



J. Addison School

Canada's Pre-eminent
Private Day & Boarding School



GRADE 9-12 SCHOOL COURSE CALENDAR

2025
-
2026

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SUPERVISING PRINCIPAL'S MESSAGE

Dear Students, Parents, and Guardians,

Welcome to another exciting and enriching year at J. Addison School. As Supervising Principal, it is both an honor and a joy to work alongside such a vibrant community of learners, educators, and families who are committed to excellence—not only in academics, but in character as well. At J. Addison School, we believe that education is more than just acquiring knowledge—it is about shaping the heart as well as the mind. While we strive for academic achievement and university readiness, we also place great value on the qualities that define truly exceptional individuals: **kindness, respect, empathy, and good manners**.

In every classroom, hallway, and interaction, we encourage our students to lead with compassion and treat others with dignity. We believe that **kindness is strength**, and that manners reflect mutual respect and personal integrity. These values are woven into the fabric of our school culture and are essential to creating a safe, inclusive, and nurturing environment for all.

Our goal is to educate not just future scholars and professionals, but also responsible, kind-hearted citizens who will make a positive impact in their communities and beyond. We ask our students to hold themselves to high standards in both their academic pursuits and in the way they treat others—with patience, generosity, and care.

As we continue to build on our tradition of excellence and innovation, I invite all parents and guardians to be active partners in your child's educational journey. Together, we can create an inspiring and empowering experience that lays the foundation for lifelong success.

As we begin this new school year, I invite every member of our school community—students, parents, and staff—to join us in upholding these shared values. Together, we can create a learning environment where every child feels seen, supported, and inspired to grow into their very best self.

Thank you for being a part of the J. Addison family. I look forward to a year filled with achievement, kindness, and joyful learning.

With warm regards,

Mr. Lee Venditti
Supervising Principal
J. Addison School



PRINCIPAL'S MESSAGE

Dear J. Addison Community,

As we move toward the conclusion of the 2024-2025 school year at J. Addison, I am proud to reflect on the many ways our students have continued to grow, not only academically and socially but also, most importantly, in character. Whether through leadership, perseverance, creativity, manner or kindness, our students have demonstrated values that go far beyond grades — they have shown what it means to be well-rounded individuals prepared to contribute meaningfully to the world around them.

Our collective achievements this year are certainly worth recognizing. However, as a progressive and forward-thinking school, we also recognize that the journey of learning and development is ongoing. One area we remain deeply committed to is finding new ways to engage our students — especially in a world where the pull of personal devices outside school hours is stronger than ever.

We understand that for many students today, technology is deeply woven into their daily lives. While devices offer incredible access to information and communication, they can also lead to challenges in attention, focus, and personal interaction when students step into a traditional classroom environment. This phenomenon, often referred to as "device withdrawal," is not unique to our school but is a growing concern across Canada.

At J. Addison, we are determined not to ignore this reality but to address it thoughtfully. Rather than viewing technology as an obstacle, we see it as an opportunity. Moving forward, we are committed to integrating more technology meaningfully into our classrooms — harnessing tools and programs, including emerging innovations like AI, that not only capture students' interest but also promote deeper communication, collaboration, and engagement.

By using technology as an educational tool rather than a distraction, we aim to meet students where they are and guide them towards productive, balanced, and enriched learning experiences. We cannot and should not try to halt the path of technological advancement. Instead, we seek to be a school that embraces change, adapts thoughtfully, and equips our students to use technology with purpose, creativity, and responsibility.

Thank you to all our students, families, and staff for your hard work, trust, and partnership throughout the 2024-2025 school year. Together, we look forward to building an even stronger future for J. Addison — one where innovation, character, and community remain at the heart of everything we do.

We continue to plan enthusiastically for the 2025-2026 school year, driven by our commitment to continuous improvement. At J. Addison School, we refuse to be complacent; instead, we strive each year to grow stronger and richer, ensuring that every new year surpasses the last in excellence.

With warm regards,

Mr. Daniel Cooper
Principal, J. Addison School

ABOUT J. ADDISON SCHOOL

OUR SCHOOL'S SHARED VISION

Our school community is an integral part in the creation of our shared vision, from the Board of Directors to our Administrative staff, our teaching staff, our support staff, and most importantly, our students. We pride ourselves in everyone having a voice.

▪ Student Commitment

We develop relationships that make a positive difference in our students' lives.

▪ Quality

We provide outstanding academic programs and unsurpassed student service that, together, deliver premium value to our students.

▪ Integrity

We uphold the highest standards of integrity in all of our actions.

▪ Teamwork

We work together to meet the needs of our students and to help them to become leaders.

▪ Respect for People

We value our staff, encourage their development and reward their performance.

▪ Good Citizenship

We are good citizens in the communities in which we live and work.

▪ Personal Accountability

We are personally accountable for delivering on our commitments.

MISSION

Our mission is to seek students of all backgrounds from across the nation and around the world and to educate and nurture them, through discipline and social experience, to develop their intellectual, moral, civic, and creative capacities to the fullest.

SCHOOL HISTORY

In September of 2002, J. Addison opened its doors with only 8 international students in a small building located in Scarborough, Ontario. In a short time, the school population grew and J. Addison moved to a former TDSB school not far from the original address in order to accommodate the increasing demand and to provide a bigger and better educational environment. By the end of its third year of operations, enrollment had grown to over 100 full-time students attending J. Addison School.

As our student population yet again outgrew the facilities, in February 2005, approximately 3 acres of land was purchased in the picturesque City of Markham. As of September of 2007, 2 Valleywood Drive officially became our new address as a temporary modular school was built on the new campus while the construction of the main building ensued. The 60,000 square foot school building took several years to complete, and in February 2013, J. Addison School officially moved into its very own state-of-the-art building complete with versatile classrooms, a multi-sport gymnasium, science lab, dance studio, residence halls, cafeteria and more, to meet the many diverse educational needs of today's students.

In our efforts to continue to provide a high standard of education to our growing community, enhancements and improvements never stop at J. Addison School. We have installed rooftop solar panels for energy efficiency and conservation to strengthen our efforts with environmental sustainability. A Phase 2 development of the school building has also commenced which will include the addition of more floors, classrooms and recreational spaces, to increase our total capacity to over 600 students! September of 2025 marks our 23rd year of operation as a school. We are proud to continue to offer an educational environment where students can make their dreams come true.



*“Reading is to the mind
what exercise is to the
body.”*

Joseph Addison (May 1, 1672 – June 17, 1719) was an English essayist, poet, playwright, and politician. He was the eldest son of The Reverend Lancelot Addison. His name is usually remembered alongside that of his long-standing friend, Richard Steele, with whom he founded *The Spectator* magazine.

Joseph Addison is considered one of the most famous writers of eighteenth-century; he is best remembered for his sparkling and rangy entries in the *Tatler* (1709–11) and the *Spectator* (1711–12), both co-edited with Richard Steele. Indeed, the locution 'Addison and Steele' retains a corporate familiarity unrivalled in the British literary tradition. To his contemporaries, however, Addison had a strong individual identity at odds with the genial personae of his periodical writing. His career as a partisan began inauspiciously, with *A Letter from Italy* (1704), drafted during a period of Whig dominance, and of course, membership of the whiggish Kit-Kat Club afforded him fresh opportunities.

Samuel Johnson, another English writer who made lasting contributions to English literature, once wrote, "Whoever wishes to attain an English style, familiar but not coarse, elegant but not ostentatious, must give his days and nights to the volumes of Addison." From his birth in Milston, Wiltshire in the south of England to his days in the British Government, Joseph Addison found ways of making his writing work for him. At age 21, Addison had already graduated from Oxford, been made a fellow of Magdalen, and had developed relationships with Dryden and others. He had also published a book, and an original translation of *Georgics* by Virgil. His notoriety eventually landed him a £300 pension to tour Europe, and he returned to England in 1704, where his state commissioned poem *The Campaign* earned him a post as Commissioner of Appeals in Halifax. His poem on the Battle of Blenheim brought him to the attention of leading Whigs and paved the way to important government posts (including secretary of state) and literary fame.

Addison's character has been described as kind and magnanimous. His appealing manners and conversation made him one of the most popular men of his day; and while he laid his friends under obligations for substantial favors, he showed great forbearance towards his few enemies. His essays are noted for their clarity and elegant style, as well as their cheerful and respectful humor. He passed away at Holland House in Kensington, west London in 1719 at the age of 47.

Joseph Addison is one of the most admired masters of English prose; he brought to perfection the periodical essay. His *Cato* (1713), a highly successful play with political overtones, is one of the most important tragedies of the 18th century. His body, after lying in state, was interred in the Poets' Corner of Westminster Abbey.



J. Addison School

University Partnerships

At J. Addison, we know the transition from high school to university can be both exciting and overwhelming—especially for students far from home. That's why we've built strong partnerships with top Canadian universities to support you every step of the way.

York University (2017)

- One of Canada's largest and most diverse universities, offering strong programs in business, law, and the arts.
- Exclusive \$5,000 scholarships for J. Addison graduates
- Customized recruitment sessions & on-site English testing
- Internship opportunities with York students placed at J. Addison

Wilfrid Laurier University (2023)

Located in Waterloo, the heart of Canada's tech and innovation corridor, Laurier blends academics with real-world experience.

- Waived OUAC application fees for J. Addison students
- Access to \$2,500 scholarships for eligible graduates
- Personalized visits, language pathways, and priority application processing



WILFRID LAURIER UNIVERSITY

Toronto Metropolitan University



Toronto Metropolitan University TMU (2024)

A vibrant downtown Toronto university known for innovation, entrepreneurship, and industry connections.

- Exclusive \$5,000 scholarship opportunities for J. Addison students
- Direct engagement with dedicated recruitment staff
- Exposure to a dynamic campus in the core of Toronto's business district

Trent University (2025)

Ranked #1 in Ontario for undergraduate teaching and student satisfaction, known for its welcoming and supportive community.

- Entrance scholarships of up to \$34,000 for eligible students
- Renewable scholarships of \$3,500 per year
- Pathways to engage in research and small-class learning environments

*Scholarships and benefits are based on eligibility and academic performance. Conditions apply.



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www.jaddisonschool.com

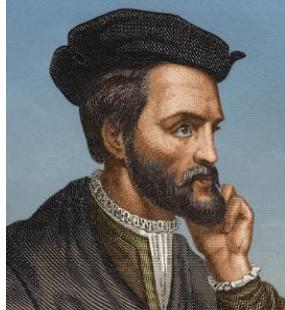
SCHOOL MASCOT AND MOTTO



THE HOUSE SYSTEM

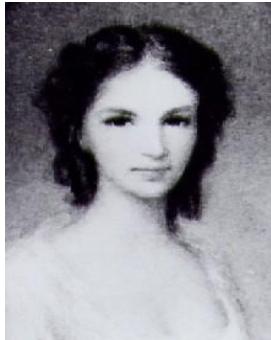
The House System at J. Addison School is designed to encourage both community and friendly competition between students in a supportive and inclusive environment. At J. Addison, the house system has many benefits. The houses provide not only an increased feeling of identity and belonging, but they also provide students with a sense of tradition and leadership opportunities. J. Addison has five houses led by student government members from each grade level. The Head of the House is a member of the faculty who moderates the house. Each house is named after a famous Canadian.

Jacques Cartier (December 31st, 1491 – September 1st, 1557)



French navigator **Jacques Cartier** was born in Saint-Malon, France, and was sent by King Francis I to the New World in search of riches and a new route to Asia in 1534. His exploration of the St. Lawrence River allowed France to lay claim to lands that would become Canada.

Laura Secord (September 13th, 1775 – October 17th, 1868)



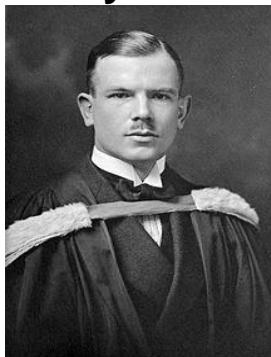
Laura Secord, a Canadian heroine of the War of 1812. She is known for having walked 20 miles (32 km) out of American-occupied territory in 1813 to warn British forces of an impending American attack. Her contribution to the war was little known during her lifetime, but since her death, she has been frequently honored in Canada. Though Secord had no relation to it, most Canadians associate her with the Laura Secord Chocolates Company, named after her on the centennial of her walk.

Tecumseh (March, 1768 – October 5th, 1813)



Tecumseh was a Native Canadian leader of the Shawnee and a large tribal confederacy (known as Tecumseh's Confederacy) which opposed the United States during Tecumseh's War and the War of 1812. Tecumseh has become an iconic folk hero in American, Aboriginal and Canadian history.

Henry Norman Bethune (March 4th, 1890 – November 12th, 1939)



Henry Norman Bethune was a Canadian physician and medical innovator. Bethune is best known for his service in war time medical units during the Spanish Civil War and with the Communist Eighth Route Army (Ba Lu Jun) during the Second Sino-Japanese War. He developed a mobile blood-transfusion service in Spain in 1936. Dedicated to improving the world around him, he wrote that wars were motivated by profits, not principles.

Rosa Louise McCauley Parks (February 4, 1913 – October 24, 2005)



Rosa Louise McCauley Parks was an American activist in the civil rights movement best known for her pivotal role in the Montgomery bus boycott. The United States Congress has honored her as “the first lady of civil rights” and “the mother of the freedom movement”.

FOCUS FOR SUCCESS

J. Addison School runs a multi-subject instructional period called Focus for Success™. J. Addison introduced this additional period to support the learning acquired in the previous periods. The program is a unique learning period, and provides J. Addison students with the opportunity to access many resources and services to enhance their understanding and learning. They are also able to work on group projects, receive assistance from peers and teachers, and practice skills in literacy and numeracy. Furthermore, the period affords students the opportunity to take part in a wide range of extra-curricular sports activities and/or co-curricular activities that support healthy social, emotional, and physical development.

The Focus for Success period is mandatory for all high school students.

Focus for Success period benefits:

- ▲ More usable “do” time to reinforce daily instruction,
- ▲ Guided practice with time management,
- ▲ Access to school resources: staff and facilities,
- ▲ Literacy across curriculum with ability to team students and teachers together,
- ▲ School wide approach to IELTS, ESL, Learning Skills instruction and support,
- ▲ Collaborate with classroom/subject teachers and facilitate cross curricular activities,
- ▲ Creates opportunities for students to effectively learn social and academic English,
- ▲ Allows students to adjust to Canadian culture by providing cultural-bridging activities,
- ▲ Integrates students in co-curricular activities and sports activities.

J. ADDISON SCHOOL

TRADITIONAL DAILY HIGH SCHOOL SCHEDULE*

Period 1

9:00am – 10:15am (75 mins)

10:15am – 10:18am Travel Time (3 mins)

Period 2

10:18am – 11:33am (75 mins)

11:33am – 11:36am Travel Time (3 mins)

Lunch A

11:33am – 12:18pm (45 mins)

Period 3 B

11:36am – 12:51pm (75 mins)

Period 3 A

12:21pm – 1:36pm (75 mins)

Lunch B

12:51pm – 1:36pm (45 mins)

1:36pm – 1:39pm Travel Time (3 mins)

Period 4

1:39pm – 2:54pm (75 mins)

2:54pm – 3:00pm Travel Time (6 mins)

Period 5 - Focus For Success (FFS)

3:00pm – 4:00pm (60 mins)

Starting dates of Focus For Success (FFS) will be confirmed once school year starts.

*The school reserves the right to make changes as deemed necessary to ensure optimal school operations. Change notifications will be provided at the earliest practicable opportunity.

SAFE SCHOOL POLICY

All students, parents and teachers and other school staff have the right to be safe, and to feel safe, in their school community. With this right comes the responsibility to contribute to a positive school climate.

The Safe School Policy provides that all members of the school community must not:

- engage in bullying behaviours;
- commit sexual assault;
- traffic in weapons or illegal drugs;
- give alcohol to a minor;
- commit robbery;
- be in possession of any weapon, including firearms;
- use any object to threaten or intimidate another person;
- cause injury to any person with an object;
- be in possession of, or be under the influence of, or provide others with cigarettes, e-cigarettes, vaporizers, alcohol or illegal drugs;
- inflict or encourage others to inflict bodily harm on another person;
- engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.

Where a student contravenes the Safe School Policy, the range of sanctions include removal from a school activity, detention, probation, in-school suspension, behaviour or performance contract, suspension or expulsion from school.

These standards of behaviour apply to students whether they are on school property, on school buses, at school-related events or activities, or in other circumstances that could have a negative impact on the school climate. The School reserves the right to suspend any student for any behaviour that the School believes negatively impacts the reputation of the School. This includes illegal drug and/or alcohol use and/or any activity that does not represent the moral tone and good name of the School or its community.

GENERAL SAFETY PROTOCOLS

Cough/Sneeze Etiquette

Staff and students are expected to follow cough/sneeze etiquette, which is a combination of measures that minimizes the transmission of diseases via droplet or airborne routes. Cough/sneeze etiquette includes the following components:

- Cover your mouth and nose with a sleeve or tissue when coughing or sneezing.
- Use tissues to contain secretions, and dispose of them promptly in a waste container.
- Turn your head away from others when coughing or sneezing.
- Wash hands regularly.

Use of Masks

A mask is a protective barrier that is worn on the face, covers at least the nose and mouth, and is used to contain large droplets generated during coughing and sneezing by the person using the mask. Masks help minimize the spread of potentially infected material from the wearer to other people.

School Members will use their own masks if they opt to, but the most important mechanisms at this time for protection from spreading germs is frequent hand hygiene, avoiding touching one's face and cough etiquette.

Hand Washing

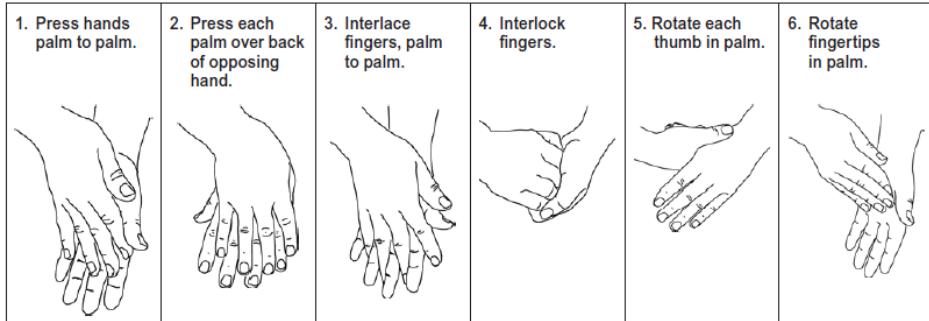
Hand washing is one of the best ways to minimize the risk of infection. Proper hand washing helps prevent the transfer of infectious materials from the hands to other parts of the body – particularly the eyes, nose,

and mouth – or to other surfaces that are touched.

Wash your hands immediately:

- Before leaving your area;
- After handling materials that may be contaminated;
- After sneezing and/or coughing;
- Before eating, drinking, handling contact lenses, or touching your work area.

Hand washing procedure:



Use soap and warm running water (it doesn't have to be hot to do the job). If water is unavailable, use a waterless hand cleanser that has at least 60% alcohol. Follow the manufacturer's instructions on how to use the cleanser. Alcohol-based hand cleanser dispensers as well as sinks are located at various locations throughout the school.

PROFILE OF J. ADDISON SCHOOL GRADUATES

Graduates of our school are well-trained and educated to persevere and succeed in real work environments or pursue post-secondary education. They are:

- Effective communicators,
- Reflective and creative thinkers,
- Self-directed, responsible and lifelong learners,
- Collaborative contributors,
- Caring family members,
- Responsible citizens.

SCHOOL PROCEDURES

PROCEDURES FOR RESOLVING COMPLAINTS

Parents/guardians should be confident that all complaints will be received positively and will be dealt with confidentially and promptly and will not affect their child's academic outcome adversely.

J. Addison recognizes that complaints will occur from time to time and we will use feedback from parents/guardians and students to improve our current academic operations.

The school has a Complaints and Grievance Policy. Parents/guardians with concerns are welcome to contact the Principal or a member of our staff. You can contact the Principal by phone (905 477-4999) or by email (info@jaddisonschool.com) or in person.

Complaints & Grievance Policy

Purpose:

To ensure that all student and parent complaints are addressed respectfully, consistently, and efficiently, with the goal of resolving concerns in a timely and constructive manner.

1. Guiding Principles

- Every parent has the right to express concerns or lodge a complaint regarding their child's education or school environment.
- Complaints will be handled with professionalism, respect, and confidentiality.
- A fair, transparent, and timely process will be followed.
- The school aims to resolve concerns at the earliest possible level.

2. Scope of Complaints

Complaints may include (but are not limited to):

- Academic concerns
- Behavioural or disciplinary issues
- Communication breakdowns
- Safety and supervision
- Bullying or peer conflict
- Staff conduct or professionalism

3. Step-by-Step Procedures

Step i): Informal Resolution

- Encouraged first step: Parents are encouraged to contact the relevant teacher or staff member directly to resolve the issue informally.
- Most issues can be resolved effectively through open and respectful dialogue.

Step ii): Formal Complaint to Administration

If the issue remains unresolved:

- The parent may submit a written complaint (email or letter) to the Vice-Principal or Principal.
- The complaint should include:
 - The nature of the concern
 - Any steps already taken to resolve the issue
 - The desired outcome or resolution

Step iii): Investigation and Response

- The Principal (or designated administrator) will:
 - Acknowledge the complaint within 2 business days
 - Conduct a fair investigation, which may include speaking to staff, students, and reviewing documentation
 - Provide a written or verbal response within 5–10 business days
 - If further time is needed, the parent will be notified

Step iv): Appeal Process

- If the parent is not satisfied with the outcome:
 - A formal appeal may be made to the Supervising Principal or Director of the school
 - The decision of the Supervising Principal or Director is considered final

4. Record Keeping

- All formal complaints and actions taken will be documented and filed confidentially.
- Records will be maintained in accordance with school and privacy regulations.

5. Code of Conduct

- All parties involved in the complaint process are expected to communicate respectfully and professionally.
- Aggressive, harassing, or threatening behaviour will not be tolerated and may result in restricted communication or further action.

6. Follow-Up

- Where appropriate, a follow-up meeting may be scheduled to ensure the resolution is effective.
- Continuous improvement measures may be introduced based on trends or recurring issues.

CROSS DISCIPLINARY PROCEDURE

J. Addison School will endeavor to impart the core knowledge, skills and attitudes that all our graduates will require to be successful in the world of work or post-secondary education. These outcomes are summarized under the headings of Literacy, Numeracy, Research methodologies, Critical thinking, Personal life management, Citizenship, Global perspectives and Technical competency.

EQUITY & INCLUSIVITY

EQUAL EDUCATION OPPORTUNITY

The policy of the Government of Ontario on multiculturalism and race relations requires schools to have programs, policies and services that help prepare all students to live in a multicultural and multiracial society. Our school is already leading the path of creating an environment, which is free of gender role stereotyping or any other prejudices that may limit the development of the individual student. Policies are in place to assist students with their individual, cultural, emotional support and provide helpful guidance and referrals depending on individual student needs to assist them to complete their future education.

SUPPORTING MENTAL HEALTH AND WELL-BEING

J. Addison recognizes the importance of positive mental health as it is linked to overall well-being, achievement and positive outcomes for youth. We are committed to improving the quality of mental health support available to our students. We provide training for school staff to help them recognize signs that a student may need additional support. We also rely on the help of community agencies. J. Addison focuses on mental health and well-being promotion, prevention, and early intervention for all students, prioritizing it as a key condition for learning and flourishing. This is incorporated through curriculum and teaching practices that focus on social-emotional skill building and resilience, and school and classroom environments that are welcoming, inclusive, and understanding. Students requiring additional support due to emerging mental health concerns can access group and individual interventions provided by child and youth workers in some elementary schools and by social workers in elementary and secondary schools.

COMMUNITY SUPPORTS

24-hour Mental Health Crisis Line 1-888-893-8333 or 705-728-5044

Canadian Mental Health Association 1-800-461-4319

Kids Help Phone 1-800-668-6868

Kinark Child and Family Services 1-888-454-6275

Mobile Crisis Line 1-888-893-8333 or 1-855-310-COPE (2673)

CHARACTER DEVELOPMENT

At J. Addison we believe that character development nurtures the universal attributes upon which schools and communities find consensus. These attributes provide a standard for behaviour against which we hold ourselves accountable. They permeate all that happens at J. Addison. They bind the J. Addison Learning Community together across the lines that often divide us in society. They form the basis of our relationships and of responsible citizenship. They are the foundation for excellence and equity in education, and for our vision of learning cultures and school communities that are respectful, safe, caring and inclusive. Excellence in education includes character development.

Through character development, we find common ground. At J. Addison, quality education is more than academic achievement - it is about the development of the whole person. Character development at J. Addison is holistic; staff members equally share the responsibility to teach and model the future leaders, and expect application of the universal attributes from students in the classrooms and extracurricular activities.

At J. Addison, we organize a Character Development Showcase on a monthly basis. We encourage all members of the J. Addison community to nominate an individual or group of individuals who exemplify the virtue of the month. Nominated individuals and groups are recognized at our monthly assemblies and their pictures are displayed in our "Wall of Honour". Our monthly "Citizenship in Action" initiative engages students in volunteer activities, civic activities and social justice issues.

Character Education Monthly Virtues

Month	VIRTUE	Traits
Sept	Courage	<ul style="list-style-type: none"> • I will stand up for what I know is right and just • I will face challenges, fears and difficulties with fortitude • I will take responsibility for reaching my potential
Oct	Fairness	<p>A fair person:</p> <ul style="list-style-type: none"> • Is impartial • Is without prejudice • Is just
Nov	Justice	<ul style="list-style-type: none"> • I will treat others in a just, equitable and unbiased manner • I will play by the rules, take turns and share • I will be respectful to others • I will seek peaceful solutions to problems
Dec	Self-Discipline	<p>Those who are self-disciplined:</p> <ul style="list-style-type: none"> • Show self-control • Do things in moderation • Show patience • Develop effective habits
Jan	Unity	<ul style="list-style-type: none"> • I will make everyone feel welcome and included • I will use my words to help rather than harm
Feb	Wisdom	<ul style="list-style-type: none"> • I will use my conscience as my guide • I will use my creativity and gifts for the good of all
Mar	Perseverance	<p>Those who show perseverance:</p> <ul style="list-style-type: none"> • Work hard toward goals • Overcome obstacles • Do not give up easily • Are resourceful in reaching a goal
Apr	Respect	<p>Those who show respect:</p> <ul style="list-style-type: none"> • Care about others' feelings • Are courteous and polite • Honour roles of authority
May	Responsibility	<ul style="list-style-type: none"> • I will honour my commitments to my family, school and community • I will be reliable so people can depend on me • I will be accountable for the things I say and do
Jun	Honesty	<ul style="list-style-type: none"> • I will be sincere, trustworthy, and truthful even when it is difficult • I will stand by what is right and just • I will be considerate of others when I speak, write, and listen

All members of the J. Addison Community must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, especially when there is disagreement;
- Respect and treat others fairly, regardless of their race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age or disability;
- Respect the rights of others;
- Show proper care and regard for school property and for the property of others;
- Take appropriate measures to help those in need;
- Respect persons who are in a position of authority;
- Respect the need of others to work in an environment conducive to learning and teaching.

Staff Responsibilities

In summary, all staff at J. Addison should demonstrate:

1. Commitment to all students and their learning;
2. Knowledge of their responsibilities, subject matter, the curriculum and legislation;
3. The fundamentals of teaching practice, such as ongoing communication with stakeholders, use of technology and assessment practices;
4. Leadership in the school community;
5. Engagement in ongoing professional learning; and
6. Adherence to the Standards and Practices for the Teaching Profession as outlined by the Ontario College of Teachers.

RECORDING AND REPORTING

CODE OF CONDUCT

Policy Statement

It is the policy of J. Addison School to promote a safe, caring and supportive school environment in order to optimize student learning. Staff members are directed to focus on student safety as defined by the standards of behaviour by the province of Ontario in the provincial Code of Conduct, and the School's Respectful Workplace and Learning Environment Policy.

The School recognizes that student discipline begins at home with parents/guardians who are the first and primary educators for their children. This includes responsibility for social development, behaviour and discipline. The School encourages a partnership with parents/guardians to support students' social, emotional and academic growth.

Clear behavioural expectations support student engagement and are based on meaningful communication between students, parents/guardians and the school. In reinforcing appropriate behaviour, the School supports principals, teachers and support staff in the use of a continuum of positive practices that strive to teach, promote and reinforce positive and productive behaviours while providing predictable and supportive consequences to behaviours that are deemed inappropriate. When relationships are damaged, it is the aim of the School that staff work to restore them. Positive school culture is restorative in nature; damaged relationships may be healed using restorative approaches. It is the intent in all situations involving aggression to achieve fairness in consequences for the aggressor and support for the victim. Information will be shared with the victim and parents/guardians of the victim to the extent that legislation allows.

The School embraces a progressive approach to discipline students in schools. In partnership with parents/guardians and the community, the school endeavours to develop good citizens possessing good character, cultural proficiency, and appropriate social skills to support healthy habits and behaviours to help students navigate the Canadian academic and social system.

Where inappropriate behaviour persists, ongoing interventions may be necessary to promote and change student behaviour and address underlying causes of these behaviours. The School recognizes that before initiating responses to inappropriate behaviours: we must take into account mitigating factors, the nature and severity of the behaviours, and the impact on school climate as required by the Education Act set out in Ontario Regulation 472/07. The environment in which a child learns may change to meet the needs of the individual student and the school community where inappropriate behaviour persists. The Ontario Human Rights Code overrides this policy and procedure in all instances.

Legislative Context

Education Act

Definitions

Bullying

Guiding Principles

Our belief in our school as a holistic learning organization and the J. Addison key strategic directions speak to the importance we place on supporting and guiding students' formation and approaching discipline as a learning opportunity that all members of the school community are recognized as unique people and must be treated with respect and dignity. As a school system we promote learning that allows each student to learn in an environment which respects each individual. Purposes of the Code:

- To promote responsible citizenship by encouraging appropriate participation in the civic and spiritual life of the school community.
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. Our goal is to champion continuous improvement in all students and the fostering of positive relationships.
- To encourage the use of non-violent means to resolve conflict.
- To promote the safety of all students at J. Addison.
- To discourage the use of alcohol and illegal drugs.

Roles and Responsibilities

The Principal, under the direction of the J. Addison Board of Directors, takes a leadership role in the daily operation of the school. She/he provides this leadership by:

- demonstrating care for the school community and commitment to academic excellence in a safe teaching and learning environment;
- holding everyone, under his/her authority, accountable for their behaviour and actions;
- empowering students to be positive leaders in his/her school and community;
- communicating regularly and meaningfully with all members of his/her school community.

Teachers and School Staff, under the leadership of their principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff uphold these high standards when they:

- help students work to their full potential and develop their self-worth;
- empower students to be positive leaders in their classroom, school, and community;
- communicate regularly and meaningfully with parents;
- maintain consistent standards of behaviour for all students;
- demonstrate respect for all students, staff, parents, volunteers, and the members of the school community;
- prepare students for the full responsibilities of citizenship. Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:
 - i. comes to school prepared, on time and ready to learn;
 - ii. shows respect for themselves, for others and for those in authority;
 - iii. is courteous to fellow pupils and obedient and courteous to teachers and school staff;
 - iv. refrains from bringing anything to school that may compromise the safety of others;
 - v. follows the established rules and takes responsibility for his or her own action.

Parents play an important role in the education of their children and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- show an active interest in their child's school work and progress;
- communicate with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- show that they are familiar with the provincial Code of Conduct, the school's Code of Conduct, and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

Bullying

Bullying is a serious issue that has far-reaching consequences for individuals, their families and peers and the community at large. It is recognized that:

- bullying adversely affects a student's ability to learn.
- bullying adversely affects the school climate, including healthy relationships.
- bullying will not be accepted on school property, at school-related activities, on school buses, or in any other circumstances (e.g. online) where engaging in bullying will have a negative impact on the school climate.

For the purposes of the Safe School Policy, bullying is defined as, "aggressive and typically repeated behavior by a pupil whereby:

- a. the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of,
 - i. causing harm, fear, or distress to another individual, including physical, psychological, social or academic harm, harm to the individual's reputation or harm to the individual's property, or
 - ii. creating a negative environment at a school for another individual, and
- b. the behaviour occurs in a context where there is a real or perceived power imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education."

Cyberbullying is defined as bullying by electronic means, including:

- a. creating a web page or a blog in which the creator assumes the identity of another person;
- b. impersonating another person as the author of content or messages posted on the internet; and
- c. Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Other examples of electronic or cyberbullying include:

- sending mean texts or instant messages to someone;
- hacking into someone's social networking or gaming profile;
- being rude or mean to someone, harassing or threatening someone, sending mean messages, or spreading secrets, gossip, or rumours about people online (including through instant messages, texts, emails, and social media);
- pretending to be someone else to spread hurtful messages online;
- creating fake social media accounts, or creating blogs or websites, that ridicule someone;
- taking someone's password and impersonating them online, or breaking into an email account and sending hurtful materials to others under an assumed identity;
- posting private or embarrassing photos online or sending them to others;
- engaging someone in instant messaging and tricking them into revealing personal information or images, and then forwarding it to others;

Roughhousing, fighting, pushing, shoving and disrespectful, violent or harassing behaviours are not acceptable. The school administration will not tolerate any form of aggressive and repeated behaviour that constitutes bullying. Bullying can take many forms which are often interrelated and include, but are not limited to:

Verbal	Name calling, put downs, threats, mocking, hurtful teasing, humiliating, or threatening someone, making people do things they don't want to.
Physical	Hitting, punching, kicking, scratching, tripping, spitting.
Social	Ignoring, excluding, ostracizing, alienating, gossiping, spreading rumours, setting others up to look foolish, making sure others don't associate with a person.
Psychological	Gossip, rumours, dirty looks, hiding / damaging possessions.
Sexual	Unwelcome sexual advances; requests for sexual favours, and other verbal, physical or graphic conduct of a sexual nature: direct, implied, spoken, or written (email, social media, etc.); unwanted and unwelcome behaviour about sex or gender that interferes with someone's life and makes them feel uncomfortable; touching, pinching or grabbing someone in a sexual way; making crude comments about someone's sexual behaviour, spreading a sexual rumour, using homophobic slurs.
Disability	Mocking, leaving someone out or treating someone badly because of a disability (e.g., learning, physical, speech); making someone feel uncomfortable because of a disability; making comments or jokes to hurt someone with a disability; using slurs related to disability.
Racial or Religious	Treating someone badly because of their racial, ethnic or religious background; saying negative things about a cultural or religious background; calling someone racist names; telling racist or inappropriate religious jokes.
Electronic	Using a computer or phone text messages or pictures to threaten or hurt someone's feelings; single out, embarrass or make someone look bad; spread rumours or reveal secrets about someone.

Providing students with an opportunity to learn and develop in a safe, inclusive and accepting school climate is a shared responsibility in which the school plays an important role. The school climate may be defined as the learning environment and relationships within the J. Addison School community. J. Addison School promotes the creation of a safe, positive and supportive environment in which each student can enjoy his/her opportunities, both academic and social, and achieve his/her greatest potential educationally. J. Addison School aims to foster high standards of behaviour based on cooperation, mutual responsibility, self-discipline and the promotion of positive and respectful relationships among students.

Principal's responsibilities for reporting and responding

Principals must contact the parents or guardians of students who have been bullied and students who have engaged in bullying to tell them.

- What happened
- What harm was done to the student
- What steps were taken to protect the student's safety, including any disciplinary measures in response to the incident
- What supports will be provided for the student in response to the incident

School procedures for reporting and responding

Schools are expected to make every effort to fully investigate your concerns and protect students' privacy.

The school will have a process you can follow if you are concerned about the support provided to your child. If you are unsatisfied with the school's response, you may speak to either the superintendent assigned to their school or the superintendent responsible for safe schools.

Consequences of bullying

When addressing bullying principals apply a progressive discipline approach. Students who bully others can face different consequences.

Using Ontario's progressive discipline policy, a principal can choose from a range of options to address the unacceptable behavior and help the student learn from their choices.

Progressive discipline options may include:

- An apology for a hurtful or disrespectful comment
- A review of the expectations for the student
- A meeting with parent(s) or guardian(s)
- Anger management counselling
- Suspending the student from school

In more serious cases, the principal may recommend the student be expelled from school if:

- The student was previously suspended for bullying
- The student continues to present an unacceptable risk to the safety of another person
- The bullying was motivated by bias, prejudice or hate

These rules apply to elementary and secondary students.

In addition to the policies noted above, it is important to review Ontario's code of conduct. This guide to Ontario's code of conduct outlines the roles and responsibilities for everyone in the school community, including students, parents, guardians, school staff and community partners.

Hazing

Hazing is a type of bullying that involves humiliating and sometimes dangerous initiation rituals. Hazing is most often done by a group as a rite of admission into a group, club, or team; however, it can also be done by individuals. Hazing can be extreme, but it can also be more subtle. All forms of hazing are unacceptable at J. Addison School.

Examples of hazing include:

Subtle hazing:

- excluding or ignoring someone;
- calling someone demeaning names;
- requiring someone to carry certain things around with them at all times, memorize certain things, or do things exclusively for one's entertainment;
- withholding certain information from someone, or deception as to that information;
- engaging in contests (athletic or otherwise) between groups of students (e.g. new students or team members vs. existing students or team members), which are purposefully unfair and do not promote friendly competition;

Harassment hazing:

- preventing someone from attending class, or engaging them with lengthy work sessions that do not allow adequate time for academic work and studies;
- requiring someone to perform ridiculous work assignments or personal service acts
- subjecting someone to deliberately uncomfortable conditions (such as wearing unusual, embarrassing, or uncomfortable clothing or costumes; requiring roundabout entrance to buildings; imposing silence periods; preventing or impeding personal hygiene practices);
- conducting any type of activity to falsely create respect and trust through trickery;
- verbal abuse (yelling, taunting, getting "in their face," etc.);
- nudity at any time, causing indecent exposure or embarrassment;

Violent hazing:

- forced consumption or ingestion of any substance (including alcohol, food, or other substances),

- or preventing eating, drinking water, or sleeping;
- sexual violation or unwarranted touching of the body;
- physical assault, including pushing, shoving, tackling, paddling, beating, striking, hitting, burning, branding, tattooing, and marking;
- throwing anything at or onto someone;
- physical or mental shocks, regardless of degree or nature, and any form of forced physical activities and exercise, whether extreme or not;
- forcing someone to participate in any activity or become involved in any situation that is in violation of law; contrary to the person's genuine moral or religious beliefs; or contrary to School rules.

Consideration of Mitigating and Other Factors

The consideration of mitigation and other factors, as outlined in the Education Act, is part of a progressive approach to discipline at J. Addison School.

Mitigating factors are circumstances that would lessen the responsibility of an individual for assuming the consequences of their actions and therefore lessen the severity of the disciplinary consequences flowing onwards. They are of an explanatory or contributory nature which helps to understand the "interaction between students and the environment — on influences in the environment that may cause appropriate or inappropriate behaviour." (Caring and Safe Schools in Ontario)

The following mitigating factors shall be taken into account regarding decisions to suspend and/or expel:

- The student does not have the ability to control his or her behaviour.
- The student does not have the ability to understand the foreseeable consequences of his or her behaviour.
- The student's continuing presence in the school does not create an unacceptable risk to the safety of any person.

The following other factors shall be taken into account if they would modify the seriousness of the activity for which the student may be or is being suspended or expelled:

- The student's history.
- Whether a progressive discipline approach has been used with the student.
- Whether the activity for which the student may be or is being suspended or expelled was related to any harassment of the student because of his or her race, ethnic origin, religion, disability, gender or sexual orientation or to any other harassment.
- How the suspension or expulsion would affect the student's ongoing education.
- The age of the student.
- In the case of a student for whom an individual education plan has been developed.
- Whether the behaviour was a manifestation of a disability identified in the student's individual education plan.
- Whether appropriate individualized accommodation has been provided.
- Whether the suspension or expulsion is likely to result in an aggravation or worsening of the student's behaviour or conduct.
- Whether or not the student's continuing presence at the school creates an unacceptable risk to the safety of anyone in the school.
- If the student's continuing presence in the school creates an unacceptable risk to the safety of others in the school, then a progressive discipline approach may not be appropriate.

Progressive Discipline

The School strives to provide responsive services that are developmentally and contextually appropriate for each student.

Progressive discipline is a process which includes information gathering about the problem behaviour, and the consideration of mitigating factors and circumstances. Support is provided to the student in a variety of ways, and in a manner that promotes and reinforces positive and productive behaviour.

Progressive discipline refers to a "whole school approach that utilizes a continuum of prevention programs, interventions, supports and consequences to address inappropriate student behaviour and to build upon strategies that promote and foster positive behaviours." Specifically, this means that "when inappropriate behaviour occurs, disciplinary measures should be applied within a framework that shifts the focus from one that is solely punitive to one that is both corrective and supportive." J. Addison utilizes a range of interventions, supports and consequences that are developmentally appropriate and include learning opportunities for reinforcing positive behaviour while helping students to make good choices: (Ontario Ministry of Education, 2009) (Caring and Safe Schools in Ontario).

Progressive discipline is a whole school approach that includes data gathering and assessment processes. This process seeks to identify characteristics of a problem behaviour in order to identify the intervention required to mitigate the behaviour e.g. if the identified inappropriate behaviour requires whole school interventions, targeted group interventions, and individual student intervention to improve the behaviour.

Progressive discipline includes a tolerance for behavioural errors; it is intended to provide corrective responses for inappropriate behaviour to support the learning and reinforcement of positive behaviours. The underlying premise of any response to inappropriate behaviour in a progressive discipline framework is to develop appropriate alternative behaviours to those that are inappropriate, and then promote those behaviours. Consequences in response to inappropriate behaviours must be outlined ahead of time so they are understood by the student.

Progressive discipline includes a wide range of positive practices to teach, reinforce, and address behaviour. These span the continuum from universal to targeted and intensive interventions. The range of responses to behaviour at school will include:

- Positive behavioural supports;
- Peer mediation, counselling;
- Withdrawal of privileges and/or withdrawal from class;
- Detention;
- Restitution, and/or;
- Restorative practices (along a continuum that might include restorative conversations, restorative circles, etc.).

Suspension

A student who is suspended from a school is not permitted to attend any classes, and is barred from entering all school buildings, grounds, school buses, school functions, activities and trips, except for the purposes of attending suspension intervention programs. A suspension may be for a period of up to 20 days.

Where a student has committed one or more of the infractions outlined below on or off school property, during a school-related activity or event, or in circumstances where the infraction has a negative impact on the school climate, the principal may consider suspension as part of a continuum of developmentally sound and appropriate interventions.

These infractions include:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or drugs.
3. Being under the influence of alcohol or marijuana.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property or to a property located on the premises of the school.
6. Bullying.

7. Any act considered by the principal to be injurious to the moral tone of the school including the use of homophobic comments.
8. Any act considered by the principal to be injurious to the physical or mental well-being of members of the school community.
9. Any act considered by the principal to be contrary to the school Code of Conduct.

A student may be suspended only once for each infraction and may be suspended for a minimum of one (1) school day and a maximum of twenty (20) school days.

Visitors / Trespassing

Whilst we endeavour to make the J. Addison School campus safe for our students, the school grounds and buildings are out of bounds for all for health and safety reasons, except for registered students of the school, their parents/guardians, school employees, or persons visiting the School for business. All visitors must register at the Front Desk before entering the school site. Visitors will sign in and receive a school visitor tag. Failure to report to the Front Desk for approval, and being on the property without approval, may result in a warning, eviction from the property or being charged with trespassing. Students are not allowed to invite visitors or friends during the school hours. Visitors are requested to park their cars in the designated parking area.

Visitors may be asked to present identification and to comply with the *Trespass to Property Act of Ontario* and Board Policy. Parents/guardians are requested to make an appointment with teachers or administration prior to arrival.

Students and staff are required to notify the Main Office immediately if they identify strangers on the School property.

Suspension and Possible Recommendation for Expulsion

An expelled student from J. Addison School is barred from all School facilities, including grounds, school buses, school functions, activities and trips. A principal shall suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school or at a school-related activity or in other circumstances where engaging in such activity will endanger student and staff lives and the school facilities:

1. Possessing a weapon or replica weapon, including possessing a firearm.
2. Using a weapon to threaten or to cause bodily harm to another person,.
3. Physical assault that causes bodily harm requiring treatment by a medical practitioner.
4. Sexual assault.
5. Weapons or illegal and/or restricted drug trafficking.
6. Robbery.
7. Providing or selling alcohol or tobacco to a minor.
8. An act considered by the principal to be significantly injurious to the moral tone of the school and/or to the physical or mental well-being of others.
9. A pattern of behaviour that is so inappropriate which disrupts other students' continuous learning.
10. Activities engaged in by the student on or off school property that poses an unacceptable risk to the physical or mental well-being of other students in the school.
11. Activities engaged in by the student on or off school property that may cause damage to the School property or the goods of the School.
12. The student has demonstrated a pattern of behaviour and was not able to change that behaviour in spite of assistance provided by the school or resisting changing that behaviour.
13. Any act considered by the principal to be a serious violation of the School Code of Conduct.

When a pupil is suspended for one of these reasons, the Principal shall conduct an investigation and formulate a course of action e.g. expulsion. The Principal will take into consideration any mitigating or all other factors before recommending a specific course of action. The principal, if required, shall make such decisions in consultation with the appropriate school personnel and the senior management of the school.

Conduct in the Halls

There will be no eating or drinking in the halls or inside classrooms. To ensure that classes are not disrupted, students are not allowed to loiter in the halls during class time. During School hours, students are expected to speak only in English.

Hallway Behaviour

Students moving through the hallways are expected to:

- Behave in a considerate and quiet manner respecting the rights of others,
- WALK through the halls,
- Use proper and appropriate language (ENGLISH ONLY),
- Use garbage containers for litter,
- Students should also ensure that they have all the materials required for classes, as they will not be permitted to return to their lockers during class or between classes.

Unlawful Conducts

Smoking

The Smoke-Free Ontario Act prohibits smoking (including e-cigarettes) on school property (including dormitories) 24 hours a day/7 days a week. (The Smoke-Free Ontario Act 2018):

- The smoking prohibition applies to students, parents/guardians, visitors and staff as well as “after hours” groups who use the property.
- The minimum fine is \$305 for smoking on school property. Repeat offences result in a higher fine.
- It is illegal to sell or supply tobacco, e-cigarettes and cannabis to any person under the age of 19.
- The minimum fine for selling, supplying or sharing cigarettes to anyone under 19 is \$365.

In accordance with this law, smoking is strictly forbidden anywhere on J. Addison property. Students who smoke must be 20 meters outside of school property. It is also against provincial law to smoke or purchase cigarettes or vape cigarettes if you are under the age of 19, or to give or sell cigarettes or e-cigarettes to anyone who is under the age of 19. Having cigarettes or e-cigarettes in the dormitory is strictly forbidden.

Alcohol, Drug, and Cannabis Use

- Drinking alcoholic beverages, using drugs including Cannabis and/or being in possession of alcoholic beverages or drugs (including Cannabis) is strictly prohibited in the school building and on campus (including dormitories). This behaviour will result in fines, suspension and/or expulsion.
- The legal drinking age in Ontario is 19 years, as is the legal age to use cannabis. Students giving or selling cannabis or alcohol to a minor may face fines, suspension or expulsion, and charges from the police.
- Students trafficking drugs will be reported to the police and expelled immediately.

Causing a False Fire Alarm

Causing a false alarm is an offence under the Criminal Code of Canada. Any student causing a false alarm that brings the fire department and police to investigate the false alarm may be fined, suspended or expelled and may also face criminal charges. There is a minimum \$250 charge to students causing a false alarm for each occurrence.

ONTARIO CURRICULUM POLICY DOCUMENTS

Curriculum Policy documents can be viewed at www.edu.gov.ca/eng/teachers/curriculum.html. Here you'll find curriculum documents from Kindergarten to Grade 12. The achievement charts provide guidelines for assessing students' work. Under Policy of Resource Documents you'll find the policies and strategies underpinning the curriculum as well as the Trillium List of approved textbooks and other publications.

GUIDANCE AT J. ADDISON SCHOOL

Role of Guidance

Guidance and career education programs focus on learning, interpersonal, and career development skills. We assist students in setting learning goals, interacting positively with others, making informed and appropriate choices, and implementing successful transitions from school to educational, work and life roles. Student support throughout their time at J. Addison is provided by the Guidance Department; support is provided to students in the following areas:

- Pathway planning
- Course selection
- Academic counselling and support initiatives
- Volunteer opportunities

OSSD AND CREDIT SYSTEM

J. Addison School believes in the value of completing a secondary education. It is required that students in the province of Ontario to remain in school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

The Ontario Secondary School Diploma (OSSD)

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

- Students must earn a minimum of 30 credits;
- Students must meet the provincial secondary school literacy requirement;
- Students must complete 40 hours of community involvement activities.

J. Addison High School Graduation Requirements

Requirements for an Ontario Secondary School Diploma (OSSD) - 30 CREDITS REQUIRED

Entry to grade 9 in 2024-2025 or after

A) Compulsory credits: 17 Credits

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (Grade 9, Grade 10 and Grade 11)
- 2 credits in Science
- 1 credit in Technological Education (Grade 9 or Grade 10)
- 1 credit in Canadian History (Grade 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics and Citizenship
- 1 credit from the STEM-related course group

STEM-related Course Group

Of the 17 compulsory credits, students must complete one from the following group:

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

B) Optional Credits: 13 Credits

C) In addition to the credit requirements, students must:

- Complete at least 40 hours of community involvement activities
- Successfully complete the Ontario secondary School Literacy Test (OSSLT)

Entry to grade 9 in 2023-2024 or earlier

A) Compulsory Credit: 18 credits

- 4 credits in English (1 credit per Grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science (Grade 9 and 10)
- 1 credit in Canadian History (Grade 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language (Grade 9)
- 0.5 credit in Career Studies (Grade 10)
- 0.5 credit in Civics (Grade 10)
- 1 credit from the STEM-related course group

*****4 credits in English (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, which is a compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 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.

One credit is required from each of the following groups:

Group 1 – one credit from:

- An additional English (including the Ontario Secondary Literacy Course), or
- An additional French as a second language**, or
- A Native language, or
- A classical or an international language, or
- Social Science & the Humanities, or
- Canadian & World Studies, or
- Guidance and Career Education, or
- Co-operative Education***

Group 2 – one credit from:

- An additional Health & Physical Ed., or
- An additional Arts, or
- An additional French as a second language**, or
- Business Studies, or
- Co-operative Education***

Group 3 – one credit from:

- An additional Science (grade 11 or 12), or
- An additional French as a second language**, or
- Technological Education, or
- Computer Studies, or
- Co-operative Education***

** In Groups 1, 2 and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from Group 1 and one from either Group 2 or Group 3

*** Maximum of 2 co-op credits can count as compulsory credits

B) Optional Credits: 12 Credits

C) In addition to the credit requirements, students must:

- Complete at least 40 hours of community involvement activities
- Successfully complete the Ontario Secondary School Literacy Test (OSSLT)

Non-JAS Credit Courses

J. Addison students will obtain credits towards the Ontario Secondary School Diploma (OSSD) by enrolling in the courses offered at our school. In special circumstances, while enrolled at J. Addison School, students may take up to one credit from another school per calendar year (i.e. only one non-J. Addison School credit course will be recorded on their provincial report card). Students must speak with their Guidance Counsellor before making decisions regarding taking credit courses outside of J. Addison School. This policy is strictly enforced since many students who attain credits at outside schools are often getting their credits which do not meet the Ministry prescribed course requirements. Credits obtained at these outside schools may fail to provide the necessary skills for success and may affect students' admissions to post-secondary institutions.

Students are encouraged to speak with their Guidance Counsellor before making decisions regarding taking credit courses outside of J. Addison School.

34 Credit Threshold

You need 30 credits to meet the Ontario Secondary School Diploma graduation requirements. Most students will complete these credits within four years. If needed, you may earn up to 34 credits within five years. In Ontario, the 34-credit threshold applies to students earning their Ontario Secondary School Diploma (OSSD). While 30 credits are required for graduation, students can earn up to 34 credits within their first five years of secondary school. Please note: This threshold is relevant to private schools as well, particularly those authorized to grant the OSSD. However, certain situations, like having an Individual Education Plan (IEP) or being enrolled in ESL/ELD core language courses, can exempt students from this threshold.

34 Credit Threshold does not apply

- If you have an Individual Education Plan (IEP).
- If you are not enrolled in secondary school.
- To English as a Second Language (ESL) core language courses and/or English Literacy Development (ELD) core language courses (e.g. Course Codes: ESL/ELDAO, ESL/ELDBO, ESL/ELDCO, ESL/ELDDO, ESL/ELDEO.)

Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows:

7 required compulsory credits

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian History or Canadian Geography
- 1 credit in Health and Physical Education
- 1 credit in The Arts, Computer Studies, or Technological Education

7 required optional credits

- 7 credits selected by the student from available courses

Course Coding System

The course code consists of a course title and a six-character code: the Ministry of Education designates the first five characters and the school determines the sixth character.

Code Characters	Explanation	Example – ENG 2 D a
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	“ENG” English
4 th	Grade level as a number * (see below) “1” grade 9 “3” grade 11 “2” grade 10 “4” grade 12	“2” Grade 10
5 th	Type of course as a letter, for example: “D” Academic “P” Applied “O” Open “L” Locally Developed “W” De-streamed	“D” Academic Course
6 th Not showing on Report cards and Transcripts	School designated character that may be used to differentiate between courses with similar codes. For example “E” is for Extended and “C” for Co-operative Education. At J. Addison School, this character is used for scheduling purpose.	“a” Course Section “a”

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student’s Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. 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 Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

The Credit System

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Ministry of Education for courses that have been developed or authorized by the ministry. A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course *in accordance with the policy outlined in the curriculum policy documents*. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

For the purpose of granting a credit, *scheduled time* is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

ALTERNATIVE WAYS OF EARNING CREDITS

J. Addison School may offer alternative ways for students to obtain credits toward their OSSD, other than courses offered at the school. These options may include correspondence courses offered by the Independent Learning Centre, independent study, private study, programs in music taken outside of the school, and J. Addison summer school courses. Enrollment in any of these alternative ways of earning a credit must be made in consultation with the student, parents, Student Services, and the Head of School. Although there are many opportunities for students to participate in field trips and other experiential learning, J. Addison School does not offer a co-operative education program.

E-Learning

In Ontario, students, beginning with those who entered Grade 9 in the 2020-21 school year, are required to earn two online learning credits in order to earn their Ontario Secondary School Diploma. This graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives.

Request for Opt-in

J. Addison may allow for students and parents or guardians to opt back into the e-learning graduation requirement should they decide. Students and parents who wish to voluntarily take online courses may do so with permission of the Principal. J. Addison School will accept certain online credits towards graduation. Students who successfully complete two e-learning credits will have the credits specified as e-learning on their Ontario Student Transcript.

Prior Learning Assessment and Recognition (PLAR)

There are two components to prior learning assessment and recognition: "equivalency" and "challenges". Students may challenge a course and be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions.

Equivalencies

Equivalencies are credits granted to incoming students from an educational jurisdiction outside Ontario. Ontario credit equivalencies are granted for work done prior to enrollment at J. Addison. The Ontario Ministry of Education allows students to be granted standing in an Ontario school at the same level and grade as their sending jurisdiction. Based on this standard, the number of credits still to be earned toward an Ontario Secondary School Diploma and other criteria to be met, including service hours and completion of the Ontario Secondary School Literacy Test, are assessed. In most cases, a student entering J. Addison from outside Ontario would transfer in at a Grade equivalent to their standing in their current school system.

Challenge

Prior Learning Assessment and Recognition allows Grade 10 students and above to challenge and earn a maximum of 4 credits toward the Ontario Secondary School Diploma, with no more than 2 in one subject area. Students may challenge for credits in Grades 10, 11 and 12.

Student Eligibility

- Current J. Addison students.
- Students who have the approval of the Principal.
- A mature student who is at least eighteen years of age, out of school for at least one year and returning to regular day school.
- Students under the age of eighteen need parental approval before applying to challenge for credit.

Requirements for the PLAR challenge process

Responsibilities of boards

All publicly funded boards, as well as inspected private schools that choose to implement PLAR, must develop and implement policies and procedures related to the challenge process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). In accordance with the implementation schedule given in OSS, appendix 1, all publicly funded boards must implement these policies and procedures for Grade 10 courses in the 2001-2 academic year, for Grade 11 courses in the 2002-3 academic year, and for Grade 12 courses in the 2003-4 academic year. Inspected private schools that choose to implement PLAR, however, may implement these policies and procedures in accordance with the times specified in this schedule or at any time following the times specified in this schedule.

Boards must also ensure that a clear statement is published in the school course calendars outlining when students can challenge for credit and what opportunities for challenge are available (OSS, section 5.3.1). It should be noted that a board is not obliged to provide opportunities for students to challenge for credit for courses based on provincial curriculum policy documents that are not actually taught in schools operated by the board. Such a board may make arrangements with other boards to provide opportunities for eligible students to challenge for credit for courses that are not offered by the board.

Boards must use the forms entitled "PLAR Challenge for Credit: Cumulative Tracking Record" and "PLAR Challenge for Credit: Interim Tracking Record" provided in the appendix to this memorandum for recording student results. No changes of any kind may be made to these forms.

Boards may use the sample application form and the sample form for recording assessment that are provided in the appendix, or they may develop their own. Any forms developed by boards, however, must include, at a minimum, what is on the sample forms.

Boards will report to the ministry in the School September Reports the number of all challenges for credit that were completed – that is, all challenges for which students earned a final percentage grade, whether a passing or a failing grade. For semestered schools, this information will also be submitted in the School March Reports.

Responsibilities of school principals

PLAR procedures will be carried out under the direction of the school principal, who grants credits.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course
- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST)
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur
- develop formal tests and other assessment strategies
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies)
- evaluate and report on the student's performance

For the purposes of this memorandum, the principal of an inspected private school that chooses to implement PLAR is the person who has responsibility for the daily operation of the school.

Principals of schools operated by publicly funded boards must ensure that only teachers certified by the Ontario College of Teachers conduct the PLAR challenge process.

Policies governing the challenge process

The challenge process is an evaluation process and may not be used as a way for students to improve their mark in a course for which they have already earned a credit, nor as a way to obtain a credit for a course they have previously failed.

Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents. (See OSS, section 6.6.)

Students may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. (See OSS, section 6.6.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OSS, section 6.6, and in this memorandum, and to policies and procedures established by the board. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the decision of the principal about whether or not the student should challenge for credit, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Students may use certificates or other records of accomplishment earned outside Ontario classrooms as reasonable evidence of eligibility to challenge for credit for a related course within the Ontario curriculum, if they wish to earn credit for the course without taking the course. Students with music certificates that are accepted for credits in OSS, appendix 4, Music Certificates Accepted for Credits, however, are not required to challenge for credit for the appropriate music courses, but are granted credits in accordance with appendix 4 and section 6.8.6.

A student must challenge for credit for an entire course, whether it is a full-credit or a partial-credit course. Credit will be granted only for the specific course for which the student has successfully challenged for credit.

Students cannot be granted credits through the challenge process for any of the following courses:

- a course in any subject if a credit has already been granted for a course in that subject in a later grade either as a single credit or as part of a block equivalency
- a course for which credit has already been granted or for which there is significant overlap with a course for which credit has been granted (e.g., a student cannot challenge for credit for an academic course if he or she has already earned a credit for the applied course at the same grade level, and vice versa)
- a transfer course
- a locally developed course
- a cooperative education course
- a course in English as a second language (ESL), English literacy development (ELD), or Anglais pour débutants (APD), if the student has one or more credits in English from the curriculum policy documents for English for Grades 9 to 12 under OSS (i.e., the documents for English-language schools or the documents for French-language schools) or from the curriculum guidelines for English or Anglais/English for Grades 9 to 12/OACs under OSIS
- a course in French as a second language (FSL), Actualisation linguistique en français (ALF), or Perfectionnement du français (PDF), if the student has one or more credits in Français from the curriculum policy documents for Français for Grades 9 to 12 under OSS or the curriculum guideline for Français for Grades 9 to 12/OACs under OSIS

A student will be permitted to challenge for credit for a specific course a second time after a reasonable interval, if the student can provide reasonable evidence to the principal that he or she is likely to be successful after having benefited from additional study and experience during the interval.

In publicly funded schools, students' requests to challenge for credit will be entered in their annual education plans as part of their plans for fulfilling their educational goals.

Assessment and evaluation

Assessment and evaluation through the PLAR process will be based on the curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Assessment and evaluation must be based on all the strands in a course and on all categories of knowledge and skills and the descriptions of achievement levels given in the achievement chart that appears in the curriculum policy document for the discipline. A student's level of achievement will be recorded as a percentage grade on the OST in the same way as achievement in other courses.

Assessment and evaluation strategies for the challenge process must include formal tests (70% of the final mark) and a variety of other assessment strategies appropriate for the particular course (30% of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

Record keeping

Boards will ensure that a "PLAR Challenge for Credit: Cumulative Tracking Record" form is maintained and included in the student's OSR. This form is intended to track the number of credits earned and the disciplines in which credits have been earned through the challenge process, as well as failures and withdrawals.

A "PLAR Challenge for Credit: Interim Tracking Record" form will be maintained for credits earned through the challenge process in a school *outside* the student's regular school (the regular school is the school that maintains the student's OSR). The principal of the school outside the student's regular school will use the "Interim Tracking Record" form to communicate the results of the student's challenges for credit to the school that maintains the OSR. The principal of the student's regular school will enter this information onto the "Cumulative Tracking Record" form in the student's OSR. Only the "Cumulative Tracking Record" form will be maintained in the student's OSR. (If it is necessary to use more than one "Cumulative Tracking Record" form to record a student's attempts to challenge for credit, the additional form(s) should be attached to the original form.)

The following entries must be made on the student's "Cumulative Tracking Record" form and the "Interim Tracking Record" form, as applicable:

- *for challenges for credit for Grade 10, 11, or 12 courses:* The student's passing percentage grade, failing percentage grade, or withdrawal from the challenge process must be entered on the appropriate tracking record form(s)

The following entries must be made on the student's OST:

- *for challenges for credit for Grade 10 courses:* Only passing percentage grades will be entered on the OST. If the student subsequently takes the Grade 10 course, only the higher percentage grade will be recorded on the OST. No notation will be entered on the student's OST if the student withdraws from or receives a failing grade in the challenge process.
- *for challenges for credit for Grade 11 and 12 courses:* Passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process

Requirements for the PLAR equivalency process

Responsibilities of boards

Boards must develop and implement policies and procedures related to the equivalency process that are consistent with provincial policy (OSS, sections 6.6 and 8.2). They must also ensure that information on the equivalency process is included in their school course calendars (OSS, section 5.3.1).

Responsibilities of school principals

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS,

appendix 8: Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma. In cases where a student who is an adult or the parent of a student who is not an adult disagrees with the principal's placement decision for students transferring to an Ontario secondary school from a non-inspected private school or a school outside Ontario, the adult student or the parent may ask the appropriate supervisory officer to review the matter.

Principals will note that OSS diploma requirements apply to all students who do not have Ontario credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

Record keeping

Principals will ensure that equivalency is recorded in accordance with *The Ontario Student Transcript (OST): Manual, 1999*.

Enroll Prior Learning Assessment and Recognition (PLAR)

Step 1: Contact Student Services to access the application form. The application requires parent approval to proceed to step 2.

Step 2: Student Services will arrange for the student to meet with appropriate faculty for consultation and/or assessment.

Step 3: Student Services will share the results of the PLAR process with the parent/guardian and student.

Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999 (OSS), section 6.6: Prior Learning Assessment and Recognition, for regular day school students who are enrolled in Ontario Secondary Schools, including Provincial Schools, Demonstration Schools, the Independent Learning Centre, and inspected private schools that choose to implement Prior Learning Assessment and Recognition.

Music Certificates Accepted for Credit

The Ontario Ministry of Education provides an opportunity for students to obtain up to two music credits towards the Ontario Secondary School Diploma (OSSD) with the completion of approved music certificates. Further, according to the Education Act, a student may be "absent from school for the purpose of receiving instruction in music and the period of absence does not exceed one-half day in any week". Students must abide by the following criteria:

1. A maximum of one Grade 11 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- a) Grade VII Practical and Intermediate Rudiments (formerly Grade 1 Rudiments) of the Royal Conservatory of Music, Toronto.
- b) Grade VII Practical and Grade III Theory of Conservatory Canada, London, Ontario.
- c) Collegial I Practical and Collegial I Theory of any conservatory of music in the province of Quebec.
- d) Grade V Practical and Grade III Theory of Trinity College London, England.
- e) Grade VII Practical and Grade VI Theory of the Royal Schools of Music, London, England.

2. A maximum of one Grade 12 university/college preparation music credit may be awarded towards the OSSD for the successful completion of one of the following:

- a) Grade VIII Practical and Advanced Rudiments (formerly Grade II Rudiments) of the Royal Conservatory of Music, Toronto.
- b) Grade VIII Practical and Grade IV Theory of Conservatory Canada, London, Ontario.
- c) Collegial II Practical and Collegial II Theory of any conservatory of music in the province of Quebec.
- d) Grade VI Practical and Grade IV Theory of Trinity College London, England.
- e) Grade VIII Practical and Grade VIII Theory of the Royal Schools of Music, London, England.

Notes:

1. The term practical refers to any musical instrument on which performance is examined. It includes voice (i.e., singing), but not speech arts.
2. The mark credited to the student is calculated by averaging the marks that the student has earned in the practical component and in rudiments or theory.

Reach Ahead Credits

Under exceptional circumstances, J. Addison School has an established procedure for the supervision of individual elementary school students who reach ahead to take secondary school courses. J. Addison School maintains appropriate records for these students.

J. Addison Procedures

1. Parental consent form must be signed and included in the student's OSR.
2. The school maintains evidence and documentation of the assessments and evaluations that support the achievement of the overall expectations of the course.
3. The Principal has final approval in the granting and recording of the credit.
4. The successful completion of the course is noted on the OST once the student enters Grade 9. Students who transfer to a new school in Grade 9 will have a letter of achievement included in their OSR.

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students must successfully complete the provincial school literacy test in order to earn a secondary school diploma. The test will be administered in grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance for students who are unsuccessful in completing the test. The literacy test may not be retaken once it has been completed. Students who have not been successful in passing the OSSLT in Grade 10 or 11 must enroll in the Grade 12 Literacy Course. Successful completion of this course will satisfy the OSSLT requirements.

Accommodations

Students who are receiving special education programs and services, and who have an Individual Education Plan, will receive the same accommodations that are set in the student's IEP and/or that are available to the student in the course of his or her regular schoolwork, including examinations and other forms of evaluation. The contents of the test will not be altered.

Special Provisions

Special provisions regarding timing and setting may be put in place for students who take the test and are enrolled in English as a Second Language/English Literacy Development (ESL/ELD) courses (this applies to ESL/ELD students attending schools not offering ELS/ELD courses). (See EQAO guidelines for specifics).

Deferrals

Students who might benefit from a deferral of the test may include students who have been identified as exceptional, and students registered in English as a Second Language/English Literacy Development courses who have not yet acquired the level of proficiency in English required for successfully completing the test. The principal determines if a deferral should be granted and the time period for the deferral.

Exemptions:

Students with an IEP that indicates that the student is not working towards the attainment of a secondary school diploma may, with parental/guardian consent and approval of the principal, be exempted from participating in the literacy test.

Special Provisions for English Language Learners Pertaining to the Ontario Secondary School Literacy Test

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners. They do not affect the validity or reliability of the test. Special provisions for English language

learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions must:

- Always be made on an individual student basis;
- Be made by the principal in consultation with the student, parents/guardians (if the student is under the age of eighteen), and appropriate staff;
- Be made prior to the taking of the OSSLT;
- Conform to the permitted special provisions outlined in the EQAO document entitled *Guide for Accommodations, Special Provisions, Deferrals, and Exemptions*;
- Be clearly communicated in writing to the parents/guardians, or directly to the adult student, in advance of the writing of the test;
- Be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

The Ontario Secondary School Literacy Course (OSSLC)

Students who pass the course are considered to have met the literacy graduation requirement.

The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enrol in the OSSLC. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC.

The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English, or, to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy (PLAR).

COMMUNITY SERVICE

Requirements For Community Involvement Activities

As stated in *Ontario Schools, Kindergarten to Grade 12 Policy and Program Requirements, 2011*.

Every student who begins secondary school during or after the 1999–2000 school years must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of their civic responsibility. Also, to realize the role they can play and the contributions they can make in supporting and strengthening their communities. Community involvement activities are part of the school's program. For mature students, principals will determine the number of hours of community involvement activities required.

Community Involvement – Eligible Activity List

Eligible activities must be without pay, outside class time, and not part of a course requirement, such as job shadowing, co-op or work experience. However, an approved activity that takes place during a student's lunch break or "spare" period is acceptable.

J. Addison, in consultation with school councils, the Special Education Advisory Committee and Ontario School Board's Insurance Exchange (OSBIE) approve the activities listed below:

- Assistance to seniors,
- Environmental projects,

- Working with charitable and service organizations,
- Sports and recreation activities,
- Specific school-related activities,
- Community activities,
- Working in health facilities.

The Ministry's List of Ineligible Activities

The Ministry of Education has developed a list of activities that cannot be chosen for community involvement activities. An ineligible activity is one that:

- Takes place in a logging or mining environment, if the student is under sixteen years of age.
- Takes place in a factory, if the student is under fifteen years of age.
- Takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- Would normally be performed for wages by a person in the workplace.
- Involves the operation of a vehicle, power tools, or scaffolding.
- Involves the administration of any type or form of medication or medical procedure to other persons.
- Involves the handling of substances classed as “designated substances” under the Occupational Health and Safety Act.
- Requires the knowledge of a tradesperson whose trade is regulated by the provincial government.
- Involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables.
- Consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities.
- Involves a court-ordered program (e.g., community-service program for young offenders, or a probationary program).
- Involves the use of a firearm.

Requirements for Community Service Hours For International Students

According to the Ontario Ministry of Education, all students must complete a minimum of 40 hours of unpaid community involvement activities, also called “Community Service”, before graduating from secondary school. International students who come to Ontario for one year of pre-university studies are required to complete a minimum of 10 hours. Completing the required number of hours of community service is one of the requirements of obtaining the OSSD for both local and international students. The community services that international students complete in their home country can be used as reference.

TRANSFERRING DIPLOMA REQUIREMENTS **Policy On Substitutions For Compulsory Courses**

In order to provide the flexibility to tailor an individual student’s program to the student’s needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution). The decision to substitute one course for another for a student should be made only if the student’s educational interests are best served by such a substitution. If a parent/guardian or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent/guardian or the adult student and appropriate school staff. In all cases where the parent/guardian

or the adult student disagrees with the decision of the principal, the parent/guardian or the adult student may ask to review the matter.

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.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- 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.

Guide to Determining Diploma Requirements for Students

Transferring into Ontario Secondary Schools

For regular day school students who are transferring from a home school, a non-inspected private school, or a school outside of Ontario, principals will grant equivalent credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process, based on their evaluation of the student's previous learning. Equivalency credits will be recorded on the Ontario Student Transcript.

Requirements to Qualify for the OSSD, where the student has normally completed:

Number of high school years successfully completed (equivalent to an Ontario secondary program)	1 year	2 years	3 years	More than 3 years
Number of high school credits successfully completed (equivalent to an Ontario secondary program)	8 credits	16 credits	23 credits	
Minimum number of credits still required to obtain the OSSD at J. Addison School:	22 credits	14 credits	7 credits	
Including these compulsory courses: - ENGLISH - MATHEMATICS - SCIENCE	3 2 1	2 1 0	1 0 0	Based on Individual Assessment
Literacy graduation requirements	Pass the standardized Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)			
Community involvement requirement	40 Hours		10 Hours	

**The above is for reference only, the final number of credits recognized is based on individual assessment which will be equivalent to the Ontario secondary program.*

Notes:

- The compulsory English credit for grade 12 is required if its equivalent has not already been earned.
- The principal will determine the number of hours of community service involvement is required for students who have successfully completed two or more years in a secondary school program.

In addition to the requirements identified above, principals will ensure that the following requirements are met:

- 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 OS/OSS.
- 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 OS/OSS by completing a minimum of one Grade 11 or Grade 12 credit.

COURSE SELECTION

How Do I Choose A Course / Program?

The choice of a high school program is a task that involves a great deal of thought and planning. The Ontario educational system permits the choice of courses which are suited to a student's abilities, needs and aspirations. This, however, has made the process of choosing a school program complex and challenging. In order to plan your program wisely, the following recommendations are offered to students:

- Review past marks and achievements. Previous grades are good indicators of levels of achievement, application to task, and effectiveness of personal study skills. These are very important in choosing the proper courses and levels of difficulty.
- Align your courses/levels of difficulty with your goals of university/college/apprenticeship/workplace.
- Consult with your parents/guardians and encourage them to request interviews with your teachers. These people can present an objective evaluation of your abilities and aspirations.
- Talk to your subject teachers and Guidance Counsellor.
- Try to make a long-term plan. Choose courses which will lead to future educational goals and/or job training opportunities which can be pursued.

Streaming for Grades 9 and 10:

In Grades 9 and 10 in Ontario, the course types offered have been updated. Grade 9 now features de-streamed, academic, and open courses. Grade 10 includes academic, applied, and open courses. De-streaming in Grade 9 aims to provide a foundational learning experience for all students in core subjects.

Grade 9 Course Types:

- **De-streamed (W):** Designed to provide foundational learning for all students in core subjects like English, Math, Science, History, and Geography.
- **Academic (D):** Focuses on theoretical concepts and abstract problems, preparing students for Grade 11 and 12 university, college, and college/university courses.
- **Open (O):** Offers broad knowledge and skills suitable for all students, not specifically designed for postsecondary requirements.

French will follow the current academic curriculum. In addition, an open grade 9 French course will be available for students who have little or no previous French instruction.

Grade 10 Course Types:

- **Academic (D):** Similar to Grade 9 Academic, it emphasizes theoretical concepts and abstract problems, preparing students for university-level studies.
- **Applied (P):** Focuses on essential concepts and practical, concrete examples, preparing students for college-level studies.
- **Open (O):** Similar to Grade 9 Open, offering broad knowledge and skills for all students.

Considerations:

- **Course Selection:** Students and their families should work together to choose courses that align with their individual pathways and goals.
- **Individual Pathways Plan (IPPs):** Students are supported in making informed decisions about their secondary school program through the development of their IPPs, [according to Ontario.ca](http://accordingtoontario.ca).

In Grades 9 and 10, students will select an appropriate combination of academic, applied, open, locally developed, and de-streamed courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. 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. In order to meet the needs of their student community, school boards must offer both academic and applied courses in the following curriculum areas: English, mathematics, science, history, geography, and French as a second language

Destination-based Streaming for Grades 11 and 12:

Courses offered at the Grade 11 and 12 levels will be based on student destinations after high school. Students will choose courses in subjects that will have curriculum focused on a variety of potential career paths. These include University Preparation, University/College Preparation, College Preparation, Workplace Preparation and Open.

All Grade 11 and 12 courses will be streamed as follows:

UNIVERSITY – Will equip students with the knowledge and skills to meet the requirements for university.

UNIVERSITY/COLLEGE – Will equip students with the knowledge and skills to meet the entrance requirements for specific programs at universities and colleges.

COLLEGE – Will equip students with the knowledge and skills to meet the requirements for most college programs or for admission to apprenticeship or other training programs.

WORKPLACE – Will equip students with the knowledge and skills to meet the expectations of employers or the requirements for admission to certain apprenticeship or other training programs.

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. Schools must provide parents/guardians and students with clear and accurate information about prerequisites. If a parent/guardian or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent/guardian or the adult student and appropriate school staff. In cases where the parent/guardian or the adult student disagrees with the decision of the principal, they may ask the principal to review the matter.

NOTE: *To take cooperative education students must have completed the in-school course and be entering grade 11 or 12. All students who select CO-OP programs must be interviewed by the CO-OP Education teacher(s) and obtain their approval as to the suitability, the conditions and external requirements necessary for the successful completion of the CO-OP program. Final approval to participate in CO-OP must be given by the Principal or Vice-Principal. Students are responsible for their own transportation to and from their placement. Further Information is available from any representative of the CO-OP program.*

COURSES OF STUDY

Courses of study are available at the school for parent/guardian perusal. These courses of study have been developed according to the requirements of the Ontario Ministry of Education. On different occasions during the school year, parents/guardians are also afforded the opportunity for direct consultation with teachers regarding courses of study, assessment and evaluation policies and other points of interest concerning specific courses of study. An outline of each course of study and the evaluation policy will be given to each student at the beginning of each semester.

PROVINCIAL REPORT CARD

The Provincial Report Card, Grades 9-12, ensures that all students attending a secondary school registered with the Ministry of Education in Ontario receive a standard report card based on the Ontario curriculum. The report card provides clear and detailed information to each student and his or her parents/guardians about how well the student is achieving the provincial curriculum expectations. It also provides opportunity for students to assess their progress and reflect on the goals they have set in their annual education plans. In addition, the report card provides opportunities for parents/guardians to comment on students' achievements and to identify ways in which they can support their learning at home.

REPORT CARDS

REPORT CARD LEARNING SKILLS – THE STUDENT

Each learning skill supports your success as a student. Take a moment and read through each of the six learning skills below. How will you demonstrate each as a high school student?

Responsibility

- fulfills responsibilities and commitments within the learning environment;

- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

Collaboration

- accepts various roles and an equitable share of work in a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- works with others to resolve conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrates curiosity and interest in learning;
- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.

Organization

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology and resources to complete tasks.

Independent Work

- independently monitors, assesses and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

Self-Regulation

- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs, and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- perseveres and makes an effort when responding to challenges.

ONTARIO STUDENT RECORD (OSR) POLICIES

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school, and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. *The Ontario Student Record (OSR) Guideline* sets out the policies with regard to the establishment of the OSR; the responsibility for the OSR; the components of the OSR; the access to the OSR; the use and maintenance of the OSR; the transfer of the OSR; the retention, storage, and destruction of information in the OSR; and the correction or removal of information in the OSR.

The Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

The transcript will include the following information:

- The student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses;

- A list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained;

Note:

- Confirmation that the student has completed the community involvement requirement;
- Confirmation that the student has completed the provincial secondary school literacy requirement;
- Confirmation that a student in a Specialist High Skills Major has completed all the requirements.
- Only one credit will be granted for a course that a student has successfully completed twice.
- If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a remastered school or five instructional days following the issue of the second provincial report card in a non-remastered school, the withdrawal is not recorded on the OST.

The transcript may also contain special indicators such as identification of any course that has been substituted for one that is a diploma requirement and an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

J. ADDISON OSR POLICIES AND PROCEDURES

(AS PER ONTARIO STUDENT RECORD (OSR) GUIDELINE 2000)

What is the Ontario School Record (OSR)?

The OSR is the ongoing, confidential record of a student's educational progress through school in Ontario. The Education Act authorizes the collection of this information.

An OSR is established for each student who enrolls in an elementary or secondary school that is operated by a public, private or separate school board in Ontario. School boards are responsible for ensuring compliance with Ministry or Education policies in the OSR.

Where is the OSR kept?

A student's OSR is filed in the main office.

Maintenance of the OSR

The School Principal or designates (vice principal, guidance counselor, or head secretary) are responsible for the establishment and maintenance of the OSR.

Who has access to the OSR?

All adult students (and the parents/guardians of students under age of 18) have the right to examine the OSR and to receive a copy of its contents, if they request it.

ACCESS TO THE 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. This provision applies during both the period of use of the OSR and the period of retention and storage.

Both the Municipal Freedom of Information and Protection of Privacy Act, which applies to schools operated by school boards, and the Freedom of Information and Protection of Privacy Act, which applies to Provincial and Demonstration Schools, prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances. These circumstances are defined in the legislation, and it is up to the head of an institution to decide whether or not to grant access to personal information in such circumstances. School boards should therefore consult with their freedom of information coordinators to determine whether they should develop policies on access to OSRs. Any such policies must be developed in accordance with the legislation.

Under the Education Act, only supervisory officers and the principal and teachers of the school have access to the OSR for the purpose of improving the instruction of the student. As noted above, additional access may be permitted under municipal and provincial freedom of information legislation, under specified and limited circumstances.

Parents

The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen). Under both the Children's Law Reform Act and the Divorce Act, 1985, the legal right of a non-custodial parent to have access to a child includes the right to make inquiries and to be given information concerning the child's health, education, and welfare.

What does the OSR contain?

An OSR consists of the OSR folder, various supporting documents and other information. In the OSR, the following information is included:

- Report cards;
- A documentation file, if required, which might include such materials as an education, or Psycho-educational Assessment Report *;
- The Ontario Student Transcript, which is the cumulative record of a student's successful completion of secondary school courses;
- Any additional information considered relevant for the improvement of instruction of the student.

* If any part of the document file has been removed from the OSR and stored in another location, for whatever reason, the Principal must direct the parent/guardian or adult student requesting the report to the originator. In the case of Psycho-educational Assessment reports, it may be stored in the Student Services or Psychology department within the school board.

OSR REVIEW

The contents of the OSR should be reviewed on a regular basis according to the policies established by the school to ensure that they remain conducive to the improvement of the instruction of the student. OSR reviews will take place mid-semester and at the end of the semester.

RETENTION, STORAGE, AND DESTRUCTION OF INFORMATION IN THE OSR

Regulations under the freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR should be retained by the school for at least one year after use, unless the principal received written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from school

- Report cards.
- The documentation file, where applicable.
- Additional information that is identified by the school board as appropriate from retention.

The following components of the OSR will be retained for fifty-five years after a student retires from school

- The OSR folder.
- The OST.
- The office index card.

The destruction of all or any part of the OSR when its retention is no longer required under the guideline will be effected under conditions that ensure the complete and confidential disposal of the record.

FULL DISCLOSURE

The Ministry of Education mandates that all attempted Grade 11 and 12 courses are recorded on the Ontario Student Transcript (OST). This is known as "full disclosure".

If a student withdraws within the five-day window after the first report card, the course will not appear on the transcript.

In Ontario, high school students can withdraw from an online course, but the timing and the way it's recorded on their transcript depends on the grade level and whether they've opted out of the mandatory

online learning graduation requirement. If a student withdraws within 5 days of the first report card, the mark is not recorded on the Ontario Student Transcript (OST). Withdrawals after that point in Grade 11 or 12 result in a “W” on the OST along with the mark at the time of withdrawal. Withdrawals from Grades 9 and 10 courses are not recorded. Students can also opt out of the online learning graduation requirement altogether.

COURSE CHANGES AND COURSE LOAD

Procedures for Students Who Wish to Change 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. The school will make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

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 through summer school, night school, e-learning, or the Independent Learning Centre.

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

ONTARIO STUDENT RECORD (OSR) – RECORDING AND REPORTING PROCEDURES:

The Ontario Student Record is the official school record for a student. 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. Students and their parents/guardians (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and Freedom of Information legislation.

COURSE LOAD POLICY:

Minimum course loads are as follows:

- All Grade 9-11 students must take eight credits
- Grade 12 students with 22 or fewer credits at the start of the school year – 8 credits
- Grade 12 students with 23 or more credits at the start of the school year – 7 credits
- Grade 12 students with 24 or more credits at the start of the school year – 6 credits, a minimum of 3 credits per semester

Students are strongly encouraged to take more than the minimum load. Students require a minimum of 6 University or University / College credits for admission to university.

Programs in Music Taken outside the School

A student may be awarded a maximum of 2 credits for music programs taken outside the school through one or both of the following options:

Option One: For music programs completed outside the school, the principal of a secondary school may award a maximum of 2 university/college preparation credits (1 Grade 11 credit and 1 Grade 12 credit) towards the Ontario Secondary School Diploma. These credits may be awarded in addition to any other music credits earned in school through successful completion of Ontario curriculum courses. The course titles and course codes for these credits are as follows: “Music – External (Conservatory), AMX3M” and “Music – External (Conservatory), AMX4M”. The credits will be awarded upon presentation of the official forms or certificates documenting the required achievement. These credits are optional credits; they *may not* be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2.

Note:

- Students may not use these credits to satisfy the related course requirement for a cooperative education program.

- A student awarded 2 music credits in this manner may not earn additional Grade 10 to 12 music credits through the Prior Learning and Assessment (PLAR) challenge or equivalency processes.

Option Two: Students may be awarded music credits (a maximum of 2 credits, in Grades 10 to 12) through the PLAR challenge process, as defined in section 7.2.5. Music credits granted through the PLAR process may be used to meet the compulsory credit requirement in the arts or the additional compulsory credit requirement for Group 2. They may also be used to satisfy the related course requirement for a cooperative education program.

INTERNATIONAL STUDENTS AND COURSE EXPECTATIONS

J. Addison Recognizes the Needs of International Students

Coming to a high school in a foreign country can be a daunting experience for any teenager. To ease the transition, J. Addison provides several programs designed especially for international students.

All international students are required to attend an International Student Orientation in late August or early September. This program introduces the students to the school and its policies, enables them to make schedule adjustments and to take care of necessary arrangements (e.g. books, clothing) prior to the actual start of classes. Orientation also provides a time for international students to meet their peers, get acquainted with their new school, and ask questions to faculty and staff. Orientation is *required* and involves an interview for international students and guardians (or host families) with a J. Addison administrator. Placement testing is also conducted at this time.

During the school year, J. Addison offers ESL (English as a Second Language) courses. We also provide opportunities for international students to make a smooth transition to our school through our various extra-curricular activities, councils and clubs both in school and the dormitory. These organizations provide social opportunities outside of the classroom.

ENGLISH AS A SECOND LANGUAGE (ESL) AND ENGLISH LITERACY DEVELOPMENT (ELD)

J. Addison School offers English as a Second Language (ESL) and English Literacy Development (ELD) programs for our English Language Learners (ELL) whose first language is a language other than English or is a variety of English that is significantly different from the English used in Ontario schools.

They may be Canadian-born or newcomers from other countries. English Language Learners come from diverse backgrounds and school experiences and have a wide variety of skills and needs. Students may initially require educational accommodations to assist their development of English language proficiency.

An initial assessment is needed to determine English language proficiency for students who are new to Canada. This diagnostic tool places ELLs on the Steps to English Proficiency (STEP) continuum of language acquisition and guides programming for the student.

VISION OF ENGLISH LANGUAGE LEARNERS (ELL)

English Language Learners (ELL) come with many assets and skills. They will:

- learn English at the same time as the Ontario curriculum;
- have access to an ESL resource period where the ESL teachers during FFS provides additional support with mainstream content;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinions and know they have a voice;
- meet high expectations when they are involved in setting goals (with appropriate supports);
- have opportunities to choose pathways that honour their strengths and interests.

SCHOOL POLICIES

CHAT GPT POLICY

At J. Addison, the new artificial intelligence-powered chatbot (Chat GPT) that generates stunningly cogent and lifelike writing, will be blocked. The program may have a negative impact on student learning, and there are many concerns regarding the safety and accuracy of content.

Chat GPT's ability to churn out pitch-perfect essay responses, spanning a wide range of subjects, encourages and facilitates cheating and plagiarism.

Due to concerns about negative impacts on student learning, and concerns regarding the safety and accuracy of content, access to Chat GPT is restricted on the J. Addison networks and devices. While Chat GPT may be able to provide quick and easy answers to questions, it does not build critical-thinking and problem-solving skills, which are essential for academic and lifelong success.

If teachers suspect that an assignment has been plagiarized using Chat GPT, they should speak to the students to determine the source of the work. If a student **knowingly** produced a plagiarized assignment, teachers will not evaluate the work and may assign a grade of zero and /or may assign a substitute assignment or essay. This will also result in a final grade subject to a penalty on the final mark.

All concerns should be discussed with the teacher and/or administration.

ASSESSMENT, EVALUATION AND REPORTING

ASSESSMENT AND EVALUATION:

J. Addison Assessment, Evaluation and Reporting Guidelines have been revised to align with the new Ministry Growing Success Assessment, *Evaluation and Reporting in Ontario Schools Policy (2010)*.

Our school is committed to enabling all students to reach their potential and succeed. Every student is unique and must have opportunities to achieve success according to his or her own interest, abilities and goals.

Assessment serves different purposes at different times: it may be used to find out what students already know and can do; it may be used to help students improve their learning; or it may be used to let students and their parents/guardians know how much they have learned within a prescribed period of time.

Definition of Assessment and Evaluation

Assessment is the process of gathering empirical data that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Evaluation focuses on the learning attained by the student over the duration of a course and may reflect components outside of content mastery (ex: effort and willingness to learn), it is ultimately judged by the teacher. Evidence is collected over time from three different sources: observations, conversations, and student products.

Assessment FOR Learning

The process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are, where they need to go, and how best to get there.

Assessment AS Learning

Focuses on the explicit fostering of students' capacity over time to be their own best assessors. Teacher's present and model opportunities for students to assess themselves.

Assessment OF Learning

The assessment that becomes public and results in statements about how well students are learning often contributes to pivotal decisions that will affect a student's future.

PLAGIARISM, LATE AND MISSED ASSIGNMENTS

Late and Missed Assignments

Students are expected to complete all work and submit all assignments. If an assignment that is to be evaluated is not submitted, teachers should determine the reason for non-submission, which may require contacting the parent/guardian to inform them of the missed assignment. If there are extenuating circumstances, teachers may use their professional judgment such as providing additional time, an alternative assignment or omitting the requirement. At the end of the term, semester or unit, teachers will review the evidence of student achievement to determine if the student has demonstrated achievement of the overall expectations in other assignments. If the student has not provided enough evidence of achievement of the overall expectations, teachers should take this into consideration when determining a final grade for the course.

*****Teachers may deduct marks for late assignments, up to and including the full value of the assignment. However, the mark deduction must not result in a final grade that, in the professional judgment of the teacher, misrepresents the student's actual achievement.**

The following describes the procedure for responding to late and missed “major” assignments (i.e., assignments / tests that comprise part of the critical body of evidence for evaluation and reporting purposes) for all students in grades 9 to 12 courses, regardless of course type.

1. Communication must occur between the student, parent/guardian, and teacher to clarify the reason for any missed major assignments. The teacher will inform the student and parent/guardian that the major assignment has been missed, the consequences, and next steps. If a student is showing signs of not demonstrating a critical skill or critical knowledge through conversations, observations, or other forms of evidence, it is essential the student and parent/guardian be informed of the lack of evidence.
2. Next steps may include, but are not limited to:
 - One negotiated extension due date,
 - An alternate opportunity for the student to demonstrate the same curriculum expectations,
 - Student referral to Student Success, S.S.T., Special Education if they have an I.E.P., and or Guidance
 - After parent/guardian contact has been made and referrals to in-school supports have been made, a referral should be made to the principal or the dean of discipline.
3. The teacher will determine and communicate to the student and parent/guardian when she/he will no longer accept an assignment for marks. Missed assignments/tests, etc. that are a result of an invalid absence will ultimately affect the student's achievement because the teacher will have less evidence to determine a final course mark.
4. An assignment/test, etc. may only receive a mark with no deductions or an incomplete. A zero may not be assigned for any missed or late assignments. However, if an assignment, test, etc. is not completed after the one re-negotiated extension due date, the missing evidence will ultimately affect the final course grade. A student that fails to show evidence of learning for the “essential learnings” in a course may receive an incomplete or failing course grade depending on their grade level and based on the teacher's professional judgement.
5. The evidence for learning or demonstrating “essential learnings” in a course must come from multiple sources of evidence such as observations, conversations, assignments, tests, etc. Missing a single assignment, test, etc. that comprises the 70% of the course grade would not constitute a reason to give an incomplete or failing course grade.
6. A student's provincial report card Learning Skills and Work Habits section (i.e. Responsibility, Organization) must be used to reflect late and/or missed assignments.

Principles of Effective Assessment, Evaluation, and Reporting Assessment

Evaluation, and reporting of student achievement at J. Addison School must be:

- Fair, transparent, and equitable for all students;
- Supportive of all students, including those with special education needs and those who are learning the language of instruction (English or French);
- Carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- Communicated clearly to students and parents/guardians at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Cheating and Plagiarism

Plagiarism is defined as presenting someone else's words or ideas as one's own. It can take the form of:

- Submitting an assignment that was completed by another and claiming it as one's own.
- Incorporating large segments of someone else's work and only using connecting sentences without reference to the source.
- Copying sections from the Internet without referencing the source.
- Direct copying of another person's re-write of an assignment as in the case of a parent/guardian, tutor or ghostwriter.

If teachers suspect that an assignment has been plagiarized, they should speak to the students to determine the source of the work. If the students have **knowingly** produced a plagiarized assignment, teachers will not evaluate the work and may assign a grade percentage penalty or a zero grading and/or may assign a substitute assignment. This issue would result in similar consequences to missed assignments.

Secondary Grading and Reporting

With student success in mind, all due professional consideration must be applied before weighting any exam at more than 20%. Effective September 2012, the breakdown of weightings for the final grade will be decided by individual school departments, through collaborative discussion, and then shared with subject councils and administration to maintain a level of consistency across the Principal.

MISSED WORK

Teachers will allow students adequate time to make up work because of a documented medical illness and for work missed while out on a school- sponsored event (excursion, retreat, co-curricular, etc.). Submission dates for previously scheduled projects/assignments must not be ignored due to school-sponsored events.

Students must complete any missed or late assignment that will be marked as an evaluation and represents essential overall expectations of the course.

- The first day an assignment is late, the student receives a 5% deduction, a new due date is set, and a Late Assignment Contract is completed.
- If the second due date is missed, the student receives a 10% deduction, another due date is set, a Late Assignment Contract is completed, and parents are contacted by the teacher.
- If the assignment is still incomplete on the second due date, the student receives a 20% deduction, a final due date is set, a Late Assignment Contract is completed, and the parents are contacted by the teacher.
- If the assignment is still incomplete on the final due date, the student is sent to the Assistant Head and assigned a half-day in-school suspension, during which time, the work will be completed. Whatever work is completed during this time will be submitted for evaluation.

MISSED EVALUATIONS

J. Addison maintains that regular attendance is imperative for academic success. Students who miss tests, assignments or presentations because of an absence that is not justified by documentation (e.g., parental note, medical documentation) will receive a mark of zero. While documentation may explain an absence, it does not necessarily justify or excuse it. Students who fail to submit assignments (i.e., written and/or oral) on the assigned due date will suffer the appropriate late penalty unless they provide medical documentation. All reasonable effort should be made to ensure that assignments are submitted on the due date. If students are in attendance for part of a school day, they must submit all projects and assignments due that day to either the classroom teacher or to the Main Office staff. Signing in late to school or signing out early does not exempt a student from submission deadlines. Students who sign in late or sign out early for scheduled appointments must advise the subject teacher if they will miss an assessment or evaluation. Failure to follow the above procedures will result in late penalties.

STUDENT REPORTING AND STUDENT PROGRESS

The school year 2025-2026 is divided into 2 semesters, is approximately 5 months in length. Students will take a minimum of 4 credits per semester.

Two report cards will be issued in each semester, a Midterm report card and a Final report card.

Formal reports will identify the percentage grade the student has attained in the course as well as comments and reports on areas of strength, areas for improvement, next steps and learning skills.

EXAMINATION GUIDELINES

All courses are required to have a summative evaluation worth 30% of the final grade. **This could take the form of an exam and / or culminating performance task.** Course information sheets need to clearly and accurately communicate the components of assessment and evaluation. Exam days are instructional days dedicated to summative evaluation, during which time culminating performance tasks and formal exams usually take place.

Courses Written in the Formal Exam Period

- No student shall write 3 exams on the same day. Grade 12 students should write only 1 exam per day.
- It is recommended that, where possible, all schools use only 2 time slots for exam schedules.
- Some senior exams may need to be scheduled the half day prior to the official exam period. Teachers who would not be teaching their regularly scheduled class due to the exam could be re-assigned to supervise the exam. This will not involve on-calls being used; however, teachers with regularly scheduled teaching periods may be reassigned.
- Common exams should be developed in consultation/collaboration with all teachers of the course.

Grades 9 & 10

It is expected that formal exams will be written for all academic and applied courses. Any exceptions should be approved by the Principal. A summative evaluation activity for locally developed courses is recommended during the formal exam period. This does not exclude other courses from being written in the formal exam period. Any exceptions should be approved by the Principal.

Grades 11 & 12

It is expected that formal exams will be written for all U, C, and M courses during the regular exam period. This does not exclude other courses from being written in the formal exam period. Any exceptions should be approved by the Principal.

In-Class Exams

In-Class exams are scheduled to alleviate the potential of students having to write more than two exams on one day due to scheduling restrictions. They may also occur for courses that have a performance or oral summative evaluation for some open courses. These exams **cannot be scheduled** sooner than 2 days before the formal exams days.

Review

A structured review of course material should be undertaken by the teacher in order to prepare students for the semester examinations. The review should include the format of the exam and the topics to be covered. Exams should not be a surprise, rather, they should reflect the expectations and format experienced earlier in the formative evaluation of the entire course. It is recommended that teachers provide at least ONE instructional review days prior to the exam period.

Evaluation

All evaluations (tests, presentations, CPTs) should be completed and returned to students prior to exams being written so students can prepare for their final exam. The EQAO math test can be part of the summative evaluation of a grade nine-math course but not the only component.

EXAMINATION RULES AND REGULATIONS

Final examinations for all students in all subjects are held at the end of each semester. **Students and parents/guardians are NOT to book vacations or appointments at this time.** All students must write their examinations on the scheduled examination dates **including in-class examinations.** Any exceptions, e.g. for serious medical emergencies, must be approved by the School Administrator.

All absences during examinations due to illness must have a medical certificate. A student, who misses a formal examination, even when a doctor's note is provided, may be required to take a make-up exam at a later date. Even with a medical certificate, the final decision of whether or not the absence, due to illness, is excused will be at the discretion of the school administration.

Students are expected to know their course code, section and teacher's name, and students are responsible for knowing the date, time, and location of their examinations. Students are expected to arrive on time and in full and proper uniform when writing their examinations. **Students who arrive late will not be given extra time.** Students may leave school at the conclusion of their examinations. Students and parents/guardians have the right to access the final examination once corrected. Examinations are stored for one year.

Students Deemed to Be at Risk in Secondary School

At J. Addison, our Student Success team and a Student Success teacher work in collaboration with school staff to support students who are struggling with their secondary school program and are at risk of not graduating. The Student Success team will include, at a minimum, the Student Success teacher and representation from administration, guidance, and special education. The inclusion of other members such as classroom teachers, child and youth workers, social workers, and attendance counsellors will be determined by local needs. The responsibilities of the Student Success team, for students considered to be at risk in secondary school, include:

- Monitoring and tracking individual students' progress;
- Providing direct support and/or instruction to improve their achievement, promote their retention, and support significant transitions;
- Supporting them in their education and career pathways planning;
- Supporting school-wide efforts to improve outcomes for students struggling with their secondary school program;
- Re-engaging early school leavers.

HONOUR ROLL:

A cumulative Honour Roll will be published at the end of the school year for students who achieve an average of 80% or higher in both semesters. These students will receive a congratulatory letter from the Principal and a medallion at the Awards or Graduation Ceremony.

Bronze Honour Roll - Students obtaining Honour Roll status 1 time in 4 years.

Silver Honour Roll - Students obtaining Honour Roll status 2 times in 4 years.

Gold Honour Roll - Students obtaining Honour Roll status 3 times in 4 years.

Platinum Honour Roll - Students obtaining Honour Roll status all 4 years.

HOMEWORK

What is homework?

Homework is teacher assigned and monitored learning experiences that take place outside the classroom in a variety of settings. Homework is a planned part of the education process designed to enhance student learning. At J. Addison we believe that, at this level, homework is an aid in developing life-long learning skills and habits, such as self-discipline, task commitment, time management, responsibility, independence, initiative, and problem solving. Homework is also one means of demonstrating and building the partnership between home and school that leads to more consistent success in all aspects of school life.

What are the characteristics of effective homework?

- Clearly defined, purposeful, and developmentally appropriate;
- Supports student achievement of *The Ontario Curriculum* Learning Expectations, and development of Learning Skills;
- Amount and time required to complete homework can be modified to meet individual student's home situation, needs, and abilities;
- Level of challenge requires little or no teaching outside the classroom;
- Fosters a love of learning (e.g., varied approaches, strategies, and presentation formats);
- Monitored regularly and assessed and/or evaluated where appropriate;
- Provide opportunities for family members to become involved in the child's learning.

Roles/Responsibilities

Teacher

- Provides clear, purposeful, and developmentally appropriate assignments (e.g. what has to be done, how is it to be done, when is it to be done, and why is it to be done);
- Establishes a partnership with parents / guardians and students that promote timely, regular communication (e.g. monthly calendar, communication booklet/log, etc.);
- Monitors homework and provide regular feedback;
- Summarizes and report on homework completion in the Learning Skills section of the Report Card;
- Teaches skills necessary for successful homework completion (e.g. materials organization, time management, problem solving).

Student

- Make sure you understand the homework;
- Complete all homework to the best of your abilities;
- Manage time and materials (e.g., bring home necessary materials, bring homework back to school at appropriate time, communicate any problems to your teachers).

Family

- Provides a suitable environment for working at home;
- Participates appropriately in the homework experience (e.g., clarify expectations, establish homework routines, provide guidance as needed);
- Communicates regularly with teachers;
- Monitors and encourages student progress and homework completion;
- Establishes a balance between homework and other activities.

School

- Establishes school homework guidelines ;
- Offers information to assist parents/guardians in helping their children learn at home.

ATTENDANCE POLICY

- Students' academic achievement is closely related to their attendance record.
- All student absences must be reported by a phone call to the School by a parent or guardian. Parents/Guardians should contact the school in advance of the absence, if it is anticipated, or on the day of the absence, as early as possible.
- Dormitory students should advise dormitory supervisors before the absence, or on the day of the absence.
- The school secretary may be contacted directly at (905) 477 - 4999 between 7:30am and 4:00pm or parents/guardians may leave a message at any time.
- Student absences from class are recorded on our school attendance records and are subject to inspection by the Ontario Ministry of Education and Canadian Immigration.
- Students developing a serious attendance problem will be referred as early as possible to the Principal, School Administrator, or Guidance Counsellor.
- Regular attendance at all classes is required. Students who are absent for approximately 15% (15 classes) or more of a class and whose absences are not justified by a valid reason may lose their credit and reported to Canadian Immigration, which may result in their study permit being revoked.
- It is expected that students will communicate directly with teachers regarding absences and missed work. An explained absence does not excuse students from completing assignments or assessments. The attendance lines are open 24 hours a day; therefore attendance messages may be left at any time.
- **Students Leaving School:** It is extremely important for any student leaving the school for any reason, to make sure that the student's parent / guardian signs the student out at the office. If this is not possible then the parent / guardian must call the school stating the reason for the student's early dismissal. Students under 18 years of age are not permitted to sign themselves out. It is imperative that someone in the office speaks directly to a parent / guardian if permission to leave the school is granted.

According to the Ontario Ministry of Education, remote learning will NOT be an option for the 2025-2026 school year. Therefore, we are asking that all our day and dorm students attend regular day classes. Standardized testing will continue to be re-instated for all courses.

ATHLETIC STUDENTS' ATTENDANCE POLICY

Students who participate on athletic teams, including the Elite Basketball Program, are expected to abide by the same attendance and timetable requirements as all other students. The only exception occurs when players are required to be excused early, due to a basketball game or tournament and approval has already been given to the basketball team coach via the school administration. If members of the team are requested for volunteer work or other duties, that may require missing any class time, a request will be made by the player coach to administration at least 48 hours in advance and a decision will be made. Missing class time for these purposes is not always approved by administration, as students must maintain priority toward their academic courses.

ATHLETIC STUDENT EXPECTATIONS

Those members chosen to compete on athletic teams, including the Elite Basketball program, all sign a contract that must be adhered to fully in order to participate in the sports program. Those who do not abide by the terms will be removed for a period of time or permanently, depending upon the type of infraction/concern. This decision is made solely by the school administration. However, consultation and information will be shared and discussed between the coaches and the administration.

The explicit expectation is that Athletes will actively catch up on work missed due to participating in the particular sports program. It is a clear expectation and essential that students communicate with their teachers, in advance of any absence, in order to get an understanding toward how they can best keep up with their academic responsibilities.

If a concern is raised by a teacher or the administration regarding a student missing a particular lesson, assignment or test, then the student will be directed to upholding their academic responsibilities ahead of their athletic endeavours.

Athletes who are absent from school on medical grounds, the day of or the day before a practice or game, will not be able to participate in that said practice / game.

All members of the teams are expected to attend training / coaching sessions regularly, as approved by the administration and then directed by the coach. Those failing to do so should not expect to be considered for selection.

All players are to attend every part of the day in the school uniform, unless an exemption has been given by the school administration

ABSENTCES AND LATES

Attendance : Teacher Reporting

ABSENCES

3-Absences: When a student is absent for three (3) consecutive days, the teacher MUST fill out a Conduct Report and submit it to the appropriate Administrator.

On the third day of absence, the teacher shall discuss attendance with the student outlining the concern, expectations and future action.

6-Absences: When a student is absent for six (6) consecutive days, the teacher must notify the appropriate Administrator and MUST fill out a Conduct Report. Depending on the circumstances they may be withdrawn from the course.

Conferences with parents/guardians, attendance contracts, course withdrawals, and exemptions from attending school are all possible options. Administrative action (in consultation with parents / guardians / student / teacher) may include, but is not limited to: suspension, performance contract, involvement of the guidance counsellor, area specialist, or other such action that is deemed appropriate.

Absentees:

The following are acceptable reasons for being absent from classes:

1. Illness,
2. Compassionate leave or celebrations related to immediate family,
3. Medically related reasons,
4. School representative at an outside school event.

In order to ensure safety of students at all times during school operational days, we request that if your son or daughter is sick or has a medical appointment, please phone the school in the morning to report the absence, or leave a message, including the reason for the absence on our answering machine. If we have not heard from you or your parents / guardians, we will phone you to check on absences. Parents / Guardians, please assist us by always phoning when you know your child will be absent from school. Chronic absenteeism will result in a letter home and/or a parent/guardian conference.

LATES

3-LATES: Teacher detention and conduct report to the appropriate administrator.

5-LATES: Conduct report to the appropriate administrator upon submission of the conduct report and the student will be subject to progressive discipline.

On or about the fifth late, a referral, specifying the date of the absences shall be sent to the appropriate administrator. If student attendance and tardiness continues to deteriorate, the school has the right to contact the parents / guardians and issue attendance contracts, withdrawal notices, and exemption notices. Administrative action (in consultation with parents / guardian / student / teacher) may include, but

is not limited to: suspension, a performance contract, involvement of the guidance counsellor, area specialist, or other such action that is deemed to be appropriate.

8-LATES: Conduct report to the appropriate administrator upon submission of the conduct report progressive discipline will be initiated by the administrator.

*Progressive discipline could mean detention, suspension, or expulsion.

Lates:

It is extremely important for all students to be on time for all classes. If a student arrives late to school, he / she must report to the office to receive a late slip before being admitted to class. If lateness becomes a problem and interferes with student learning, then an action plan involving a parent / guardian conference will be held. Chronic lates will result in a letter home and / or a parent / guardian conference.

“Every Class, Every Day”

Our focus is on student achievement. The research is clear: students cannot succeed if they are not in class. We place a high priority on attendance. Poor attendance during high school impacts future career choices.

To report a student absence, the parent / guardian is requested to phone our Attendance Line at (905 477-4999) or e-mail (attendance@jaddisonschool.com). Upon the student's return to school, a note should be provided explaining the absence. Students who attend IELTS tests, driver's tests, medical appointments, SAT tests, or any other such appointment must submit written documentation upon returning to school to the MAIN OFFICE. Failure to submit proper documentation will result in an unexcused absence and can result in a zero grade for any missed test or assignment.

STUDY HALL / FOCUS FOR SUCCESS (FFS)

Students are expected to attend all scheduled classes and school activities (such as assemblies) and be at school in proper uniform. Failure to be in school during scheduled classes will be considered “skipping.”

VACATIONS

We do not encourage vacations during the regular academic term, especially during the examination time. Families and students are encouraged to book their vacations during school break (e.g. winter break). If family vacations are planned during the school year, students must complete an '*Extended Vacation Leave*' form available at the Main Office at least 2 weeks prior to their scheduled vacation date. Students will be responsible for completing their missed **summative evaluations or examinations**, assignments, assessments, and evaluations during such unscheduled vacations.

CAFETERIA USE AND LUNCH ACTIVITIES

All High School students must participate in the school lunch program. Allergies and food restrictions must be reported to the Front Office. The school cafeteria is available during the lunch hours and during the designated break times. **No food will be served / sold after the start of the first class and 10 minutes before the end of the lunch period. The cafeteria must be vacated before the beginning of the first period. Students are expected to maintain order during the entire lunch period. No outside food is allowed in the Cafeteria. Students are required to remain in full and proper uniform while in the cafeteria during the lunch periods.**

Everyone has the right to eat in a clean, pleasant, and safe environment. All food and drinks must be consumed in the Cafeteria and the school eating area. No glass bottles are permitted. All students are personally responsible for removing their garbage from the Cafeteria tables and dispose food waste into the available disposable containers. Please do not litter on the Cafeteria floor. If students have allergies, caution and good sense should be used before buying or consuming foods sold in the cafeteria.

INAPPROPRIATE PUBLIC DISPLAYS OF AFFECTION

Inappropriate student public displays of affection may result in disciplinary action, including suspension.

SCHOOL UNIFORM

Students who enroll at J. Addison School do so with a full awareness of the uniform expectations and agree to abide by the uniform dress code.

The school uniform has been supported by both parents /guardians and the management of the school. Therefore, it is expected that students enrolled in J. Addison School implicitly agree to abide by the School Uniform Policy.

At J. Addison School we believe that the uniform is a means of creating a distinct identity for the school.

The uniform is intended to reduce competition in fashion, minimize clothing costs and equalize the economic playing field for our students and their families. It is the official policy of J. Addison School that all students enrolled in the School wear the school uniform during the school day. *The school day is inclusive of arriving to school, leaving school and riding the bus home.*

Students who do not follow the School Uniform Policy will be subject to disciplinary action. Please note add-ons to current uniform, or different, unacceptable clothing, excessive jewellery, or unnatural hair colours and styles are not acceptable during the school hours. Accommodations for religious purposes may be discussed with our school administrators.

Students are also required to be in full and proper uniform during school field trips unless arrangements have been previously made with Administration.

"Civies Day" clothing that is revealing and / or that contains obscene / rude images or slogans is not allowed. Any disagreement about clothing that cannot be settled amicably will be referred to the School Administration for a final decision.

Uniform Maintenance:

- Students are responsible for cleaning and washing their uniforms during the weekend, and must wear clean clothes during the school hours.
- Students must keep their uniforms in good repair and must replace any torn, frayed, stained or damaged uniform items.
- Students who outgrow their uniform will be required to purchase new uniform items of appropriate size.
- It is the student's responsibility to have their pants hemmed, if needed.
- No tailoring is permitted that would change the style or appearance of any uniform items.

Hats:

- No hats of any kind are permitted to be worn during school hours, including on casual days. The School has the right to confiscate student hats, if students fail to follow this direction. Exceptions may be made for religious headwear.

School Uniform Information for girls and boys from Grades 9 – 12

Pieces provided by the School

Girls:

- Vest (1)
- Tie (1)
- Kilt (1)
- Pair of Dress Pants (1)
- Polo Shirt (1)
- Cardigan (1)

Boys:

- Vest (1)
- Tie (1)
- Pair of Dress Pants (2)
- Polo Shirt (1)
- Cardigan (1)

Pieces that students are required to purchase on their own and their recommended quantities

Girls:

- White Blouse (5 pcs)
- Navy or Black Knee Socks (5 pairs)
- Black Shoes (1 pair)
- Indoor Non-marking Gym Shoes (1 pair)

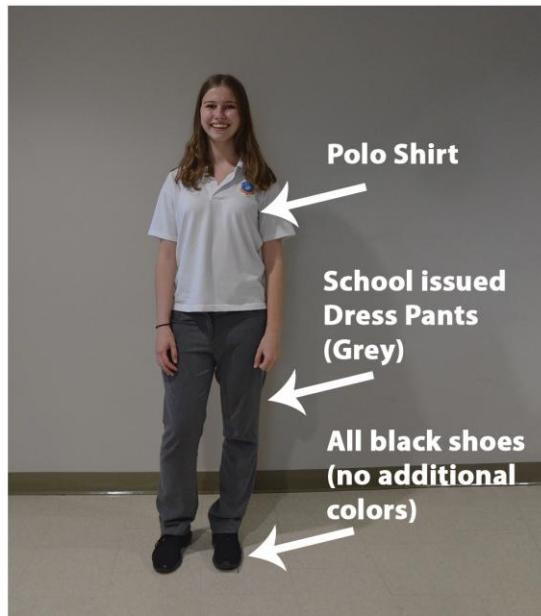
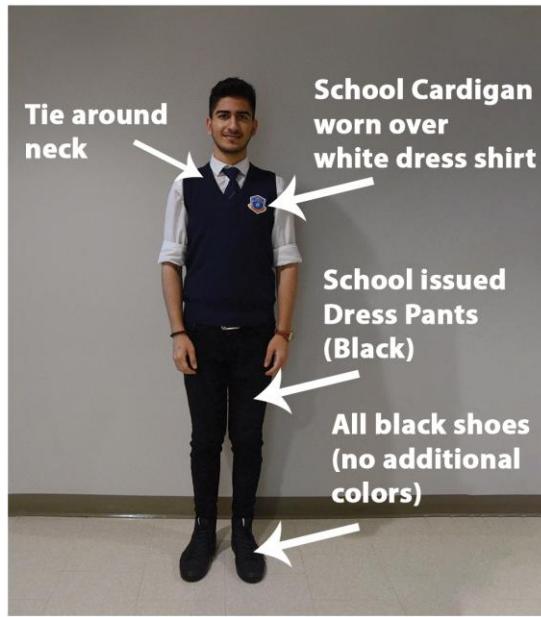
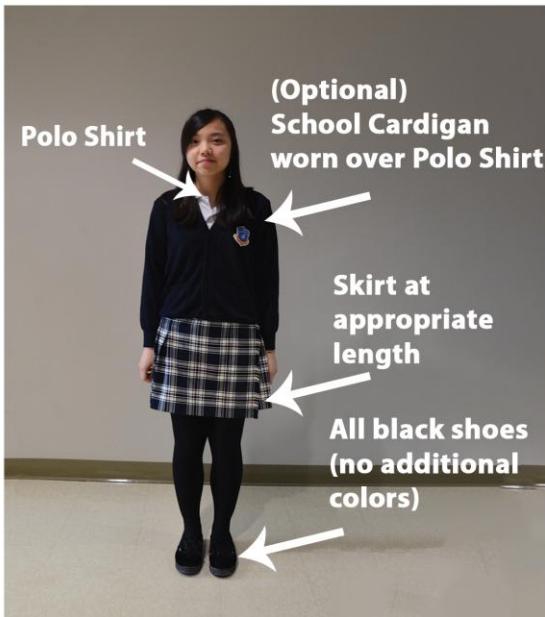
Boys:

- White Dress Shirt (5 pcs)
- Dark Socks (5 pairs)
- Black Shoes (1 pair)
- Indoor Non-marking Gym Shoes (1 pair)

First year students MUST pay a uniform fee; returning students are responsible for purchasing any additional pieces. Our school may provide assistance with additional purchases.



Proper JAS Uniform



***Dress pants** are pants that are provided by the school or pants that are intended as formal or semi-formal wear and are made of either wool or polyester. "Slacks" are not considered "Dress pants". (Denim Jeans, Khakis, Chinos, Track pants of any colour are not part of the School Uniform).



INCLEMENT WEATHER PROTOCOL

J. Addison provides an important public service to our staff and students. Any closure has a significant impact on the school community. Most cannot arrange alternate child care when schools are closed unexpectedly. In view of this, the School will not be closed due to snow or other weather conditions unless conditions reach the level of civic emergency (a very rare occurrence) or there is damage or other circumstances (e.g. power outage) at J. Addison School that makes it impossible to operate safely.

During snow days, it is common for police and other authorities to advise citizens to avoid unnecessary travel. These advisories do not constitute direction to close public facilities and should not be interpreted as school closure.

Staff, students and parents / guardians should assume that schools will be open. Should it become necessary to close the School, that decision will be made as early as possible, and no later than 6:30 AM in the morning. Closures will be announced via email as directed by the Principal. Elementary parents / guardians will be notified by email by the school secretary. This will also be shown on our school website: jaddisonschool.com. The Inclement Weather Protocol is for all students (K-12) and dorm students report to class unless it is a civil emergency. However, it is understood that some students travel to school in ways that may not be possible to travel safely on a snow day. Therefore, no student will be penalized for lack of attendance. Student and staff safety is the first priority for the School.

Parents / Guardians are responsible for their children's safe travel to School on a snow day. If, for any reason, a parent / guardian feels that a child cannot travel safely to school, they should make other arrangements. School will be kept open to provide the option of attendance for all, but the decision to attend the School is the responsibility of each family.

Similarly, staff attendance is expected on snow days. However, teachers and staff should exercise caution when they travel to School. They should travel when weather conditions improve. For example, if at 8 AM driving conditions are hazardous due to snow, but at 11 AM the conditions have improved for safe driving, teachers and staff must report for work at the School.

USE OF VIDEO SURVEILLANCE EQUIPMENT POLICY

In keeping with the J. Addison's mandate and commitment to maintain safe and secure learning environments for students, staff and community members, video surveillance cameras are installed and in use throughout J. Addison's premises and use of video surveillance signs are posted at school entrances. Use of these cameras is compliant with Municipal Freedom of Information and Protection of Privacy Act.

ACCIDENTS

If you are injured while at school or in conjunction with any school activity, please contact the school office immediately, so that we can assist and take appropriate action. If you are unable to contact the office, have someone do so on your behalf. School staff will interview you and the supervising staff, as to the nature and cause of the injury and will subsequently fill out an Incident Report Form.

ANNOUNCEMENTS

Announcements will be made during opening exercises. If you wish to make an announcement, you must get the approval of a staff member. Only announcements completed and signed by a staff member will be read. If you wish to post an announcement or notice, you must get the signed approval of a School Administrator.

CELL PHONES / ELECTRONICS / TECHNOLOGY POLICY

- BRING YOUR OWN DEVICE (BYOD)

J. Addison School supports the use of personal electronic devices (Laptops, Tablets, etc.) as aids to classroom instruction. With this policy comes the expectation of student responsibility for the proper use of their own devices. For example, according to the Safe Schools Act, photographs cannot be taken without consent of the individual being photographed.

However, **cellphones are banned in Ontario classrooms during instructional time.** Students are allowed their cell phones before classes start, on breaks and at lunch. During class time, they are to put their cell phones in the designated pockets provided in each classroom (exceptions will be made for when teachers want to use cellphones as part of their lesson, for medical reasons, and for students with special needs). If any students need to call home, they may use the office phone.

- CELL PHONES AND OTHER TECHNOLOGY

The use of cell phones and other personal technology is restricted to the cafeteria, hallways, and common areas. Students in possession of cell phones must keep them turned off and unseen while in class, unless approved by the teacher for educational purposes. Cell phones are not allowed at school assemblies. If a cell phone is seen or heard within the classroom, assemblies, the student and their cell phone will be confiscated and / or sent to the office. A phone may also be confiscated by the Principal / Vice Principal if it is believed they are being used inappropriately (i.e. filming or taking photos). Confiscated phones will remain in the office. Arrangements must be made for a parent to pick up the phone at the school. Parents and students are reminded that the school is NOT responsible for lost or stolen items, and strongly encourage students to leave their cell phones and other electronic devices at home.

COMPUTER ACCEPTABLE USE POLICY

Security

- You accept responsibility for any misuse of your account, regardless of who used it. Therefore, you MUST keep your password secret.
- You will use only your own account. Any student who attempts to access any system using someone else's password will be seriously dealt with as required by School policies and the Criminal Code.
- You will not use any school system to attempt to gain unauthorized access to information resources.

General Computer Use

- You will ensure that your account is used only for educational purposes that reflect values that relate to classroom projects as directed by your teacher.
- You will not attempt to install any software or games on school systems, nor make any changes to a computer's setup or operating system.
- You will not do anything that can interfere with the functioning of systems or networks within the school or accessed through the school systems.
- You will print only what is required and not waste paper, ink, or other resources.

Use of the Internet

- You will use the Internet for valid educational purposes. Aimless "surfing" and use of chat lines are not allowed. You understand that all your activities on the Internet are logged and may be monitored at any time. Your username, the date and time, the workstation used, and the sites and files accessed are all recorded in our log files.
- J. Addison has no control over material available through the Internet. While there are many educational sites of great value, there are also sites that contain material inappropriate to any school setting. You will use discretion and avoid areas that contain inappropriate material.

You will ensure that your account is not used for:

1. The gathering or distribution of any material which is offensive, obscene, racist, pornographic, malicious or slanderous.

2. Any activity that may be considered unethical, immoral or illegal.
3. Any activity which is for private commercial gain.
4. You will assume any message you send could be read by anyone.

Therefore, you will not share personal information (addresses, phone numbers, credit card numbers...) over the Internet. Never send a message you would not want to see printed in a newspaper.

- You will respect all applicable Federal, Provincial and Municipal laws, including the Criminal Code and the Copyright Act.
- You will not download any programs or large files unless specifically asked to do so by a teacher.

DRIVING AND PARKING

Student parking is limited due to the large number of teachers and staff working at the School. Students who wish to use the parking space may do so by obtaining a parking permit from the Main Office at a nominal fee. Students should be aware that the possession of a parking permit is not attributed to designated parking signs, such as those marked for Visitors, Disability, Time Limited and other Reserved signs. Moreover, the implementation of parking permits should be placed in the vehicle where it is visible from the outside. Equally as important, permits are not transferable nor to be used with other vehicles. In the event, if there is a change of vehicle or circumstance, notification will need to be made to the attention of the school. Students who engage in unsafe or inappropriate driving practices will be banned from parking on school property. Students are not to sit in their vehicles on the school property. The speed limit in the parking lot is 10 km/h.

Cars must be operated on School property in a safe and responsible manner at all times to ensure the safety of other drivers, passengers and pedestrians. Traffic signs must be obeyed and blocking the Fire Route is not allowed.

Careless or reckless driving, operating or gathering around the vehicle (other than for rides to and from school) will result in the loss of parking privileges, forfeiture of the parking fee, possible suspension, and possible police involvement under the Highway Traffic Act.

Unauthorized cars or cars illegally parked will be tagged and / or towed at the owner's expense by the City of Markham.

Bicycle racks are available and do not require parking permits. Bicycles left overnight for lengthy periods will be removed at the discretion of the school management.

EXTORTION, ROBBERY AND THEFT

Any form of stealing is illegal and strictly prohibited. Students who are involved in extortion (using force, threat or intimidation to obtain money or property), theft (stealing), or robbery (stealing by using or threatening to use force or violence) of any kind, will be immediately reported to the School Administrator, the Board and Police.

EMERGENCY PROCEDURES

Procedures are in place to deal with emergencies pertaining to fire, weather, medical concerns, physical endangerment of students and unauthorized visitors to the school. Should an emergency require the evacuation of the school every attempt will be made to have students removed immediately to a safe location and parents will be notified after the safety of the students is assured. Parents can assist the school with safety issues by helping the school enforce its uniform policy and by encouraging their children not to bring guests to the school.

EMERGENCY CODES AND RESPONSES:

Students are encouraged to review the 'Emergency Codes and Responses' chart posted in every classroom. In the event of a school emergency, students must follow the direction of the School Administrator.

FIRE DRILLS / FIRE ALARMS, LOCKDOWN, BOMB THREAT

Fire Drills / Fire Alarms

Fire drills are carried out regularly during the school year. All students are required to participate in these emergency procedures. Students are required to cooperate fully with all school staff. Students are required to remain with their class and follow the instructions of their teacher. It is a criminal offence to tamper with fire alarms or fire alarm equipment.

Staff and students must move quickly, quietly, and in an orderly fashion to the closest fire exit as per the fire exit direction displayed in each room. If your designated exit is unusable, use the closest alternative exit. All windows and doors must be locked. Once outside, students and staff are to stand 30 meters away from the building in a designated location and must not return inside the school until advised to do so. Students are to remain with their teachers so that attendance can be verified. All fire routes must be free to access by fire personnel. The fire alarm system must only be activated to report a fire. **False alarms are illegal; those who cause a false alarm will be charged for fees issued by the fire department in addition to a \$250 administration fee; they may also be prosecuted.** Educational Assistants and teachers will provide assistance to designated staff and special needs students with physical disabilities and limited mobility to proceed to the designated safety areas.

Lockdown

The purpose of this procedure is to safely confine all students and staff from the danger of intruders and to maintain a calm atmosphere during a violent incident. A lock down will be initiated by the Principal or the Principal's Designate. Students are required to cooperate fully with all school staff. Students are required to remain with their class and follow the instructions of their teacher.

Hold and Secure

This procedure will be used when the school must be secured due to an ongoing situation outside and not related to the school (e.g. a bank robbery nearby). In this situation, the school continues to function normally, with the exterior doors remaining locked until such time the situation near the school is resolved and no one will be allowed to enter or exit.

Shelter in Place

The procedure will be used for an environmental or weather-related situation, when it is necessary to keep all occupants within the school to protect them from the external hazard. Examples may include chemical spills, blackouts, explosions or extreme weather conditions.

Bomb Threat

Any conveyance of a message that is designed to warn and / or alarm people to a potential detonation of an explosive or incendiary device to cause damage, death, or injuries, whether or not such a device actually exists is considered a bomb threat.

The principal along with guidance from the police will decide if visual scanning and evacuation are required when a bomb threat is received since this poses a threat to school safety.

Bomb Threat Protocol for JAS Staff

Intent

J. Addison School is dedicated to ensuring the health, safety and security of all staff and students. When a bomb threat is received, this poses a threat to school safety.

The following is a summarized procedure which has been devised to facilitate actions needed should the school receive a bomb threat either via:

- a report (verbal or written) of the presence of a bomb from an outside source
- a report (verbal or written) of the presence of a bomb by a staff member or student
- a suspicious package, item or something out of the ordinary is found or is reported to school personnel

Communication:

When a bomb threat is received, the Principal must be notified immediately. During a threat to school safety, it is the Principal's responsibility to inform all relevant groups. The Principal or designate will contact the Police in every incident of a Bomb Threat. Once the police are contacted, we will follow their instructions on how to proceed.

Initial Assessment:

Decisions regarding visual scans and evacuation are made after an assessment of known information and consultation with the Police. Decisions are continually re-evaluated throughout a Bomb Threat incident.

Visual Scans: As part of the initial assessment, the Principal upon consulting with the Police may decide that a safe visual scan of the school and/or classroom for suspicious devices or packages should be conducted. If a visual scan is to be conducted by staff, the Principal and/or designate will make an announcement. Under no circumstances should a staff member conducting a visual scan touch a suspicious device or package.

Evacuation: The decision to evacuate will be made only after careful consideration of the risks. In exigent circumstances, the Principal will initiate evacuation prior to contacting the Police. In non-exigent circumstances, the Principal will contact the Police. Where a decision to evacuate has been made, the following guidelines should be followed (similar to fire alarm evacuations):

1. The Principal and/or designate will make a P.A. announcement. "We are initiating a controlled evacuation code BLUE. Please evacuate the building."
2. Students/staff should proceed, as quickly as possible, to the designated meeting spot for headcount purposes and taking personal belongings that are in their immediate reach.
3. Staff are to take a visual scan of their area (for no more than 1-2 minutes) and note any suspicious packages as they proceed to evacuate themselves and all students in their area. Suspicious packages are to be reported to the principal immediately. All cell phones/devices need to be turned off.

Re-entry and Communication: When the Principal or designate determines or receives information from the Police or Emergency Medical Services that it is safe to re-enter the building, the bomb threat will be lifted and staff and students will be guided back into the school.

Communication updates will be provided by the principal via the means deemed appropriate (PA, letter, etc.).

FIELD TRIPS AND EXCURSIONS

J. Addison School recognizes that well-organized, well-planned field trips related to curriculum provide a significant educational enhancement to learning. All field trips must provide equity of access, and strive to ensure the safety and security of all participants.

The *Field Trips policy* and its related procedures address the goal of enhancing student learning by providing exposure to learning beyond the classroom. (Guidelines for field trips can be found in our teacher handbook).

A user fee is usually assigned to subsidize the cost of student transportation. Students are responsible to complete all their assignments and tests while they are away on their field trips and excursions. Parental / guardian consent forms must accompany each trip or excursion for each student. In all situations, school rules will be in effect, especially the Safety Policy during the field trips and excursions. **The uniform dress code will remain in effect unless other arrangements have been made with the administration. Students who arrive to school without the proper uniform will not be permitted to participate on the trip and will not be entitled for any trip fee refund.** Only students who have demonstrated responsibility in the past will be allowed to take part in field trips.

FORGERY AND FRAUD

Forgery is falsely making or changing a written paper or signing someone else's name. Fraud is the falsification of identification or some other documentation. All false representation by act, word, conduct that is intended to deceive, making false allegations, or concealment of what should have been disclosed, is considered fraudulent. Parents / guardians are required to sign and date all notes to the school. The administration and or the school staff may contact parents / guardians to verify the authenticity or validity of a parent / guardian note. A student who is involved in forgery (signing a note or submitting a note to the school) will face disciplinary action.

GAMBLING

Gambling is strictly prohibited on the school property. Students may play cards only for their enjoyment during their off hours. Gambling for money or other valuables will result in expulsion. Card playing in classes is strictly prohibited.

HARASSMENT - SEXUAL, RACIAL, ETHNO-CULTURAL

Harassment of any form involves the intent to incite bias or hatred against a person or group of people. It is not tolerated in the school; **it is illegal**. The perpetrator may be charged with criminal offence, if the victim(s) feels of being: tormented, troubled, worried continually, chronically plagued, bedeviled or badgered.

Making a frivolous / vexatious harassment complaint, one that is false, unreasonable, or malicious is also a serious matter and may also result in discipline.

Any form of **sexual assault**, touching (sexual nature) without the consent of the person touched or, in instances where consent is impaired, negated, or irrelevant may be suspended with recommendation for expulsion and the police may be notified.

HEALTH CONCERNS, MEDICATIONS AND ANAPHYLAXIS

Parents / guardians must inform the school of any health concerns, conditions, and allergies that may affect student learning and development to generate regular medical alerts. Students and parents / guardians should note that the school staff cannot administer any medication including Aspirin and cough medicines. **If a student must take medication during the school day, parents / guardians must inform the school in writing, and the medication that must be taken, to the Main Office. Students who become ill during the school day must report to the Main Office. An administrator will contact a parent / guardian prior to granting permission to leave the school.**

Anaphylaxis is an extremely serious systemic allergic reaction that engages two or more of the body systems: the gastrointestinal tract, the respiratory tract, the skin, and the cardiovascular system. It may result in circulatory collapse, shock, and may sometimes be life threatening or fatal. **Parents / guardians with children who have this type of allergic reaction are required to indicate this on the school registration form, ensure all school medical forms are up to date, and provide the school with an extra epi-pen that will be stored in the Main Office. These students must also carry their epi-pens with them at all times.** Because of the variety of allergens and the number of students in the school, the student and parents/guardians must determine whether it is safe to buy food from the school cafeteria. Our school and school board cannot guarantee an allergen free environment.

INCENDIARY DEVICES

Possession or threatening to use a device that may cause a fire (lighter, firecrackers, etc.) may result in jeopardizing the safety of the entire school community. All such items are strictly prohibited. Students may be subject to suspension and/or expulsion and may be reported to the police.

LOCKS AND LOCKERS

Lockers are school property for student use. Each student is **assigned a specific locker** for the year. It is the responsibility of the students to use their lockers in a prudent way. Locker use is only permitted before and after class and not during class. **The school has the right to search the lockers under suspicious circumstances.** Drawing graffiti or displaying offensive material inside or outside of the lockers is strictly prohibited. Students will be held financially accountable for any damages they cause to their lockers.

LOST AND FOUND

Items found in the School building will be held in the Main Office until claimed. Items of high value will be kept for one day in the Main Office and then turned over to the Office of the Principal. All found items should be brought to the Main Office immediately or deposited in the Lost and Found box. Lost articles may be claimed during lunch hour or at the beginning or end of the school day. **The school is not responsible for lost items. It is strongly recommended that students do not bring valuable personal or electronic items to school. P.A. announcements will not be made when items are lost. **Retrieval fees may apply****

PORNOGRAPHY

Accessing or possessing pornography is strictly prohibited. Students who are investigating the topic for a course assignment must collaborate with the course teacher to ensure this is done in an ethical manner.

POSTING OF FLYERS

Students must obtain permission from an administrator before posting any advertisements on School property. Flyers that do not have approval will be removed. Distribution or posting of community flyers or advertisements is not allowed.

J. ADDISON SCHOOL SMOKING POLICY

SMOKE-FREE ONTARIO ACT

Smoking is prohibited in public schools and private schools, including school properties. In the Province of Ontario it is illegal for anyone under the age of 19 to purchase, distribute or use tobacco products. Smoking within a building is a major fire hazard and risks the life of other residents in the building.

Students who violate this policy will face disciplinary actions, such as, suspension and/or dismissal from the school. The school is not responsible for students who are found smoking off campus, especially if questioned or charged by local police and public health officials.

Students who are found smoking, using chewing tobacco, electronic cigarettes or vapour products may face a fine from Tobacco Enforcement. Students are not allowed to gather at the end of the path across the street from the school. Such gatherings have resulted in litter, a lessening of school community relationships, and an increase in behavior contrary to the Code of Conduct.

Enforcement

Local public health units will carry out inspections and investigate complaints in schools in order to enforce the act.

Penalties

- There is no maximum corporate fine listed for contravention of this section, meaning the fine amount would be left up to a justice of the peace. An individual could be subject to a maximum fine of \$5,000.
- If you are 16 years or older and break the law, you can be fined. If you are 12 to 15 years old, you can be served a summons to attend court with your parent(s) / guardian(s).
- The *minimum* fine is \$305 for smoking on a school property. Repeat offences result in higher fines.

International Students with student visas who are caught smoking by enforcement agents also risk losing their study visas.

Smokers are encouraged to seek counselling from the School where a "Stop Smoking" program can be offered to assist students who wish to quit smoking.

Smoking is the number one cause of death and disease in Ontario. It kills 13,000 people every year.

We strongly encourage students and parents / guardians who apply to J. Addison to carefully read our non-smoking policy to prevent suspension, expulsion, and legal consequences.

TEXTBOOKS

All textbooks are provided on loan. Students are required to sign out the textbook with Office Staff with information logged in our library database. If a book that is assigned to a student is lost or damaged, the student will be required to pay to have it replaced. Students must keep the receipt when paying for a lost textbook. In the event the textbook is recovered, the receipt is required before any refund will be issued.

VANDALISM

Vandalism, including defacing or destroying property, is a serious and possibly a criminal offence. All school property, including items that are on loan to students (lockers, textbooks, etc.) must not be damaged. **Vandals may be prosecuted and may be required to pay restitution for damages or replacement.**

VIDEO PRODUCTIONS

Any videos, films, pictures, or any other material produced for the school will remain the property of J. Addison School. Prior approval is required from the Principal's office before initiating any video, audio and photographic session.

WIFI VOUCHERS

All day students will receive one wifi voucher for use on one device while they are attending day school. Dorm students will be provided with two wifi vouchers valid for the duration of their program. Additional wifi vouchers are available for purchase.

COURSE PREREQUISITES AND DESCRIPTIONS

POLICIES AND PROCEDURES RELATING TO COURSE SELECTION AND CHANGES

The course timetable is constructed based on student/parent course selections in the spring. It is sometimes impossible to accommodate course or level change requests once the School Master Course Schedule has been finalized. The Master schedule includes the number of assigned classes, the number of courses offered, and the number of teachers required. The Schedule also requires precise planning, and it is a time consuming process. Course or level changes can only be granted under one of the following conditions:

- Prior to the end of the current school year provided that there is room in the proposed new course schedule.
- After the beginning of a new semester and up to the second Wednesday of the appropriate semester and if there is a valid educational or career transformation need for the change and provided that there is room in the new course batch.
- Changes to optional courses will not be considered after the start of the new semester.
- Request for change of teachers will not be approved.

NEW CURRICULUM CHANGES

Financial Literacy Graduation Requirement and Standardizing Use of Grade 9 EQAO Assessment of Mathematics

Starting in September 2026, as part of their Grade 10 Mathematics course, students will be expected to complete a financial literacy graduation requirement developed by TVO, in collaboration with TFO, EQAO, and financial literacy experts. Students will be required to successfully complete this assessment by obtaining a mark of 70% or higher on the assessment component. Those who are unsuccessful will have another opportunity to attempt the assessment in their Grade 10 Mathematics course. Principals are required to ensure that students who are not successful on the second attempt have successfully demonstrated an understanding of the concepts or expectations that they did not previously achieve before being awarded the credit.

For schools that participate in the Grade 9 EQAO Assessment of Mathematics, starting September 2024, the ministry is also standardizing the practice currently used by many teachers of incorporating the results of the EQAO Grade 9 Assessment of Mathematics in the final evaluation of the Grade 9 math course, for at least 10% (up to 30%) of the final course mark.

These updates will help ensure that Ontario graduates have the knowledge and skills in numeracy to make informed financial decisions after high school.

Life Skills Consultations

To further support the ministry's modernization efforts, the ministry will be consulting key stakeholders in the fall, including parents, job creators and educators on what practical life skills students should learn in school to build a strong foundation that sets them up for success. This could include topics like "home economics", such as nutrition and food preparation, as well as first aid, and tactile activities, such as using hand tools, all of which can prove valuable throughout a student's lifespan.

These consultations are intended to inform changes that are part of our broader efforts to help students learn foundational life skills and prepare for a life beyond the classroom.

COURSES & PREREQUISITES LIST 2025-2026

Course ID	Grade	Course Title	Prerequisites
ARTS			
Dramatic Arts			
ADA1O	9	Drama	NONE
ADA2O	10	Drama	NONE
ADA3M	11	Drama	ADA1O or ADA2O
ADA4M	12	Drama	ADA3M
Media Arts			
ASM2O	10	Media Arts	NONE
ASM3M	11	Media Arts	ASM2O
ASM4M	12	Media Arts	ASM3M
Visual Arts			
AVI1O	9	Visual Arts	NONE
AVI2O	10	Visual Arts	NONE
AVI3M	11	Visual Arts	AVI1O or AVI2O
AVI4M	12	Visual Arts	AVI3M
BUSINESS STUDIES			
Accounting			
BAF3M	11	Financial Accounting Fundamentals	NONE
BAT4M	12	Financial Accounting Principles	BAF3M
International Business			
BBB4M	12	International Business Fundamentals	NONE
Entrepreneurship			
BEM1O	9	Building the Entrepreneurial Mindset	NONE
BEP2O	10	Launching and Leading a Business	NONE
BDP3O	11	Entrepreneurship: The Enterprising Person	NONE
Marketing			
BMI3C	11	Marketing: Goods, Services, Events	NONE
Business Leadership			
BOH4M	12	Business Leadership: Management Fundamentals	NONE
CANADIAN AND WORLD STUDIES			
Geography			
CGC1W	9	Exploring in Canadian Geography	NONE
CGG3O	11	Travel and Tourism: A Geographic Perspective	*Any C.E.H., CGC1D
CGW4U	12	World Issues	*Any C.E.H.
History			
CHC2D	10	Canadian History Since World War I	NONE
CHY4U	12	World History since the Fifteenth Century	*Any C.E.H.
Politics (Civics)			
CHV2O	10	Civics and Citizenship	NONE
Economics			
CIA4U	12	Analysing Current Economic Issues	*Any C.E.H.
COMPUTER STUDIES			
ICS3U	11	Introduction to Computer Science	NONE
ICS4U	12	Computer Science	ICS3U
ENGLISH			
ENL1W	9	English De-streamed	NONE
ENG2D	10	English	ENG1D or ENL1W
ENG3U	11	English	ENG2D
ENG4U	12	English	ENG3U
EWC4U	12	The Writer's Craft	ENG3U
OLC4O	12	Ontario Secondary School Literacy Course	# See notes below
ENGLISH AS A SECOND LANGUAGE (ESL)			
ESLAO	9	English as a Second Language, ESL Level 1	NONE
ESLBO	10	English as a Second Language, ESL Level 2	ESLAO
ESLCO	11	English as a Second Language, ESL Level 3	ESLBO
ESLDO	12	English as a Second Language, ESL Level 4	ESLCO
ESLEO	12	English as a Second Language, ESL Level 5	ESLDO

COURSES & PREREQUISITES LIST 2025-2026 Cont'd

Course ID	Grade	Course Title	Prerequisites
FRENCH AS A SECOND LANGUAGE			
FSF1D	9	Core French, Academic	600 hours of French instruction, or equivalent
FSF1O	9	Core French, Open	NONE
GUIDANCE AND CAREER EDUCATION			
GLC2O	10	Career Studies	NONE
HEALTH AND PHYSICAL EDUCATION			
PPL1O	9	Healthy Active Living Education	NONE
PPL2O	10	Healthy Active Living Education	NONE
PPL3O	11	Healthy Active Living Education	NONE
PPL4O	12	Healthy Active Living Education	NONE
PLF4M	12	Recreation and Healthy Active Living Leadership	Any Health & Phys. Ed. Course
PSK4U	12	Intro to Kinesiology	Any Grade 11 U/C Science or PPL3O,PLF4M,PPL4O
MATHEMATICS			
MTH1W	9	Mathematics grade 9, De-streamed	NONE
MPM2D	10	Principles of Mathematics	MPM1D or MTH1W
MCR3U	11	Functions	MPM2D
MCV4U	12	Calculus and Vectors	MHF4U
MDM4U	12	Mathematics of Data Management	MCR3U or MCF3M
MHF4U	12	Advanced Functions	MCR3U or MCT4C
SCIENCE			
Biology			
SBI3U	11	Biology	SNC2D
SBI4U	12	Biology	SBI3U
Chemistry			
SCH3U	11	Chemistry	SNC2D
SCH4U	12	Chemistry	SCH3U
Physics			
SPH3U	11	Physics	SNC2D
SPH4U	12	Physics	SPH3U
Science			
SNC1W	9	Science grade 9, De-streamed	NONE
SNC2D	10	Science	SNC1D or SNC1W
SOCIAL SCIENCES AND HUMANITIES			
HFN1O	9	Food and Nutrition	NONE
HFN2O	10	Food and Nutrition	NONE
HFC3M	11	Food and Culture	NONE
HSP3U	11	Introduction to Anthropology, Psychology, and Sociology	ENG2D or CHC2D
HFA4U	12	Nutrition and Health	*Any C.E.H.
HHS4U	12	Families in Canada	*Any C.E.H.
HNB4M	12	World of Fashion	*Any C.E.H.
HSB4U	12	Challenge and Change in Society	*Any C.E.H.
HSC4M	12	World Cultures	*Any C.E.H.
TECHNOLOGICAL EDUCATION			
TFJ1O	9	Hospitality and Tourism and the Skilled Trades	NONE
TEJ2O	10	Computer Technology	NONE
TFJ2O	10	Hospitality and Tourism and the Skilled Trades	NONE
TPJ3M	11	Health Care Technology	NONE
TGJ3M	11	Communications Technology	NONE
TGJ4M	12	Communications Technology	TGJ3M

*Any C.E.H. : Any University or University/College preparation course in Canadian and World Studies, English, or Social Science and Humanities.

Student 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.

Remarks:

1. Students must have the prerequisite listed (listed above) in order to be admitted into the course.
2. Course selection will be reviewed by Counsellors.
3. When there is insufficient demand for a course, it will not be offered and another selection will be required.
4. ESL placement will be determined by assessment.

COURSE DESCRIPTIONS

ARTS

DRAMATIC ARTS

Drama, Grade 9, Open ADA10

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyze drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them. **Prerequisite:** None

Drama, Grade 10, Open ADA20

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

Prerequisite: None

Drama, Grade 11, University/College Preparation ADA3M

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

Drama, Grade 12, University/College Preparation ADA4M

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

Prerequisite: Drama, Grade 11 University/College

MEDIA ARTS

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

Media Arts, Grade 11, University/College Preparation ASM3M

This course focuses on the development of media arts skills through the production of art works involving traditional and emerging technologies, tools, and techniques such as new media, computer animation, and web environments. Students will explore the evolution of media arts as an extension of traditional art forms, use the creative process to produce effective media art works, and critically analyse the unique characteristics of this art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Prerequisite: Media Arts, Grade 10, Open

Media Arts, Grade 12, University/College Preparation ASM4M

This course emphasizes the refinement of media arts skills through the creation of a thematic body of work by applying traditional and emerging technologies, tools, and techniques such as multimedia, computer animation, installation art, and performance art. Students will develop works that express their views on contemporary issues and will create portfolios suitable for use in either career or postsecondary education applications. Students will critically analyze the role of media artists in shaping audience perceptions of identity, culture, and community values.

Prerequisite: Media Arts, Grade 11, University/College Preparation

VISUAL ARTS

Visual Arts, Grade 9, Open AVI1O

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

Visual Arts, Grade 10, Open AVI2O

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

Visual Arts, Grade 11, University/College Preparation AVI3M

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

Visual Arts, Grade 12, University/College Preparation AVI4M

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

BUSINESS STUDIES

ACCOUNTING

Financial Accounting Fundamentals, Grade 11, University/College Preparation 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, University/College Preparation BAT4M

This course introduces students to advanced accounting principles that will prepare them for post-secondary 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

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

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. **Prerequisite:** None

ENTREPRENEURSHIP

Building the Entrepreneurial Mindset, Grade 9, Open BEM1O

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking. **Prerequisite:** None

Launching and Leading a Business, Grade 10, Open BEP2O

This course introduces students to the world of business and what is required to be successful, ethical, and responsible in today's economy. Students will develop the knowledge and skills needed to be an entrepreneur who knows how to respond to local and global market opportunities. Throughout the course, students will explore and understand the responsibility of managing different functions of a business. This includes accounting, marketing, information and communication technology, financial management, human resources, and production.

Prerequisite: None

Entrepreneurship: The Enterprising Person, Grade 11, Open BDP3O

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event.

Prerequisite: None

MARKETING

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

This course introduces the fundamental concepts of product marketing, which includes the marketing of goods, services, and events. Students will examine how trends, issues, global economic changes, and information technology influence consumer buying habits. Students will engage in marketing research, develop marketing strategies, and produce a marketing plan for a product of their choice. **Prerequisite:** None

BUSINESS LEADERSHIP

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

This course focuses on the development of leadership skills used in managing a successful business. Students will analyze the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized. **Prerequisite:** None

CANADIAN AND WORLD STUDIES

GEOGRAPHY

Exploring in Canadian Geography, Grade 9, De-streamed CGC1W

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

Prerequisite: None

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

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

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

Canadian and World Issues: A Geographic Analysis, Grade 12, University Preparation CGW4U

This course looks at the global challenge of creating a more sustainable and equitable world. Students will explore a range of issues involving environmental, economic, social, and geopolitical interrelationships, and will examine governmental policies related to these issues. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate these complex issues, including their impact on natural and human communities around the world.

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

HISTORY

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 individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, 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 identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

World History since the 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 assess societal progress or decline in world history.

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

POLITICS (CIVICS)

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 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

ECONOMICS

Analyzing Current Economic Issues, Grade 12, University Preparation CIA4U

This course examines current national and global economic trends and policies from diverse perspectives. Students will explore the impact of choices that individuals and institutions, including governments, make in responding to local, national, and global economic issues such as globalization, global economic inequalities, trade agreements, national debt, taxation, social spending, and consumer debt. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, investigation, develop informed opinions about current economic issues, and to help them make reasoned economic decisions.

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

COMPUTER STUDIES

Computer Science, Grade 11, University Preparation ICS3U

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of programs as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Computer Science, Grade 12, University Preparation ICS4U

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

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

ENGLISH

English, Grade 9, De-streamed ENL1W

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

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 analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or De-streamed

English, Grade 11, University Preparation ENG3U

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

The Writer's Craft, Grade 12, University Preparation EWC4U

This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; using a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers. **Prerequisite:** English, Grade 11, University Preparation

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

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

ENGLISH AS A SECOND LANGUAGE (ESL)*

English Language Program ESL - This course provides English language training for students arriving at **J. Addison School** with limited knowledge of English.

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

English as a Second Language ESL Level 3, Open ESLCO

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

English as a Second Language, ESL Level 4, Open ESLDO

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

Prerequisite: ESL Level 3 or Equivalent

English as a Second Language, ESL Level 5, Open ESLEO

This course provides students with the skills and strategies they need to transition to college and university preparation courses and other secondary school disciplines taught in the English language. 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

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 continue to develop language knowledge and skills 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 the skills necessary to become life-long language learners.

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

Core French, Grade 9, Open FSF1O

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning. **Prerequisite:** None

GUIDANCE AND CAREER EDUCATION

Career Studies, Grade 10, Open GLC2O

This course focuses on helping students make informed decisions about their future by exploring various career paths, post-secondary options, and personal finance management. Key aspects include: **Career Exploration:** Students will research different career fields, learn about current trends in the job market, and explore post-secondary pathways like apprenticeship, college, university, or the workplace. **Skills Development:** The course emphasizes developing transferable skills like critical thinking, research, communication, and problem-solving, which are valuable in any career path. **Goal Setting and Planning:** Students will learn to set goals, create a plan for their first year after secondary school, and develop strategies for smooth transitions during change. **Financial Literacy:** The course includes learning about personal finance management, including saving and borrowing tools, and developing a budget. **Prerequisite:** None

HEALTH AND PHYSICAL EDUCATION

Healthy Active Living Education, Grade 9, Open PPL1O

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal setting, communication, and social skills. **Prerequisite:** None

Healthy Active Living Education, Grade 10, Open PPL2O

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health. Students will also study issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices. **Prerequisite:** None

Healthy Active Living Education, Grade 11, Open PPL3O

This course focuses on the development of a healthy lifestyle and participation in a variety of enjoyable physical activities that have the potential to engage students' interest throughout their lives. Students will be encouraged to develop personal competence in a variety of movement skills and will be given opportunities to practice goal-setting, decision-making, social, and interpersonal skills. Students will also study the components of healthy relationships, reproductive health, mental health, and personal safety. **Prerequisite:** None

Healthy Active Living Education, Grade 12, Open PPL4O

This course focuses on the development of a personalized approach to healthy active living through participation in a variety of sports and recreational activities that have the potential to engage students' interest throughout their lives. Students will develop and implement personal physical fitness plans. In addition, they will be given opportunities to refine their decision-making, conflict-resolution, and interpersonal skills, with a view to enhancing their mental health and their relationships with others. **Prerequisite:** None

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

Introductory Kinesiology, Grade 12, University Preparation PSK4U

This course focuses on the study of human movement and of systems, factors, and principle involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. **Prerequisite:** Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

MATHEMATICS

Mathematics, Grade 9, De-streamed MTH1W

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking. **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 Grade 9, Academic or De-streamed

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 or Foundations of Mathematics, Grade 10, Applied

Calculus and Vectors, Grade 12, University Preparation MCV4U

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

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

Advanced Functions, Grade 12, University Preparation MHF4U

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

SCIENCE

BIOLOGY

Biology, Grade 11, University Preparation SBI3U

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. **Prerequisite:** Science, Grade 10, Academic

Biology, Grade 12, University Preparation SBI4U

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

CHEMISTRY

Chemistry, Grade 11, University Preparation SCH3U

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

Chemistry, Grade 12, University Preparation SCH4U

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

PHYSICS

Physics, Grade 11, University Preparation SPH3U

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. **Prerequisite:** Science, Gr.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 analyze, qualitatively and quantitatively, data related to a variety of physics-related 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

SCIENCE

Science, Grade 9, De-streamed SNC1W

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens. **Prerequisite:** None

Science, Grade 10, Academic SNC2D

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, 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, Gr. 9, Academic, Applied, or De-streamed

SOCIAL SCIENCES AND HUMANITIES

Food and Nutrition, Grade 9 or 10, Open HFN1O/2O

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition. **Prerequisite:** None

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

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. **Prerequisite:** None

Introduction to Anthropology, Psychology and Sociology, Grade 11 University Preparation HSP3U

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

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.

Families in Canada, Grade 12 University Preparation HHS4U

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

Prerequisite: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

World of Fashion, Grade 12 University/College Preparation HNB4M

This course gives students the opportunity to explore the world of fashion. Students will learn how to create a fashion product using various tools, techniques, and technologies while developing their practical skills. Students will learn about various factors that affect the global fashion industry, the needs of specialized markets, and the impact of fibre and fabric production and care. In addition, they will learn about social and historical influences on fashion. Students will apply research skills when investigating aspects of the fashion world. **Prerequisite:** Any Grade 11 or 12 university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

Challenge and Change in Society, Grade 12 University Preparation HSB4U

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change. **Prerequisite:** Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

World Cultures, Grade 12 University/College Preparation HSC4M

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

TECHNOLOGICAL EDUCATION

Hospitality and Tourism and the Skilled Trades, Grade 9, Open TFJ1O

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry. **Prerequisite:** None

Computer Technology, Grade 10, Open TEJ2O

This course provides students with a foundation in computer technology, including hardware, software, networking, and basic programming. Key aspects include: **Computer Systems:** Students will learn about computer hardware, operating systems, and application software, including assembling, repairing, and configuring computers. **Networking:** The course covers basic networking concepts and technologies. **Electronics and Robotics:** Students will explore basic electronics, build simple circuits, and learn to program microcontrollers to control devices. **Societal Issues:** The course also addresses environmental and societal issues related to technology, as well as career opportunities in the field. **Hands-on Experience:** Students will gain practical experience through hands-on activities like building and configuring computers, working with circuits, and writing code. **Prerequisite:** None

Hospitality and Tourism and the Skilled Trades, Grade 10, Open TFJ2O

This course provides students with opportunities to explore different areas of hospitality and tourism, as reflected in the various sectors of the tourism industry, with an emphasis on food service. Students will study culinary techniques of food handling and preparation, health and safety standards, the use of tools and equipment, the origins of foods, and event planning, and will learn about tourism attractions across Ontario. Students will develop an awareness of related environmental and societal issues, and will explore secondary and postsecondary pathways leading to careers in the tourism industry. **Prerequisite:** None

Health Care Technology, Grade 11, University/College Preparation TPJ3M

This course enables students to develop their understanding of basic health care procedures, including the safe use of appropriate instruments, equipment, and materials. Students will focus on health care fundamentals, including the anatomical features and physiology of the major body systems and the factors that affect homeostasis in the human body. Students will develop an awareness of health and safety issues in the health care field, analyse environmental and societal issues related to health care, and learn about professional practice standards and career opportunities in the field. **Prerequisite:** None

Communications Technology, Grade 11, University/College Preparation TGJ3M

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields. **Prerequisite:** None

Communications Technology, Grade 12, University/College Preparation TGJ4M

This course enables students to further develop media knowledge and skills while designing and producing projects in the areas of live, recorded, and graphic communications. Students may work in the areas of TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also expand their awareness of environmental and societal issues related to communications technology, and will investigate career opportunities and challenges in a rapidly changing technological environment. **Prerequisite:** Communications Technology, Gr.11, University/College Preparation

ADVANCED PLACEMENT (AP) COURSES

If you are ready to succeed in university, J. Addison offers Advanced Placement courses. Through AP's university-level courses and exams, students can earn university credits and advanced placement, stand out in the admission process and learn from some of the most skilled, dedicated and inspired teachers in the world.

AP courses can help you acquire the skills and habits you'll need to be successful in university. You'll improve your writing skills, sharpen your problem-solving abilities, and develop time management skills, discipline, and study habits.

Research shows that your AP experience can benefit you in several important ways when you reach university:

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- AP helps students qualify for scholarships - 31 percent of colleges and universities look at AP experience when determining scholarships.

J. Addison will be offering the following AP Courses:

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*Chemistry
*Computer Science
*Economics
*English
*Physics
*World History

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Course Outlines, Course Calendar,
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for more information.

(905) 477-4999

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