BRONTE
COLLEGE

Course Calendar & Student Handbook

2025-2026

MISSION STATEMENT

Bronte College aims to develop internationally minded lifelong learners who have the knowledge and courage to make a positive difference in the world. We embrace the vision of developing students who can create a better and more peaceful world through intercultural understanding and respect.

Bronte College stresses the importance and value of completing a secondary education. Bronte College is committed to reach every student to help him or her achieve a successful outcome from the secondary school experience.

Students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

STUDENT SERVICES

The Guidance Office is located in the Main Office and assists all students with academic planning, university information, and personal services. The goal of the Guidance Office is to ensure that all students have access to the information they need in order to make informed decisions and to prepare for further education. Guidance counsellors are available to students to talk about school, career, and life choices.

Academic Planning

The Guidance Office assists all students with course selection, graduation requirements, and career education. Career exploration activities are also offered in all courses through the curriculum and specifically through the Grade 10 Careers course.

University Information

Every year, the Guidance Office holds an information session at the end of October to walk graduating students through the process of applying to Ontario universities. At that time, the guidance counsellors provide all the necessary documents to apply. Should students require counseling regarding their choices for university programs, admission requirements and program of study information prior to this date, they are invited to come speak to one of the guidance counsellors in the Guidance Office.

Personal Services

Guidance counsellors are available (by appointment) to speak to students about any social, emotional, or physical issues that may arise.

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Students are required to remain in secondary school until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

HELPFUL WEBSITES FOR STUDENTS/COMMUNITY RESOURCES:

apprenticesearch.com	scholarships
edu.gov.on.ca	Ontario Ministry of Education website
eqao.com	Grade 10 Literacy Test questions
ilc.org	free online tutors, correspondence courses
ontariocolleges.ca	Ontario college info/application
osap.gov.on.ca	Ontario Ministry of Education website
ouac.on.ca	Ontario university info/application
scholarshipscanada.com	scholarships
studentawards.com	scholarships
workinfonet.ca	career info, interest tests: click on <Resources>
electronicinfo.ca	Ontario university information

Click here for information on the Ontario Curriculum

ACADEMIC CALENDAR 2025-2026

2025 FIRST SEMESTER	September 2 to January 29
Registration of New Students/Timetable Pick Up	**August 27/August 28**
Professional Development Day	August 27
Welcome Back Barbecue and Parent Information Day	August 28
Labour Day	September 1
Classes Begin	**September 2**
Course Change Deadline	**September 12**
Thanksgiving Day Holiday	*October 13*
Interim Report Cards	**October 8**
Bronte College University Fair	October 21 - October 22
Professional Development Day	**November 7**
Midterm Report Cards	**November 10 (Full Disclosure November 24)**
Parent/Teacher Interviews	November 18-November 19 (Virtual)
Ontario Secondary School Literacy Test	To Be Determined
HOLIDAY BREAK	**December 19 to January 2**
Classes Resume	**January 5**
OUAC Deadline for application	To Be Advised
Final Examinations	**January 19 - January 23**
Exam Take Up / Professional Development Day	January 26
Professional Development Day	January 27
Registration of New Students	**January 28**
Timetable Pick Up	**January 29**
Final Report Card Issued	**January 29**
2026 SECOND SEMESTER	February 2 to June 26
Classes Begin	**February 2**
Course Change Deadline	**February 13**
Family Day Holiday	*February 16*
Interim Report Cards Issued	**March 6**
SPRING BREAK	**March 9 to March 20**
Classes Resume	**March 23**
Good Friday & Easter Monday Holiday	*April 3 - April 6*
Midterm Report Cards Issued	**April 17 (Full Disclosure May 1)**
Parent/Teacher Interviews	April 28- April 29 (Virtual)
Advanced Placement Examinations	To Be Determined
Victoria Day Holiday	*May 18*
OUAC – Reply from Universities	To Be advised
OUAC – Student Response Date	To Be advised
Final Examinations	**June 15 - June 19**
Exam Take Up / Professional Development Day	June 22
Professional Development Days	June 23 – June 24
Graduation Ceremony	June 25
Final Report Card Issued	**June 26**
2026 SUMMER SCHOOL – SESSION ONE	July 2 to August 18
Canada Day Holiday	*July 1*
Registration of New Students/Timetable Pick-Up	**July 2**
Classes Begin	**July 2**
Civic Holiday	August 3
Final Exams	**August 11**
Exam Take-up	August 12
Final Report Cards issued	**August 14**
2026 SUMMER SCHOOL – SESSION TWO	July 17 to August 28
Registration of New Students/Timetable Pick Up	**July 17**
Classes Begin	**July 20**
Civic Holiday	August 3
Final Exams	**August 26**
Exam Take-Up	August 27
Final Report Cards Issued	**August 28**

COURSES & PREREQUISITES LIST 2025 – 2026

1. Students must have the prerequisite (listed below) before being admitted to the course. Course descriptions can be found at www.brontecollege.ca and are also available in the Course Calendar.

2. Counsellors will make informed, appropriate choices when a parent/guardian is not available and will review course selections. Students under 18 will require parent permission.

3. When there is insufficient demand for a course, it will not be offered, and another selection will be required.

4. Entrance/exit test scores determine ESL placement level.

* C.E.H: Any university or university/college preparation course in Canadian and World Studies, English, or Social Sciences and Humanities

Code	Course	Prerequisites		Code	Course	Prerequisites
	ARTS				**LANGUAGES**	
	VISUAL ARTS					
AVI1O	9 – Visual Arts			LKMDU	12 – Mandarin	
AVI2O	10 – Visual Arts				**GUIDANCE AND CAREER EDUCATION**	
AVI3M	11 – Visual Arts	AVI1O/2O		GLS1O	9 – Learning Strategies	
AVI4M	12 – Visual Arts	AVI3M		GLC2O	10 – Careers	
	BUSINESS STUDIES				**HEALTH & PHYSICAL EDUCATION**	
BEP2O	10 – Launching and Leading a Business			PPL1O	9 – Healthy Active Living Education	
	ENTREPRENEURSHIP			PPL2O	10 – Healthy Active Living Education	
BDI3C	11 – Entrepreneurship: The Venture			PPL3O	11 – Healthy Active Living Education	
	INTERNATIONAL BUSINESS			PPL4O	12 – Healthy Active Living Education	
BBB4M	12 – International Business Fundamentals				**MATHEMATICS**	
	MARKETING			MTH1W	9 – Principles of Mathematics De-streamed	
BMI3C	11 – Marketing: Goods, Services, Events			MPM2D	10 – Principles of Mathematics	MTH1W
	BUSINESS LEADERSHIP			MCR3U	11 – Functions	MPM2D
BOH4M	12 – Business Leadership: Mgmt Fundamentals			MHF4U	12 – Advanced Functions	MCR3U
	CANADIAN & WORLD STUDIES			MCV4U	12 – Calculus & Vectors	MHF4U (pre/co)
	GEOGRAPHY			SNC1W	9 – Science De-streamed	
CGC1W	9 – Exploring Canadian Geography			SNC2D	10 – Science	SNC1D
CGG3O	11 – Travel and Tourism	CGC1W			**BIOLOGY**	
CGW4U	12 – World Issues: A Geographic Analysis	*Any C.E.H.		SBI3U	11 – Biology	SNC2D
	HISTORY			SBI4U	12 – Biology	SBI3U
CHC2D	10 – Canadian History Since World War I				**CHEMISTRY**	
CHY4U	12 – World History: Since the 15th Century	*Any C.E.H.		SCH3U	11 – Chemistry	SNC2D
	POLITICS			SCH4U	12 – Chemistry	SCH3U
CHV2O	10 – Civics and Citizenship				**PHYSICS**	
	COMPUTER STUDIES			SPH3U	11 – Physics	SNC2D
ICS3U	11 – Introduction to Computer Science			SPH4U	12 – Physics	SPH3U
ICS4U	12 – Computer Science	ICS3U			**SOCIAL SCIENCES AND HUMANITIES**	
	ENGLISH AS A SECOND LANGUAGE				**EQUITY STUDIES**	
ESLAO	1 – English as a Second Language			HSC4M	12 – World Cultures	*Any C.E.H.
ESLBO	2 – English as a Second Language	ESLAO			**GENERAL SOCIAL SCIENCES**	
ESLDO	4 – English as a Second Language	ESLCO		HSB4U	12 – Challenge & Change in Society	*Any C.E.H.
ESLEO	5 – English as a Second Language	ESLDO			**FAMILY STUDIES**	
	ENGLISH			HFC3M	11 – Food and Culture	
ENL1W	9 – English			HFA4U	12 – Nutrition and Health	*Any C.E.H.
ENG2D	10 – English	ENL1W		HHD3O	11 – Dynamics of Human Relationships	
ENG3U	11 – English	ENG2D		HHS4U	12 – Families in Canada	*Any C.E.H.
ENG4U	12 – English	ENG3U			**TECHNOLOGICAL EDUCATION**	
OLC4O	12 – Ontario Secondary Sch. Literacy Course			TAS1O	9 – Technology & The Skilled Trades	
					HOSPITALITY AND TOURISM	
				TFJ3C	11 – Hospitality and Tourism	
					HEALTH CARE	
				TPJ2O	10- Health Care	

DIPLOMA AND CERTIFICATE REQUIREMENTS

The Requirements for the Ontario Secondary School Diploma (30 credits)

Compulsory Credits (Total of 18)

Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma (OSSD):

Students entering Grade 9 in 2024 or Later

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- **1 credit in technology education (in grade 9 or 10) (New)**
- .5 credit in civics
- .5 credit in career studies
- **1 credit in STEM – related course (New)**

OSSD Requirements (Entering Grade 9 in 2024 or later):

In order to earn the OSSD, a student must:

- Earn 17 compulsory credits
- Earn 13 optional credits
- Complete 40 hours of community involvement activities
- Successfully complete the Ontario Secondary School Literacy Test (OSSLT) or pass the Ontario Secondary School Literacy Course (OSSLC)

Students entering Grade 9 in 2023 or Earlier

- 4 credits in English (1 credit per grade)
- 1 credit in French as a second language
- 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credit in civics
- .5 credit in career studies
- 1 additional credit in English, or a third language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education (except GLC2O), or a Cooperative Education course
- 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or a Cooperative Education course
- 1 additional credit in Science (Grade 11 or 12), or Computer Science, or Technological Education, or a Cooperative Education course

OSSD Requirements (Entering Grade 9 in 2023 or Earlier):

In order to earn the OSSD, a student must:

- Earn 18 compulsory credits
- Earn 12 optional credits
- Complete 40 hours of community involvement activities
- Successfully complete the Ontario Secondary School Literacy Test (OSSLT) or pass the Ontario Secondary School Literacy Course (OSSLC)

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to the student by the principal of a secondary school on behalf of the Minister of Education for Ontario.

OPTIONAL CREDITS

In addition to the 18 compulsory credits, students must earn 12 optional credits – 11 optional credits for students commencing in grade 9 from 2024. Students may earn these credits by successfully completing courses they have selected from the courses listed in this calendar.

COMMUNITY INVOLVEMENT ACTIVITIES

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. The student will select an activity (or activities) from the school's list of approved activities, or an activity that is not on the list, provided that it is not an activity that is on the ministry's or school's list of ineligible activities (see "Ineligible Activities" below). If the activity is not on the school's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.

Students will provide their parents with a copy of the school's document "Information on the Community Involvement Diploma Requirement", which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities.
An ineligible activity is an activity that:

Is a requirement of a class or course in which the student is enrolled
(e.g., cooperative education portion of a course, job shadowing, work experience)

- Takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible.
- Takes place in a logging or mining environment, if the student is under sixteen years of age.
- Takes place in a factory, if the student is under fifteen years of age.
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding.
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves handling of substances classified as "designated substances" under the Occupational Health and Safety Act.
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home (i.e. daily chores) or personal recreation activities.
- Involves activities for a court-ordered program (e.g., community-service program for young offenders, probationary program).

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

Students will maintain and provide a record of their community involvement. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to Guidance. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents/guardians, and a signed acknowledgement by the person (or representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the school for these activities.

Bronte College will assist students in attaining community involvement hours in the following ways:

- Environmental events (such as tree planting and computer recycling)
- Clean-up of our adopted park
- Donating blood volunteering in the community (such as the Living Arts Centre)
- Volunteering at the Food Bank
- Volunteering at local city events (such as Mississauga Marathon and Carassauga)
- Volunteer coaching for local schools

THE ONTARIO SECONDARY SCHOOL LITERACY REQUIREMENT

In order to earn a secondary school diploma all students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or pass the Ontario Secondary School Literacy Course (OSSLC). Students typically take the literacy test when they are in Grade 10. Students who have written the OSSLT at least once and failed are eligible to take the OSSLC; students who pass the course are considered to have met the graduation requirement. The secondary school literacy graduation requirement is based on the expectations for reading and writing throughout the Ontario Curriculum up to and including Grade 9.

ONLINE LEARNING GRADUATION REQUIREMENT

Starting with the cohort of students who entered Grade 9 in 2020-2021, Ontario students are to earn two online learning credits to obtain their Ontario Secondary School Diploma (OSSD).

However, principals of inspected private schools may exempt all students of the school from this graduation requirement if, in the principal's opinion, the online learning graduation requirement strongly conflicts with the religious or educational mission of the school, and the school holds the Ontario Student Record for each student. As the graduation requirement does not apply in this circumstance, the exemption is recorded on the student transcript as "Online Graduation Requirement – N/A". The rationale for the exemption is also included in each student's OSR.

Bronte College's mission is to develop internationally minded lifelong learning through the promotion of social cohesion in a classroom setting – an environment that facilitates the development of intercultural understanding and respect. We strongly value the development of the whole student through a range of experiences, both in the classroom and during school organized activities. Furthermore, Bronte strongly supports students developing digital literacy and other transferable skills that will help prepare students for success after graduation through the integration of technology in course planning and delivery. We believe that active involvement and participation are central to individual growth. As such, Bronte College students are exempted from this graduation requirement.

THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory Credits (Total of 7)

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

Optional Credits (Total of 7)

- 7 credits selected by the student from available courses

THE CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training or who plan to find employment after leaving school. Students who return to school to complete additional credits and non-credit courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The OSSD or OSSC will be granted when a student has fulfilled the appropriate requirements.

COURSES AND CREDITS

SUBSTITUTIONS FOR COMPULSORY CREDITS

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credits from the remaining courses offered by the school that meet the requirements for compulsory credits. A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. There is a limit of 3 substitutions. Credits earned for cooperative education courses may not be used through substitutions to meet compulsory credit requirements.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests. If a parent/guardian or an adult student request a substitution, the principal will determine whether a substitution should be made. The principal or designate may also initiate consideration of whether a substitution should be made. Each substitution will be noted on the student's Ontario Student Transcript. Documentation will be placed in the student's Ontario Student. Record.

COURSE CHANGES

Students should make a serious commitment to the courses they choose. Changes to timetables are often impossible to make due to class size, therefore, choose wisely.

Since the 1999-2000 school year, schools have been required to provide a complete record of students' performance in Grade 11 and 12 courses. Under this requirement, both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the Ontario Student Transcript (OST). If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST. If a student withdraws from a course after this Ministry-designated deadline, the withdrawal is recorded on the OST by entering a "W" in the "credit" column, and the student's percentage grade at the time of the withdrawal is recorded in the "percentage grade" column. The OST will also include all Grade 9 and 10 courses completed by the student, with percentage grades obtained and credits earned. A Grade 9 or 10 course dropped at any time during the semester will not be recorded on the OST. (The Ontario Student Transcript Manual (OST) pages 3, 12, and 13)

Please be advised that Bronte College requires written parental consent for students to drop a course. If dropping a course will affect the student's expected graduation date, parental consent is required at any time during the semester, and permission must also be obtained from the principal.
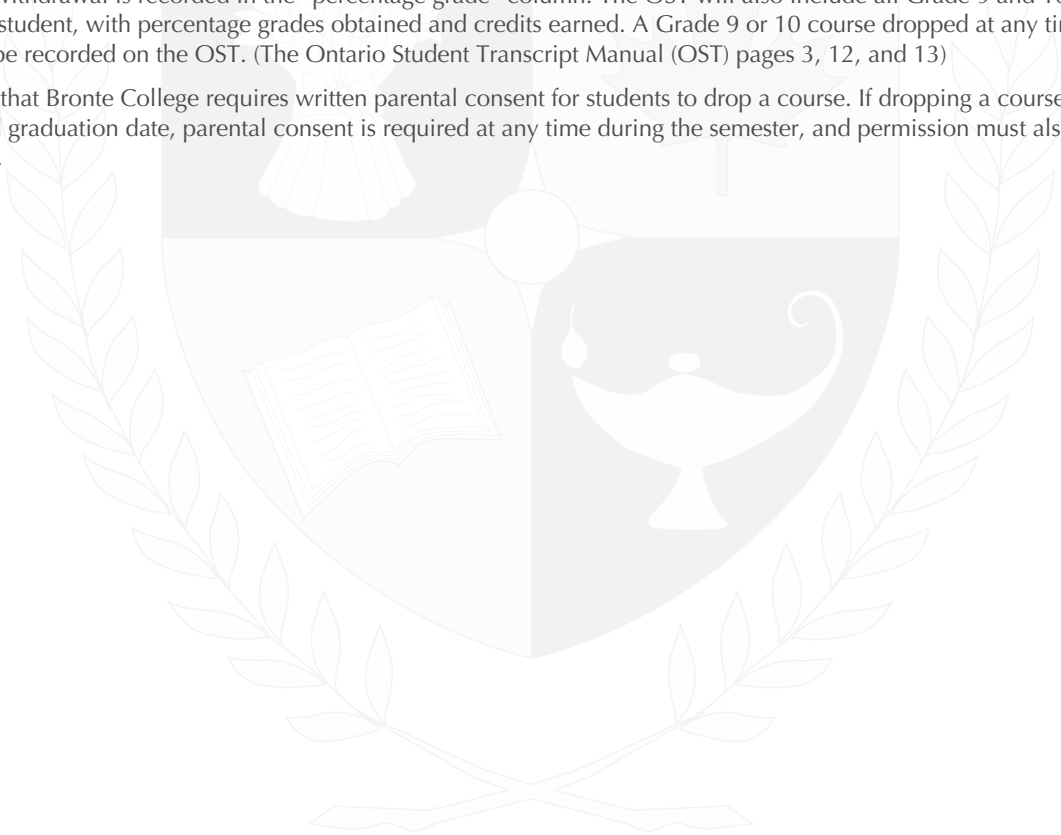
COURSE CODES

Each high school course is identified by a five-character 'code'.

- The first three characters refer to the subject and specific area:
  e.g., ENG is English, SNC is Science
- The fourth character usually refers to the grade:
  1 = Grade 9   2 = Grade 10   3= Grade 11   4 = Grade 12
- The fifth character refers to the type of course as outlined below:
  D = Academic P   A = Applied   O = Open   U = University
  C = College   M = College/University   E = Workplace   W = De-streamed
- The sixth character is used by the school

CREDIT DEFINITION

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A principal on behalf of the Ministry of Education and Training for courses that have been developed or approved by the ministry grants credits. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

COURSE ORGANIZATION

GRADES 9 AND 10

Grade 9 and 10 courses are organized into three types: De-streamed, Academic, Applied, and Open. All courses prepare students for the senior grades. Because the emphasis is on core concepts in Grade 9 and 10 courses, students may move from one type of course to another between Grade 9 and 10. Moving from a Grade 9 Academic Course to a Grade 10 Applied Course is possible. Moving from a Grade 9 Applied Course to a Grade 10 Academic course will require a transfer course. Excellent work habits and motivation are extremely important when changing program levels.

Academic, De-streamed, and Applied Courses

High expectations for all students

- Focus on the essential concepts of the discipline

De-streamed Courses

- Understand the importance of and appreciate the beauty and wonder of mathematics and science.
- Recognize and appreciate multiple mathematical and scientific perspectives.
- Make informed decisions and contribute fully to their own lives and to today's interconnected local and global communities.
- Adapt to changes and synthesize new ideas.
- Work both independently and collaboratively to approach challenges.
- Communicate effectively.
- Think critically and creatively to connect, apply, and leverage mathematics and science within other areas of study including technology, engineering, the arts, and beyond.

Academic Courses – D

- Essential concepts of the subject and exploration of related material
- Emphasize theoretical and abstract applications
- Abstract thinking and problem solving
- Incorporate practical applications when appropriate
- Greater depth and more abstract reasoning when using the essential concepts
- Faster pace

Applied Courses – P

- Emphasize practical, concrete applications of essential concepts
- Incorporate theory when appropriate
- Greater emphasis on practical, hands-on applications of the essential concepts

- Same expectations for all students at Grades 9 and 10
- Open courses for all subjects other than those offered as academic or applied
- Appropriate for all students
- Designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12
- Preparation for their role in society

GRADES 11 AND 12

In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation. Open courses are also offered in Grades 11 and 12. Students will make their choices based on their interests, achievement, and career goals. All university, university/college, college, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community respectively. These courses are designed to enable students to meet the entrance requirements of post-secondary institutions, apprenticeships, and other training programs, or the expectations of employers in the workplace.

University preparation courses (U) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College preparation courses (M) are designed to equip students with the knowledge and skills they need to meet the requirements for specific programs offered at universities and colleges.

College preparation courses (C) are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses (E) are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses (O) are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Interdisciplinary Studies are courses designed to 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.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. Please see Course Descriptions for further details.

CHANGING COURSE TYPES

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In Grade 10 to 12, a student may change to a different type of course in a given subject provided that the student has not taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, E-learning, the Independent Learning Centre, or independent study.

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

PREREQUISITE COURSES

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. The prerequisites for the current courses being offered at Bronte College are listed above. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the principal's decision will be final.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario Secondary School classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by a school Dean in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

LITERACY TEST ACCOMMODATIONS, DEFERRALS, AND EXEMPTIONS

Students will write the Ontario Secondary School Literacy Test in their Grade 10 year. This test is provincially created and assessed. The literacy test evaluates students' reading, writing and comprehension skills based on the expectations in language and communication up to and including Grade 9. *Students must pass this test in order to graduate from secondary school.* The successful completion of the test will be recorded on the Ontario Student Transcript. Students who do not pass the test successfully will receive remedial help to prepare for re-testing. English, as a Second Language students will take the test only when they have reached an equivalent level in their language studies.

Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a Second Language/English Literacy Development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent/guardian or an adult student request a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent/guardian or adult student and appropriate school staff. In cases where the parent/guardian or adult student disagrees with the decision of the principal, the parent/guardian or adult student may ask the appropriate supervisory officer to review the matter.

The Ontario Secondary School Literacy Course (OSSLC) has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. The OSSLC is a full-credit Grade 12 course. (It does not replace the mandatory Grade 12 English credit needed for university admission.)

AN EDUCATION AND CAREER/LIFE PLANNING PROGRAM

Creating Pathways to Success sets out the career development policy for Ontario schools.
The goals of the education and career/life planning program are to:
- Ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process.
- Provide opportunities for this learning both in and outside the classroom.
- Engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning.

INDIVIDUAL PATHWAYS PLAN

An individual pathway plan (IPP) must be developed by the student, their parents/guardians, and teacher advisor during each year of high school and is a requirement for all grades 7 - 12. Students are responsible for establishing and maintaining their web based IPP.

The intent of the IPP is to assist students in the four-step inquiry process. Each student will be given the opportunity to develop a comprehensive career/life-planning program. The four aspects of the inquiry process are:

- Knowing Yourself
- Exploring Opportunities
- Making Decisions and Setting Goals
- Achieving Goals and Making Transitions

The IPP will include the extracurricular activities, cooperative education programs and work experience opportunities in which the student plans to participate. The plan will be reviewed at least twice a year; one of those times will be in conjunction with the annual course selection process.

ONTARIO STUDENT TRANSCRIPT, ONTARIO STUDENT RECORD, AND FULL DISCLOSURE

The Ontario Student Transcript (OST) is a provincially standardized document, which is the student's official record of credits earned. Copies are available to students upon request.

The OST is kept in the student's Ontario Student Record (OSR). This folder contains achievement results, credits earned, and other information important to the education of the student. The OSR is created when a student enters the Ontario school system and moves with the student from school to school. The OSR is created under the authority of the Education Act. Students and their parents/guardians (if the student is not an adult) may examine the contents of the OSR.

As of September 1999, the OST fully discloses all Grade 11 and 12 courses attempted including those failed, dropped, or repeated. This change to the transcript allows a more valid evaluation of each student's academic performance. Students must be careful to meet the deadline (one week after distribution of midterm reports) to drop a course from their timetable. Failure to meet this deadline could result in a course remaining on the OST and thus part of the student's OSR.
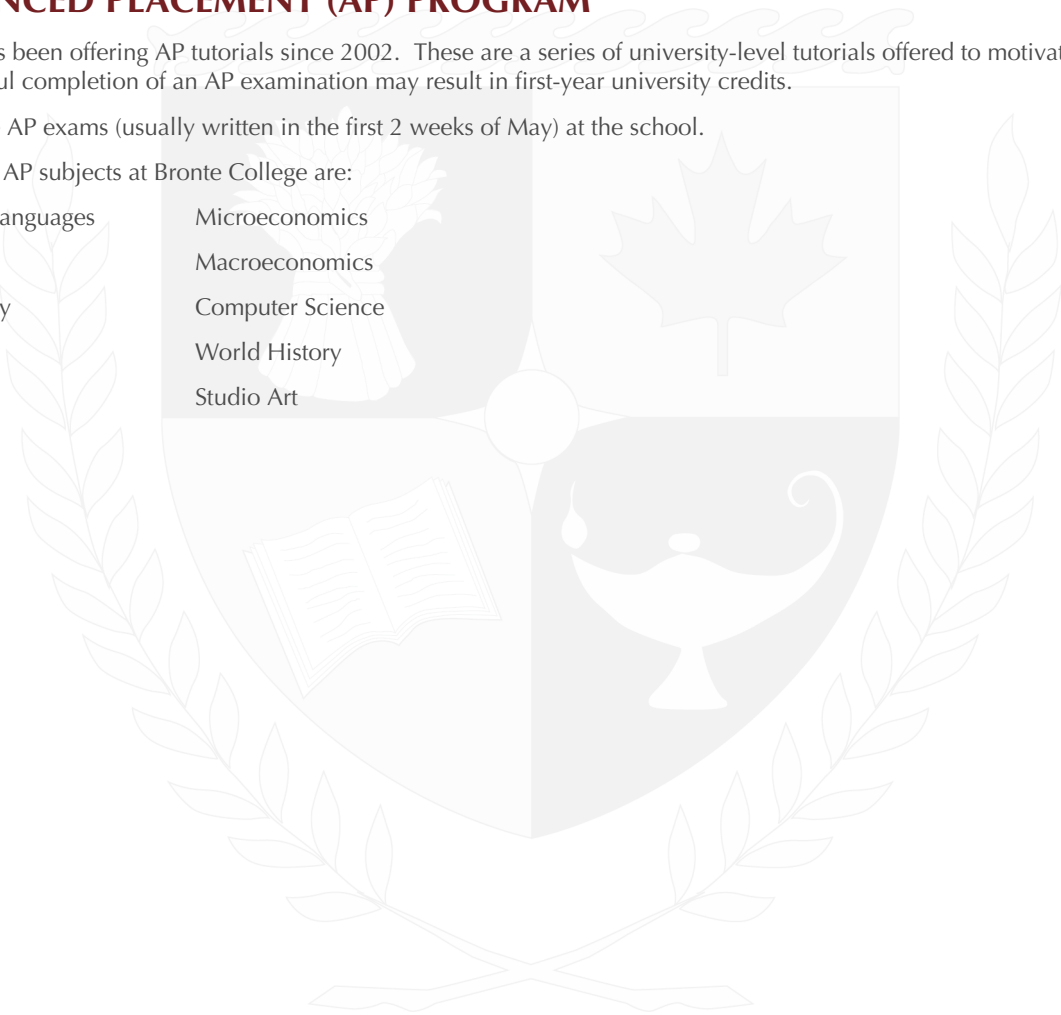
The OST can be requested from the Guidance Office.

THE ADVANCED PLACEMENT (AP) PROGRAM

Bronte College has been offering AP tutorials since 2002. These are a series of university-level tutorials offered to motivate high school students. Successful completion of an AP examination may result in first-year university credits.

Students can write AP exams (usually written in the first 2 weeks of May) at the school.

The more popular AP subjects at Bronte College are:

English Languages	Microeconomics
Calculus	Macroeconomics
Chemistry	Computer Science
Biology	World History
Physics	Studio Art

EXPERIENTIAL LEARNING PROGRAMS

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their post-secondary destination. Experiential learning programs work experience and cooperative education, which are offered in secondary school.

For students who are fourteen years of age or older and who are participating in experiential learning programs involving more than one day at the workplace, a Work Education Agreement form must be completed to ensure Workplace Safety and Insurance coverage.

COOPERATIVE (CO-OP) PROGRAM

The co-op program offered by Bronte College is designed for students in Grades 11 and 12. Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination.

The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses.

The co-op program is offered as a double credit course with credits granted based on 220 hours of work placement and classroom instruction. Students are assessed by multiple performance evaluations conducted by the employer, teacher and student. Placements will be for approximately 4 hours each day either in the morning or afternoon depending on the employer. Co-op counts as one of the compulsory credits towards the student's Ontario Secondary School Diploma (OSSD).

Credits are granted based on the successful completion of course expectations as well as the requirements for a work placement. For example, a student who is taking Grade 12 International Business (BBB4M) and is interested in a co-op placement could work with or job shadow an import/export broker. This student would receive two credits for BBB4M. All co-op courses will be indicated on the student's Ontario Student Transcript.

SCHOOL EVALUATION PROCEDURES

The Ontario Curriculum documents for grades 9 to 12 outline the knowledge and skills that students are expected to develop and demonstrate in their class work, on tests, and in various other activities through which achievement is assessed and evaluated. These documents are available through the Ministry of Education website at www.edu.gov.on.ca. The main document is Growing Success 2010 to inform and shape evaluation.

STUDENT ACCOMMODATION PROCEDURES

Students who require accommodations to assist them and being successful in their learning may include the following actions in their study plan:

- More time to write a test, exam, or complete a project
- Assignments chunk to make them easier to complete
- Assisting students with the translation of the question
- Other accommodations as identified by teacher, student, Parent or a medical professional

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

Teachers are responsible for developing appropriate instructional strategies to help students achieve the curriculum expectations for their courses, as well as for developing appropriate methods for assessing and evaluating student learning. Teachers bring enthusiasm and varied teaching and assessment approaches to the classroom, addressing individual student needs and ensuring sound learning opportunities for every student.

Using a variety of instructional, assessment, and evaluation strategies, teachers provide numerous opportunities for students to acquire proficiency in English, as well as subject content knowledge. They provide learners with frequent opportunities to practice and apply new learning and, through regular and varied assessment, give them the specific feedback they need to further develop and refine their skills. By assigning tasks that promote the development of higher-order thinking skills, teachers enable students to become thoughtful and effective communicators in English. In addition, teachers encourage students to think out loud about their own language processes and support them in developing the language and techniques they need to assess their own learning. Opportunities to relate knowledge and skills in English language learning to wider con- texts, both across the curriculum and in the world beyond the school, motivate students to learn and to become lifelong learners.

COURSE OUTLINE

During the first week of school, the subject teachers will provide a course outline. Information on these outlines will include a brief description of the course, units to be taught and how students will be evaluated. The course outline will also be posted on the teacher's Microsoft Teams site.

ATTENDANCE AND SUCCESS

To ensure success, a student must not only achieve a passing grade but must attend classes regularly. Frequent absences make it impossible for teachers to adequately assess student learning and ensure academic success, and therefore we expect students to be in class consistently and take responsibility for all work missed. All students will need to account for non-school related absences by providing a note to the Head of Student Governance upon the first day of the student's return. **Students are expected to attend 110 hours for each course to receive a credit.** A student may be asked to complete "missed hours" under teacher supervision if there is insufficient evidence to adequately access student learning due to several absences.

MISSED ASSIGNMENTS AND TESTS POLICY

In keeping with the new Ministry document "Growing Success: Assessment, Evaluation and Reporting in Ontario Schools," every school must develop a policy to address the assessment and evaluation of late assignments, missed tests and required assignments not being handed in as part of the overall evaluation per course.

Bronte College follows the evaluation and assessment policy set out in the Ministry of Education document "Growing Success." The document states that evaluation must be derived from the most consistent and most recent assessments completed by students in each course.

Missed Assignments

At Bronte College, each assignment will include a due date that is reasonable and manageable for all students. If a student feels they will be unable to hand in the assignment by the due date, they must speak with the teacher prior to the due date to make appropriate arrangements and set an extension date for accommodation purposes. Only one extension will be allowed per assignment.

If the student fails to hand in the assignment by the due date without prior communication with the teacher, the teacher will inform the parents/guardians, and the assignment will result in the loss of 5% per day and this will continue for five academic days up to a maximum of 25%. After five school days, If the student does not hand in the final product, then a mark will be allocated based on the evidence collected from my observations / conferencing with him/her.

Missed Tests, Conferences and In-Class Evaluation

At Bronte College, each test will be scheduled a minimum of one week in advance. If a student is excused from class as a result of illness, they must speak with the teacher to schedule a reasonable time after their return to write the test. The school nurse or a parent/guardian must provide a note to indicate that the student was ill.

If the student chooses not to attend class without having been excused for illness, they will write the test the first day of their return, outside the school day and a 10% deduction will be applied.

If the student does not show up to write the test at the assigned time, the student may receive a zero.

CHEATING AND PLAGIARISM

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating, and plagiarism will not be condoned.

Plagiarism means using someone else's words or ideas in your work without proper citations. Citations and documentation will be discussed in all classes. Plagiarism and cheating include using any un-cited phrase, sentence, or passage, from a book, from On-line Notes, from a friend, or from the Internet. If a student is unsure about the rules of plagiarism and cheating, they should ask their teacher.

A first offence of cheating or plagiarism will result in the deduction of 25% off the evaluation of the assignment and the assignment will be redone properly. A second offence will result in a mark of zero. A third offence requires the student to appear before the Head of School for a review of the situation. The Head of School will decide the extent of the consequences, which may include a mark of zero, a fine, suspension, expulsion, or a combination of the above.

ARTIFICIAL INTELLIGENCE (AI) STUDENT USE POLICY

Bronte College supports responsible and ethical use of Artificial Intelligence (AI) to enhance learning while maintaining academic integrity.

PERMITTED USES

Students may use AI tools, with teacher approval, for:

- Brainstorming topics and ideas
- Initial background research
- Checking grammar, spelling, and tone (not rewriting work)
- Creating study aids from their own notes

PROHIBITED USES

Students may not use AI to:

- Write or generate assignments, assessments, or exams
- Replace required reading or research
- Paraphrase or submit AI-generated work as their own
- Create or falsify citations or sources

Using AI to complete academic work is considered **academic dishonesty**.

ACADEMIC INTEGRITY & VERIFICATION

Teachers may use AI-detection tools, drafts, checkpoints, and oral explanations to verify student work. Students must be able to explain their learning and process.

TRANSPARENCY

When permitted, students may be required to disclose how AI tools were used. Failure to do so may result in academic consequences.

PRIVACY & SAFETY

Students should not share personal, confidential, or school-related information with AI platforms. Bronte College is not responsible for data shared with third-party tools.

TEACHER DISCRETION

Teachers may limit or prohibit AI use for specific assignments. Teacher instructions always take priority.

POLICY VIOLATIONS

Misuse of AI may result in consequences under the Academic Integrity Policy.

EXAMINATION PROCEDURES

EXAMINATIONS

Scheduled exams are to be considered mandatory course components and failure to write them will result in either a failing grade or an incomplete credit unless the principal decides otherwise. *Exams must be written at the date and time indicated on the final exam timetable.*

The time expectations for exams are:

- Grade 9 and 10:   1.5 hours
- Grade 11 and 12:   2.5 hours

There are no scheduled classes during the final exam week.

Students found using unauthorized resources (cheating) on an exam will be given a mark of "0" for the examination. In such cases, parents/guardians will be contacted.

Final Exam Expectations

Final exams will begin, and finish promptly, as indicated in the final exam timetable. This means that students who arrive late for a final exam may not be given extra time.

- Students should be dressed in full uniform for final exams and have their student identification card with them
- Textbooks should be handed in before the final exam beings in the Book Return Room (G33). If the textbook is not returned, the cost will be deducted from the student's account.
- Students must remain in the final exam room for the first hour. Thereafter, students may leave on the half hour with the discretion of the supervising teacher.
- Students are not allowed to borrow anything from other students during the final exam. Students must have all the necessary supplies with them.
- NO electronic devices are allowed, such as electronic dictionaries, headphones, Music players, cell phones, wearable technology or pre-programmed calculators.

Missed Examinations

If a student is absent from a scheduled exam, the student should make every effort to contact the school and state the reason for the absence. When the student returns to the school, they should report directly to the Guidance Office.

Students who miss exams due to illness are required to provide a doctor's note to verify the absence. Absence because of vacation or work is not a legitimate reason for missing a scheduled exam. No student will be exempted from an exam or given an alternative exam due to early transportation itineraries. Students and parents/guardians are asked to schedule flights after the final exam period according to the school academic calendar. If a student is to be absent from an exam without a legitimate reason, the student will be given a zero for the exam, and that mark will be included in the calculation of the final mark for that course.

REPORTING TO PARENTS/GUARDIANS

Bronte College has three reporting periods during each semester. All report cards – Interim, Midterm, and Final – are available online in the Progress Report Portal and will be mailed to parents/guardians and given to students once they have been issued. Should parents/guardians have any questions or concerns regarding the progress of the student, they are encouraged to contact the teachers or the Guidance counsellors by calling or emailing the school.

The first report is called an Interim Report Card. This is issued early in each semester (approximately following the first 4 weeks) and gives students and parents/guardians an early indication of the student's performance. The report contains level grades, which reflect the four levels of achievement as directed by the Ontario Ministry of Education:

- **Level 4 (80-100%):** A very high to outstanding level of achievement. Achievement is above the provincial standard.
- **Level 3 (70-79%):** A high level of achievement. Achievement is at the provincial standard.
- **Level 2 (60-69%):** A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
- **Level 1 (50-59%):** A passable level of achievement. Achievement is below the provincial standard.
- **Below 50%:** Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

The second report is the Midterm Report Card at the halfway point of each semester. This report will have a percentage grade as well as teacher comments, and students will also be evaluated on their Learning Skills and Work Habits. Usually there is a close correlation between the course mark and the student's performance in their Learning Skills and Work Habits. Parent/Guardian interviews are held immediately after the Midterm Report Cards are issued.

The Final Report Card will follow at the end of each semester. Like the Midterm Report, this report will have a percentage grade, teacher comments, and evaluation of Learning Skills and Work Habits. The marks on the Final Report Card are those that will be recorded onto the student's Ontario Student Transcript.

LEARNING SKILLS AND WORK HABITS

The development of learning skills and work habits is an integral part of a student's learning. The Learning Skills and Work Habits evaluated on the report card are divided into the following: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. It is expected that teachers will work with students to help them develop behaviours that reflect these six Learning Skills and Work Habits. These skills are evaluated and reported as follows:

E = Excellent   G = Good   S = Satisfactory   N = Needs Improvement

COURSE DESCRIPTIONS

Visual Arts

Visual Arts, Grade 9, Open   **AVI1O**

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.
Prerequisite: None

Visual Arts, Grade 10, Open   **AVI2O**

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.
Prerequisite: None

Visual Arts, Grade 11, University/College preparation   **AVI3M**

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage; multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).
Prerequisite: Visual Arts, Grade 9 or 10, Open

Visual Arts, Grade 12, University/College preparation   **AVI4M**

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works 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

BUSINESS STUDIES

Launching and Leading a Business Grade, 10, Open   **BEP2O**

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.
Prerequisite: None

Entrepreneurship

Entrepreneurship: The Venture, Grade 11, College preparation   **BDI3C**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.
Prerequisite: None

International Business Fundamentals, Grade 12, University/College preparation **BBB4M**

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

Prerequisite: None

Marketing

Marketing: Goods, Services, Events, Grade 11, College preparation **BMI3C**

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer-buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice.

Prerequisite: None

Business Leadership

Business Leadership: Management Fundamentals, Grade 12, University/College preparation **BOH4M**

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

Prerequisite: None

CANADIAN AND WORLD STUDIES

Geography

Exploring Canadian Geography, Grade 9, De-Streamed **CGC1W**

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

Prerequisite: None

Travel and Tourism: A Geographic Perspective, Grade 11, Open **CGG3O**

This course focuses on issues related to travel and tourism within and between various regions of the world. Students will investigate unique environmental, sociocultural, economic, and political characteristics of selected world regions. They will explore travel patterns and trends as well as tensions related to tourism and will predict future tourism destinations. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate the impact of the travel industry on natural environments and human communities.

Prerequisite: Canadian Geographic Issues, Grade 9, Academic or Applied

World Issues: A Geographic Analysis, Grade 12, University preparation **CGW4U**

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

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

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

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

World History: Since the 15th Century, Grade 12, University preparation CHY4U

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

Politics

Civics and Citizenship, Grade 10, Open CHV2O

This course explores 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

COMPUTER STUDIES

Introduction to Computer Science, Grade 11, University preparation ICS3U

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 programs 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

Computer Science, Grade 12, University preparation ICS4U

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.
Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

ENGLISH AS A SECOND LANGUAGE (ESL)

Bronte College Language Advancement Program (LAP)
The Language Advancement Program (LAP) is for students who would like to improve their English proficiency before starting a full academic program at Bronte College.

- Develop speaking, listening, reading, and writing skills
- Academically focused: students improve their English through non-credit subjects
- Quick and successful transition into Bronte College's full academic program
- Low student to teacher ratio
- Highly qualified and certified teachers
- Students become familiarized with Ontario high school assessment
- Full-day engagement: extra-curricular activities and evening study hall
- Various intakes throughout the year

English as a Second Language, ESL Level 1, Open   **ESLAO**
This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short, adapted texts; and write phrases ad short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.
Prerequisite: None

English as a Second Language, ESL Level 2, Open   **ESLBO**
This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.
Prerequisite: ESL Level 1 or Equivalent

English as a Second Language ESL Level 3, Open   **ESLCO**
This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.
Prerequisite: ESL Level 2 or Equivalent

English as a Second Language, ESL Level 4, Open   **ESLDO**
This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.
Prerequisite: ESL Level 3 or Equivalent

English as a Second Language, ESL Level 5, Open   **ESLEO**
This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.
Prerequisite: ESL Level 4 or Equivalent

ENGLISH

English, Grade 9, De-streamed   **ENL1W**
This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.
Prerequisite: None

Language & Literature, Grade 10, Academic   **ENG2D**

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

English, Grade 11, University Preparation   **ENG3U**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.
Prerequisite: English, Grade 10, Academic

English, Grade 12, University Preparation   **ENG4U**

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

Literacy Skills: Reading and Writing, Grade 10, Open   **ELS2O**

This course is designed to help students strengthen essential reading and writing skills, providing them with the extra literacy support they need in order to graduate. Students will read informational, graphic, and literary texts, with a focus on locating information, identifying main ideas and supporting details, building vocabulary, and consolidating skills in the application of key comprehension strategies. The course will also help students develop core-learning strategies.
Prerequisite: English, Grade 9, Academic or Applied, or a Grade 9 English LDCC (locally developed compulsory credit) course

Ontario Secondary School Literacy Course, Grade 12, Open   **OLC4O**

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).

LANGUAGES

International Languages

Mandarin, Grade 12, University Preparation   **LKMDU**

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will re ne and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken and develop skills necessary for lifelong language learning.
Prerequisite: Mandarin, Level 2 (Grade 11), University Preparation

GUIDANCE AND CAREER EDUCATION

Learning Strategies 1, Skills for Success in Secondary School, Grade 9, Open   **GLS1O**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal- management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.
Prerequisite: None

Career Studies, Grade 10, Open   **GLC2O**

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

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education, Grade 9, Open   **PPL1O**

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.
Prerequisite: None

Healthy Active Living Education, Grade 10, Open   **PPL2O**

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.
Prerequisite: None

Healthy Active Living Education, Grade 11, Open   **PPL3O**

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

Healthy Active Living Education, Grade 12, Open   **PPL4O**

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

MATHEMATICS

Mathematics, Grade 9, De-streamed   **MTH1W**

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.
Prerequisite: None

Principles of Mathematics, Grade 10, Academic   **MPM2D**

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

Functions, Grade 11, University Preparation   **MCR3U**

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

Advanced Functions, Grade 12, University Preparation **MHF4U**

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

Calculus and Vectors, Grade 12, University Preparation **MCV4U**

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.
Note: Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Mathematics of Data Management, Grade 12, University Preparation **MDM4U**

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.
Prerequisite: Functions, Grade 11, University/College Preparation, or Functions and Applications, Grade 11, University/College Preparation

SCIENCE

Science, Grade 9, De-streamed **SNC1W**

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space sciences, and physics, and to relate science to technology, society and the environment. Throughout the course, students will develop their skills in the process 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

Science, Grade 10, Academic **SNC2D**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions; forces that affect climate and climate change, and the interaction of light and matter.
Prerequisite: Science, Grade 9, Academic, or Applied

Biology

Biology, Grade 11, University Preparation **SBI3U**

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

Biology, Grade 12, University Preparation **SBI4U**

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.
Prerequisite: Biology, Grade 11, University Preparation

Chemistry

Chemistry, Grade 11, University Preparation **SCH3U**

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

Chemistry, Grade 12, University Preparation   **SCH4U**
This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.
Prerequisite: Chemistry, Grade 11, University Preparation

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

Physics, Grade 12, University Preparation   **SPH4U**
This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.
Prerequisite: Physics, Grade 11, University Preparation

SOCIAL SCIENCES AND HUMANITIES

Equity studies
World Cultures, Grade 12, University/College Preparation   **HSC4M**
This course examines the nature of culture; how culture identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethno-cultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies**.**

General Social Science
Introduction to Anthropology, Psychology, and Sociology, Grade 11   **HSP3U**
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. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, 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)

Challenge and Change in Society, Grade 12, University Preparation   **HSB4U**
This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.
Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies.

Food and Culture, Grade 11, University/College Preparation **HFC3M**

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

Dynamics of Human Relationships, Grade 11, Open **HHD3O**

This course focuses on helping students understand the individual and group factors that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

Prerequisite: None

Nutrition and Health, Grade 12, University Preparation **HFA4U**

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health.

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

Families in Canada, Grade 12, University Preparation **HHS4U**

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships.

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

TECHNOLOGICAL EDUCATION

Technology & The Skilled Trades, Grade 9, Open **TAS1O**

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

Prerequisite: None

Hospitality & Tourism, Grade 11, College Preparation **TFJ3C**

This course enables students to develop or expand knowledge and skills related to hospitality and tourism, as reflected in the various sectors of the tourism industry. Students will learn about preparing and presenting food, evaluating facilities, controlling inventory, and marketing and managing events and activities, and will investigate customer service principles and the cultural and economic forces that drive tourism trends. Students will develop an awareness of health and safety standards, environmental and societal issues, and career opportunities in the tourism industry.

Prerequisite: None

Healthcare, Grade 10, Open **TPJ2O**

This course introduces students to personal health promotion, child and adolescent health concerns, and a variety of medical services, treatments, and technologies. Students will become familiar with various instruments and equipment and will learn about human anatomy, organs, and body chemistry, as well as the effects that lifestyle choices can have on personal well-being. They will plan recreational activities for youth, perform a dietary analysis, and evaluate health care practices. Students will develop an awareness of environmental and societal issues related to health care and will explore secondary and postsecondary pathways leading to careers in the field.

Prerequisite: None

GUIDANCE POLICIES AND PROCEDURES

Students are not permitted to take any courses outside of Bronte College without receiving written permission from the principal **BEFORE** enrolling in the course. Failure to obtain the principal's permission may result in the course not being accepted by Bronte College.

Students must follow the timetable they have been assigned. A course has not been dropped until the student meets with a guidance counsellor and receives a new timetable. Parent permission must be received before course changes can be made.

PARENT OR LEGAL GUARDIAN AND STUDENT COMPLAINTS PROCEDURES

If a Bronte College Student has a complaint:

1. the student should first speak with their subject teacher and/or supervisor to see if they can address the issue.

2. If the issue is not resolved, the student should then speak with their Guidance Counsellor.

3. Finally, speaking with the Head of School would be the last step and if the issue is unresolvable, the Head of School would then consult with the Board of Directors if required.

If a Bronte College Parent has a complaint:

1. The Parent should speak with their child's Guidance Counsellor.

2. If the issue is not resolved, the Parent should then speak with the IB Coordinator.

3. Finally, speaking with the Head of School and if required, the Board of Directors if the issue is not resolved.
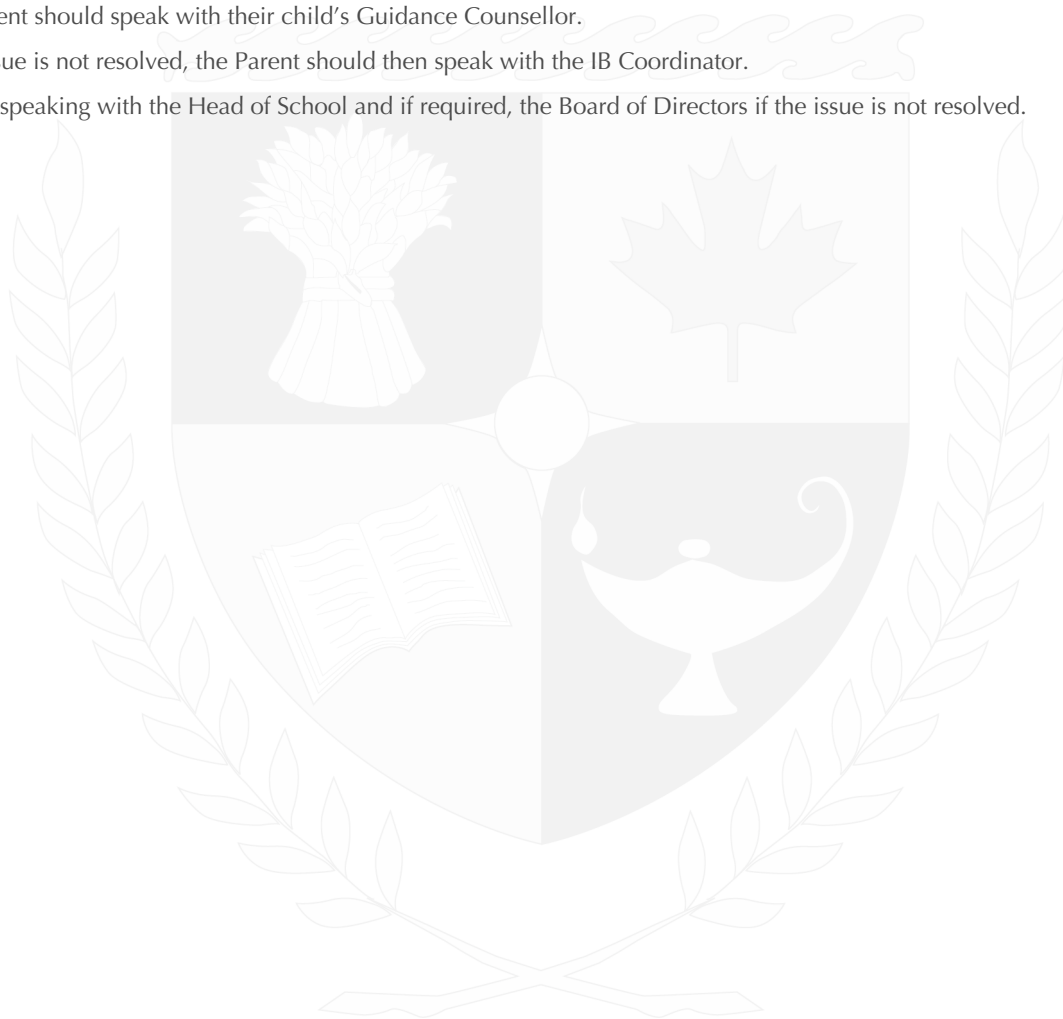
CODE OF BEHAVIOUR

SCHOOL RULES AND REGULATIONS

CODE OF BEHAVIOUR

As a community of learners, we must work together to ensure that our school and society are based on honesty, individual responsibility and mutual respect.

PROGRESSIVE DISCIPLINE

Bronte College supports the comprehensive and consistent use of progressive discipline in both classroom settings and residential dormitories. Progressive discipline is a process of supporting positive behaviors and responding to and resolving a wide range of infractions, conflicts and inappropriate behaviors with appropriate interventions and consequences. It helps to facilitate the renewal of relationships, and to ensure new beginnings and opportunities for individual growth in designated students within a nurturing learning environment. Progressive discipline must comply with the *Human Rights Code* and *Education Act*.

Progressive discipline includes early intervention practices and strategies such as redirecting inappropriate behaviors, using verbal reminders, recognizing improved behavior, reviewing of Bronte College's Code of Conduct, collecting school-wide data to improve student behavior, and collaborating with parents/agents.

Ongoing inventions can take include developing behavior "agreements/contracts" with students, accommodations to timetabling based on changing student circumstances, peer mentoring, counselling, conflict mediation and offering additional assistance through external agencies. Strategies for addressing inappropriate behaviors that foster learning include loss of privileges and detentions and/or community service. Prior to suspension, both mitigating factors and Human Rights factors are considered.

When challenging behaviors occur, interventions are initiated to re-direct the student's behaviors and encourage the student to make the appropriate changes to their behavior. Consequences to help the student appreciate the seriousness of inappropriate actions are part of this educative process, along with on-going support to ensure that positive behaviors take place moving forward. At times, suspension may be necessary as a just consequence and to protect the safety of others, depending on a range of mitigating factors. Upon return to the classroom, the suspended student will be welcomed back with on-going support and monitoring. In some cases, it may be necessary to expel a student depending on the seriousness of the challenging behavior. It is essential that staff, students, parents, and community members assume responsibility for developing and maintaining a positive school environment. This whole school approach requires a collective effort by the school community to collaborate to build positive, respectful relationships.

EQUITY AND INCLUSIVE EDUCATION

Our mission is to improve and enhance the learning outcomes of all students regardless place of origin, ancestry, race, ethnic origin, sex, sexual orientation, gender identity, gender expression, age, family status, or disability as outlined in the *Ontario Human Rights Code*.

The school is committed to an inclusive education for all through the identification and elimination of discriminatory biases and systemic barriers that may limit students' learning, growth, and contribution to society. These barriers may be both overt and subtle, intentional, or unintentional.

Bronte College is committed to an equitable education program that upholds and reflects the principles of fair and inclusive education which should permeate all policies, procedures, and practices.

Bronte College's Equity and Inclusion Policy has been developed using Memorandum No.119 (2013) and the Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation, Ontario's Equity, and Inclusive Education Strategy 2013. Both documents identify eight areas of focus for implementing equity and inclusive education which will inform Bronte College's school policies, programs, guidelines, and practices.

Key areas include:

Respect for the diverse perspectives of the entire school community will be reflected in all areas of teaching, learning and administrative culture.

The school subscribes to an informed leadership philosophy that inspires, empowers, and supports all stakeholders in the implementation of practices and behaviors that cultivate inclusive practices.

The school encourages student voice in the implementation of equity and inclusive practices and provides a range of leadership opportunities to students both inside and outside the classroom.

The school establishes and maintains collaborative relationships with diverse communities so that the perspective and experiences of families, staff members and students are recognized.

The school will implement an inclusive curriculum and review resources, instruction and assessment and evaluation practices to identify and address discriminatory biases.

The school will acknowledge each individual's right to practice or not practice religious beliefs free form discrimination or harassment. The school will provide all reasonable steps to provide religious accommodation to staff and students.

The school will provide opportunities for all members of staff to acquire the knowledge, skills, attitude and behaviors needed to identify and eliminate discriminatory biases and systemic barriers under the code.

CODE OF CONDUCT

Based on the Ontario Ministry of Education Policy/Program Memorandum no. 128: The Provincial Code of Conduct and School Board Codes of Conduct

"A school should be a place that promotes responsibility, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the school community feel safe, comfortable, and accepted."

Standards of Behaviour

All members of the school community, which includes students, parents, visitors, teachers and all other school staff, must:

Respect and comply with all applicable federal, provincial, and municipal laws.

- Demonstrate honesty and integrity.
- Respect differences in people, their ideas, and their opinions.
- Always Treat one another with dignity and respect, and especially when there is disagreement.
- Respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability.
- Respect the rights of others.
- Properly identify themselves when asked by persons in authority.
- Show proper care and regard for school property and the property of others.
- Take appropriate measures to help those in need.
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully.
- Respect all members of the school community, especially persons in positions of authority.
- Respect the need of others to work in an environment that is conducive to learning and teaching.

Safety

All members of the school community must not:

- Engage in bullying behaviors.
- Commit sexual assault.
- Traffic weapons or illegal drugs.
- Give or sell alcohol to a minor.
- Commit robbery.
- Be in possession of any weapon, including firearms.
- Use any object to threaten or intimidate another person.
- Cause injury to any person with an object.
- Be in possession of or under the influence of alcohol or illegal drugs.
- Inflict or encourage others to inflict bodily harm on another person.
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias.
- Swear at a teacher or at another person in a position of authority.
- Commit an act of vandalism that causes extensive damage to school property or to property located on school premises.

Bronte College believes that a healthy, safe and inclusive learning environment where all students feel accepted is a necessary condition for student success and recognizes that students cannot be expected to reach their full potential in an environment where they feel insecure, intimidated, or excluded.

All members of the school community have a role to play in creating and maintaining a positive school climate and preventing unacceptable behavior such as bullying, gender-based violence, sexual assault and incidents.

Bullying can occur in situations where there are real or perceived power imbalances between individuals or groups, and may be a symptom of racism, classism, homophobia, sexism, religious discrimination, ethnic discrimination or other forms of bias and discrimination. Bullying can also be based on, but not limited to, body size, appearance, abilities, or other real or perceived factors. Perceptions about differences are often based on stereotypes perpetuated in broader society.

Bullying can take many forms including physical (for example, pushing, tripping), verbal (for example, name calling, insults, threats, sexist/racist/transphobic comments), social, also known as relational (for example, spreading rumours, intentionally excluding others, humiliating others with public gestures) and causing harm to one's property.

CYBER-BULLYING

Bullying by electronic means (commonly known as cyber-bullying) is strictly prohibited by Bronte College.

- Cyber-bullying includes, but not limited to, the following:
- creating a web page or a blog in which the creator assumes the identity of another person;
- impersonating another person as the author of content or messages posted on the internet;
- communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Bronte College believes that every person has the right to equal treatment without discrimination. Bronte College respects and values the diversity its diverse community and fosters a communal environment free from prejudicial behaviour of any kind.

CONSEQUENCES

Bronte College has a responsibility to uphold the standards of behaviour and expectations of safety outlined in the Ontario Ministry of Education Provincial Code of Behaviour and the schools own code of behaviour. As such, actions that go against these standards and expectations will be investigated by school administration and will carry consequences.

1. The following activities, whether they take place at school, at a school-related activity or in other circumstances where they will have an impact on the school climate, may result in **suspension**.

    - Possessing alcohol or drugs of any kind.
    - Being under the influence of alcohol or drugs of any kind.
    - Being found on the floor or in the room of a student of the opposite sex.
    - Using profanity or improper language.
    - Bullying.
    - Verbal, physical or sexual harassment.
    - Opposition to authority.
    - Persistent truancy.
    - Smoking or Vaping (including e-cigarettes) on school property, including the dormitory.
    - Breaking school curfew.
    - Conduct injurious to the moral tone of the school.
    - Conduct injurious to the physical or mental well-being of others in the school.

In serious cases, repeat offences may result in expulsion.

2. The following activities are serious offences and will result in suspension, and, upon investigation, may result in **expulsion**:

- possessing or trafficking in weapons, including but not limited to firearms and air rifles or pistols and knives.
- using a weapon to cause or to threaten bodily harm to another person.
- committing physical assault on another person that causes bodily harm requiring medical treatment.
- committing sexual assault.
- committing robbery.
- trafficking in alcohol or drugs of any kind.
- uttering a threat to inflict serious bodily harm on another person.
- committing an act of vandalism that causes extensive damage to school property or to property located on school premises.
- sounding a false fire alarm.

No school fees will be refunded if a student is expelled. Police may also be involved in these instances, as required.

Consequences	Verbal Violence	Physical Violence	Dormitory Infractions	Drugs and Alcohol	Weapons
1-day suspension	• name calling • excessive noise • fraud	• pushing • shoving • throwing objects • mischief causing potential harm	• reversible defacing of property • breaking room curfew • not responding to fire alarm • unauthorized overnight stay	• alcohol in room	
2-day suspension	• racism • intimidation (implied or direct) • disrespect of authority	• kicking • pushing • sexual harassment	• petty theft • on floor of opposite sex • breaking school curfew	• smoking/vaping violation • under the influence of alcohol or drugs	
3-day suspension	• intimidation involving physical threat • extortion • opposition to authority	• intent to harm • physical injury • bullying	• theft • permanent defacing of property	• giving or selling alcohol or drugs to a minor	
Expulsion and/or legal charges	• threatening authority	• serious physical injury due to lack of restraint • gang violence • any physical violence directed at authority • sexual assault	• extensive purposeful defacing of property • pulling or aiding in a false fire alarm	• dealing • possession • trafficking	• any physical threat or use of weapons • possession of lethal weapons such as knives or guns

SCHOOL RULES AND REGULATIONS

RESPONSIBILITIES OF STUDENTS

Students are to be treated with respect and dignity by teachers and all school staff. In return, they must demonstrate respect for themselves and others. Students are responsible for:

- Coming to school prepared, on time and ready to learn.
- Showing respect for themselves, others and those in authority.
- Refraining from bringing anything to school that may compromise the safety of others.
- Following school rules and taking responsibility for their own actions.

ATTENDANCE

There is an established link between student absenteeism and academic success. Regular attendance at school is critical to students' learning and achievement of course expectations. To ensure regular attendance by students, Bronte College will ensure that students and their parents/guardians are informed about attendance procedures.

When a student's frequent absences from classes are jeopardizing his/her successful completion of a course, the homeroom teacher will contact the student and parents/guardians to explain the potential consequences of the absences, which may include failure to gain credits and/or removal from the course. They will discuss steps that could be taken to improve attendance.

The goal of our attendance procedures is the creation of an optimal learning environment for staff and students.

All parents/guardians are strongly encouraged to check students' attendance record on the Progress Report Portal. Any inquiries should be directed to the Head of Student Governance. **(For help with accessing the Progress Report Portal, please email it@brontecollege.ca).**

- All students are expected to be on time and prepared for their classes.
- Dormitory students must see the school nurse or Head of Student Governance to be excused from class for illness.
- Parents/guardians of day students are requested to call or email the Front Desk **(905-270-7788 ext. 2000/ frontdesk@brontecollege.ca)** if their child will be absent that day.
- In case of sickness resulting in an absence of more than one day, students must see a physician for medical assistance and bring a doctor's note to the school nurse to verify his/her absence.
- Homeroom attendance is mandatory from 8:20 – 8:30 a.m. Homeroom enables students to prepare for the day, receive important announcements, and receive teacher help and academic planning.

Penalties for Late and Missed Classes

Missed Classes: Students who miss class because of an unauthorized absence (skipping) will face the following consequences:

- 1st or 2nd unauthorized absence verbal   warning
- 3rd, 4th or 5th unauthorized absence   30-minute detention
- 6th, 7th or 8th unauthorized absence   45-minute detention
- 9th, 10th or 11th unauthorized absence   60-minute detention – warning letter will be issued to parents/guardians
- 12th unauthorized absence in   school suspension and possible removal from class
                                                     no credit will be issued, and no fees will be refunded

Students who are not in class when the bell rings will be marked late and will face the following consequences:

If students arrive to class after 10 minutes, they will be marked absent

Homeroom Attendance: Lates are not recorded for homeroom. Students who are late or who fail to attend homeroom will be marked absent and will face the following consequences:

- 1st or 2nd absence   verbal warning (Teacher)
- 3rd and 4th absence   referred to Head of Department
- 5th Absence   referred to Head of Student Governance

CONDUCT IN THE HALLS

There will be no eating or drinking in the halls or classrooms. No phones, ear buds of any kind are allowed during class hours either in classrooms or in the hallway. Listening devices in the classrooms may only be used to support curriculum and when the students are directed to do so by the teacher.

To ensure that classes are not disrupted, students are not to be in the halls during class time. If a student does not have class, they may go to the library, the cafeteria, outside the school, or to the lobby. If they choose to be in the lobby students are not to loiter on the couches by the Front Desk as these are for visitors to the school.

UNIFORMS

Wearing a uniform helps to reinforce students' identity in the community, instill pride in our school, lessen the financial burden on parents/guardians and ensure that our students are recognized for their character and accomplishments.

For male and female students, the uniform consists of:

- A burgundy blazer
- Grey pants
- A white shirt
- A polo shirt to be worn during the warmer months (optional)
- A tie
- A navy V-neck sweater
- A vest
- Black socks
- Closed-toe black dress shoes (max. 2" heels)
- A black dress belt with silver buckle

Each student is also required to have a uniform to be worn for gym classes and extra-curricular activities. This consists of a grey Bronte College t-shirt and grey Bronte College shorts. Students may purchase an optional Bronte College tracksuit from the Business Office for varsity sports or casual uniform wear.

Students may also purchase a Bronte College polo shirt to be worn during the warmer summer months.

Additionally, students who are members of the Prefect Council will be given a grey sweatshirt. The Prefect sweatshirt is always to be worn by members of the Prefect Council.

The school uniform is provided with tuition and all students will be issued the complete uniform during orientation. Additional items may be purchased through the Business Office. To ensure consistency in quality, colour and appearance, **only uniform items purchased through Bronte College (except for socks, belts and shoes) will be allowed.**

When and Where the Uniform Must Be Worn

The school uniform must always be worn during school hours, i.e. from 8:00 a.m. to 4:00 p.m., Monday to Friday, while in the academic areas of the school. As well, the uniform is required for all evening and weekend classes, and for all official Bronte College events, excursions, and field trips. Any exceptions will be at the discretion of the principal and students will be notified of alternate expectations.

Each Tuesday, students must dress in FORMAL UNIFORM, which consists of a white shirt, tie, sweater (optional), grey pants, and black dress shoes. Polo shirts and school hoodies are not considered part of the FORMAL UNIFORM

Throughout the year students will be granted several "Casual Days" on which the uniform will not be required. In these cases, the "Casual Clothes" policy (outlined below) will apply.

Uniform Maintenance

- Students are responsible for cleaning and washing their uniforms and must wear clean clothes daily.
- Students must keep their uniforms in good repair and must replace any torn, frayed, stained or damaged uniform items.
- Students who outgrow their uniform will be required to purchase uniform items in the appropriate size.
- It is the student's responsibility to have pants hemmed, if needed. A tailor will be available on campus during orientation to assist students with this.
- No tailoring is permitted that would change the style or appearance of any uniform items. Pants are not to be cropped to above ankle length or cuffed.

Casual Clothes

- Casual clothes may be worn to meals and after the end of the academic day (4:00 p.m.) as well as on designated "Casual Days."
- Clothing with holes or tears and personal loungewear or pajamas are not acceptable as casual dress.
- Students must always be dressed in an appropriate manner. Shoulders and midriffs must be covered; as such, halter tops, bathing suits and tank tops are not appropriate. In addition, clothing that resembles underwear should not be visible.
- Shoes or sandals must always be worn in the Cafeteria. Students may not wear their athletic practice wear, cleats etc. into the Cafeteria and are asked to change after a sports practice before they enter the Cafeteria.

Student Identification Badge

The Student Identification Badge (SIB) is part of the uniform and must always be worn or carried by the student. A student must produce and show their SIB when asked by any Bronte College staff member.

HATS

No hats of any kind are to be worn in any part of the school, including on Casual Days. If a student fails to remove their hat, or needs constant reminders, the teacher or administration may confiscate it.

Jewelry

Jewelry should be tasteful and moderate. Students (male and female) may wear a small stud or small hoop earrings as part of classroom dress. Multiple studs, multiple piercings, other visible body piercings, or any ornate and large pieces of jewelry are not acceptable as classroom dress and students will be asked to remove them immediately.

Hair

All students are expected to maintain tidy hair. Male students must be clean shaven or have neatly trimmed facial hair. Extravagant hair designs are not acceptable. Hair decorations are to be simple and functional. Hair colour is to be moderate (i.e. not pink, purple or other unnatural shades).

LOCKERS

1. Front Desk will assign all students lockers during the second week of classes. Dormitory Students will share lockers and Day students will have a single locker.

2. Students must use the lock provided on the locker they are assigned and ensure that it is always kept locked. **The school is not responsible for lost or stolen items.**

3. **Lockers are the property of Bronte College and may be searched by school authorities and/or the police at any time**. The possession of stolen property, weapons, or items resembling or capable of being used, as a weapon, or illegal drugs is a criminal offence and is prohibited on school property**.** In the event than any of these items are found in a locker they will be deemed to be in the possession of the student(s) to whom the locker is assigned, and criminal charges may be laid.

4. Students are responsible for keeping their lockers free of markings. Fees will be charged for damaged lockers.

5. Students will be responsible for emptying their lockers at the end of the academic year. Any left items will be trashed or donated to charities.

UNLAWFUL CONDUCT

Smoking/Vaping (Including e-cigarettes)

The **Smoke-Free Ontario Act** states that:

No person shall smoke or hold lighted tobacco, use of an electronic cigarette in the following places or areas:

1. A school as defined in the Education Act.

2. A building or the grounds surrounding the building of a private school, where the private school is the only occupant of the premises, or the grounds annexed to a private school, where the private school is not the only occupant of the premises.

In accordance with this law, smoking is strictly forbidden anywhere on Bronte College property. It is also against provincial law to smoke or purchase cigarettes if you are under the age of 19, or to give or sell cigarettes to anyone under the age of 19.

Alcohol and Drug Abuse

Drinking alcoholic beverages, using drugs and/or being in possession of alcoholic beverages or drugs are strictly prohibited in the school building and on campus. This behaviour will result in fines and/or suspension and may in serious cases result in expulsion.

- Students on school property under the influence of alcohol or drugs may face fines and/or suspension.
- The legal drinking age in Ontario is 19 years. Students giving or selling alcohol to a minor face fines, suspension or expulsion, and police may be involved.
- Students trafficking in drugs will be immediately expelled and police may be involved.

Causing a False Fire Alarm

Causing a false fire alarm is an offence under the Criminal Code of Canada. Any student causing a false alarm that involves the fire department and/or police may be fined, suspended or expelled and may also face criminal charges.

TECHNOLOGY ACCESS AND USAGE

Bronte College provides Internet access as a privilege that can be revoked if the administration deems necessary. All students must sign the Technology Acceptable Use Policy pertaining to the Internet and all school technology.

Bronte College recognizes that safeguards must be established to ensure the protection of students. Safeguards also protect the school's investment in hardware and software, ensure the benefits of technology and prevent negative side effects. This technology will help propel our school through the communication age by allowing students to access and use resources from distant computers, communicate and collaborate with other individuals and groups around the world, and significantly expand their available information base to incorporate in their learning practices.

The following actions are prohibited:

- to use technology hardware, software, network, information, and/or services or that of another individual without permission
- to use technology to harass, bully, or threaten another individual
- to access, upload, download, create, distribute, use, or transmit pornographic, obscene, sexually explicit, abusive, slanderous, libelous, prejudicial, or otherwise inappropriate language or material
- to vandalize, damage, alter, or disable the property of Bronte College. To plagiarize, violate copyright or use the intellectual property of an individual or organization without permission
- to introduce unauthorized information, computer viruses, or harmful programs into the computer system in public- private files, or messages
- to download games, entertainment software, or copyrighted material unless part of the course curriculum and directed by the teacher
- to participate in online gambling
- to send unsolicited e-mails or participate in chat lines
- to utilize the school's technology for commercial purposes or financial gain. The use of a static IP: students must be using the address given by our DHCP server
- The deletion, examination, copying or modification of files and/or data belonging to other users without their prior consent
- Any deliberate action that damages or disrupts a computing system, alters its normal performance, or causes it to malfunction
- The use of proxy servers or services to bypass the internal firewall in any way, shape or form
- The use of systems and/or networks in attempts to gain unauthorized access to remote systems
- Port-scanning other users' systems
- Decryption and/or capture of a system, data or user password

- The intentional attempt to crash network systems or programs
- The willful introduction of computer viruses or other disruptive/destructive programs into the organization network or into external networks
- The copying of copyrighted materials, including but not limited to third-party software and the download/exchange of movies, MP4's and illegal software
- The use of FTP traffic

Bronte College reserves the right to monitor all network activity, incoming or outgoing, on the Bronte College network and on all computers internally tied to it.

Any violation of the school policy and rules will result in the loss of privileges to use school-provided technology including the Internet and may result in expulsion. When applicable, law enforcement agencies may be involved.

OBJECTIONABLE WEB CONTENT

In order to restrict access to offensive material on the Internet, Bronte College uses a proxy filtering system. Its databases are updated daily as new sites of offensive materials are discovered by its parent company. For purposes of definition, objectionable content includes, but is not limited to the following:

- Pornography: adult content, material depicting or describing sexual acts, erotic material, nudity, etc.
- Violence: graphic depiction of violent acts including murder, rape, torture, and/or serious injury
- Drug use: material encouraging the use of recreational drugs, including tobacco and alcohol advertising, with the exception of materials with valid educational value (e.g. drug use statistics)
- Gambling: online gambling/gaming services
- Offensive language and tasteless subjects: crude, vulgar language or gestures including, but not limited to, tasteless humour (excretory functions, etc.), graphic medical photos outside of a medical context, and some forms of body piercing and modification (cutting, branding, etc.)
- Crime: encouragement of, tools for, or advice on carrying out criminal acts, which includes, but is not limited to, lock-picking, bomb-making, and hacking information

PERSONAL TECHNOLOGY

The use of cell phones, any technology capable of filming without direct consent, wearable technology for personal use only, and/or headphones is not allowed in any instructional area, including the Campus Life office, of the school except the entrance area and cafeteria. If the student is under investigation for a code of behavior or breaking of school rules and regulations, they may be asked to unlock their phone to assist with the investigation.

Inappropriate use of technology from outside the school may result in disciplinary action if there is a connection back to school and either of the following occurs:

- the student's actions violate a legitimate school policy or law and
- the school can show a substantial disruption or legitimate safety concern.

LIBRARY

The library is an academic study area of the school. Students are encouraged to use the library for research and quiet work. Students who wish to socialize should use the cafeteria.
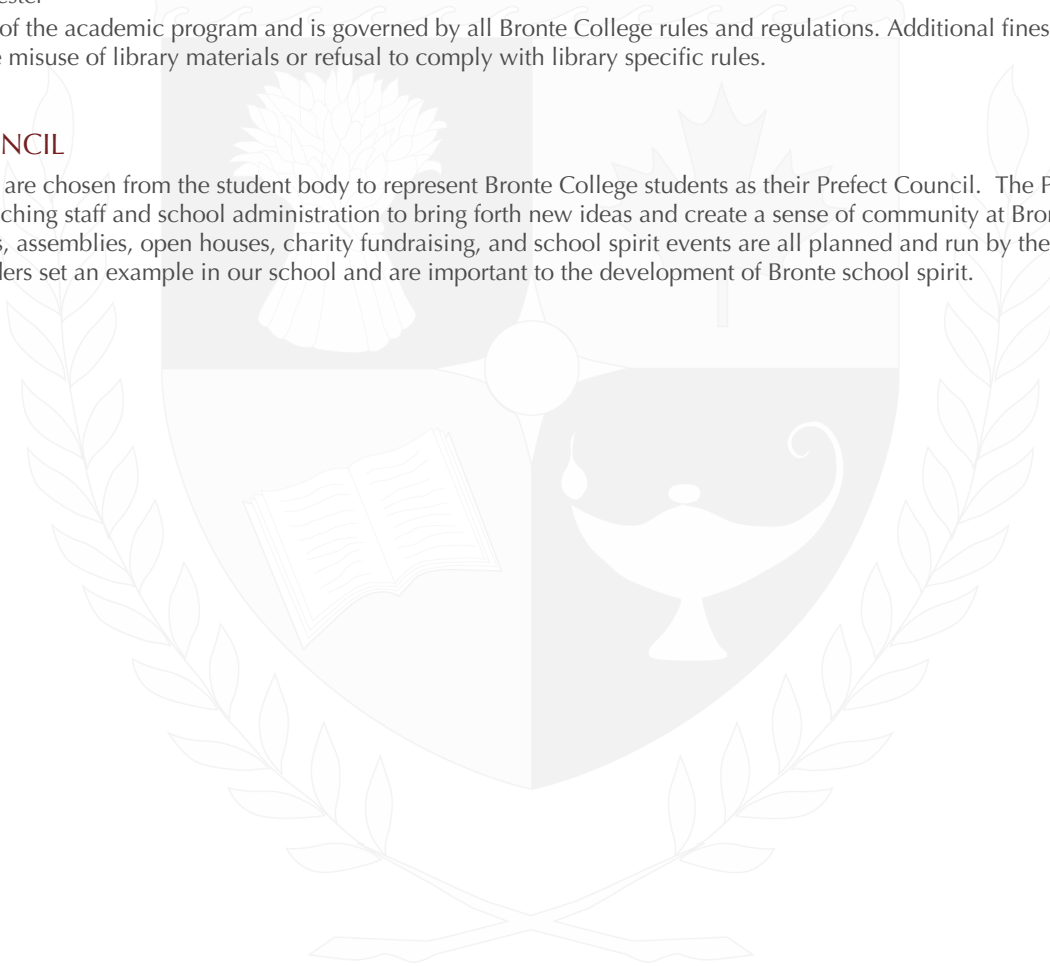
Students are always expected to cooperate and help others in providing the best and quiet library environment. The Bronte College Code of Conduct always applies in the library. In addition, students are expected to:

- Treat library staff with respect and courtesy
- Respect the right of all library users to have a quiet place to study and work. Group projects should be completed in the cafeteria or additional supervised study areas such as M4
- Library materials are to be used with care and signed out using the student library card
- All materials must be returned on time and in excellent condition
- Personal property is not to be left unattended in the library. The Librarian cannot be responsible for lost or stolen items.
- Students are to leave the library space neat and tidy after each use
- Food and drinks are not allowed in the library
- Backpacks are not allowed in the library and must be left in student lockers. Computer sleeves or small computer cases will be allowed.
- School cell phone policies apply in the library
- Library computers fall under the Bronte College Acceptable Use Policy that is signed at the beginning of each school semester

The library is part of the academic program and is governed by all Bronte College rules and regulations. Additional fines may be imposed on students for the misuse of library materials or refusal to comply with library specific rules.

PREFECT COUNCIL

Each year, leaders are chosen from the student body to represent Bronte College students as their Prefect Council. The Prefect Council works with the teaching staff and school administration to bring forth new ideas and create a sense of community at Bronte. Activities such as announcements, assemblies, open houses, charity fundraising, and school spirit events are all planned and run by the Prefect Council. These student leaders set an example in our school and are important to the development of Bronte school spirit.