



COURSE CALENDAR

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Dear students and parents,

On behalf of everyone at Jasper Academy, I would like to welcome each and every one of you to what promises to be an exciting and rewarding year at the school. As valued members of the Jasper Academy learning community, we offer you an outstanding educational experience—one which is rooted in the excellent preparation made possible by our qualified teachers, dedicated staff and by Jasper Academy's cutting-edge Learning Management System (LMS.)

We believe that for each student to get the best possible education and for the school to operate seamlessly, everyone involved must interact according to the well-defined procedures that you will find in the schools course calendar as well as in the student welcome package.

The enrollment process at Jasper Academy is streamlined and efficient. We offer online registration as well as in-person and over the phone registration. Once you are on-board, we pride ourselves in our constant and efficient communication with you and/or your parents/guardians. A big part of that effort is Jasper Academy's detailed and friendly Welcome Package where you can find firsthand information on many topics that are likely to be important and relevant to your education: you will find information on technical requirements/technical support, Student Code of Conduct, Online resources, academic tips, and Jasper Academy staff access among other things.

We believe in the importance and value of completing a secondary education. It is that unwavering belief that drives the school's commitment to reach every student so that they achieve academic success. In fact, the goal of preparing our students to be productive citizens of their communities and indeed the World is our eventual and overarching aim. We wish you a very productive and rewarding learning experience at Jasper Academy.

Sincerely,

Ali Samater
Principal, Jasper Academy

1. The School – Jasper Academy

Jasper Academy is a private, asynchronous, online high school that offers engaging high quality credit courses which are based on the Ontario Curriculum. The school is open to students from all over the world. Jasper Academy is a new school that currently offers five ESL credit courses. The student at Jasper Academy can start courses on any time, and advance through the course at self-pace until course requirements are satisfied.

2. Jasper Academy believes in the importance and value of completing a secondary education.

It is that unwavering belief that drives the school's commitment to reach every student to help them achieve a successful outcome from the secondary school experience at Jasper Academy.

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

The Ontario Secondary School program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives after school. The program prepares students for further education, work, and also helps them to become independent, productive, and responsible members of society. All students in Ontario are required to remain enrolled in secondary school until the age of 18. This leads to the successful completion of the Ontario Secondary School Diploma (OSSD).

4. The School's overall Goals and Philosophy

A. **Mission:** The mission of Jasper Academy is to offer our online students a truly global educational experience—one which is rooted in our uncompromising commitment to the highest possible.

B. **The School**

Jasper Academy believes that for each student to get the best possible education and for the school to operate seamlessly, all stakeholders must interact according to well-defined procedures:

▪ **Student-Student Interaction**

Students learn best when they interact with each other. To that end, Jasper Online has constructed a very robust Learning Management System. The system uses Moodle, a very well designed and tested LMS used by many schools and school systems around the world. Moodle is renowned for providing online learning in personalized environments, which foster interaction, inquiry and collaboration. In addition, Jasper Academy has integrated Voice Thread, a platform that offers a natural online interaction that is designed to let students' present/share/defend their work to their peers

- **Student-Teacher Interaction**

At Jasper Academy, Student - teacher interaction is paramount and essential to the learning process. This is accomplished through a number of methods:

- Visually By way of VT or through Online platforms such as Google Hangouts or Skype
- Through discussion boards/forums
- By email

- **Student-Administration Interaction**

The principal of the school has the responsibility for promoting a culture of academic excellence and learning environment where all students are welcome. Students are expected to have regular interaction with staff when they call the school by phone, send emails or communicate visually via Skype and other similar platforms.

- **Parents-School Interaction**

It is well documented that parental involvement is crucial to the success of students. Students learn best when parents their parents are active participants in all aspects of the learning process. Essential to parental involvement is regular interaction with teachers, staff and administration. Parents interact with school when they participate in the planning of their children’s program choices; receive communication from the school regarding the academic progress of their children and when they provide feedback regarding the same during parent-teacher online conferences

- ***To facilitate such interaction and because the school operates in the virtual realm all stakeholders must have access to the technologies listed below.***

- **Minimum Hardware and Software Requirements:**

- i. **General requirements:**

- a. Students must have access to a broadband/high speed Internet connection, and a personal computer.
- b. Students will need a USB Headset and a Webcam
- c. Moodle (Jasper Academy’s LMS) will work in any modern web browser, such as Explorer, Firefox and chrome etc.
- d. Student browser should also have both cookies and JavaScript enabled. These are typically enabled by default.
- e. Productivity software such as MS Office and Google Docs.
- f. Voice Thread
- g. Plug-ins:
 - ✓ Windows Media Player (for video and audio)
 - ✓ RealPlayer (for video and audio)

- ✓ QuickTime (for QuickTime video)
- ✓ Adobe Flash Player (for Voice Thread, animation and interactive content)
- ✓ Adobe Reader (for viewing/navigating/printing PDF files across all major computing platforms)

ii. *Operating System Specific Requirements;*

- a. Hardware: Computer with 2 GHz processor or greater and 4 GB RAM or greater.
- b. Operating system: Microsoft Windows 7 (32 bit) or higher or Macintosh OS X or higher

5. School organization, including the school’s terms, reporting periods, and timetable organization:

- Reporting periods:
 - ✓ *Jasper Academy has 3 reporting periods every school year.*
 - ✓ Courses are available to be taken by students all year long.
- Reporting Calendar:
 - ✓ There are 2 terms in each year
 - ✓ Students can register for courses and start at any time during the year.
 - ✓ Upon completion of a course, students are issued a report card.

Reporting Calendar:

| Term 1: September 3rd 2019-February 28th 2020 | |
|--|--|
| Number of Instructional Days per course: | 121 Days |
| Instructional Hour per Day: | 5 Hours |
| Number of Scheduled Exam Day: | Open (1 Day) |
| Total Hours: | 605 |
| Number of PD Days for Semester 1: | September 3, 2019 and November 29, 2019 (2 Days) |
| Term 2: March 2nd , 2020-August 30, 2020 | |
| Number of Instructional Days per course: | 128 Days |
| Instructional Hour per Day: | 5 Hours |
| Number of Scheduled Exam Day: | Open (1 Day) |
| Total Hours: | 640 |
| Number of PD Days for Semester 2: | March 10, 2019 (1Day) |

Time Table

| Period | Time | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---------------|-----------|---|---|---|---|---|---|---|
| All Term Long | All Times | ESLAO (ONLINE) ESLBO (ONLINE) ESLCO (ONLINE) ESLDO (ONLINE) ESLEO (ONLINE) OLC4O(ONLINE) CHV2O(ONLINE) GLC2O(ONLINE) | ESLAO (ONLINE) ESLBO (ONLINE) ESLCO (ONLINE) ESLDO (ONLINE) ESLEO (ONLINE) OLC4O(ONLINE) CHV2O(ONLINE) GLC2O(ONLINE) | ESLAO (ONLINE) ESLBO (ONLINE) ESLCO (ONLINE) ESLDO (ONLINE) ESLEO (ONLINE) OLC4O(ONLINE) CHV2O(ONLINE) GLC2O(ONLINE) | ESLAO (ONLINE) ESLBO (ONLINE) ESLCO (ONLINE) ESLDO (ONLINE) ESLEO (ONLINE) OLC4O(ONLINE) CHV2O(ONLINE) GLC2O(ONLINE) | ESLAO (ONLINE) ESLBO (ONLINE) ESLCO (ONLINE) ESLDO (ONLINE) ESLEO (ONLINE) OLC4O(ONLINE) CHV2O(ONLINE) GLC2O(ONLINE) | ESLAO (ONLINE) ESLBO (ONLINE) ESLCO (ONLINE) ESLDO (ONLINE) ESLEO (ONLINE) OLC4O(ONLINE) CHV2O(ONLINE) GLC2O(ONLINE) | ESLAO (ONLINE) ESLBO (ONLINE) ESLCO (ONLINE) ESLDO (ONLINE) ESLEO (ONLINE) OLC4O(ONLINE) CHV2O(ONLINE) GLC2O(ONLINE) |

Legend → **H** - Statutory Holiday Schedule

E - Scheduled Examination Day

P - Professional Activity Day

B - Board Designated Holiday

Half Day

Jasper Academy
Online Courses

| Month | Number of Instructional Days | Number of Professional Activity Days | Number of Scheduled Examination Days | 1 st Week | | | | | 2 nd Week | | | | | 3 rd Week | | | | | 4 th Week | | | | | 5 th Week | | | | | | | | | | | | |
|----------------|------------------------------|--------------------------------------|--------------------------------------|--|---|---|---|---|----------------------|---|---|---|---|----------------------|---|---|---|---|----------------------|---|---|---|---|----------------------|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | M | T | W | T | F | | | | | | | | |
| August 2019 | 21 | 0 | 1 | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | E |
| September 2019 | 19 | 1 | 0 | H | P | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| October 2019 | 23 | 0 | 0 | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| November 2019 | 19 | 1 | 0 | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | P | |
| December 2019 | 20 | 0 | 0 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| January 2020 | 22 | 0 | 0 | | | H | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| February 2020 | 18 | 0 | 1 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | E | |
| March 2020 | 21 | 1 | 0 | X | X | X | X | X | X | X | P | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| April 2020 | 21 | 0 | 0 | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| May 2020 | 21 | 0 | 0 | | | | | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| June 2020 | 22 | 0 | 0 | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| July 2020 | 22 | 0 | 0 | | | H | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | X | |
| TOTAL | 249 | 3 | 2 | <p>Note: The 2019-2020 calendar provides for 194 possible school days between September 1, 2019 and June 30, 2020. The school year shall include a minimum of 194 school days of which three days must be designated as professional activity days with respect to specific provincial education priorities as outlined in the Policy/Program Memoranda 151 and up to four extra days may be designated by the board as professional activity days. The remaining school days shall be instructional days. The boards may designate up to ten instructional days as examination days.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

6. Jasper Academy's code of conduct

A. Safe School Environment

- The Jasper Academy holds the belief that acceptable behaviours and conduct are promoted in a positive climate in which:
- All students feel safe, valued and trusted, and have the opportunity to develop, assume and maintain responsibility and self-motivation;
- All students feel supported without fear of retaliation in reporting unsafe conditions, actions or potential incidents;

B. Code of Conduct for Computer Use/Online behavior

Users are ultimately responsible for any and all use of their computing accounts. Consequently, users must:

- Maintain secure passwords for all accounts assigned to them
- Take precautions against others obtaining unauthorized access to their computing resources
- Not willingly share passwords and other access control information for their personal accounts to any other person
- Report immediately to a teacher any message or request that you receive that bothers you or that suggests personal contact with you
- Use their Jasper Online accounts and all other software provided for them only for the purposes for which they were authorized.

7. Jasper Academy's expectations regarding students' responsibilities, achievement, and attendance

A. Attendance Policy for all Jasper Courses:

- Jasper Academy students are required to attend their registered classes on time, persistent behaviors regarding absenteeism and lateness will not be tolerated.
- Attendance on a regular basis is not only central in the overall mission of Jasper Academy, but is crucial to the success of our students. All students are expected to attend classes regularly and complete all assignments and homework in due time and submit to the teacher. Absenteeism and lateness reduce the chances of a fair performance and evaluation dramatically. Students with legitimate reasons for absence must submit appropriate documentation to support their claim. Legitimate documentation may include, but is not limited to, a doctor's note. The principal will determine the legitimacy of a student's reason and documentation.
- **Specific requirements and definition of what is meant by "regular" attendance:**
 - Regular attendance requires that students log in at least twice every week.
 - Attempt at least one assignment every week.
 - Participate in a forum or write a learning log at least once every 2 weeks.
 - Submit an assignment or deliver a presentation or write a test at least once every 2 weeks.
 - All effort will be made to make the course material as well as methods of interaction and manner of login easily accessible.
 - Every teacher shall maintain an accurate record of attendance for all courses taught.
 - The principal is responsible for maintaining student and teacher login records.
- **Specific Policies/Guidelines/Procedures outlining how Jasper Academy treats incidences of absenteeism and lateness:**
 - **Absenteeism:**
 - a) When a student reaches **2 weeks** of absences, an email will be sent to the Guidance by the teacher of the course.
 - b) The counselors and the counselors will give **an online warning message** and inform the student that the next missed class will result in **a formal warning letter** issued to the student and **parents/guardians**.
 - c) When a student reaches **5 weeks** of absences, an email will be sent to the Guidance counselors and the student's **parents** will be contacted, also, the student will receive a **warning letter**. The warning letter will be sent to his/her **parents/guardian** as well.
 - d) When a student reaches **10 weeks** of absences, an email will be sent to the Guidance counselors, and in severe cases, the student

will be considered to **drop the course**. However, it is a case-by-case decision that needs to be made among the student, teacher, principal and guidance.

e) For students who are under the age of majority, Jasper Academy reports all absences to:

- ✓ The student's parents or guardian and
- ✓ To the appropriate government agencies where and when applicable.

▪ ***Specific Procedures for addressing absenteeism/non-participation***

- Students are expected to participate and to attend all classes and be punctual.
- Course Participation is a combined behavior of logging in to the course on a regular (***please see what regular means above***) basis, reviewing instructions, participating in discussion forum, and submitting assignments to be graded either by the system, such as automatically graded quizzes and tests, or by the teacher, such as practice, journals, discussions, and unit tests. Communication with the teacher and seeking support from the teacher is also an essential part of Course Participation.
- In case a student misses a class requirement; the student will be expected to complete any and all missed assignments/tasks etc. Teachers and the student will consult about how to access the skills and knowledge that have been missed by the student.
- Students who miss extended class time or who lack class participation will be issued a warning ("A Gentle Reminder") that they are in jeopardy of losing their credit-earning status in the class.
- After a student has failed to login to the class and or fail other measures of determining absenteeism, the student (and the parent/guardian, if required) will be required to attend a meeting with the principal and the teacher to assess their ability to continue in the course, during this meeting the onus will be on the student (and the parent/guardian) to assure the principal and the teacher that the absenteeism will cease. The student will only be allowed to continue if the student successfully establishes his/her right to continue in the course by providing legitimate grounds for being absent. However, if the student fails to rectify the absenteeism/non participation, he/she will be asked to withdraw from the course and will not earn a credit.
- After a student has been removed from a course, the hours that he/she spent in the class cannot be counted towards earning a credit in the course at a subsequent time of enrollment in the same course.
- If warranted, students may have an opportunity to make up hours and missed tasks/assignments at the discretion of the Principal.

- ***Policies on missing for tests, Exams, or Assignments***

- Attendance and punctuality are paramount with regards to tests and examinations as is the prompt meeting of assignment deadlines. Lateness or absences for tests, and late or missing assignments can adversely affect the student's assessments and evaluations. All tests/exams will begin on time. At the teacher's discretion, students may be permitted to write a different version of the missed test/exam.
- Students with legitimate reasons for a missed assignment, test, exam, etc. and those being late, must submit appropriate documentation to support their claim. Legitimate reasons and documentation may include, but are not limited to, illness and a doctor's note. The principal shall determine if a student's reason and documentation for missing a test, exam, or submitting late or missing assignments are legitimate.

- B. Assessment, Evaluation and Reporting of Student Achievement***

- **Assessment and Evaluation Strategies**

The primary purpose of assessment and evaluation is to improve student learning. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;

- **Categories of Knowledge and Skills**

The **achievement chart** identifies four categories of knowledge and skills that are common to both the elementary and secondary panels and to all subject areas and disciplines. The categories, defined by clear criteria, represent four broad areas of knowledge and skills within which the expectations for any given subject/course can be organized. The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning. The categories help teachers to focus not only on students' acquisition of knowledge but also on their development of the skills of thinking, communication, and application.

The categories of knowledge and skills are as follows:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)

- Thinking: The use of critical and creative thinking skills and/or processes
- Communication: The conveying of meaning through various forms
- Application: The use of knowledge and skills to make connections within and between various contexts

In all subjects and courses, students at Jasper Academy will be given numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations (content standards) across all four categories of knowledge and skills.

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories. The emphasis on “balance” reflects the fact that all categories of the achievement chart are important and need to be a part of the process of instruction, learning, assessment, and evaluation in all subjects and courses. However, it also indicates that for different subjects and courses, the relative importance of each of the categories may vary.

The importance accorded to each of the four categories in assessment and evaluation should reflect the emphasis accorded to them in the curriculum expectations for the subject or course, and in instructional practice. To further guide teachers in their assessment and evaluation of student learning, the achievement chart provides “criteria” and “descriptors”. The criteria are the subsets of knowledge and skills that define each category. They identify the aspects of student performance that are assessed and/or evaluated, and serve as a guide to what teachers look for.

- **Levels of Achievement**

The achievement chart also identifies four levels of achievement, defined as follows:

- ✓ **Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course
- ✓ **Level 2** represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- ✓ **Level 3** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- ✓ **Level 4** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. *However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course. Specific “qualifiers” are used with the descriptors in the achievement chart to describe*

student performance at each of the four levels of achievement – the qualifier *limited* is used for level 1; *some* for level 2; *considerable* for level 3; and *a high degree of* or *thorough* for level 4. Hence, achievement at level 3 in the Thinking category for the criterion “use of planning skills” would be described in the achievement chart as “[The student] uses planning skills with *considerable* effectiveness”.

ACHIEVEMENT CHART – ENGLISH AS A SECOND LANGUAGE AND ENGLISH LITERACY DEVELOPMENT, GRADES 9-12

The five ESL courses are based on levels of proficiency in English. Depending on learners’ previous experience with English, students may be placed in ESL Level 1, 2, 3, 4, or 5. For example, a student who has been in full-time education in his or her country of origin but who has never studied English would be placed in ESL Level 1. A student who has been in full-time education in his or her own country and has studied some English might be placed in ESL Level 2 or 3 on the basis of the initial English language assessment

- **Reporting Student Achievement**

There are two policies regarding Reporting Student Achievement to Parents; one for students under the age of majority and a second for students over the age of majority.

- **Student under the age of majority:**

With regards to students under the age of majority (18 years of age), a copy of the report card will be given to the student, and the report card will be sent to the student’s parent(s) and /or guardian by mail after the completion of every course. The original copy will be mailed to the parent/ guardian and the student shall receive a photocopy of their grade report. The report card will be issued within 5 business days upon the completion of the course in question. The parents/guardian may request a copy of the students’ OST. The OST will take up to 3 business days to complete.

- **Students over the age of majority:**

With regards to students over the age of majority (18 years of age), a report card will be given to the student after the completion of each and every term. The student will be issued an original signed and sealed copy. The report card will be issued within 5 business days upon the completion of the course in question. The student may request a copy of the students OST. OST will require up to 3 business days to complete. In both cases the student/ parent/guardian are entitled to 3 free copies of the OST, each additional copy of the OST will have a fee of \$10.00 each.

8. The Requirements For The OSSD:

The Ontario Secondary School program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives after school. The program prepares students for further education, work, and also helps them to become independent, productive, and responsible members of society. All students in Ontario are required to remain enrolled in secondary school until the age of 18. This leads to the successful completion of the Ontario Secondary School Diploma (OSSD). To be awarded the OSSD, a total number of 30 credits are needed in addition to the completion of 40 hours of community involvement activities as well as meeting the Ontario Secondary School Literacy Test (OSSLT) requirements:

- A. **Total credit requirement for OSSD:** A total of 30 credits are required to obtain the Ontario Secondary School Diploma.
- B. **Compulsory credit requirements:** Of the total number of credits, 18 are compulsory.
- C. **Optional credit requirements:** Of the total number of credits, 12 are optional.

The provincial secondary school literacy requirement, including:

The Ontario Secondary School Literacy Test

The purpose of the Ontario Secondary School Literacy Test (OSSLT) is to ensure that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. Successful completion of the OSSLT or the Ontario Secondary School Literacy Course (OSSLC) is a graduation requirement. Every student who writes the OSSLT receives an individual Student Report.

Students will be required to pass the OSSLT once in their last three years of school. The test will be administered each year. The Education Quality Accountability Office (EQAO) will mark this test. Students, normally, will take the Ontario Secondary School Literacy Test in Grade 10. Students must pass the test in order to graduate, and their result is recorded on their Official Student Transcript. The literacy test requirement is in addition to the 30 credits needed for a high school diploma.

The literacy test evaluates students' reading and writing skills based on curriculum expectations in language and communications up to and including Grade 9. ESL students will take the test only when they have reached this level in their language studies. Accommodations will be made for students in special education programs.

The Ontario Secondary School Literacy Course

Students, who have been eligible to write the OSSLT and have been unsuccessful, are eligible to fulfill the requirement through a successful achievement level on the Ontario Secondary School Literacy Course (OSSLC).* The OSSLC is a comprehensive, full credit course, which is equivalent to the components of the Ontario Secondary School Literacy Test. The goal is to provide students with the necessary skills to meet the requirements of the Ontario Secondary School Diploma. The OSSLC is designed to help students who have not had the full benefit of the curriculum that includes a strong focus on reading and writing in the early years. Students must pass the literacy course to receive their Ontario Secondary School Diploma. This will ensure that a high school diploma means a student has basic literacy skills.

- **Accommodations, special provisions, deferrals, and exemptions**

➤ **Procedure for OSSLC**

For part-time students, if a student wants to take the OSSLC, he/she needs to either prove that he/she failed the OSSLT or get a permission letter from his/her school to take the OSSLC. In order to show Jasper Academy that he/she failed the test, the student will need to provide the OSSLT result paper, which can be obtained from their home school guidance. For Jasper Academy's full-time students, all must take the OSSLT. The students will be notified if he/she fails the test. If a student fails the OSSLT, Jasper Academy will inform the student that he/she will need to take the OSSLC to meet the Ontario literacy requirement.

➤ **Deferrals**

Deferrals are done prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student:

- a. is an English language learner and has not yet acquired level of proficiency in English sufficient to participate;
- b. has been identified as exceptional by an Identification, Placement and Review Committee and would not be able to participate in the test even if all accommodations were provided;
- c. has not yet acquired the reading and writing skills appropriate for Grade 9 or
- d. has a temporary condition owing to illness or injury (e.g., a broken arm) or is new to the school, and appropriate accommodations cannot be provided.
- e. **Documentation:** A letter from the Principal and all other documentation related to the decision to grant a deferral is kept in the student's file.

➤ **Exemptions**

Exemption decision is made prior to the test and in consultation with the parents/ guardians and the appropriate teaching staff when the student is not working toward an OSSD (and this is indicated in his or her IEP).

- a. **Documentation:** A letter from the principal and a signed consent letter are kept in the student's file.

Community Involvement Requirements and Procedures

- All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school.
- These activities may be completed at any time during their years in the secondary school program.
- Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school.

- Students will be responsible for fulfilling this requirement on their own time, and for keeping a record of their activities on forms supplied by the school.
- A complete information package about the Community Involvement Requirement will be emailed to students at the beginning of the school year.
- Consultation with the principal may be required for certain volunteer activities.
- **Procedure:**
 - Students should plan an activity that involves service to others after consulting their parents/the guidance counsellor.
 - They need to confirm the details of the activity with the organizer by filling a “Planned Activity Notification” form which will be checked and approved by the guidance counsellor.
 - Where the activity does not clearly fall within the guidelines, the principal has the discretion to approve or reject the activity that does not follow the principles and ethical standards for approved areas of involvement for student.
 - Students should get the “Completion of Community Involvement Activities” form signed by the community sponsor which is kept in the student’s file.
 - Students can check the school’s website for the list of eligible and ineligible activities.
- **INELIGIBLE ACTIVITIES**

The Ministry of Education has developed a list of activities that may not be chosen as Community involvement activities and that are therefore ineligible activities.

An ineligible activity is an activity that:

- Is a requirement of a class or course in which the student is enrolled (e.g. Cooperative Education, job shadowing, work experience).
- Takes place during school hours, except during the student’s lunch break or spare periods.
- Takes place in a logging or mining environment, if the student is under 16.
- Takes place in a factory, if the student is under 15.
- Takes place in a workplace other than a factory, if the student is under 14 and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding (eg. snow blower, powermower, hedge trimmers, etc.)
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as “designated substances” under the Occupational Health and Safety Act (eg. asbestos, lead, dangerous chemicals, toxic materials, etc).
- Requires the knowledge of a tradesperson whose trade is regulated by the

provincial government.

- Involves banking or the handling of securities, or the handling of jewellery, works of art, antiques or other valuables.
- Consists of duties normally performed in the home or personal recreational activities.
- Involves activities for a court-ordered program (e.g. community-service program for young
- **Offenders, probationary program).**

- **ELIGIBLE ACTIVITIES**

The following guiding principles, read in conjunction with the list of the ineligible activities, are intended to assist the student and parents/guardians to determine whether a planned activity is within an approved area for the completion of the community involvement requirement:

- An event or activity designed to be of benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to the ethical standards of the Ministry of Education;
- Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
- Participation in an event or activity that supports ethical work of a global nature;
- Participation in an event or activity that promotes positive environmental awareness;
- Participation in an event or activity that contributes to the health and well-being of any ethical group that conforms to the community standards of morality and conduct, including school-based activities;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive and ethical contribution in the community.

9. Curriculum at Jasper Academy

A. Requirements for the Ontario Secondary School Certificate:

OSSC: The Ontario Secondary School Certificate is granted on request to students who leave school before earning enough credits to comply with the OSSD requirements, but who have earned the following credits:

- Compulsory and optional credit requirements
 - **Compulsory Credits (Total of 7)**
 - a. 2 credits in English
 - b. 1 credit in Canadian geography or Canadian history
 - c. 1 credit in mathematics
 - d. 1 credit in science
 - e. 1 credit in health and physical education
 - f. 1 credit in the arts or technological education
 - **Optional Credits (Total of 7)**
 - a. **7 credits selected by student from available courses**

- **Provisions for substitutions of compulsory courses also apply to the OSSC. (Please See below)**
- **Substitution policy for the compulsory credit requirements**
 - In consultation with the principal, appropriate staff member, the student, and the parent/guardian (if applicable), up to three compulsory courses (or the equivalent in half courses) may be replaced from the remainder of the courses which meet the compulsory credit requirement.
 - The decision to make a substitution for a student would be made only if the best interests of the student are served by such a substitution to promote and enhance the student's learning or meet special needs of the student.
 - **Documentation:** Students who apply for substitutions for compulsory courses need to fill out a substitution form that needs to be signed by the principal as well as their parents/guardian and is placed in the student's OSR file.
 - **Limitations on substitution for compulsory credits:**
 - a. **The principal may substitute up to 3 compulsory courses from other subject areas specified in the list of compulsory credit requirements (including Group 1, 2,3) outlined in section 6.1.1**
 - b. **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 up to 3 English credits in accordance with section 6.1.1.)**
 - c. **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.**
 - d. **Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.**
 - e. **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**

B. The Certificate of Accomplishment

- Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school, but who do not qualify for either the OSSC or the OSSD.

- Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Certificate and the Ontario Secondary school Diploma may later be granted if the student meets the appropriate requirements.

C. Courses Offered Jasper Academy:

- **Definition of a Credit:** A credit is granted in recognition of the successful completion of a course which has been developed from an Ontario Ministry of Education guideline, and for which a minimum of 110 hours of instructional time has been scheduled. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Ministry of Education.

Types of Courses Available in The Ontario Curriculum

- The secondary school program is designed to provide all students with the knowledge and skills that they will need for the future, as well as the opportunity to specialize in areas that are related to their post-secondary goals. Students will have opportunities to select a combination of *course types*.
- Students in **Grades 9 & 10** will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – **applied, academic or locally developed**. All elective courses will be taken at the **open** level:
 - Academic Level: “D”**
Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.
 - Applied Level: “P”**
Applied courses focus on the essential concepts of the discipline. Applied courses develop students’ knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.
 - Locally Developed Level: “L”**
Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school. Students in Ontario schools

can earn up to six credits toward a secondary school diploma through locally developed compulsory credit courses (LDCC).

Note: Jasper Academy does not offer any LDCC

d. **Open Courses: "O"**

Open level courses have one set of expectations for each subject and are appropriate for all students. Open level **courses** are offered for all non-core subjects and do not have a prescribed post-secondary destination.

Course Level Description for Grade 11 and 12 Courses:

Courses in grades 11 and 12 are offered in levels that are related to a student's destination after high school - workplace, apprenticeships, college or university. Some courses are offered at the Open level. Most courses are offered at one of the following five levels:

a) **University/College Courses: "M"**

Courses designed to prepare students for entrance to college and university programs following high school. University/College preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and emphasize the development of both independent research and independent learning. Students will be required to demonstrate that they have developed these skills.

b) **College Courses: "C"**

Courses designed to prepare students for entrance to college programs following high school. College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving skills.

All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

c) **Workplace Courses: "E"**

Courses designed for students planning to enter the workplace directly following high school. Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered

in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, and will also explore the theoretical material that underlies these practical applications. Cooperative education and work experience placements within the community are important components of workplace preparation courses.

Schools will involve employers and site supervisors in the planning of cooperative education and work experience placements, and will ensure that they have their cooperation and support in implementing these courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that they have developed these skills. Workplace preparation courses in particular should also promote the importance of lifelong learning.

Note: Workplace Preparation Courses are not offered at Jasper Academy.

d) Open Courses: "O"

Courses that are not specific to any particular post-secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements. Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but they reflect their interest. These courses are appropriate for all students regardless of post-secondary destinations. They are designed to provide students with a broad educational base and equip them for active and rewarding participation in society. These courses are not designed with the specific requirements of university or college programs or the workplace in mind.

e) University Courses: "U"

Courses designed to prepare students for entrance to university programs following high school. University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

Explanation of the Course Coding system

Each secondary school course is identified by a five-character code. A sixth character may be used by the school. The Ministry of Education designates the first five characters; the school determines the sixth character. Example:

| Subject | Grade | Course Type |
|---------|-------|-------------|
| ENG | 2 | D |

| | | |
|---|--|--|
| <p>The first three characters of the course code (ENG in this example) refer to the name of the course.</p> <p><i>ENG2D-A is English.</i></p> | <p>The fourth character (2 in this example) refers to the grade of the course.</p> <p>1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12</p> <p><i>ENG2D-A is a Grade 10 course.</i></p> | <p>The fifth character (D in this example) refers to the type of course.</p> <p>P = applied D = academic O = open E = workplace preparation C = college preparation M = university / college preparation U = university preparation</p> <p><i>ENG2D-A is an academic course.</i></p> |
|---|--|--|

10. Courses that are not offered at Jasper Academy

A. Descriptions of all courses that are **NOT** offered by the school

▪ **Courses that are not part of the Ontario curriculum**

➤ **Locally developed courses (compulsory and optional)**

Locally Developed courses focus on the most essential concepts of a discipline. These courses are offered in Mathematics, Science, English and Canadian History. These courses will provide support for students making the transition to high school by enhancing their skills to allow them to be successful at secondary school. Students in Ontario schools can earn up to six credits toward a secondary school diploma through locally developed

compulsory credit courses (LDCC).

Note: Jasper Academy does not offer any LDCC

▪ **Experiential Learning Programs**

Planned learning experiences that take place in the community, ***including job shadowing and job twinning, work experience and virtual work experience, and cooperative education***, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs.

Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable complement to students' academic experience and preparation for the future.

When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and should be encouraged.

Job shadowing and job twinning normally involve only one-half to one school day and have no credit value independent of the course within which they are undertaken. Work experience and virtual work experience last somewhat longer – from one to four weeks – and also have no independent credit value.

Cooperative education, the main subject of Part Two of this document, may be a culmination of a series of different forms of experiential learning. It is offered in the form of credit courses that are scheduled for a full term. Finally, programs that incorporate cooperative education or other forms of experiential learning, such as school–work transition programs and the Ontario Youth Apprenticeship

Program (OYAP), have variable formats and involve the earning of credits. All of these forms of experiential learning are summarized in the accompanying chart and described individually in the following sections

Note: Experiential Learning Programs/Courses are not offered at Jasper Academy.

➤ **Cooperative Education**

Cooperative education programs, which provide opportunities for learning in apprenticeship and workplace settings in combination with classroom studies, are designed to suit students' particular strengths, interests, and needs and further enhance their preparation for the future.

- a. Cooperative Education is a ministry-approved program that allows students to earn secondary school credits while completing a work

placement. The program consists of a co-op course monitored by a cooperative education teacher, a related curriculum course in any subject and a work placement.

- b.** Students can apply two co-op credits towards their compulsory high school graduation requirements, with no limit on earning optional co-op credits. Co-op placements are arranged for students by their secondary school and must follow Ministry of Education policy and guidelines. **Cooperative Education is not offered at Jasper Academy**

➤ **Job shadowing/Job Twinning**

Job Shadowing allows a student to spend one half to one day with a worker in a specific occupation **observing** them in their job. Job Twinning programs provide students the opportunity to accompany a cooperative education student to his or her placement for one-half to one day in an **observer's** role. Job Shadowing and Job Twinning may be integrated into any credit course in a secondary school program.

Job shadowing/Job Twinning are not offered at Jasper Academy.

11.Current Courses offered at Jasper Academy:

ENGLISH AS A SECOND LANGUAGE, LEVEL 1, OPEN, (ESLAO), 1 Credit

- This course builds on students' previous education and language knowledge to introduce the English language and help students adjust to their new cultural environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes; use Basic English language structures and simple sentence patterns in short conversations; 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, LEVEL 2, OPEN, (ESLBO), 1 credit

- This course expands 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; link English sentences to compose paragraphs; read a variety of texts designed or adapted for English language learners; and expand their knowledge of English grammatical structures and sentence patterns. The course also supports students' continuing adaptation to the Ontario school system by expanding their cultural knowledge of their new province and country.

Prerequisite: English as a Second Language, Level 1, or equivalent***

ENGLISH AS A SECOND LANGUAGE, LEVEL 3, OPEN, (ESLCO), 1 credit

- This course extends students' skill in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom presentations; read a variety of adapted and original texts in English; and write using a variety of forms of text. Students will also expand their academic vocabulary and their study skills to facilitate the 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: English as a Second Language, Level 2, or equivalent***

ENGLISH AS A SECOND LANGUAGE, LEVEL 4, OPEN, (ESLDO), 1 Credit

- This course prepares students to use English with increasing fluency and accuracy in classroom and social situation and to participate in Canadian society as informed citizens. Students will develop the reading, writing, and oral presentation skills required for success in all school subject. They will study interpret a variety of grade-level texts; extend listening and speaking skills through participation in discussions and seminars; write narratives, articles, and summaries in English; and respond critically to various print and media texts.

Prerequisite: English as a Second Language, Level 3, or equivalent***

ENGLISH AS A SECOND LANGUAGE, LEVEL 5, OPEN, (ESLEO), 1 credit

- 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; writes 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: English as a Second Language, Level 4, or equivalent*

***"Equivalent" may be an equivalent course of study completed in another province in Canada or in another country, or a proficiency level determined through initial assessment.

Ontario Secondary School Literacy Course, Grade 12, University Preparation (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.

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

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**

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**

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
- **How to gain access to Outlines of the Courses of Study**
Parents/Guardians and/or students who want to review Course Outlines may do so online at <http://online.jaspermy.com> or by contacting the principal. Course curriculum guidelines may be viewed at the Ministry of Education website: <http://www.edu.gov.on.ca>
- **How to gain access to Ontario curriculum policy documents**
Parents/Guardians and/or students who want to gain access to Ontario curriculum policy documents may do so at the Ministry of Education website: <http://www.edu.gov.on.ca/eng/curriculum/secondary/>

12. Policy regarding student withdrawal from courses in Grades 11 and 12

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

13.Repetition of a Course

- Only one credit is earned if course is repeated.
- In Grade 11 and 12, an "R" appears on the student's OST for the course with the lower mark.

14.Procedures related to changing course types

Some students may change their educational goals and may need to take compulsory and optional credit courses of a different type from those they initially chose.

A student wishing to change course types from Grade 9 to 10 may simply select the new level for the Grade 10 course. The exception to this when switching from Grade 9 applied Math to Grade 10 academic Math, a transfer course is required.

A student wishing to change course types between Grades 10 and 11 and/or Grades 11 and 12 may, for example:

- A student may choose to take a course of another type (e.g., academic) that will satisfy the prerequisites for a course in a higher grade (e.g., a university preparation course) that the student wishes to take.
- Note: Students wishing to change a course type should consult with their guidance counselors and teachers.

15. The Prior Learning Assessment and Recognition processes for equivalency and challenge. (Jasper Academy does not have in place a challenge process but will recognize credits earned this way from ministry inspected schools)

Prior Learning Assessment and Recognition (PLAR) are the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school.

Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

- The "challenge" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.
- The "equivalency" process is the process of assessing credentials from other jurisdictions. Equivalency credits are granted for placement. Equivalency credits awarded from previous secondary school experience in jurisdictions outside Ontario (denoted as PLE on the Ontario Student Transcript) count towards the 30 credits required for the Ontario

Secondary School Diploma.

- For students who do not have Ontario credits (students from non-inspected private schools or from schools outside Ontario), principals can use the following is used as a guide to determine:
 - a) the total credit equivalence of the student’s background for placement purposes;
 - b) the number of credits, including compulsory credits, that the student must earn to qualify for the Ontario Secondary School Diploma (OSSD) under OSS.
- For the requirements for mature students, see section 6.6: Prior Learning Assessment and Recognition. In addition to the requirements listed above, principals have to ensure that the following requirements are met:
 - a. A student who has no previous Ontario credits but who has successfully completed more than three years of secondary school is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD under OSS.
 - b. A student who has successfully completed more than three years of secondary school education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD under OSS by completing a minimum of one Grade 11 or Grade 12 credit

16. PLAR Equivalency

The table below describes Jasper Academy’s Policy regarding students enrolling from outside Ontario where English is a Native Language and indicates the minimum number of credits:

| | |
|---------------------------------------|--|
| Completed 3 years (finished Grade 11) | English Grade 11 and 12 plus An additional 5 credits at Grades 11 or 12 |
| Completed 2 years (finished Grade 10) | English Grade 11 and 12 plus 1 Mathematics Credit (Grade 11 or 12) 1 Science credit (Grade 11 or 12) or 1 Technological Education credits (Grade9-12) plus An additional 9 credits at Grades 11 or 12 |
| Completed 1 year (finished Grade 9) | English Grade 10, 11 and 12 plus 2 Mathematics Credits (Grade 10 or 11) 1 Science credits (Grade 9 or 10) or 1 Science credits (Grade 11 or 12) or 1 Technological Education credits (Grade9-12) plus An additional 15 credits at Grades 10 - 12 |

Note: the maximum number of PLE credits will be granted to meet the minimum requirement of 30 credits for an OSSD

Actual PLE Assessment

- Assessment of P.L.E. credits will be done on a case by case basis. Only educational documents that have been translated and notarized shall be accepted
- Regular day school students who transfer to an Ontario secondary school from home schooling in Ontario, from a non-inspected private school in Ontario, or from a school outside Ontario may be granted equivalent credits through the PLAR equivalency process for regular day school students based on the principal's evaluation of their previous learning. The total number of equivalent credits and the corresponding number of compulsory credits are recorded on the OST. The equivalent credits should be entered as a total, and the required items of information should appear as follows: "Equivalent Credits" should be entered in the "Course Title" column; "PLE" in the "Course Code" column; "EQV" in the "Percentage Grade" column; the total number of credits in the "Credit" column; and the total number of compulsory credits in the "Compulsory" column.
 - a. The standards of achievement as described by the ministry of education guidelines apply to all credits in PLAR.
 - b. Transcripts issued by Chinese or Korean institutions can be examined at Jasper Academy. Others may have to be verified by a specialized service.

17. Alternative ways of earning credits

Jasper Academy does not offer any alternative ways of earning credits through learning opportunities such as E-learning, the Independent Learning Center and continuing education courses, independent study and private study courses but will accept the credit granted to the transferring or existing students by any accredited schools inspected by the Ministry of Education.

18. Policies and Procedure for Waiving Prerequisites

- A prerequisite course is a required course that must be taken before another course is taken. A prerequisite course ensures that students have the prior knowledge to be successful in a subsequent course. A prerequisite course helps students achieve the academic ability essential to succeed in a target course.
- Jasper Academy recognizes that the need to waive a pre-requisite is sometimes necessary. For example, a student from another province or a student who is from another country may require the prerequisites for post-secondary

education and is unable to take the course(s) within his or her province/country.

- A prerequisite waiver maybe initiated by a parent of a student, by a student or by the principal. To initiate the process, the student and/or parent should complete the Prerequisite Waiver Application form, which is available from the Guidance Counsellors of the school and online. The student must explain in writing why and how granting a waiver for the prerequisite in question may help meet current educational needs as well as future educational goals. In addition, the student must provide all documentation that may help establishing proof that the requirements of a prerequisite have been satisfied including any documentation relating relevant experience.

- The student requesting the waiver is to understand that taking the prerequisite course is designed to prepare them for the rigours of a subsequent course and if they are granted a such a waiver that this may affect their understanding and performance. Once the student has completed the request of a prerequisite form, the principal after consultation with teachers and guidance counselors shall make a decision either to grant or deny the request.
- The Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements, 2016 document is used as a guide to evaluate student's previous learning. The student's academic transcript(s) and diploma(s) as well as course descriptions from all institutions he/she has previously attended will be studied very carefully.
- The curricula of all the courses intended as waived prerequisites shall be compared to the equivalent OSSD credit courses to determine whether they contain the same expectations of the skills and knowledge in order to be granted credit equivalencies
- The Principal will review the student's request and all the supporting documentation and, in consultation with the course instructors arrive on a decision. The decision of the Principal is final and can be reverted only if the student brings in new information proving that he/she is ready and capable of taking those courses.
- Within one week after filing a written request, the student will receive an official letter informing him/her whether approval was granted and, in case of the positive outcome, the student will be allowed to register in the courses of his or her intention.
- All supporting documentation and rationale leading to such a decision will be documented in the student's OSR.

19. Evaluation and Examination Policies

Students at Jasper Academy will have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

Students are expected to write all course exams / quizzes independently and without the aid of any electronic or writer resources unless otherwise directed by the teacher.

When testing inconsistencies occur, a score of zero may be given. When deemed appropriate, Jasper Academy may give students the chance to re-write the test.

Inconsistencies are determined by the teacher teaching the course and maybe examined by the principal.

They include:

- a. 15% deviation in Tests or major assignments from the mode
- b. Deviation from language level/proficiency peculiar to the student.

20. Final Exam

All courses which have a final exam must be supervised by a qualified, objective person. Such an examiner has the duty to monitor/supervise all exam takers. The Exam Supervisor oversees the integrity of the exam. The onus of writing the exam with a **qualified** exam supervisor is on the students of Jasper Academy.

- a. Exam supervisors must be an adult who is free of conflict of interest.
- b. Exam supervisors cannot be in any way related to students by blood or otherwise.
- c. Exam supervisors must be licensed professionals such as certified teachers.
- d. Must have a dedicated and secure email address.

Procedure:

1. Student must complete the requirements of all course materials.
2. Student must request to take the Final Exam
3. Student must choose a qualified proctor.
4. The teacher of the course and/or Jasper Academy office will provide the proctor via email the exam, and specific instructions and time limits to follow.
5. The date and time of the exam will be mutually agreed between you, the proctor of the exam, and the student writing the exam.
6. Both the proctor and the student must fill their respective sections of the form provided to document the final exam.
7. The proctor must send all material used to write the exam to Jasper Academy.

21. Reporting procedures --school's report card and the Ontario Student Transcript

• Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for a student registered in a school in Ontario. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. These records are protected by the Education Act and Freedom of Information legislation in the Province of Ontario.

If a student is enrolled in Jasper Academy as well as another Ontario secondary school, the OSR is held by the school where the student is taking the most courses. Jasper Academy will not hold the OSR for students who have already graduated at another school. If the student is currently attending another school - public or private - and is simply taking a single course from the Jasper Academy, then that student's OSR will reside at the school that the student is attending and taking the most courses. The Jasper Academy establishes or obtains the student OSR only if the student becomes the sole responsibility of the Jasper Academy.

- **The following components constitute an OSR:**
- Ontario School Transcript (OST)
- Ontario Secondary School Literacy Test results
- Documentation file, if warranted
- Provincial Report Card
- An office index card
- Annual Community Involvement Information

22. Ontario Student Transcripts (OST)

The Ontario Student Transcripts (OST) is a cumulative and continuous record of a student's successful and unsuccessful attempts at completing OSSD requirements. The OST includes all courses enrolled at Jasper Academy and is therefore issued in its entirety. A copy of transcript will be issued at the student's request, subject to reasonable notice. Students should submit their request in person or by writing to the Administrative Office. Transcripts issued directly to students bear the notation "Issued to student." We will forward transcripts to other institutions by regular mail. Jasper Academy will mail your transcripts by a courier for an additional fee. Third party requests must be accompanied by a signed letter of authorization from the student.

Access to OSR

Access to an OSR means the right of those persons authorized by the Education Act or other legislation to examine the contents of the OSR. In addition, municipal and provincial freedom of information legislation permits persons who have the right to have access to personal information to receive copies of the information.

Every student has the right to have access to his or her OSR.

The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen).

Ministry of Education personnel also have access to OSR

Transfer of OSR

*The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. Subject to the conditions outlined below, the **original OSR is transferable only to schools in Ontario:***

When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request.

When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school.

If the original OSR is being transferred between schools operated by the same school board, it may be transferred by a delivery service provided by the board.

If the original OSR is being transferred to a school in another board, to a private, federal, or First Nation school, or to a Provincial or Demonstration School, it must be transferred by Priority Post or an equivalent delivery method that is approved by the board and that maintains confidentiality and guarantees prompt delivery.

If a school is transmitting OSR information electronically or by means of facsimile, arrangements must be made to ensure the secure and confidential transfer of the information.

RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR

- a. Personal information placed in an OSR will be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.
- b. The following components of the OSR will be retained for five years after a student retires from school:
 - i. report cards
 - ii. the documentation file, where applicable
 - iii. additional information that is identified by the school board as appropriate for retention
- c. The following components of the OSR will be retained for fifty-five years after a student retires from school:
 - i. the OSR folder
 - ii. the OST
 - iii. the office index card

22. Supports and Resources:

Guidance and education and career planning supports including the Individual Pathways Plan and orientation and exit programs are important to the success of students at Jasper Academy. The recommendations and the guidelines stated in the "Creating Pathways to Success" ministry of education document are to be strongly woven into the fabric of learning at Jasper Academy:

"To promote success in school and life, it is essential for Ontario schools to provide opportunities and support for all students to plan their individual pathways through school and for each to make a successful transition to his or her initial postsecondary destination."

To fulfil that vision, the guidance counselors 'at Jasper Academy take a leading role in the development and implementation of practical ways to bring it to reality. Guidance counselors are involved in/provide help with the following areas:

- Education Guidance and OUAC / OCAS assistance
- Strategies and resources for students and parents to support education planning and the course selection process
- Curriculum

a. Education Guidance and OUAC / OCAS assistance

The Guidance Officers of Jasper Academy are responsible for assisting all students with class/course selection, university and college applications.

- i. All full-time students will have an Individual Study Plan created for them in the first term of attendance at Jasper Academy. This plan will not only include what course a student will need to complete for OSSD requirements, but will also include the university prerequisite courses they need to take to satisfy the entrance requirements of the university of their choice.

b. Course Selection

With the help of the guidance counsellor, students will:

- i. identify their interests, skills, learning styles and needs
 - ii. Research all of the courses and programs available, there are a number of pathway opportunities to meet all students' interests and needs.
 - iii. Discuss with guidance counsellors, teachers and parents for appropriate course and program selection
- Classroom Guidance
Academic skills support
Organizational, study and test-taking skills
Postsecondary planning and application process

c. Career planning

- i. Goal setting
- ii. Academic plans
- iii. Career awareness and the world of work
Individual/family/school crisis intervention

22.d. Intervention strategies, supports, and programs at Jasper Academy

- Guidance counselor services
- Tracking software for student progress as early indicator of students who maybe falling behind.
- Full staff involvement in helping students with technical support
- An orientation and a welcome package detailing much of what students need to be productive participants.

22.e.Supports for English language learners

Jasper Academy offers English Language Learners support starting at the time of registration. Our dedicated guidance department offers academic advice regarding many of the questions and concerns typical at that juncture. English language learners require special attention in

the area of career education. These students need guidance in exploring the full range of educational and career opportunities available to them in their new country and/or educational setting. In addition to offering a virtual classroom activities that build on the strengths, abilities, and language that students bring with them, career education materials are adapted as needed and career-related opportunities such as career research, job shadowing, etc. are provided. Jasper academy has qualified personnel who speak many of the languages spoken by the parents of these students, ready to engage in the event a language barrier is detrimentally present.

22.f.Computer labs and resource centre/library

A resource center is available for local students. The school guides students to free online e-libraries that can be accessed at no cost. These include:

<http://www.ck12.org/student/>

<https://openlibrary.org/> and

<http://www.pagebypagebooks.com/>

22.g.Community resources

Jasper Academy is open to students from all over the world. As such, the school considers itself part of the larger world community of online educational institutions. Our students are made aware of the wide-ranging resources available to them in the internet at no or little cost to them. Jasper Academy’s LMS is packed with information to that end.