

St. Jude's Academy

Programme & Course Calendar 2018-2019



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School

The Importance of a Secondary Education

We, the staff of St. Jude's Academy, are committed to the task of providing you, our students, with the best possible education. Our responsibility to you is challenging yet it is exciting. We welcome this privilege because together we are creating a community of learners and teachers. We acknowledge our commitment as follows:

1. We will carefully plan, teach, and evaluate all assigned courses.
2. We will strive to maintain an environment in our classes and in school generally which will enable you to grow and develop.
3. We will communicate information about your progress to you and to your parents.
4. We will endeavour to assist you with any difficulty you wish to share.
5. Finally, we promise that we will strive to challenge you to think, to examine, to listen, to speak out, and to act in the spirit of humanity.

The Requirement to Remain in School

St. Jude's Academy believes that regular attendance and punctuality are positive behaviours that should be fostered in our school system. Regular attendance is necessary for a student to gain the full benefits of educational instruction. The Ontario Ministry of Education has established a minimum of 110 hours of instruction for Grade 9 to Grade 12 students to qualify for each credit toward high school graduation.

Under the Ontario Public Schools Act, a child must attend school regularly until the age of 18. A student who is of compulsory school age is required to attend regularly once he/she enrolls. In addition, school attendance for all students is conditional upon their behaviour.

The School's Goals and Philosophy

Vision: St. Jude's vision is to nurture well-rounded, confident world citizens in a secure and inspirational setting that supports students in their social, emotional, and academic growth.

Mission Statement: Through a rigorous and extensive co-curricular programme, St. Jude's Academy encourages each student to develop an inquisitive, creative mind and strong moral character. St. Jude's Academy inspires reflection, social development, and a well-defined school spirit. Students are prepared for scholarship and leadership in a rapidly changing world. St. Jude's Academy facilitates students' global understanding, environmental stewardship, and dedication to social service while maintaining a vibrant and ethical community which embraces diversity.

Values: St. Jude's values the academic endeavour of all its students, faculty, and staff. St. Jude's Academy believes that only through the academic endeavour and rigorous training of the mind can one attempt to discern ethical, moral, and spiritual matters.

School Organization

Terms and Reporting Periods

St. Jude's Academy is a non-semestered school, with some semestered courses. The school year runs from September to June on a 6-day schedule. St. Jude's Academy distributes three to four report cards per year as follows:

Report Card Issued	Reporting Period	
	Semestered Courses	Non-Semestered Courses
November 30, 2018	First	First
February 8, 2019	Final	Mid-Term
April 18, 2019	First	-
June 2019	Final	Final

The final report will be mailed home in June, 2019, after final exams.

Timetable

Time	Period
7:30 - 8:50	Students report to the cafeteria
8:50 - 9:00	Opening exercises in cafeteria
9:00 - 9:40	Period 1
9:40 - 10:20	Period 2
10:20 - 11:00	Period 3
11:00 - 11:40	Period 4
11:40 - 12:20	Period 5
12:20 - 1:00	Lunch (Period 6)
1:00 - 1:40	Period 7
1:40 - 2:20	Period 8
2:20 - 3:00	Period 9
3:00 - 3:40	Period 10
3:40	Dismissal

At dismissal time, all upper school students are expected to leave school property unless they are in a supervised school activity. Students wishing to remain at school will be required to be in the after-care program

Expectations Regarding Students Responsibilities, Achievement, and Attendance

Student Responsibilities: Students at St. Jude’s Academy are expected to behave according to the school code of conduct at all times while on school grounds and at all school sponsored events including field trips and excursions. .

Student Achievement: Students are expected to study for their courses and ask questions for clarification in their classrooms. Student academic achievement is a shared responsibility between the teachers and students, with the diligence of studying and striving for high standards being the responsibility of the student.

Student Attendance: Students must attend school regularly and parents/guardians must report any absence to the school administrator. Please see Appendix A for the full attendance policy at St. Jude’s Academy.

School Code of Conduct

St. Jude’s Academy is an IB World School that is committed to providing a quality, futures-oriented education that enables all students to achieve their full potential. Essential to effective learning is a supportive and disciplined environment that respects the following rights:

- The rights of all students to have a **HAPPY**, positive learning environment;
- The rights of all students to be assured that they will be **SAFE** at school, both physically and emotionally;
- The rights of all students to have a **SUCCESSFUL** *Code of Conduct* that meets individual needs and the implementation of a *Pro-Social Behaviour Support Plan* (Appendix B) when needed.

The *Code of Conduct* defines the responsibilities that all members of the school community, including staff, students, and parents are expected to uphold. The *Code* has been developed to deliver the best possible outcomes for students, recognizing the close relationship between learning, achievement and behaviour.

The *Code of Conduct* is designed to reflect the attributes of the *IB Learner Profile*. For example, all students should strive to be *reflective, caring, principled* and *open minded* when managing their behaviour. As well, the *Code* encourages our students, teachers, parents and administration to demonstrate *IB Attitudes* such as *empathy, integrity, respect* and *tolerance*.

We use our code to teach and encourage positive behaviours. Students are encouraged to give careful thought to their actions and how those actions impact those around them. By providing students with clear guidelines for behavioural expectations, St. Jude’s Academy offers each individual the opportunity for success.

*Acceptable conduct supports a
Safe, Happy, and Successful
learning environment.*

Acceptable Conduct and Roles

Respect for Staff

Students are expected to comply with the expectations and requests of all staff members. The verbal, physical or sexual abuse of any staff member will not be tolerated and could result in suspension and police involvement.

Respect for the Rights of Others

Students must respect the rights of all members of the school community. Unacceptable behaviour includes: verbal assault, sexual harassment or assault, fighting, physical assault, trespassing, possession or use of weapons and dangerous articles. Such behaviour is dangerous and will not be tolerated. Inappropriate behaviour could result in police involvement and the initiation of expulsion proceedings.

Respect for the Safety of Others

Many aspects of the *Code of Conduct* are based on the acknowledged right of students to learn in a safe, orderly and stimulating environment. In addition to those items mentioned elsewhere in this policy, St. Jude's Academy shall endeavour to address specific incidents as they arise.

Respect for the Property of Others

Students are expected to treat with respect the property within the community, the school grounds, the school buildings and all items belonging to the school, other students or staff. Vandalism and theft violate the spirit of respect and will be treated as serious offences. Such acts of dishonesty can lead to suspension and/or police involvement.

Administration will take a leadership role by:

- acting with care and commitment to facilitate quality learning experiences and a safe environment
- holding everyone under their authority accountable for their behaviours and actions
- communicating regularly with all members of the school community
- ensuring that *Pro-Social Behaviour Support Plans* are implemented, followed and modified when needed

Teachers, school staff, and volunteers, under the leadership of administration and within the bounds of their legal, professional, and ethical responsibilities, are expected to hold those within the school community to the highest standard of socially and personally responsible behaviour. They accomplish this role by:

- helping students learn to their full potential
- communicating regularly with parents and administration
- demonstrating respect for everyone within the school community
- maintaining consistent standards of behaviour as outlined within the *Code of Conduct*
- modeling and providing guidance and skills for socially responsible conduct
- ensuring that *Pro-Social Behaviour Support Plans* are implemented, followed and modified when needed

Parents play an important role in the education of their children and have the responsibility to support school staff in maintaining a safe and positive learning environment for all members of the school community. Parents accomplish this role by

- monitoring and showing active interest in their child's work, progress, and conduct
- communicating regularly with the school
- respecting the confidentiality of matters of discipline
- providing necessities for quality learning such as regular meals, appropriate levels of sleep, hygiene, medical needs, appropriate dress, and classroom materials
- ensuring student punctuality and promptly reporting valid reasons for tardiness or absences
- reviewing the *Code of Conduct* with their children
- supporting school staff in dealing with issues of behaviour requiring intervention and discipline
- contributing positively to *Pro-Social Behaviour Support Plans* that concern their child
- demonstrating respect for all members in the school community
- modeling expectations of conduct held for students

Visitors to the school community can add value by enhancing student learning. Visitors need to support and respect the rules of the school, and in return they have an expectation that the school can identify and recognize itself as a part of a much broader community. Students are to be treated with respect and dignity. We recognize the Canadian and Ontario Human Rights Acts and the guidelines set out by the Ontario Human Rights Commission. We will not tolerate discrimination and/or harassment (i.e. when someone is treated differently and poorly because of their race, colour, ancestry, place of origin, religion, physical or mental disability, sex, sexual orientation, etc.). Students must demonstrate an ability to know and follow the *Code of Conduct*.

Acceptable behaviour is demonstrated when a student:

- arrives at school on time, ready to learn to the best of their ability
- is respectful of themselves, others, and those in authority
- dresses in a manner of the purpose of school and which reflects propriety
- refrains from bringing anything to school that detracts from their or others' learning, the privacy of others, or the safety of others
- actively contributes to a safe, polite, caring, and orderly school learning environment
- follows established ethical and legal principles and rules established by society
- reports conduct concerns such as harassment, intimidation, threats, or violence immediately to a responsible adult
- communicates honestly, attentively, and in a forthright manner
- solves problems peacefully using strategies encouraged by the school
- takes responsibility for his or her own actions and the interventions developed for inappropriate behaviours
- contributes to and follows his/her *Pro-Social Behaviour Support Plan*

Unacceptable Conduct

Unacceptable conduct is conduct that is in breach of the expectations held above. SJA reserves the right to determine the acceptability of behaviours in relation to school as guided by the *Code of Conduct* and the *Student Handbook*.

Unwanted/Inappropriate Actions and Behaviours

Sexual harassment is defined as any unwelcome sexual comment or conduct that intimidates, demeans or offends an individual. Sexual harassment may include: unwelcome sexual advances, inappropriate body contact, request for sexual favours, display of exploitive materials.

Race Relations Policy Statement: It is the policy of St. Jude's Academy, in keeping with the provisions of the Canadian Charter of Rights and Freedoms and the Ontario Human Rights Code, to condemn and to refuse to tolerate any expression of racial or ethnic bias in any form by its students, or staff. The policy also states that the accompanying guidelines for handling racial incidents within the school be implemented. What is a racial incident? It is any expression of physical, psychological or verbal abuse that impinges on the human rights of another person. This includes racial, religious or ethnic slurs, name calling, insults, ethnic jokes, teasing, physical abuse or violence. Here are the terms defined:

Name Calling: can be used in anger, with the intent to hurt or in fun. It can serve as a bad example for listeners who may not realize that it is being done in fun; it may also offend others.

Teasing or Jokes: demeaning stories, jokes and comments. While humour may be intended, hurt feelings may be the result. Even if no members of the target group are present, negative stereotypes are perpetuated.

Slurs or Insults: statements that are meant to demean or degrade.

Graffiti: degrading or insulting words, messages, slogans, pictures, etc.

Composition and/or Distribution of Derogatory Material: material containing views which are biased and hateful.

Vandalism with Racial Overtones: destruction/damage of property.

Fighting or Physical Assault with Racial Overtones: engaging in or inciting physical contact that may inflict physical harm on a member of a specific group. Such action may be spontaneous or premeditated. Students who are victims of racist behaviour should report it to someone in authority for immediate action. A member of the school's administration should always be informed of such incidents. They will deal with the allegations quickly and appropriately.

Drugs and Alcohol: The possession and/or use of alcohol or illicit drugs on school property or at any school related event is forbidden and/or unlawful. All school functions, school-sponsored trips and celebrations such as graduation, shall be free of alcohol and illicit drugs.

Smoking: The school recognizes the benefits to all persons of a smoke-free environment. Therefore, smoking is banned within school buildings, in school vehicles and on school property. Possession of tobacco products by students under nineteen years of age is illegal.

Proper Language: Students are expected to use language that is appropriate to their dignity and the dignity of others. Coarse, profane or vulgar language is unacceptable.

Consequences

Consequence Continuum

St. Jude's Academy takes great care to arrive at thoughtful, fair, and consistent consequences. Consequences are designed to prevent reoccurrence, teach socially appropriate behaviour to the student who offends and to the school community, and to ultimately provide for a safe and positive learning environment.

Rising Expectations

Age, experience, learning capacity, and maturity all play roles in determining a progression of expectations for members of the school community. As students grow and mature, they are more able to make appropriate decisions and take a greater responsibility for their conduct. Children progressing through our school system are expected to:

- acquire greater knowledge and understanding of their behaviour and its impact on others
- learn appropriate decision making strategies
- increase their ability to demonstrate self-discipline
- increase their ability to take personal responsibility for their actions and learning
- be aware and understand that consequences for inappropriate behaviour may increase with age, maturity and impact that these misbehaviours have on the school or peers

Notification and Communication

St. Jude's Academy believes communication is essential to the school-home and home-school relationship.

Behaviour Reflection Sheets are issued to students for serious misbehaviour such as inappropriate language (including disrespect or impertinence to authority), and harmful behaviour (physical and/or verbal). Students must report to the lead teacher designate with the Behaviour Reflection Sheet. Incidents are recorded and kept on file. The teacher designate assigns consequences according to the severity and frequency of the misbehaviour. Parents must sign and return the Behaviour Reflection Sheet every time it is sent home.

Communication may be with one or any combination of the following mechanisms as applicable and appropriate: in person, by phone, by email, by group meeting, student planner, or written note. All serious breaches of conduct will be communicated in person, email, or phone. Formal letters are provided for warnings of suspension, formal in-school suspensions, and suspensions as per our policy. It is expected that all parties will respond in a timely fashion to any received communication.

For all serious breaches of the *Code of Conduct*:

- Parents/Guardians of student offenders and parents/guardians of student victims will be notified
- Police /Outside agencies will be notified as required by law or for professional advice beyond the scope of school personnel
- All parents/guardians will be notified by school administration to reassure the school community that action or actions have been taken in response to a serious offence deemed to have an impact on the school community at large

For all emerging patterns of minor breaches of the *Code of Conduct*

- Students will be notified in every instance
- Parents will be notified should patterns become serious
- A *Pro-Social Behaviour Support Plan* may need to be implemented

Actions may be progressive, or they may require an appropriate immediate higher level of response. They may be utilized in combination or in isolation increasing or decreasing in seriousness as needed.

Conduct is everyone's responsibility. Minor breaches are handled effectively in an informal manner on a daily basis and may not warrant documentation or communication with parents. Interventions are handled at different levels depending on the seriousness of the breach of conduct and as guided by this document

- at the classroom level by any staff member
- at the playground level by any staff member
- when warranted at the school level by administration

Factors that are considered when determining an intervention or disciplinary action for a breach of conduct may include:

- maintenance of safety and order
- degree of impact on the victim and the community at large
- degree of impact on learning for the individual in question or more importantly the learning of others
- actions/activities prior to a breach that create a larger context of concern
- history of previous interventions
- ability (or inability) to use peaceful problem solving and decision making strategies
- frequency, severity, or seriousness of breach (Serious breaches may result in suspension options)
- accountability of the student and assistance from the home
- degree of active participation of the student in their own consequence

Community Service Hours

- One step towards dealing with unwanted/inappropriate actions and behaviours is having the student assigned to Community Service Hours.
- These community service hours will be a responsibility of the student to complete and signed off by a member of the leadership team or an assigned teacher confirming they have been completed.
- Community Service Hours will be assigned to a student by a member of the leadership team or an assigned teacher.
- Tasks and projects will be taken from a list of 'Community Service Projects' that are generated and updated by all teachers throughout the school year.
- Teachers having a student work off their Community Service Hours in their classroom will be responsible for tracking and monitoring the completion of the student's hours.

- Once a student has completed their Community Service Hours, a record of their service and its completion will be placed in their student file.
- Community Service Hours **do not** count towards upper school volunteer hours.

School Suspensions

Definition: When a student is put on an *in-school suspension*, he or she is removed from the traditional classroom environment and put into a special suspension classroom, led by a teacher or team of teachers. The suspension may last a day or a few days depending on the student's offense.

When a student is put on an *out-of-school suspension* the student is not permitted to attend school at all. The student must remain at home until welcomed back at the school. The suspension may last a single or several days, depending on the student's offense. Students cannot take part in school activities or events while suspended. The student may be warned that future offenses could result in additional suspensions or expulsion:

- The student needs to be isolated from the rest of the student body all day either by being held in a separate room or staying home until the suspension is completed.
- He/she must complete work assigned by the teacher.
- Suspension will be considered whether the incident happens at school, at a school-related activity (like a field trip), or in any other circumstances where the student's behaviour has a negative impact on the school climate. This can include activities such as cyber-bullying.
- Parents will be informed by phone or in person of the suspension with an explanation of the incident causing the suspension and the time frame of the suspension.
- Suspension will be considered but not limited to the following infractions:
 - Uttering a threat to inflict serious bodily harm on another person
 - Possessing alcohol or illegal drugs
 - Being under the influence of alcohol
 - Theft of school or personal property
 - Swearing at a teacher or at another person in a position of authority
 - Committing an act of vandalism that causes damage to school property or to property on school premises
 - Aggressive bullying/ cyber-bullying/excessive harassment
 - Any other offense deemed a serious breach of the student *Code of Conduct*

When deciding on suspensions the Deputy Head of School/Vice Principal, other administrators and the homeroom teacher will consider the following mitigating factors:

- The student's age
- Is the *Pro-Social Behaviour Support Plan* being followed? If so, does it need to be revised?
- The student's behavioural history (for example, personal history such as a recent trauma in the student's life)
- The student's understanding of the possible consequences of his/her behaviour
- If the student's presence in the school creates an unacceptable risk to anyone else
- If the behaviour is related to harassment because of the student's race, ethnic origin, religion, disability, gender, sexual orientation or any other type of harassment
- How the discipline will affect the student's ongoing education.

For students returning from a suspension the Deputy Head of School/Vice Principal will hold a re-entry meeting with administration, the homeroom teacher, student and the student's parent(s) to ensure the following requirements:

- The student understands the reason for the suspension
- Any and all restitution including appropriate apologies and compensation for damages (i.e. vandalism) have been made
- Any modifications that need to be made to the *Pro-Social Behaviour Support Plan* have been identified, are in place and understood by all parties

Expulsion

Expulsion is the removal of the student from the school community. As a final resort, and only after other avenues have been reasonably explored including the implementation of a *Pro-Social Behaviour Support Plan*, a student may be expelled from SJA.

Diploma and Certificates

Information taken from:

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

The requirements for earning an Ontario Secondary School Diploma (OSSD) under OS are as follows:

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities.

These three requirements were introduced in the 1999–2000 school year, under Ontario Secondary Schools (OSS), and remain the same under Ontario Schools (OS).

Compulsory Credit Requirements

Students are subject to the Ontario Ministry requirements as outlined in *Ontario Schools, Kindergarten to Grade 12, Policy and Programme Requirements 2016 (OS)*. Students will be required to complete 30 credits, each of 110 hours, to obtain an Ontario Secondary School Diploma (OSSD). The following 18 compulsory credits must be successfully completed in order to be awarded an OSSD. The remaining 12 credits are electives.

Discipline	Credits
English	4 credits (1 credit per grade) -The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement - For English language learners the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.
Mathematics	3 credits (at least 1 credit in Grade 11 or 12)
Science	2 credits
Arts	1 credit
Canadian Geography	1 credit
Canadian History	1 credit
French	1 credit
Health and Physical Education	1 credit
Civics	0.5 credit
Career Studies	0.5 credit

3 Additional credits, consisting of 1 credit from each of the following groups:	
<p>Group 1 One additional credit from:</p> <p>English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education.</p>	1 credit
<p>Group 2 One additional credit from:</p> <p>French as a second language, the arts, business studies, health and physical education, cooperative education</p>	1 credit
<p>Group 3 One additional credit from:</p> <p>French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education</p>	1 credit

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.

Optional Credit Requirements

In addition to the 18 compulsory credits, students must earn 12 optional credits.

Students earn these credits by successfully completing courses that have selected from the courses listed as available in this document (**Description of Courses Offered by St. Jude's Academy**).

The Provincial Secondary School Literacy Requirement

Ontario Secondary School literacy Test

The Ontario Schools (OS) policy and programme requirements indicate that all students meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, a student must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC). The OSSLT is based on the Ontario curriculum expectations for language and communication (particularly reading and writing) up to and including Grade 9. The test is set and marked by the Education Quality and Accountability Office (EQAO). If a student is not successful on their first attempt, they will have the opportunity to work on areas of difficulty and retake the test when it is next offered.

Ontario Secondary School Literacy Course

This course is offered to students who are not successful on the OSSLT. The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that is offered as part of the English program in Ontario secondary schools. For more information please refer to this document:

(<http://www.edu.gov.on.ca/eng/curriculum/secondary/english12curr.pdf>)

Adjudication Process

Students who are *otherwise eligible to graduate in June of a given school year* are eligible for adjudication to obtain their graduation literacy requirement if they meet one or more of the following criteria:

- The student was never able to write the test because of illness, injury, or other extenuating circumstances.
- The student was eligible to enrol in the OSSLC, but the student's school did not offer the OSSLC or make arrangements for the student to take the OSSLC in another school.
- The student was enrolled in the OSSLC but, as a result of illness, injury, or other extenuating circumstances, was not able to complete the OSSLC.

Accommodations, Special Provisions, Deferrals, and Exemptions

Accommodations change only *the way* in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all of his or her assessments.

Accommodations that are permitted by the EQAO for the OSSLT include the following:

- adjustments to the environment in which the test is administered;
- adjustments in the time allowed for the test;
- changes/adjustments to the format of the test (e.g., alternative forms of print);
- changes/adjustments to the format of responses.

Special Provisions Special provisions are adjustments to the setting and/or timing for writing the test for English language learners.

Deferrals Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time.

Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Exemptions To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and *a clear indication that the student is not working towards an OSSD*. Both parental consent and the approval of the principal are required for an exemption.

Community Involvement Requirements and Procedures

All St. Jude's Academy students are required to complete a total of 40 hours of documented community service work before they graduate. The Ontario Ministry requirement must be met in order for students to be granted the Ontario Secondary School Diploma (OSSD). The mandatory community service programme supports our school's mission statement by preparing our students to become responsible members of society. The goal of the programme is to encourage the realization that as members of the community we have a responsibility to others and that our help is needed and valued. Each student will receive a Community Service Log that explains the rationale of the programme and makes suggestions about how to arrange service work. In their log, students will describe their volunteer work and keep a running total of the hours they have completed, along with all necessary documentation attesting to their involvement. This includes a signature from a person in the supervisory capacity, where the volunteering took place. The students will be encouraged to complete their service as soon as possible and submit the necessary documents to the guidance counselor, to be recorded in our database. Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 may begin accumulating community involvement hours in the summer before they enter Grade 9.

Any questions about St. Jude's Academy's Community Service Programme should be directed to Ms. Vickie Chang.

Substitution Policy for Compulsory Credit Requirements

In order to allow flexibility in designing a student's programme and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses from the guidance and career education curriculum, as well as the Ontario Secondary School Literacy Course (OSSLC). To meet individual students' needs, the Head of School may grant a student permission to replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than 30 for students aiming to earn the Ontario Secondary School Diploma. Substitutions should be made to promote and enhance student learning or to meet special needs and interests.

The decisions to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent requests a substitution, the Head of School will determine whether or not a substitution should be made. The decision will be made in consultation with the parent and appropriate school staff.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits)
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet

Each substitution will be noted on the student's Ontario Student Transcript and a note recognizing the substitution is signed by the Head of School and placed in the student's OSR.

The Requirements for the Ontario Secondary School Certificate

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school upon reaching the age of eighteen before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits (7 compulsory and 7 optional):

Compulsory Credits

Discipline	Number of Credits
English	2
Mathematics	1
Science	1
Canadian Geography or History	1
Health and Physical Education	1
Arts, Computer Studies, or Technological Education	1

Optional Credits

Seven credits selected by the student from the available courses in the school calendar.

Substitution Policy for the Compulsory Credit Requirements

The provisions for making substitutions for compulsory credits described in the section titled "Substitution Policy for Compulsory Credit Requirements" also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new Certificate of Accomplishment.

Curriculum

This section describes all courses offered in the school and related information:

Definition of a Credit

A credit is earned when a student successfully completes (with a final percentage mark of 50 per cent or higher) a course for which a minimum of 110 hours of instruction has been scheduled.

A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the curriculum outline.

Definitions of the Types of Courses Available

Information taken from:

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

Types of Secondary School Courses in Ontario

The new curriculum for secondary school is organized into several types of courses. The new system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a postsecondary destination – that is, for university, college, apprenticeship training, or the workplace. The five types of courses offered in Grade 11 and 12 are: College preparation, University preparation, University/college preparation, Workplace preparation, and Open.

Grade 8 Reach Ahead Policy

St. Jude’s Academy’s Reach Ahead program allows exceptional Grade 8 students to participate in credit programmes so they can “reach ahead” and complete a secondary school credit prior to starting secondary school. Students who have demonstrated a high level of academic achievement, responsibility, and independence will be offered the opportunity to take Reach Ahead courses. Students must be recommended for Reach Ahead courses by their teacher. All recommendations are subject to approval by the Head of School. Once approved by the teacher/ Head of School, an approval letter will be sent home to the parents and must be signed by the parent before the start of the course.

Types of Courses in Grades 9 and 10

The three types of courses in Grades 9 and 10 are defined as follows:

Academic courses develop students’ knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject, and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Students in Grades 9 and 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

Students who are successful in any academic or applied course in Grade 9 will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the Head of School and learning support coordinator must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work, as defined by the ministry, of up to 30 hours, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work will be referred to as crossover material.

Grade 10 academic and applied courses will prepare students for particular Grade 11 courses, for which prerequisites are specified in the curriculum policy documents for Grades 11 and 12.

Types of Courses in Grades 11 and 12

In Grades 11 and 12, students will choose from among five destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation and open. Students will make their choices on the basis of their interests, achievement, and career goals.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

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

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

College preparation courses 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 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 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.

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

Course Prerequisites

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 Head of School may also initiate consideration of whether a prerequisite should be waived. The Head of School will make his or her decision in consultation with the parent, the student and appropriate school staff.

Course Coding System

How to Read a Course Code

All of the courses have been assigned codes in accordance with the Ministry of Education subject guidelines.

How to Decipher a Course Code (Example: ENG2D-A)			
Subject	Grade	Course Type	Indicator
ENG	2	D	A
The first three characters of the course code (ENG in this example) refers to the name of the course. ENG2D-A is English.	The fourth character (2 in this example) refers to the grade of the course. ENG2D-A is a Grade 10 course.	The fifth character (D in this example) refers to the type of course. ENG2D-A is an academic course.	The sixth character (A in this example) is for internal use by administration.
A = The Arts B = Business Studies C = Canadian and World Studies E = English, English Literacy Development F = French G = Guidance and Career Education H = Social Sciences and the Humanities I = Interdisciplinary Studies	1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12 Languages B = Level 1 C = Level 2 D = Level 3	Grades 9 and 10 D = Academic L = Workplace O = Open P = Applied Grades 11 and 12 C = College E = Workplace M = University/College O = Open U = University	

K = Non-credit courses L = Classical and International Languages M = Mathematics N = Native Studies P = Health and Physical Education S = Science T = Technological Education			
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Consider FSF1D – the first three letters indicate the subject, the fourth character indicates the level of the course, and the final letter denotes the type of course. FSF1D is the code for: French – Level 1 – Academic.

Description of Courses Offered by St. Jude’s Academy

The courses offered at St. Jude’s Academy have been developed according to the requirements of the Ontario Ministry of Education. Course outlines are maintained in the Academic Office and are available to parents.

The Arts

Integrated Arts, Grade 10, Open (ALC2O)

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated art works created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

Prerequisite: None

Media Arts, Grade 10, Open (ASM2O)

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

Business Studies

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

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

Prerequisite: None

Financial Accounting Principles, Grade 12, (BAT4M) University/College Preparation

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

Prerequisite: Financial Accounting Fundamentals, Grade 11, University/College Preparation

International Business Fundamentals, (BBB4M) Grade 12, University/College Preparation

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

Prerequisite: None

Business Leadership: Management Fundamentals, 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

NOTE: This course will also be completed throughout Grades 11 *and* 12, equaling one full credit.

Canadian and World Studies

Issues in Canadian Geography, Grade 9 Academic (CGC1D)

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Prerequisite: None

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

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

The Individual and the Economy, Grade 11, University/College Preparation (CIE3M)

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Analysing Current Economic Issues, Grade 12 University Preparation CIA4U

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

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

American History, Grade 11 University Preparation (CHA3U)

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

World History since the Fifteenth 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

Classical and International Languages

International Languages: Traditional Chinese, Level 1 Academic (LKMBD)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

International Languages: Traditional Chinese, Level 2 University (LKMCU)

This course provides opportunities for students to increase their competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about academic and personally relevant topics in increasingly spontaneous spoken interactions, and will develop their creative and critical thinking skills through exploring and responding to a variety of oral and written texts. Students will continue to enrich their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also investigate personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: None

Computer Studies

N/A

English

English, Grade 9, Academic (ENG1D)

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, 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

Ontario Secondary School Literacy Course, Grade 12 (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 Head of School.)

English as a Second Language and English Literacy Development

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 and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

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*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

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*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

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*

*"Equivalent" may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

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*

*“Equivalent” may be an equivalent course of study in other provinces in Canada or in other countries, or a proficiency level determined through initial assessment.

French as a Second Language

Core French, Grade 9, Academic (FSF1D)

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Core French, Grade 10, Academic (FSF2D)

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

Core French, Grade 11, University Preparation (FSF3U)

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

Core French, Grade 12, University Preparation (FSF4U)

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interacting with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

Guidance and Career Education

Learning Strategies 1: Skills for Success in Secondary School, Grade 9, Open (GLE1O)

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: For GLE1O and GLE2O – Recommendation of Head of School

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 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

Interdisciplinary Studies

N/A

Mathematics

Principles of Mathematics, Grade 9, Academic (MPM1D)

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 the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: 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 modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Note: The new 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 analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Native Languages

N/A

Native Studies

N/A

Science

Science, Grade 9, Academic (SNC1D)

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Prerequisite: None

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, 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

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 analyse 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

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

Social Sciences and Humanities

Philosophy: Questions and Theories, Grade 12 University Preparation HZT4U

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).* Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

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

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

Technological Education

Exploring Technologies, Grade 9, Open (TIJ1O)

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

Prerequisite: None

Prerequisite: None

NOTE: This course will be completed throughout Grades 9 *and* 10, equaling one full credit.

Access to Outlines of Courses of Study

All course outlines can be found online at www.stjudesacademy.com

All course outlines will be available in the guidance area.

All course outlines can be found on Managebac.

Access to Ontario Curriculum Policy Documents

- *Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2016 (OS)*

http://www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

- *Ontario Secondary Schools, Grades 9 to 12, Program and Diploma Requirements 1999 (OS)*

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/oss/oss.pdf>

- *The Ontario Curriculum Grade 9 to 12, Course Descriptions and Prerequisites 2018 (OS)*

<http://www.edu.gov.on.ca/eng/document/curricul/secondary/descript/descri9e.pdf>

- *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools*

<http://www.edu.gov.on.ca/eng/policyfunding/growsuccess.pdf>

School-Work Programmes, Specialist High Skills Major, and Dual Credit Programmes

St. Jude's Academy does not currently offer these programmes.

Experiential Learning

St. Jude's Academy does not currently offer this programme.

Withdrawals from Courses in Grade 11 and 12

If a student withdraws from a Grade 11 or 12 course at St. Jude's Academy, the grade is recorded on the OST only if the student withdraws after five instructional days following the issue of the first report card for semestered courses. If a student withdraws from a Grade 11 or 12 course at St. Jude's Academy, the grade is recorded on the OST only if the student withdraws after five instructional days following the issue of the second report card for a non-semestered course.

The withdrawal is denoted by the letter "W" in the "Note" column on the OST.

The notation "P" in the Note column of the OST is used to indicate a credit earned at an inspected private school, other than St. Jude's Academy, by a student registered at St. Jude's Academy.

Procedures Related to 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 of the prerequisite courses they need. In most cases, a student may enrol 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 Head of School and appropriate school staff. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses. If the Head of School believes that a student can be successful in a particular course without having taken the specified prerequisite course, the Head of School may waive the prerequisite, using the “waive prerequisite document”.

Prior Learning Assessment and Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in St. Jude’s Academy may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards their secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the Head of School, who grants credits.

The PLAR process developed by St. Jude’s Academy in compliance with ministry policy involves two components: challenge and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 percent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions. From time to time St. Jude’s Academy accepts students who have been attending school in other countries. Our Admissions and Academics Departments work closely when this happens, to ensure that students are placed in appropriate courses. The student’s age, facility with languages and indications from prior report cards are all taken into consideration. In each case, the student’s best interests are of paramount importance when determining course equivalency.

Young people benefit in many ways from the learning experiences offered in secondary school, hence PLAR has a specific, limited function in the Ontario secondary school programme. A maximum of four credits may be granted through the challenge process for Grade 10, 11 and 12 courses, with no more than two credits in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to St. Jude’s Academy from non-inspected private schools or schools outside Ontario.

Assessment and Evaluation Policy

The primary purpose of assessment and evaluation is to improve student learning.

Assessment *FOR* Learning is the collection of evidence used by learners and teachers to determine where learners are in their learning.

Assessment *AS* Learning is the increasing capacity over time of students to be their own assessors.

Formative assessment (*as or for* learning) refers to the on-going collection of information throughout the year that enables teachers to monitor and guide student's progress and improvement towards the achievement of expectations. This information may be reflected in the student's final mark.

Assessment *AS* and *FOR* Types

- Includes homework, quizzes, assignments, demonstrations, oral responses, journals, checklists and observations.
 - Provides ongoing feedback to students throughout a unit of instruction.
 - Guides their efforts to improve performance.
1. If a student legitimately misses a formative assessment activity that the teacher chooses to evaluate, the teacher may request that the student make up the activity.
 2. If a student misses a formative assessment activity due to an unexcused absence, a mark of zero will be assigned.

Assessment *OF* Learning is used to record and report what has been learned in the past. Summative assessments are used at the end of a unit, course, or term to measure the extent OF student learning. It is a process by which a teacher measures a student's achievement and assigns a value in the form of a letter grade or percentage.

Text/Examination Policy

Test Policy

- Teachers will give sufficient notice (minimum of one week's notice) for tests.
- If a student is involved in a school-related activity on a test day, the student must give the teacher two days' notice prior to the test day so that alternate arrangements can be made. **If a student fails to make such arrangements, the student will need to complete community service hours before being eligible to hand in the assignment.**
- Parent(s) will contact the school if a student is legitimately absent on a formal assessment day. On the day of the student's return the student/parent shall make arrangements with the teacher to make-up the missed work. **If the student/parent fails to make such arrangements, the student will need to complete community service hours before being eligible to write the test.**
- Exams are compulsory. Failure to write an exam will result in a mark of zero and parents will be notified. Parents who request a change in the exam schedule for their son/daughter must submit, via the student, a letter addressed to the Head of School. Only serious family issues or medical exemptions will be considered. The decision by the Head of School is final and binding.

Deadline Policy

Students are responsible for providing evidence of their learning within established timelines.

- It is the student's responsibility to ensure that the teacher is notified by a parent/guardian if she/he is going to miss a formal assessment prior to the assessment. It is the student's responsibility to make alternate arrangements.
- The ability to meet deadlines, especially for major assignments and projects, is a life skill that is essential to success. Teachers will inform students of the timelines for major assignments and will give them ample time to complete and submit these.
- For **major assignments**, students will have 3 school days after the initial deadline to submit the assignment with a penalty of community service hours. The subject teacher will determine the number of hours that the students will complete. Hours will be completed at lunch, before, or after school. These hours do not count towards students' volunteer hours. **Failure to hand in the assignment after this date will result in an incomplete assignment.** The teacher may request a doctor's note if the assignment has been handed in 3 days after the due date.
- For major assignments, if a student is absent on the due date, it is the responsibility of the student to submit their assignment by e-mail to their teacher before class begins. When the teacher receives the assignment, they will respond to the student to indicate that the assignment has been received. It is the responsibility of the student to ensure that the assignment reaches the teacher. If the student fails to submit the assignment on time, the student will complete community service hours directed by the subject teacher.

Academic Honesty Policy

St. Jude's Academy considers academic honesty to be of prime value in the learning process since it aims to create and maintain an environment of personal integrity within the school community.

"Academic honesty must be seen as a larger set of values and skills, which promote personal honesty and good practice" (International Baccalaureate Organization, 2014, p. 12). St. Jude's Academy recognizes that academic malpractice, either voluntary or unintentional, could potentially undermine the integrity fundamental to scholarship and research.

Academic malpractice will be understood to include the following:

Academic Misconduct: behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment

Plagiarism: the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.

Collusion: supporting malpractice by another candidate, as in allowing one's work to be copied or submitted for assessment by another

Duplication of Work: the presentation of the same work for different assessment components

Cheating: Obtaining or attempting to obtain, or the act of aiding another to obtain credit for work or any improvement in an evaluation of performance, by any dishonest or deceptive means resulting in an unfair advantage in an assessment situation.

Malpractice also includes any other behaviour allowing unfair advantage for a student or that affects the results of another student (e.g. taking unauthorized material into an examination room or misconduct during an examination), (*IBO document, Academic Honesty*).

Responsibility of the Student

Students at St. Jude's Academy will

- cite others' ideas appropriately
- document source material in the prescribed manner
- understand the concept of plagiarism
- understand the possible consequences of malpractice/misconduct
- adhere to regulations regarding assessment procedures in all forms.

Responsibility of the Teacher

Teachers at St. Jude's Academy will

- review all aspects of the St. Jude's Academy Academic Honesty Policy with students
- ensure that students have an opportunity to learn and to practice how to appropriately cite the use of other peoples' work in support of their own and to learn from their mistakes *without penalty*.
- use the verification tools provided (*turnitin.com*) to verify student work
- report to the coordinator any breach of good practice

Introduction of Academic Honesty to Students at St. Jude's Academy

Monitoring of Student Work

The idea of integrity is introduced and reinforced through the IB learner profile. The principles of academic honesty are reinforced each year as students continue through Grade 9 to Grade 12.

All assignments pertinent to assessment and evaluation including language written assignments, history and math explorations, lab-reports and explorations, the extended essay and the theory of knowledge essay will be monitored using *turnitin.com*, to ensure authentic student work.

Consequences of Malpractice/Misconduct:

Academic malpractice/misconduct is taken very seriously at St. Jude's Academy.

All incidents will be entered into the student's OSR and the parents will be contacted. A grade of "0" will NOT be assigned. However:

- a **first offence** will result in
 - a written record,
 - attendance of a citation workshop,
 - completion of a report based off of three case studies,
 - the possibility to re-submit the assigned work.
- a **second offence** will result in the same procedure as the first except that the

parents will be invited to meet with the student, the teacher, the coordinator and the head of school (or designate) to discuss the issue. Consequences will be on a case-by-case basis.

Revision and Communication of the Academic Honesty Policy

The academic honesty policy will be reviewed annually. It will then be communicated to all stakeholders on the school website and student handbook and referenced in meetings with parents and in the classroom with all students. Students are required to sign the last page of the student handbook indicating that they have read and understood the St. Jude's Academy Code of Conduct and Academic Honesty Policy.

Reporting Procedures- Ontario Student Transcript and Report Cards

Ontario Student Transcript and Full Disclosure

In recognition of the need for a consistent format for transcripts of secondary student achievement throughout the province, the Ministry of Education has developed the Ontario Student Transcript to be used by all schools in Ontario. It has been designed to provide uniform information to students, parents, post-secondary institutions and employers. The Ontario Student Transcript (OST) was developed in 1983 to provide an official and consistent record of the Ontario secondary school credit courses successfully completed by a student.

Both successful and unsuccessful attempts at completing Grade 11 and 12 courses must be recorded on the OST. The entry is the final percentage grade that the student received in the course. This will include courses successfully completed, courses repeated, courses failed, and courses from which the student has withdrawn. For students who have withdrawn from a semestered course after five instructional days following the issue of the first report card or five instructional days following the issue of the second report card for a non-semestered course, the entry will be the student's percentage grade at the time of withdrawal.

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

For Grade 9 and 10 courses, entries are provided only for courses that the student has successfully completed. If a Grade 9 or 10 course is repeated, only the attempt on which the student earned the higher percentage grade will be recorded on the OST.

The OST will include:

- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;

- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS or through the equivalency process under OCIS;
- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements;
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.

If a student withdraws from a Grade 11 or 12 course at St. Jude's Academy, the grade is recorded on the OST only if the student withdraws after five instructional days following the issue of the first report card for a semester course or five instructional days following the issue of the second report card for a non-semestered course. The entry will be the student's percentage grade at the time of withdrawal. The withdrawal is denoted by the letter "W" in the "Note" column on the OST. The notation "P" in the Note column of the OST is used to indicate a credit earned at an inspected private school, other than St. Jude's Academy, by a student registered at St. Jude's Academy.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. The Education Act requires that the Head of School of a school collect information "for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record." The act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the Head of School and teachers of the school for the improvement of instruction" of the student.

Each student in Ontario has an OSR. The file is created when the student first enrolls in school. When a student transfers from one school to another, the OSR is transferred with the student.

Each OSR consists of the following components:

- An OSR folder
- Report cards
- An Ontario Student Transcript (where applicable)
- A documentation file (where applicable)
 - An office index card
 - Additional information identified as being conducive to the improvement of the instruction of the student

OSR maintenance is done regularly as report cards are added, yearly photographs are taken, and as relevant educational documentation accumulates. Strict guidelines are

followed regarding everything from the quality of paper to the security of the storage facility.

Every student has the right to access his/her OSR, as do the parents until the student becomes an adult (age 18). Non-custodial parents have the right to make inquiries and to be given information concerning the child's health, education, and welfare.

The contents of the OSR are reviewed periodically to ensure that they remain conducive to the improvement of the instruction of the student. When a student graduates from high school, that student's OSR is stored securely for a period of 55 years.

Supports and Resources

The types of school supports and resources that are available:

Guidance and Education and Career Planning

As part of an organized effort on the part of the total school community, guidance counselors work as a team with teachers, administration, and other school personnel in order to assist students to achieve success, recognize their abilities and limitations, develop self-esteem, and evaluate possible alternatives in their actions. Students are encouraged to set realistic goals and reach their optimum potential. *Creating Pathways to Success An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013*, describes the three areas of learning that constitute the Ontario guidance and career education program, as follows:

- student development – the development of habits and skills necessary for learning
- interpersonal development – the development of the knowledge and skills needed in getting along with others
- career development – the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future.

In order to achieve these goals, guidance counselors work together with teachers, resource teachers and student support workers to provide and coordinate the following services:

- Educational Planning for secondary and post-secondary training
- Career Counseling
- Personal Counseling
- Special Education Resource referrals
- Peer Helping Program
- Liaison with outside agencies to provide needed services where necessary

Individual Learning Pathways Plan and Exit Programs

Individual Pathways Plan

Students record their goals and learning in a web-based Individual Pathways Plan (IPP). The IPP becomes the main planning tool for students as they move towards the next step after school. It also gives students a valuable archive of their learning and planning resources. This consists of a combination of courses, supports and experiences that make up students' educational programs as they move from Grade 9 to graduation. These supports consist of parental involvement, guidance counselors, credit recovery, ongoing review of the IEP, literacy course, and compulsory credit substitutions. Program pathways are clearly aligned with the strengths and learning styles of each individual student. "Pathways thinking" signals a new way to engage in the course selection process. A program pathway is designed to lead a student to a particular destination. This does not mean, however, that the student will always end up at that destination. Plans can change, and students are encouraged to make new choices as they revise goals and develop new interests and abilities. The ideal program pathway has built-in flexibility so that new choices can be made without disrupting students' progress. This takes careful and early planning. Grade 9 is an ideal time to start. The students' program pathways should reflect the goals that motivate students to complete their secondary education. A program pathway facilitates a smooth transition to the next stage of their lives, be that apprenticeship, college, community living, university or the workplace.

Exit Programs

The goal of an exit program is to help students make a successful transition to the next stage of their lives. All students leaving school are encouraged to participate in an exit program.

The exit programs for graduates should include the following:

- A review of each student's plans for postsecondary education, training, apprenticeship, independent living, or work
- Information on university and college programs, application and admission procedures etc.
- Information on apprenticeship programs
- Information on procedures for applying for employment
- Financial planning information

As part of their exit program students are encouraged to complete and review an electronic copy of their annual education plan on www.myblueprint.ca in order to review future plans and goals. St. Jude's Academy offers exit plans for students entering university and college. The exit program is completed with the guidance department.

Strategies and Resources for Students and Parents to Support Education Planning and the Course Selection Process

Strategies and Resources for Students and Parents to Support Education Planning

Completion of the Individual Pathway Plan (IPP) is guided by the St. Jude's Careers teacher and by using www.myBlueprint.ca software. The IPP becomes the primary planning tool for students as they move through the grades towards their initial

postsecondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of the resources that can assist them in planning.

Course Selection Process

- Step 1: Log into myBlueprint
- Step 2: Enter OEN and DOB (First visit)
- Step 3: Access Highschool Planner
- Step 4: Add courses to official plan
- Step 5: Review and submit course
- Step 6: Print and return sign-off sheet

Intervention Strategies, Supports and Programs

Study Hall

At St. Jude's Academy, we require all students attend study hall unless they have an A average (80% average). Even then, study hall will be available to all students to ensure that they understand the material.

Study hall will run throughout the year. These days are used to allow students to bring their questions and concerns to the teachers and to receive feedback on how to improve.

Additional Support

Support Level 1

Students receiving this level of support are able to participate and learn in a St. Jude's Academy classroom, but are one grade level below in two or more of the following areas: reading, writing, and math. This support may be necessary for the student to reach grade level benchmarks in reading, writing, or math. Students receiving this support level will receive 20-30 minutes of one-on-one instruction daily in the subject that needs support.

Support Level 2

Students receiving this level of support are able to participate in a St. Jude's Academy classroom, but are two grade levels below in one or more of the following areas: reading, writing, and math. This support may be necessary for the student to close the gap in reading, writing, or math. Students receiving this support level will receive 45- 60 minutes of one-on-one instruction daily in the subjects that needs support.

Support for English Language Learners

The Ministry of Education defines English language learners (ELL) as “students whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario’s schools, and who may require focused educational supports to assist them in attaining proficiency in English. These students may be Canadian born or recently arrived from other countries.”

St. Jude’s Academy recognizes that ELLs have varying areas of strength and challenge. Accordingly, we support our students through various strategies, which include:

- diagnostic language proficiency testing to ensure proper course placement;
- orientation to the school and local community;
- ESL educators;
- English-as-a-Second Language courses and individual tutoring;
- teacher mentoring to support teaching and learning strategies that support linguistic competence and personal confidence either in the ESL courses or integrated into all
- non-ESL courses; and activities and events that promote participation and cultural understanding in authentic situations.

Computer Labs and Resource Centre/Library

Computers

It is mandatory that all students have a laptop for the school year.

Resource Centre/Library

The Resource Library provides opportunity for student development and can be used during study periods for quiet work completion. In addition, students have access to the online database, JSTOR.

Community Resources

- University of Toronto at Mississauga
- St. Marcellinus Library
- Streetsville Library
- Kids Help Phone
- Peel Children’s Centre
- Nexus Youth Services
- Crisis Response Services
- Square One Youth Centre
- Peel Health Line
- Rapport Youth and Family Services

Special Education

St. Jude’s Academy strives to meet the individual educational needs of its students. Programming may be altered based on continuous assessment to ensure growth and development. Exceptional students’ programming and educational goals are described in an Individual Education Plan (IEP). The need for and use of an IEP is a result of

discussions and agreements between homeroom and class teachers, guidance counselors, vice-principal, deputy-head of school, the student, and parents. Suggestions and advice from other sources, such as an external assessments (e.g. psychoeducational assessment, etc.), are also used when designing an IEP, when these are available.

This plan may include accommodations, modified learning expectations, alternative programming, or a combination of these. A student working towards a credit for a course with an IEP will have the “IEP” box for that course/s checked on their report card.

Accommodations include individualized teaching and assessment strategies, human supports, and/or individualized equipment. Provincial curriculum expectations are unchanged. Assessment accommodations that allow students to show their learning include:

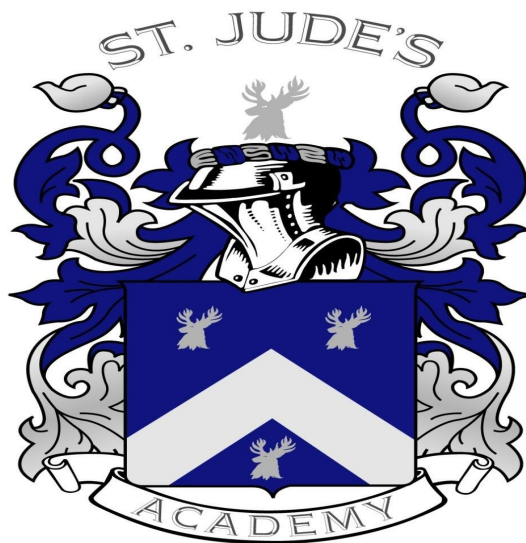
- visual supports
- extra time or oral test taking or other methods that allow students to demonstrate their learning
- alternative settings

The “IEP” box on the report card will not be checked for courses where students receive accommodations only.

Modified Expectations are changes that are made to grade-level expectations such as an increase and/or decrease in the number and/or complexity of expectations. A credit will not be granted for a course if the expectations on the IEP are significantly different from the provincial expectations. The student will still receive a percentage mark based on the modified expectations.

Alternative Learning Expectations are not part of a course outlined in provincial curriculum documents, such as speech remediation, social skills, orientation/mobility training, and personal care programmes. St. Jude’s Academy partners with Oakwood Academy, our sister school, to provide such programming. Students needing such programming are referred to Oakwood Academy.

Appendix A Attendance Policy



St. Jude's Academy believes that regular attendance and punctuality are positive behaviours that should be fostered in our school system. Regular attendance is necessary for a student to gain the full benefits of educational instruction. The Ontario Ministry of Education has established a minimum of 110 hours of instruction for Grade 9 to Grade 12 students to qualify for each credit toward high school graduation.

Under the Ontario Public Schools Act, a child must attend school regularly until the age of 18 or until they have obtained an Ontario Secondary School Diploma. A student who is of compulsory school age is required to attend regularly once he/she enrolls. In

addition, school attendance for all students is conditional upon their behaviour.

Responsibility for Attendance

Responsibility for attendance rests jointly with the student and his/her parents/guardians. Attendance policy and procedures can also be found in the student handbook, which will be issued to students at the beginning of the school year or at the time of registration.

Absences

Student absences are categorized as excused and explained

Absences are considered excused if the activity is initiated by the school. Excused absences may include, but are not limited to, field trips, sports trips, special group trips, conferences, suspensions, etc.

Absences are considered explained if they are for unavoidable cause and are supported by a written note or telephone call from a parent or guardian. An unexplained absence is an act of truancy.

Attendance protocol

- Attendance will be taken and recorded by teachers on a period-by-period basis each day.
- Where the parent/guardian has determined that the student must be absent from school, the parent/guardian must inform the school prior to the scheduled time for that class or no later than one day immediately after the student's return to school. Students who are 18 years of age or older may phone in their own absence reasons, in lieu of their parents/guardians.
- In the case of long-term illness, the student's absences must be supported by a medical certificate.
- After an unexcused absence in a subject, the student and parents/guardians will be notified by the school.
- At two absences in class, the subject teacher will contact the parent/guardian/student (if the student has reached 18 years of age).
- At five absences in class, an email or letter will be forwarded to the parents/guardians and student.
- At ten absences, the subject teacher will contact the parent/guardian/student (if the student has reached 18 years of age) to facilitate contract. Upon the tenth absence in a course, a student may be withdrawn from the course or placed on an attendance contract. Should a student be withdrawn from a course, the parents/guardian will be notified by the administration. Students under 16 will be required to remain in the course but will be placed on academic probation.
- At 15 absences, the administration will meet with the student. A student may be withdrawn from the course, or placed on a reduced timetable of courses. The administration will contact the parents/guardians.
- Upon the twentieth absence, a student may be withdrawn from the course. Appropriate educational programming will be provided for those students under 16.

Please note the following:

- Students under 16 years will be required to remain in the course and will be provided with appropriate educational programming.
- Where exceptional circumstances warrant (documented chronic illness), the school administration may grant an extension to students who have accumulated more than the accepted number of explained absences (12 absences/subject).
- When a student misses a test or examination due to an explained/excused absence, alternate arrangements will be made by the student/teacher/vice principal, and deputy head of school. When a final examination is missed due to illness, a medical certificate is required.
- When a student is suspended from school, each day of the suspension will be recorded/counted as an excused absence for attendance purposes. While the suspension is in effect, the student will not be allowed participation in extra-curricular/school-sponsored activities. Tests or exams missed during a suspension may be scheduled at an alternate time and location as determined by school personnel.

Lates

A late is defined as arriving at the classroom after the scheduled beginning of instruction. Students are expected to be punctual for all of their classes. A student who arrives at class late not only loses valuable instruction time, but also disrupts the learning of others. Students who arrive at the classroom after scheduled beginning of instruction will be recorded as late.

- Students who arrive more than 15 minutes after the scheduled beginning of instruction will be required to see administration prior to being permitted to go to class
- Students who arrive 40 minutes or more after class begins will not be admitted to class and will be marked absent for the class unless they present a note from the office or parent/guardian. Students who present a note from the office or parent/guardian will be marked as an explained absence for that class.
- After five lates in a subject, the student and parents/guardians will be notified by the school.
- Upon the tenth late, the student and parents/guardians will be notified by the teacher by phone.
- Upon the twentieth late appropriate action will be taken by the school. This may include but is not limited to detention, suspension or academic probation.

Definitions

(a) Probation Status: Students with chronic attendance problems may be placed on credit withheld status or on an attendance contract developed by the school. Students who are chronically late may be placed on credit withheld status.

(b) Truancy: Students whose absences have no recorded explanation will be considered truant. Students with chronic truancies may be withdrawn from the course or placed on credit withheld status.

Appendix B

Pro-Social Behaviour Support Plan (PSBP)

When deemed necessary a *Pro-Social Behaviour Support Plan* may be needed for a student who is having difficulty following the *Code of Conduct* established by St. Jude's Academy.

1. The purpose of any Pro-social Behaviour Support Plan should be to help the student to take responsibility for his/her behaviour and to teach him/her how to make appropriate choices.
2. A multi-disciplinary approach is needed, one that includes the teacher(s), administration, parents, and the student.
3. As part of the Pro-Social Behaviour Support Plan, a Behaviour Contract may need to be drawn up which is signed by all parties.

Considerations

- An individual behaviour support plan that documents supports and develops strategies based on a student's and individual characteristics will *benefit students with behaviour challenges*.
- The development of a support plan should be a *collaborative effort between parents and school staff* and should be developed as soon as possible after a student has been identified as needing a support plan. It is important that parents are aware of this plan and are supportive of the proactive strategies, preplanned consequences and crisis management plan.
- The goal of this plan is that all staff working with the student *are aware of and committed to* using positive behaviour support strategies to create and maintain a safe learning environment for the student, other students and school staff.
- All school staff need to *review this plan* before working with the student. The plan should be kept in the office, with duplicate copies with each teacher working with that student.

Main Components of a PSBP

- *key understandings* about the student's behaviour
- conditions or antecedent events that are most likely to *trigger* the problem behaviour

- *warning signs* that the student is experiencing difficulty
- plans for *diffusing* the behaviour
- *positive supports* to help the student increase his or her abilities
- what *peers need to understand* and learn to do in order to support this student
- other *strategies* school staff can use to support and encourage this student

SMART Outcomes

All PSBPs should be:

- Specific – written in clear, unambiguous terms
- Measureable – allows student achievement to be described, assessed, and evaluated
- Achievable– realistic for the student
- Relevant – meaningful for the student
- Time-related – can be accomplished within a specific time period

Key Understandings

The process is begun by identifying at least three key behaviours that significantly impact this student’s school success. Data and observations are used to describe typical problem behaviours, and the typical functions of these behaviours. In addition, at least one positive or strength-based behavior is identified. These behaviours will be the focus of the plan. The types of problem behaviours that might be targeted are considered from the following lists.

Internalizing Behaviours

Anxiety

- Is fearful
- Avoids tasks or situations
- Is nervous

Depression

- Cries easily
- Is pessimistic
- Is easily upset

Somatization (illness related to psychological distress)

- Has headaches and/or stomach aches
- Complains of general pain or fatigue

Withdrawal

- refuses to talk or join in group activities
- avoids others

Inattention

- has a short attention span
- does not complete tasks
- is easily distracted

Externalizing Behaviours

Anger control

- has temper outbursts or “explosions”
- is unable to regulate emotions

Aggression

- teases others
- breaks others’ things
- threatens others
- physically hurts others
- swears at or is rude to others

Hyperactivity/Impulsivity

- is excitable
- interrupts others
- is restless or overactive
- cannot wait to take turns
- talks excessively

Oppositional Behaviour

- argues
- disrupts the play of others
- annoys others on purpose

The list above does not identify the reasons for specific behaviours. For example, a student may not be completing tasks for a variety of reasons, including inattention, oppositional behaviour or anxiety.

Determine Priorities

Students with behaviour issues often display several challenging behaviours, and many of them urgently need to be addressed. If a behaviour support plan attempts to address too many challenging behaviours at once, the plan becomes too complex and unwieldy, and it ultimately fails. Even when only one or two behaviours are targeted for change in the *Pro-Social Behaviour Support Plan*, school staff continue to address the other behaviours through regular rules and routines.

To begin *one behaviour of concern* is chosen as the target for intervention in the behaviour support plan. This choice often depends on factors such as the impact of that behaviour on the student’s:

- well-being and the well-being of others. Behaviours that place the student at risk or other staff or students at risk, must be addressed first
- participation and learning
- relationships with other students and teachers
- ability to learn in the classroom

Another factor that is considered in choosing the target behaviour is the likelihood of success over the short term; for example, within three months. Once students have had success in one area, they can build on that success and systematically address other problem behaviours. Parents can often participate in the identification of priority behaviours.

All *Pro-Social Behaviour Support Plans* respect the following rights:

- The rights of all students to have a HAPPY, positive learning environment
- The rights of all students to be assured that they will be SAFE at school, both physically and emotionally
- The rights of all students to have a SUCCESSFUL *Code of Conduct* that meets individual needs