills required for and knowledge of different subjects and disciplines to solve problems, make decisions, create personal meaning, and present findings beyond the scope of a single subject or discipline. Through individual and collaborative inquiry and research, students will analyze the connections among diverse subjects and disciplines; develop information literacy skills in analyzing, selecting, evaluating, and communicating information; and become aware of a variety of resources and viewpoints on contemporary issues. They will also examine their own learning styles, relate their inquiries and research to real-life situations, and investigate career opportunities in new disciplines.

This Interdisciplinary Studies course – underpinned by a commitment to gracious professionalism and Hodinohso:ni` values – focuses on:
- establishing a safe, supportive and collaborative environment to provide neuro-diverse students opportunities to learn and succeed;
- setting workplace expectations by experiencing essential management activities (leading, organizing, planning, and controlling) in a simulated business;
- given a challenging problem to solve, collaboratively designing and fabricating purpose-built computer-controlled robotic devices.

Prerequisite: None

LNACO Native Language, Cayuga, Level 3, Open
This course will provide students an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language.
Prerequisite: This course is open to students who have successfully completed LNABO or who can demonstrate the required proficiency.

LNMCO Mohawk Language Level 3, Grade 11, Open
This course will provide students an opportunity to expand their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their identity and self-worth. Students will communicate by using a variety of phrases and expressions, create short conversations, skits, stories, and narratives, use information technology, and develop an awareness of the structural and functional workings of a Native language.
Prerequisite: This course is open to students who have successfully completed LNMBO or who can demonstrate the required proficiency.

MBF3C Foundations for College Mathematics, Grade 11, College
This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analyzing, and evaluating data involving one variable; connect probability and statistics, and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Foundations of Mathematics, Grade 10, Applied

MCF3M Functions, Grade 11, University/College
This course introduces the basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will

represent functions numerically, graphically, and algebraically; simplify expressions; solve equations, and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

MCR3U Functions, Grade 11, University
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions, and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
Prerequisite: Principles of Mathematics, Grade 10, Academic

MEL3E Mathematics for Work and Everyday Life, Grade 11, Workplace Preparation
This course enables students to broaden their understanding of mathematics as it is applied in the workplace and daily life. Students will solve problems associated with earning money, paying taxes, and making purchases; apply calculations of simple and compound interest in saving, investing, and borrowing; and calculate the costs of transportation and travel in a variety of situations. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.
Prerequisite: Principles of Mathematics, Grade 9, Academic, or Foundations of Mathematics, Grade 9, Applied, or a ministry-approved locally developed
Grade 10 mathematics course

NBE3C English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, College
This course explores the themes, forms, and stylistic elements of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also looks at the perspectives and influences of texts that relate to those cultures. In order to understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will study the use of text forms by Indigenous authors/creators from other periods in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English college preparation course.
Prerequisite: English, Grade 10, Academic or Applied

NBE3U English: Understanding Contemporary First Nations, Métis, and Inuit Voices, Grade 11, University

This course explores the themes, forms, and stylistic elements of a variety of literary, informational, graphic, oral, cultural, and media text forms emerging from First Nations, Métis, and Inuit cultures in Canada, and also examines the perspectives and influence of texts that relate to those cultures. In order to fully understand contemporary text forms and their themes of identity, relationship, and self-determination, sovereignty, or self-governance, students will analyze the changing use of text forms by Indigenous authors/creators from various periods and cultures in expressing ideas related to these themes. Students will also create oral, written, and media texts to explore their own ideas and understanding, focusing on the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. The course is intended to prepare students for the compulsory Grade 12 English university or college
preparation course.
Prerequisite: English, Grade 10, Academic

NDA3M Contemporary First Nations, Métis, and Inuit Issues and Perspectives, Grade 11, University/College

This course explores existing and emerging issues of local, regional, and national importance to First Nations, Métis, and Inuit in Canada. Students will analyze diverse perspectives on issues and events related to land, community, governance, identity, culture, and global trends. Using the concepts of political thinking and the tools of political inquiry, students will explore their own and others' ideas and investigate issues to determine what needs to change and why. Students are also given the opportunity to develop their own problem-solving strategies to address an issue of their choice.
Prerequisite: First Nations, Métis, and Inuit in Canada, Grade 10, Open, or Canadian History since World War I, Grade 10, Academic or Applied

PPL3O Healthy Active Living Grade 11, Open

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

SBI3U Biology, Grade 11, University

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: Science, Grade 10, Academic

SBI3C Biology, Grade 11, University
This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Science, Grade 10, Academic or Applied

SCH3U Chemistry, Grade 11, University
This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.
Prerequisite: Science, Grade 10, Academic

SPH3U Physics, Grade 11, University/College
This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test the laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.
Prerequisite: Science, Grade 10, Academic

SVN3M Environmental Science, Grade 11, University/College
This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.
Prerequisite: Grade 10 Science, Applied or Academic

SVN3E Environmental Science, Grade 11, Workplace
This course provides you with the fundamental knowledge of and skills relating to environmental science that will help you succeed in work and life after secondary school. You will explore a range of topics, including the impact of human activities on the environment; human health and the environment; energy conservation; resource science and management; and safety and environmental responsibility in the workplace. Emphasis is placed on relevant, practical applications and current topics in environmental science, with attention to the refinement of your literacy and mathematical literacy skills as well as the development of your scientific and environmental literacy.
Prerequisites: SNC1D or SNC1L or SNC1P or SNC2L

TCJ3C Construction Engineering Technology, Grade 11, College
This course focuses on the development of knowledge and skills related to residential construction. Students will gain hands-on experience using a variety of construction materials, processes, tools, and equipment; learn about building design and planning construction projects; create and interpret working drawings and sections; and learn how the Ontario Building Code and other regulations and standards apply to construction projects. Students will also develop an awareness of environmental and societal issues related to construction technology and will explore career opportunities in the field.
Prerequisites None

TEJ3M Computer Engineering Technology, Grade 11, University/College
(Dual Credit)
This course examines computer systems and the control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.
Prerequisite: None

THJ3M Green Industries, Grade 11, University/College
This course enables students to develop knowledge and skills related to agriculture, forestry, horticulture, and landscaping. Students will study the identification, growth, and management of plants and animals and develop the process, design, and management skills required in the green industries. Students will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and will explore post-secondary education programs and career opportunities.
Prerequisite: None

TPM3M Health Care/Nursing/Medical Services, Grade 11, University/College Prep
This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the healthcare field, analyze environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field.
Prerequisites None

GRADE 12

ADA4E Drama, Grade 12, Workplace
This course requires students to create, present, and analyze a variety of dramatic works relevant to the workplace. Students will build trust and collaborative skills and develop self-confidence through hands-on experience and project-based learning in drama activities. Students will also explore skills related to the study of drama that can be applied in the workplace.
Prerequisite: Drama, Grade 11, Open

ADA4M Drama, Grade 12, University/College
This course requires students to experiment individually and collaboratively with forms and conventions of both drama and theatre from various cultures and time periods. Students will interpret dramatic literature and other texts and media sources while learning about various theories of directing and acting. Students will examine the significance of dramatic arts in various cultures and will analyze how the knowledge and skills developed in drama are related to their personal skills, social awareness, and goals beyond secondary school.
Prerequisite: Drama, Grade 11, University/College Preparation

AVI4M Visual Arts, Grade 12
This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional artworks using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct artworks and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.
Prerequisite: Visual Arts, Grade 11, University/College Preparation
AVI4E Visual Arts, Grade 12 Workplace
This course focuses on a practical approach to a variety of art and design projects related to the workplace. Students will use the creative process to produce a traditional and/or digital portfolio of their work in a variety of media. Students may

focus on various aspects of visual arts, including advertising, ceramics, fashion design, graphic arts, jewelry design, and/or web design.
Prerequisite: Visual Arts, Grade 11, Open

CLN4C Legal Studies, Grade 12 College Preparation
This course provides a foundation for students who wish to pursue a career that requires an understanding of the law. Students will explore the importance of law, analyzing contemporary legal issues and their relevance to daily life. They will investigate the requirements for various law-related careers as well as legal responsibilities in the workplace. Students will apply the concepts of legal thinking and the legal studies inquiry process to investigate their rights and responsibilities, legal processes and structures, and the role of law in a changing society.
Prerequisite: Civics and Citizenship, Grade 10, Open

CLN4U Canadian and International Law, Grade 12 University Preparation
This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.
Prerequisites: Grade 10 Canadian History in the Twentieth Century, Academic or Applied

ENG4C English, Grade 12, Applied
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.
Prerequisites: ENG3C or ENG3U

ENG4E English, Grade 12, Workplace
This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in the workplace and in daily life. You will analyze informational, graphic, and literary texts and create written, and media texts in a variety of forms for workplace-related and practical purposes. An important focus will be on using language accurately and organizing ideas and information coherently. This course is intended to prepare you for the workplace and active citizenship.
Prerequisites: ENG3E

ENG4U English, Grade 12, Academic
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.
Prerequisite: English, Grade 11, University Preparation

HSE4M Equity and Social Justice: From Theory to Practice, Grade 12 University/College Preparation
This course enables students to develop an understanding of the theoretical, social, and historical underpinnings of various equity and social justice issues and to analyse strategies for bringing about positive social change. Students will learn about historical and contemporary equity and social justice issues in Canada and globally. They will explore power relations and the impact of a variety of factors on equity and social justice. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity or social justice issue.
Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

LNADO Native Languages Cayuga, Level 4, Open
This course will provide students with opportunities to further develop their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their sense of identity and self-worth. Students will increase their vocabulary and improve their facility in using idioms and will use the Native language to analyze literature, discuss various issues that affect the local community, and exchange information electronically.
Prerequisite: Native Languages Cayuga, Level 3, Open, or demonstrated proficiency

LNMDO Native Language Mohawk Level 4, Open
This course will provide students with opportunities to further develop their knowledge of a Native language and of Native philosophy, spirituality, and values, and to enhance their sense of identity and self-worth. Students will increase their vocabulary and improve their facility in using idioms, and will use the Native language to analyse literature, discuss various issues that affect the local community, and exchange information electronically. **Prerequisite**: Native Language Mohawk, Level 3, Open, or demonstrated proficiency

MAP4C Foundations for College Mathematics, Grade 12
This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyze data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions, and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.
Prerequisite: Foundations for College Mathematics, Grade 11, College Preparation, or Functions and Applications, Grade 11, University/College Preparation

MHF4U Advanced Functions, Grade 12, University Preparation
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change, and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.
Prerequisites Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparation

NDG4M Aboriginal Governance: Emerging Directions, Grade 12, University/College
This course investigates how Aboriginal governments exercise authority and demonstrate responsibilities associated with governance in Canada. Students will explore Aboriginal world views regarding identity, relationships among Aboriginal peoples and between Aboriginal peoples and other Canadians, and Aboriginal definitions of sovereignty. Students will also compare traditional and contemporary forms of Aboriginal governance and will examine Aboriginal and Canadian relations, focusing on empowerment and the inherent right to self-government.
Prerequisite: Any Grade 11 university, university/college, or college preparation course in Native studies

OLC40 Ontario Secondary School Literacy Course, Grade 12, open
This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

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

PLF4M Recreation and Healthy Active Living Leadership, Grade 12
This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.
Prerequisite: Any health and physical education course

PPL4O Healthy Active Living Education, Grade 12 Open
This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.
Prerequisite: None

TCJ4C Construction Technology, Grade 12
This course enables students to further develop knowledge and skills related to residential construction and to explore light commercial construction. Students will gain hands-on experience using a variety of materials, processes, tools, and equipment, and will learn more about building design and project planning. They will continue to create and interpret construction drawings and will extend their knowledge of construction terminology and of relevant building codes and regulations, as well as health and safety standards and practices. Students will also focus on environmental and societal issues related to construction engineering technology and will explore career opportunities in the field.
Prerequisite: Construction Engineering Technology, Grade 11, College Preparation

TEJ4M Computer Engineering Technology, Grade 12, University/College

This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software and will learn more about the fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues and will explore postsecondary pathways leading to careers in computer technology.
Prerequisite: None

THJ4M Green Industries, Grade 12
This course focuses on more complex concepts and skills related to the green industries. Students will focus on developing process skills, design and management techniques, and ways of enhancing environmental sustainability. They will also examine social and economic issues related to the green industries, learn about safe and healthy working practices, study industry standards and codes, and explore career opportunities. The knowledge and skills acquired in this course will prepare students for more specialized studies at the college and university level.
Prerequisite: Green Industries, Grade 11, University/College Preparation

Additional Ontario Ministry of Education Information

A great deal of additional information can be found on the Ministry of Education website. Access to courses of study and curriculum documents and more can be found at www.edu.gov.on.ca.

Community Resources

Aborginal Health Centre (https://aboriginalhealthcentre.com/) - 519-752-4340
Arnold Anderson Sport Fund - 519-759-8404
Brant Family and Children's Services (have the right to ask for Indigenous Services)- 519-753-8681
Brantford Native Housing (Youth Transitional Housing)- 519-756-2205
BRISC (Brantford Region Indigenous Support Centre) 519-304-7400
CMHA (Canadian Mental Health Association) - 519-752-2998
Connex Ontario (Addictions/Gambling/Mental Health) - 1-866-531-2600
Contact Brant – Counselling Services (also developmental, service connection and FASD support)- 519-758-8228
Dreamcatcher Charitable Foundation - 1-866-508-6795
First Nations and Inuit Hope for Wellness Help Line *1-855-242-3310*
Food Security: (currently all by appointment only)
1. Brantford Food Bank: 519-751-4357
2. Salvation Army: 519-752-7814
3. Salvation Army Paris: 519-442-3432
4. Brant Food for Thought: 519-759-6164
5. Brantford Blessing Centre (provides daily take out dinners): 519-717-0034
6. Why Not Youth Centre: 519-759-2221
7. Six Nations Food Bank: 519-771-0025
8. Six Nations Emergency Food Support - 519-717-3402
Grand River Community Health Centre (if don't have a family doctor) - 519-754-0777
Grand River Post Secondary Education Office - 519-445-4296
Gretzky Center - Community Activities and Sports Activities - 519-756-9900
Ganohkwasra–Family Domestic Violence Program - 519-445-4324
Ganohkwasra Youth Lodge - 519-445-0216
Hope for Wellness Indigenous Hotline - 1-855-242-3310 (online chat option as well)
Indspire - 1-855-463-7747
Indigenous Services Canada (Status cards in Brantford) - 519-751-6462
Indigenous Victim Services - 226-227-2192 after hours - 1-866-964-5920
Jordan's Principle - 519-445-4983   jordansprinciple@sixnations.ca
Kaniknoriio - Youth Life Promotions - 226-227-9271
Kids Help Phone - 1-800-668-6868 or text "Connect" to 686868
MCRT (Mobile Crisis Response Team) - Call 911 and ask for MCRT
New Directions – Addictions Counselling Services (No waitlist) - 519-445-2947
Ogwadeni:dao-Child Protection Agency - 519-445-1864
Ohsweken Public Health - 519-445-2672
Sexual Assault Centre of Brant (Young Women's Highschool Program) - 519-751-1164
Six Nations Parks & Recreation - 519-445-4311
Six Nations Polytechnic Homework Support- Monday – Thursday 6-8:30 pm
Six Nations Public Library - 519-445-2954
Six Nations Child and Family Services - 519-445-0230
Six Nations Council House - 519-445-2201

Six Nations Council - TERT team (Traumatic Events Response Team) - 519-445-4050 (https://www.granderie.ca/application/files/4815/0109/5308/Six_Nations_Tragic_Event_Protocol_March_26_2012.pdf)

Six Nations Fire Department - 519-445-519-445-4054 - in an emergency call 911

Six Nations Justice Program - 226-227-2192

Six Nations Lands/Membership (Status Cards) 519-445-4613

Six Nations Medical Transportation - 519-445-0410

Six Nations Mental Health and Addictions Services - 519-445-2143

Six Nations Mental Health Crisis Line - 519-445-2204 or 866-455-2204 - 24/7

Mobile Crisis Services *519-445-2204   Toll Free: 1-866-445-2204*

Six Nations Police - 519-445-2811 - in an emergency call 911

St. Leonard's Mental Health Crisis Line (Brantford/Brant County) 519-759-7188

Qualia Counselling Services - 1-844-380-3228

Woodview Mental Health Youth Virtual Counselling (call for appointment):
1. Charing Cross Medical: Tuesday 10-6: 519-304-8850
2. Brantford Pediatrics: Wednesday 9-2: 519-512-0032 or text 226-450-0300
3. Brant Mental Health Solutions: Thursday 12-5:30: 519-302-2300
4. Woodview in the Square: Thursday and Friday 4-8 and Sat 12-4: 519-752-5308

Why Not Youth Centre - 519-759-2221

APPENDIX A - Community Involvement Activity Form

SIX NATIONS POLYTECHNIC | STEAM Academy

Cayuga Gayogohó:nǫ   Mohawk Kanien kehá:ka   Onondaga Onǫda géga   Oneida Onyota a:ká: Seneca Onödowa ga: Tuscarora Skarù:rę

Community Involvement Activity Form

Date submitted: _____ Student full name: _____
         YYYY-MM-DD

Date	# of Hours	Organization	Activity Completed	Supervisor Name and #	Supervisor Signature	Principal's Signature
Total Hours						

I understand that I am responsible for this student's safety during these volunteer events and verify the completion of these hours:: _____ **signature of parent/guardian**

Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act and will only be used to document completion of community involvement hours.

Office Use Only	These hours have been confirmed: _____ _____ On OST: ☐
	signature of school official YYYY-MM-DD

APPENDIX B - 2020 - 2021 SNP STEAM Academy Timetable

2020-2021 SNP STEAM Academy Timetable

Blue text represents elective courses · Black text represents compulsory courses · Blue backgrounds represent Dual-Credit (high school and college) courses

Quadmester 1 September 21 to November 15

Periods	Grade 9	Grade 10	Grade 10/11	Grade 11	Grade 11/12	Grade 12
9:00 am - 10:00 am / 10:10 am - 11:10 am	ENG1D English Brittany Trosko 15; ENG1P English Swabia Allen 14	CHV2O GLC2O Civics/Careers Aisha Restoule General 18; PAL2O Healthy Active Living Brandon Hill 23		MCR3U Functions Dr. Gehbauer 8; MBF3C Julie Hutton 13	NBE3C NBE3E English Danielle VanEvery 20; GLS1O GLS40 Learning Strategies Kali Anevich 19	TEJ4M COMP CO910 Computer Engineering Technology Nathan Rowbottom 5; TCJ4C Construction Tech. Irene Kicak 4
Lunch - 11:10 am to 12:00 pm						
12:00 pm - 1:00 pm / 1:10 pm - 2:10 pm	PAL1O Healthy Active Living Brandon Hill 18; LNABO Cayuga Level 2 Brooke Johnson 5; LNMBO Mohawk Level 2 Connie Thomas 4	ENG2D English Danielle VanEvery 8; ENG2D English Swabia Allen 8; ENG2P ENG2L English Brittany Trosko 9	MFM2P Mathematics Michelle Jilesen 15	TEJ3M / ELEC1011B Computer Engineering Technology Nathan Rowbottom 13; CLU3M CLU3E Irene Kicak 17	SBI3U SBI3C Biology Don Vanstone 16	OLC4O Kali Anevich 16

Quadmester 2 November 24 to February 7

Periods	Grade 9	Grade 10	Grade 10/11	Grade 11	Grade 11/12	Grade 12
9:00 am - 10:00 am / 10:10 am - 11:10 am	MPM1D Mathematics Dr. Gehbauer 20 O-7 B-13; MFM1P Mathematics Julie Hutton 22	CHV2O GLC2O Civics/Careers Aisha Restoule General 14; GLD2O Heidi Schliefer 10 Blended -3	LNMBO LNMCO Mohawk Level 2/3 Tanya Martin 8; LNABO LNACO Cayuga Level 2/3 Brooke Johnson 7	NBE3U English Brittany Trosko 6; AWQ3M AWQ3O Visual Arts - Photography Shafaq Ahmed O:22 B: 06	ADA20 ADA4M Drama Swabia Allen 14; SCH3U Chemistry Don Vanstone 4	SCH4U Chemistry Michelle Jilesen B-1, O-1; PLF4M Recreation and Healthy Active Living Leadership Brandon Hill 18
12:00 pm - 1:00 pm / 1:10 pm - 2:10 pm	TIJ1O IDC3O Robotics Dr. Gehbauer 27; TIJ1O 22 O-8 B-14; IDC3O 5 O-2 B-3	BTT1O BTT2O Intro. to Comm. Tech. in Business Shafaq Ahmed O-17 B-6; SNC2D Science Nathan Rowbottom 16; SNC2P Science Julie Hutton 24		SNV3M SNV3E Environmental Science Kali Anevich 15 O-8, B-7; TPJ3M Health Care Don Vanstone 8	NDA3M FNMI Studies Danielle Vanevery 16; LNACO LNADO Cayuga Level 3/4 Brooke Johnson 3	MHF4U Advanced Functions Michelle Jilesen B-2, O-1; AVI4M AVI4E Visual Arts Irene Kicak 4; NDG4M FNMI Studies Aisha Restoule-General 14

Quadmester 3 February 8 to April 16

Blue backgrounds represent Dual-Credit (high school and college) courses

Periods	Grade 9	Grade 10	Grade 10 & 11	Grade 11	Grade 11/12	Grade 12
9:00 am - 10:00 am / 10:10 am - 11:10 am	SNC1D Science Don Vanstone 15; SNC1P Science Kali Anevich 11	NAC2O Aboriginal Peoples in Canada Aisha Restoule-General 18; MFM2P Mathematics Michelle Jilesen 14	AWS3M/3O COMP C0710 Visual Art - Digital Media Nathan Rowbottom Dave Slemon 15	HHD3O Healthy Relationships Swabia Allen 17; NBE3C English Shafaq 14	MCF3M Functions and Applications Dr. Gehbauer 5; MBF3C Foundations for College Julie Hutton 10	CLN4U CLN4C Canadian and International Law Irene Kicak 14
Lunch - 11:10 am to 12:00 pm						
12:00 pm - 1:00 pm / 1:10 pm - 2:10 pm	NAC1O Expressing Aboriginal Cultures Brooke Johnson 15; HNL2O Clothing Connie Thomas 17; GLS1O GLS40 Learning Strategies Danielle VanEvery 15	CHC2D History Aisha Restoule-General 17; CHC2P History Brittany Trosko 15; SNC2P Science Julie Hutton 4	NBE3E English Swabia 3	ICS3U / COMP10001 Computer Science Dr. Gehbauer Dave Slemon 13; ASM3M ASM3O Media Arts Irene Kicak 14	AWQ3M/3O Visual Arts - Photography Shafaq 15; SPH3U Physics Nathan Rowbottom 2	HSE4M Equity and Social Justice Brandon Hill

Quadmester 4 April 19 to June 25

Periods	Grade 9	Grade 10	Grade 10/11	Grade 11	Grade 11/12	Grade 12
9:00 am - 10:00 am / 10:10 am - 11:10 am	CGC1D Geography Brittany Trosko 11; CGC1P Geography Kali Anevich 13	AVI2O Visual Art Shafaq Ahmed; ENG2P ENG2L English Danielle VanEvery 13	MEL3E MAT2L Michelle Jilesen 10	SBI3U SBI3C Biology Don Vanstone 15; HSP3U HSP3C Intro to Anthro., Psych., and Soc. Brooke Johnson 17	PPL3O PPL4O Healthy Active Living Brandon Hill 14; LNMCO LNMDO Mohawk Level 3/4 Connie Thomas 2	DCO3Op / COMP10065 Co-op (PHP + JavaScript) Nathan Rowbottom Dave Slemon 4; MAP4C Foundations for College Mathematics Julie Hutton 9
Lunch - 11:10 am to 12:00 pm						
12:00 pm - 1:00 pm / 1:10 pm - 2:10 pm	PAL1O Healthy Active Living Brandon Hill 10; LNAAO Cayuga Level 1 Brooke Johnson 16; LNMAO Mohawk Level 1 Connie Thomas 12	CHC2P History Brittany Trosko 11; CHV2O GLC2O Civics/Careers Aisha Restoul Gehbauer; MPM2D Principles of Mathematics Dr. Gehbauer		THJ3M Green Industries Kali Anevich 8; TCJ3C Construction Tech. Irene Kicak 15	MBF3C Foundations for College Michelle Jilesen 10; TPJ4M Health Care Don Vanstone 7	ENG4U English Danielle VanEvery 7; ENG4C ENG4E English Swabia Allen 19

Appendix C - Prerequisite Waiver Form

SIX NATIONS POLYTECHNIC | STEAM Academy

| Cayuga Gayogohó:noʔ | Mohawk Kanienʔkehá:ka | Onondaga Onondaʔgégaʔ | Oneida Onyotaʔa:ká: | Seneca Onödowaʔga: | Tuscarora Skarù:reʔ |

Prerequisite Waiver Application	
Student Information	
* First Name:	*Last Name:
* Birthdate(mm/dd/yyyy):	*OEN:
*Email:	*Phone:
* Last High School (if applicable):	
Home Address:	
Request for Waiving of Prerequisite	
Which course(s) do you wish to register for?	
Reason for request: provide any other information related to your educational background and experiences:	
Supporting Documentation:	
Parent Signature:_____Date _____	
Please Provide the following	
1) **Parent Identification:** ONE copy of government issued photo ID (ex. Driver's License)	
2) **Documentation if transferring from another secondary school:** A copy of your high school transcript and/or summary of your high school courses.	
Note:	
• If you were homeschooled, provide the details of any texts that were used, course outlines, and other applicable resources to show coverage of course concepts and assessments.	
3) Please email this application with scanned supporting documents to zandra.bearlowen@snpsteam.com	
Office Use Only	
Approved by Principal:	Date :

SNP STEAM Academy Contact Information

411 Elgin Street, Brantford, ON N35 7P5

1-226-493-1234

https://www.snpolytechnic.com/steam-academy