



ACADÉMIE
ST-LAURENT
ACADEMY

Académie St-Laurent Academy Inc.
www.St-LaurentAcademy.com
641 Sladen Ave., Ottawa, ON, K1K 2S8
613-842-8047



High School Handbook,
Course Calendar & Policies
2023-2024

Principal: Mr. Tim Mook Sang

641 Sladen Avenue, Ottawa, Ontario, K1K 2S8
613-842-8047

admin@st-laurentacademy.com

www.st-laurentacademy.com

Updated July 27, 2023

School Practices and Procedures	
Introduction	3
Philosophy and Goals	3-4
School Organization – Semestered	4
Reporting Periods – Report Cards & Progress Reports	4
Timetables	5-8
Student Responsibilities	9
Student Achievement Levels & Grades	9
Assessment of Learning Skills and Work Habits	9
Student Attendance	9-10
Code Of Conduct & Safe School Policy	10
Diploma and Certificates	
The Ontario Secondary School Diploma Requirements	10-11
The Ontario Secondary School Literacy Test	11
The Ontario Secondary School Literacy Course	11
Community Involvement	11-12
The Ontario Secondary School Certificate	12
The Certificate Of Accomplishment	12
Accommodations, Special Provisions, Deferrals and Exemptions	12
Waiving Prerequisites	12-13
Substitution For Compulsory Credit	13
Changing Course Types	14
Curriculum	
Definition of A Credit	14
Courses and Credits	14
Types of Courses Available	14-15
The Course Coding System	15-16
Course Offerings	16-28
Outlines of Courses of Study and Ministry Policy Documents	28
Experiential Learning Programs	28
Course Withdrawal & Course Changes	29
Prior Learning Assessment Recognition	29
ILC Day School Program	29-30
Environmental Education at St-Laurent Academy	30
Assessment & Evaluation	31-32
Student Evaluation and School Reports	
Student Evaluation and Final Summative	32
Examination Policy	33-33
Ontario Student Record	33
The Ontario Student Transcript	34
Supports and Resources	
Guidance and Career / Life Planning	34
Education Planning and Course Selection Process	35
Intervention Strategies, Supports and Programs	35
English Language Learners	35
Technology and Resource Center	35
Community Resources	36
Special Education	
Accommodations	36
Forms	
Field Trip Permission Form & OSR Acknowledgment Letter	37-38
Code of Conduct, Safe School, Policies and Procedures (continued)	39-69

School Practices and Procedures

Introduction

St-Laurent Academy is proud to offer a secondary education program. Students in Ontario are required to attend secondary school until they have obtained an Ontario Secondary School Diploma (OSSD) or reached the age of eighteen. More than being required, it is of the utmost importance for all students to strive to achieve an OSSD if they are able.

We support each of our students in a warm and empathetic environment. We employ a variety of teaching approaches to ensure that every style of learner is engaged to reach their academic potential. Among our varying approaches, students are exposed to experiential, project-based and traditional classroom learning to help them achieve their full potential and have a successful outcome.

St-Laurent Academy has an exemplary faculty who provides students with a positive and challenging learning environment. We are committed to:

- recognizing the uniqueness of each student and supporting his/her personal and academic needs;
- promoting the highest standards of academic excellence;
- developing students with strong skills in all areas of the curriculum;
- establishing in our students a sense of pride in their work;
- promoting environmental awareness and advocacy;
- fostering positive character development and citizenship; and
- encouraging our students to become lifelong learners.

This Course Calendar provides pertinent information about the secondary school program offered at St-Laurent Academy. Please review the following information and feel free to seek clarification by consulting with our principal.

Philosophy and Goals

The St-Laurent Academy community values the opportunity to provide students with a positive learning environment. Our school is one that is inclusive and celebrates diversity. We encourage success at all levels by focusing on the individual learning style and goals of each student. We challenge our students to be involved in the life of our school, and our staff model this expectation by being involved in all aspects of the school. Our goal is to educate the whole student as we blend lessons through our classroom experiences, field trips, and co-curricular and extracurricular activities. Our collegial approach to education invigorates us and creates an effective staff team who directly support the students. We seek an active partnership with parents and guardians to support learning. We are passionate about student learning. Fairness and compassion ensure that we treat everyone with the highest regard.

The vision at St-Laurent Academy revolves around the concept that we believe in taking care of ourselves, each other, and our school. We want to ensure that our school is a respectful and safe setting for all students to grow emotionally, socially and academically while pursuing a healthy lifestyle. We want our school to help students become responsible citizens engaged with their community, country and the world. We strive to be agents of hope, helping all students to learn, in a variety of ways, about becoming autonomous and resilient citizens. We help students form a strong foundation from which they are able to successfully pursue rewarding challenges and careers with the confidence and skills to be successful, lifelong learners.

School Organization – Semestered

The 2023-2024 school year will be divided into two Semesters. Semester 1 will run from September 5, 2023, to January 26, 2024. Semester 2 will run from January 29, 2024 to June 19, 2024. St-Laurent Academy has assigned 7 days for professional development, 3 of which are mandatory as outlined in the Policy/Program Memorandum 151. A total of 10 instructional days will be designated as examination days.

Reporting Periods – Report Cards & Progress Reports

There are two reporting periods per semester, one mid-term and one final. We will be using the Ontario Ministry of Education Report Card Template (addendum A and B). The Ontario Student Transcript (OST) will be updated with credits earned, and included with each semester's final report.

Regular communication with teachers ensures that student progress is monitored carefully. Communication may be initiated by students, parents, subject teachers or the principal. In our small classes, teachers will have daily communication with each student.

Timetable

Our school year is divided into two semesters. Sample schedules are below:



ACADÉMIE
ST-LAURENT
ACADEMY

Académie St-Laurent Academy Inc.
www.St-LaurentAcademy.com
641 Staden Ave., Ottawa, ON, K1K 2S8
613-842-8047

GRADE 9	Semester 1
P1: 8:20:00 AM	AMU1O - Music
P2: 9:00:00 AM	FSF1D - French
P3: 9:40:00 AM	Study Hall
P4: 10:20:00 AM	PPL1O - Healthy Active Living
P5: 11:00:00 AM	SNC1W - Science
P6: 11:40:00 AM	
P7: 12:20:00 PM	Lunch
P8: 1:00:00 PM	CGC1D - Geography
P9: 1:40:00 PM	
P10: 2:20:00 PM	MTH1W - Math
P11: 3:00:00 PM	BBI1O - Business
GRADE 9	Semester 2
P1: 8:20:00 AM	AMU1O - Music
P2: 9:00:00 AM	FSF1D - French
P3: 9:40:00 AM	Study Hall
P4: 10:20:00 AM	PPL1O - Healthy Active Living
P5: 11:00:00 AM	TGJ2O - Technology
P6: 11:40:00 AM	
P7: 12:20:00 PM	Lunch
P8: 1:00:00 PM	ENL1W - English
P9: 1:40:00 PM	
P10: 2:20:00 PM	MTH1W - Math
P11: 3:00:00 PM	BBI1O - Business



ACADÉMIE
ST-LAURENT
ACADEMY

Académie St-Laurent Academy Inc.
www.St-LaurentAcademy.com
641 Staden Ave., Ottawa, ON, K1K 2S8
613-842-8047

GRADE 10	Semester 1
P1: 8:20:00 AM	ASM20 - Media Arts
P2: 9:00:00 AM	MPM2D - Math
P3: 9:40:00 AM	Lunch
P4: 10:20:00 AM	PPL20 - Phys. Ed
P5: 11:00:00 AM	FSF2D - French
P6: 11:40:00 AM	SNC2D - Science
P7: 12:20:00 PM	
P8: 1:00:00 PM	ENG2D - English
P9: 1:40:00 PM	
P10: 2:20:00 PM	Study Hall
P11: 3:00:00 PM	BBI10 - Business
GRADE 10	Semester 2
P1: 8:20:00 AM	ASM20 - Media Arts
P2: 9:00:00 AM	MPM2D - Math
P3: 9:40:00 AM	Study Hall
P4: 10:20:00 AM	PPL20 - Phys. Ed.
P5: 11:00:00 AM	FSF2D - French
P6: 11:40:00 AM	Lunch
P7: 12:20:00 PM	CHV20 - Civics
P8: 1:00:00 PM	CHC2D - History
P9: 1:40:00 PM	
P10: 2:20:00 PM	GLC20 - Careers
P11: 3:00:00 PM	BBI10 - Business



ACADÉMIE
ST-LAURENT
ACADEMY

Académie St-Laurent Academy Inc.
www.St-LaurentAcademy.com
641 Staden Ave., Ottawa, ON, K1K 2S8
613-842-8047

GRADE 11	Semester 1
P1: 8:20:00 AM	HSP3U - Anthropology
P2: 9:00:00 AM	SCH3U - Chemistry
P3: 9:40:00 AM	
P4: 10:20:00 AM	MCR3U - Functions
P5: 11:00:00 AM	Lunch
P6: 11:40:00 AM	PPL3O - Phys. Ed.
P7: 12:20:00 PM	ENG3U - English
P8: 1:00:00 PM	
P9: 1:40:00 PM	Study Hall
P10: 2:20:00 PM	FSF3U - French
P11: 3:00:00 PM	SVN3M - Environmental Science
GRADE 11	Semester 2
P1: 8:20:00 AM	HSP3U - Anthropology
P2: 9:00:00 AM	SBI3U - Biology
P3: 9:40:00 AM	
P4: 10:20:00 AM	MCR3U - Functions
P5: 11:00:00 AM	Lunch
P6: 11:40:00 AM	PPL3O - Phys. Ed.
P7: 12:20:00 PM	Study Hall
P8: 1:00:00 PM	AVI3M - Visual Arts
P9: 1:40:00 PM	
P10: 2:20:00 PM	FSF3U - French
P11: 3:00:00 PM	SVN3M - Environmental Science



ACADÉMIE
ST-LAURENT
ACADEMY

Académie St-Laurent Academy Inc.
www.St-LaurentAcademy.com
641 Staden Ave., Ottawa, ON, K1K 2S8
613-842-8047

GRADE 12	Semester 1
P1: 8:20:00 AM	Study Hall
P2: 9:00:00 AM	SBI4U - Biology
P3: 9:40:00 AM	
P4: 10:20:00 AM	FSF4U - French
P5: 11:00:00 AM	Lunch
P6: 11:40:00 AM	MHF4U - Advanced Functions
P7: 12:20:00 PM	
P8: 1:00:00 PM	Study Hall
P9: 1:40:00 PM	ENG4U - English
P10: 2:20:00 PM	EWC4U - Writer's Craft
P11: 3:00:00 PM	Study Hall
GRADE 12	Semester 2
P1: 8:20:00 AM	Study Hall
P2: 9:00:00 AM	SCH4U - Chemistry
P3: 9:40:00 AM	
P4: 10:20:00 AM	FSF4U - French
P5: 11:00:00 AM	Lunch
P6: 11:40:00 AM	MCV4U - Calculus
P7: 12:20:00 PM	
P8: 1:00:00 PM	Study Hall
P9: 1:40:00 PM	ENG4U - English
P10: 2:20:00 PM	EWC4U - Writer's Craft
P11: 3:00:00 PM	Study Hall

Student Responsibilities

Students are responsible for coming to school on time and being prepared to learn. Students are asked to keep their personal belongings neat and tidy, and to respect rules and systems presented by their teachers. Students are expected to be honest and respectful in all communications with their teachers, other students, and all staff.

Student Achievement Levels & Grades

Percentage Range	Achievement Level
95-100	4+
87-94	4
80-80	4-
77-79	3+
73-76	3
70-72	3-
67-69	2+
63-66	2
60-62	2-
57-59	1+
53-56	1
50-52	1-
<50	Resubmit

Assessment of Learning Skills and Work Habits

The development of Learning Skills and Work Habits is an integral part of each student's learning. The key Learning Skills and Work Habits evaluated and reported on are responsibility, organization, independent work, collaboration, initiative and self-regulation. The development of Learning Skills and Work Habits needed to succeed in school and in life begins early in a student's schooling. We report on the achievement of curriculum expectations and on the demonstration of Learning Skills and Work Habits separately.

Student Attendance

St-Laurent Academy uses edsempi software in order to track and report on student attendance. Students are expected to attend school unless they are ill, or are otherwise unable. Bill 52 states that students must attend high school until they receive their OSSD, or reach the age of 18 years. Parents are required to call the office or email absent@st-laurentacademy.com to report their child's absence prior to the beginning of the school day. If a call is not made, parents will receive an automated call after the

school day begins, indicating the unexplained absence of the student. Students arriving late will be asked to sign-in at the office. For high school classes, the number of absences in each class will be indicated on the report card. Students absent for a considerable number of days may be required to complete extra tasks to ensure they have met the required 110 hours of planned learning activities and have completed assessments of learning that address all overall expectations for each course in which they may earn a credit. Students who are marked absent or late for a considerable number of days will also be required to have a meeting with their parents/guardians and the principal, may face suspension and, under extreme circumstances, the children's aid society may be notified for assistance. During the exam periods, secondary school students are not required to attend school on days for which they have no exams scheduled. On days for which they have exams scheduled, they are dismissed upon completion of the exam. Secondary school students will be dismissed upon the completion of field trips that are over three hours in length and also field trips that end after 2:00 PM. Students not attending overnight field trips will not have classes and should not attend school as supervision will not be available.

Code of Conduct & Safe School Policy

We strive to ensure that our school is a respectful, nurturing and safe place for all students to grow emotionally, socially and academically while pursuing a healthy lifestyle. We will help and encourage our students to make appropriate choices through the use of progressive and restorative discipline.

Respecting and celebrating diversity is at the core of everything we do at St-Laurent Academy. Whether embracing diverse ethnicity, diverse learning styles or diverse religious beliefs, we teach our students to respect and learn from each other's differences. Our curriculum is non-denominational. St-Laurent Academy is committed to providing a safe and healthy environment for all students, free of abuse (physical and emotional), discrimination and harassment.

The Code of Conduct and Safe School Policy are outlined in detail further on in this document.

Diploma and Certificates

All information in this section reflects the policy and program requirements set out in Ontario Schools, Kindergarten to Grade 12, 2016:
<https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf>

Ontario Secondary School Diploma Requirements

In order to obtain an OSSD, students are required to obtain 30 credits, successfully complete the Ontario Secondary School Literacy Test, complete 40 hours of community

involvement and complete 2 of their credits through e-learning. 18 of the 30 credits required for an OSSD are compulsory while the remaining 12 are optional. Students must earn the following compulsory credits:

<p>4 credits in English (1 credit per grade)</p> <ul style="list-style-type: none"> • The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English 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.
<p>3 credits in mathematics (at least 1 credit in Grade 11 or 12)</p>
<p>2 credits in science</p>
<p>1 credit in the arts</p> <ul style="list-style-type: none"> • The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.
<p>1 credit in Canadian geography (Grade 9)</p>
<p>1 credit in Canadian history (Grade 10)</p>
<p>1 credit in French as a second language</p> <ul style="list-style-type: none"> • Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.
<p>1 credit in health and physical education</p>
<p>0.5 credit in career studies</p>
<p>0.5 credit in civics</p>
<p>3 additional credits, consisting of 1 credit from each of the following groups:</p> <p>Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, First Nations, Métis, and Inuit Studies, social sciences and humanities, guidance and career education, cooperative education</p> <p>Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education</p> <p>Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education</p> <p><i>Note:</i> The following conditions apply to selections from the above three groups:</p> <ul style="list-style-type: none"> • A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3. • A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including Grade 9. Remedial assistance is made available for students who are not successful. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. Deferrals may be granted if a recommendation is provided by a teacher, that a student should not take the test as they have not demonstrated the ability to pass. Exemptions will only be provided if a student is not planning on obtaining an OSSD or when directed by the Ministry of Education.

The Ontario Secondary School Literacy Course (OSSLC)

Students can also meet this requirement through the Ontario Secondary School Literacy Course (OSSLC), but must have had at least two opportunities to take the test (at the principal's discretion, this may be reduced to one) and have been unsuccessful on the test at least once.

Community Involvement

Students must complete 40 hours of community involvement outside of normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years, but it is recommended that students aim to complete the hours in their first two years of high school. Our High School teachers will work with students individually to offer suggestions for meaningful community involvement. Students are required to track their community involvement hours on St-Laurent Academy's official recording Sheet. Please note that students may start to accumulate their community involvement hours beginning in July, prior to the start of their Grade 9 year. Please refer to the Community Involvement Guidelines booklet for our philosophy and a list of eligible activities.

E-Learning Requirement

All students who entered high school as of September 2020 are required to earn two (2) credits through online learning. For the purposes of Policy/Program Memorandum 167, *online learning courses* or *online learning credits*, previously known as "e-Learning" courses or credits, are courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for examinations and other final evaluations and/or access to internet connectivity, learning devices or other school-based supports.

This requirement can be waived if requested by a parent or guardian, or by the student if they are over 18 years of age. It should be noted that there are a number of benefits to completing online courses as we adapt to a society that has seen an increase in remote learning and work. Please contact the principal in order to discuss opting out of this requirement, and to request the opt out form.

Technological Education Graduation Requirement

Students are required to earn at least one credit from the Grade 9 or 10 courses in the Technological Education curriculum, which covers a broad range of sectors, including construction, transportation, manufacturing, computer technology, and communication. A compulsory credit in Technological Education is intended to give students hands-on experience and early exposure to skilled trades and build on the learning in the recently revised elementary Science and Technology curriculum.

Ontario Secondary School Certificate (OSSC)

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

Compulsory credits (total of 7)

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

Optional credits (total of 7)

- 7 credits selected by the student from available courses. The provisions for making substitutions for compulsory credits (Substitutions for Compulsory Credit) also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or OSSC, may be granted a Certificate of Accomplishment, which accompanies the Ontario Student Transcript.

Accommodations, Special Provisions, Deferrals and Exemptions

Students will receive accommodations as per IEPs. IEPs will be developed through collaboration between students, teachers, our head of resource and parents. In-school and out-of-school assessments will also be used. Students who have documentation may be exempted from applicable compulsory credits.

Waiving Prerequisites

Prerequisites may be waived under very special circumstances. In order for a prerequisite to be waived, a parent and/or student must submit a request in writing at least 28 days prior to the beginning of the course for which they want the prerequisite to be waived. The request must contain a reason for the waiver, which will be evaluated by both the principal and guidance department. If the reason is found to be reasonable, the student will undergo an assessment in which they must demonstrate, at minimum, a level of 2+ on all the overall expectations of the prerequisite credit being waived. Besides this general approach, the only exception that will be made is the waiving of the 600 hours of French instruction required to take FSF1D, which will be waived if a student can demonstrate 600 instructional hours in another Romance language.

Substitution For Compulsory Credit for an OSSD or OSSC

Under Ministry regulations, the principal may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credits, including Groups 1, 2 and 3. In order to maintain the integrity of the OSSD and OSSC, substitutions are unlikely to be granted unless a significant number of alternatives are explored and are not deemed viable.

Changing Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. 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, the Independent Learning Centre, or independent study. 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.

Curriculum

All information in this section, except for course descriptions which are taken from curricular documents, reflects the policy and program requirements set out in Ontario Schools, Kindergarten to Grade 12, 2016:

<https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf>

Definition of a Credit

Each credit course is a full term course unless otherwise stated and a credit will be awarded upon successful completion of the prescribed curriculum. Each course has been scheduled for a minimum of 110 hours, with the exception of the half credits in Grade 10 Career Studies and Grade 10 Civics and Citizenship which are scheduled for a minimum of 55 hours and carry the value of 0.5 credit.

Courses and Credits

Credit courses are delivered according to Ontario Ministry of Education Guidelines. Once a credit has been earned, an entry will be made on the Ontario Student Transcript (OST).

Types of Courses Available - Grade 9 & 10

Students in **Grades 9 & 10** will take their core courses (English, Mathematics, Science, French, Geography and History) in one of three levels – **applied, academic or locally developed**. All elective courses will be taken at the **open** level.

Academic Level: “D”: Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students’ knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Applied Level: “P”: Applied courses focus on the essential concepts of the discipline. Applied courses develop students’ knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications, as appropriate.

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

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

Types of Courses Available - Grade 11 & 12

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

University/College Courses: "M": Courses designed to prepare students for entrance to college and university programs following high school.

College Courses: "C": Courses designed to prepare students for entrance to college programs following high school.

Workplace Courses: "E": Courses designed for students planning to enter the workplace directly following high school.

Open Courses: "O": Courses that are not specific to any particular post secondary destination are appropriate for all students, and which students may take to meet compulsory or optional requirements.

University Courses: "U": Courses designed to prepare students for entrance to university programs following high school.

The Course Coding System

The courses leading to the **Ontario Secondary School Diploma (OSSD)** are developed in compliance with the requirements set out in the curriculum documents provided by the Ontario Ministry of Education. At St-Laurent Academy, these courses may be offered at the Academic (D), Applied (P) or Open (O) level. All courses provide opportunities for enrichment in keeping with our desire to produce university and life-ready graduates.

All courses are identified by three letters followed by a number and a letter. For example, "ENG2D" means English for Grade 10 students, an academic course.

The first character indicates the subject area: A Arts	B Business	C Canadian and World Studies	E English
F French	G Guidance and Career Education	H Social Sciences and the Humanities	I Computer Studies, Interdisciplinary Studies
L Classical and International Languages	M Mathematics	N First Nations, Métis, and Inuit Studies	P Health and Physical Education
S Science		T Technological Studies	

Course Offerings

Course Outlines will be provided upon enrollment or request, as well as online through Google Classroom prior to the beginning of any course. Digital copies of the curriculum for all courses can be accessed through the Ministry of Education's website at <https://www.dcp.edu.gov.on.ca/en/>.

Grade 9

English – 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.

Issues in Canadian Geography – CGD1D: This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Math – 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.

Science – SNC1W: This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

French – FSF1O: This course is 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.

French – FSF1D: This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Healthy Active Living Education – PPL1O: This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Learning Strategies: Skills for Success in Secondary School – GLS10: This course focuses on learning strategies to help students become better, more independent learners. Students will develop and learn how to apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace and the community. The course helps build student confidence and motivation to pursue opportunities for success in secondary school and beyond.

Music – AMU10: This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

AVI10 - Visual Arts: Visual arts at the Grade 9 and 10 level includes studio work and art appreciation. Within the visual arts courses, visual literacy expands into a broader perception – turning seeing into vision, translating reality into symbols and connections, and enhancing all other learning experiences. Learning in, about, and through visual arts helps students use their imagination and make creative choices to communicate their ideas, observations, feelings, and values.

ADA10 - Drama: 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.

Introduction to Business – BBI10: This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Spanish - LBABD: This course provides opportunities for students to begin to develop and apply skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire an understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Grade 10

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

Principles of Mathematics – 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.

French – FSF2D: This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Healthy Active Living Education – PPL2O: This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Science – SNC2D: This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the

interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Canadian History Since WW1 – CHC2D: This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada’s evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Civics and Citizenship – CHV2O: Civics explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today’s world and of personal interest to them.

Career Studies – GLC2O: Careers teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Media Arts – 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.

Computer Technology – TEJ2O: This course introduces students to computer systems, networking, and interfacing, as well as electronics and robotics. Students will assemble, repair, and configure computers with various types of operating systems and application software. Students will build small electronic circuits and write computer programs to control simple peripheral devices or robots. Students will also develop an

awareness of related environmental and societal issues, and will learn about secondary and postsecondary pathways and career opportunities in computer technology.

Music – AMU20: This course emphasizes the creation and performance of music at a level consistent with previous experience. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Visual Art - AVI20: 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.

International Languages - Spanish – LBABO: This course provides opportunities for students to begin to develop and apply fundamental skills in listening, speaking, reading, and writing in the language of study. Students will communicate and interact in structured activities and practical situations, with a focus on matters of personal interest and familiar topics, and will read and write simple texts in the language. Throughout the course, students will acquire a general understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also develop skills necessary for lifelong language learning.

Introduction to Business – BBI20: This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Introduction to Computer Science – ICD20: This course helps students develop cutting-edge digital technology and computer programming skills that will support them in contributing to and leading the global economic, scientific and societal innovations of tomorrow. Students will learn and apply coding concepts and skills to build hands-on projects and investigate artificial intelligence, cybersecurity, and other emerging digital technologies that connect to a wide range of fields and careers. Using critical thinking skills with a focus on digital citizenship, students will investigate the appropriate use and development of the digital technologies that they encounter every day, as well as the benefits and limitations of these technologies.

Grade 11

English – 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.

French – FSF3U: This course draws on a variety of themes to promote extensive development of reading and writing skills and to reinforce oral communication skills. Students will gain a greater understanding of French-speaking cultures in Canada and around the world through their reading of a variety of materials, including a short novel or a play. Students will produce various written assignments, including a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

Functions - 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.

Healthy Active Living Education – PPL3O: This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Biology – SBI3U: This course is designed to deepen the understanding of biological systems in the areas of biodiversity, evolution, genetic processes, the structure and function of the anatomy of animals, and growth and function of plants. Students will examine the theory and design experiments in order to conduct investigations of these processes, using the principles of scientific investigation. By the end of the course, students will be familiar with the achievements of Canadian scientists and the types of science careers related to the areas of study. The course is intended to prepare students for the university or college preparation course in Grade 12 academic Biology.

Chemistry – SCH3U: This course is designed to deepen the understanding of chemistry by examining the properties of chemical and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gasses. Students will also use various types of investigations to analyze the qualitative and quantitative properties of matter, and also evaluate the impact of the use of chemicals and chemical reactions on society and the environment.

Physics – 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.

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

Media Arts - 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 analyze the unique characteristics of their art form. Students will examine the role of media artists in shaping audience perceptions of identity, culture, and values.

Introduction to Anthropology, Psychology, and Sociology – HSP3U: This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Forces of Nature – CGF3M: In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic

thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

World Religions – HRT3M: This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.

World History to the End of the Fifteenth Century - CHW3M: This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Entrepreneurship – BDI3C: This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their personal goals by satisfying the needs of others. Students learn about values, traits, and skills most often associated with successful entrepreneurial activity.

Financial Accounting Fundamentals – 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.

Healthy Living and Outdoor Activities - PAD30: This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of outdoor activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Computer Studies - ICS3U: ICS3U introduces students to computer science. Students will design software independently, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. In ICS3U, students will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Grade 12

English – 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.

The Writer’s Craft – EWC4U: This course emphasizes knowledge and skills related to the craft of writing. Students will analyze models of effective writing; use 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.

French – FSF4U: This course draws on a variety of themes to promote extensive development of French-language skills. Students will consolidate their oral skills as they discuss literature, culture, and current issues. They will read a variety of texts and will write a formal essay. The use of correct grammar and appropriate language conventions in both spoken and written French will be emphasized throughout the course.

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

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

Mathematics of Data Management – MDM4U: This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Biology – SBI4U: This course provides students with the opportunity for in-depth study of the concepts and processes associated with 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 achievement of the detailed knowledge and refinement of skills needed for further study in various branches of the life sciences and related fields.

Chemistry – SCH4U: This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

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

Kinesiology – PSK4U: This course focuses on the study of human movement and of systems, factors, and principles 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.

Recreation and Healthy Active Living Leadership – 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.

Healthy Active Living Education – PPL4O: This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy, active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Philosophy: Questions and Theories – HZT4U: This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics). Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy.

World History Since the 15th Century - CHY4U: This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry

process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Canadian and International Law – CLN4U: This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

Canadian and International Politics - CPW4U: This course explores various perspectives on issues in Canadian and world politics. Students will explore political decision making and ways in which individuals, stakeholder groups, and various institutions, including governments, multinational corporations, and non-governmental organizations, respond to and work to address domestic and international issues. Students will apply the concepts of political thinking and the political inquiry process to investigate issues, events, and developments of national and international political importance, and to develop and communicate informed opinions about them.

Media Arts – 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.

Outlines of Courses of Study and Ministry Policy Documents

Course Outlines will be distributed to students and also provided to parents on Curriculum Night in September. A copy of the Course Outlines can also be found in the Office. Copies of all Ontario curriculum policy documents are also kept in the school office, and are available: <http://www.edu.gov.on.ca/eng/curriculum/secondary/index.html>

Experiential Learning Programs

We provide opportunities for experiential learning such as cooperative education and job shadowing in conjunction with our community involvement program. Students should meet with their guidance counsellor to determine what opportunities best suit their interests.

Course Withdrawal & Course Changes

Students and/or parent/guardians are asked to discuss withdrawing from courses, or changing levels, directly with the principal. Withdrawals are subject to the Principal's approval and must be deemed to be in the best interest of the student. Changing courses must be done within two weeks of the beginning of the semester.

Withdrawals from Grade 9 and 10 courses are not recorded on the OST. For courses at this level, only successfully completed courses are recorded.

Under full disclosure laws, all schools in Ontario are required by the Ministry of Education to provide a full list of all successful and unsuccessful attempts at completing a grade 11 or 12 course are recorded on the OST, with the exception of alternative (non-credit) courses or if the course is dropped within five days after the issuing of the midterm report card.

Prior Learning Assessment and Recognition

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the OSSD. The PLAR process involves two components: challenge and equivalency. The challenge process assesses students' prior knowledge for the purpose of granting credit for a course. It is the policy of St-Laurent Academy to not conduct the challenge process. The equivalency process assesses credentials from other jurisdictions.

TVO-ILC (Independent Learning Centre)

TVO-ILC is an online platform. St-Laurent Academy will use TVO-ILC for any courses that students may need that are not available in our schedule and/or at St-Laurent Academy. Students enrolled in TVO-ILC courses will have a teacher onsite at St-Laurent Academy to act as a facilitator and to track progress.

It is important to note that TVO-ILC is not a credit-granting institution. Registration in courses must happen through St-Laurent Academy in order for the completion of a TVO-ILC course to result in the earning of a credit.

St-Laurent Academy is an inspected private schools that uses TVO-ILC to:
expand course selection

support students who are unable to enroll in a course due to timetable conflicts, cooperative education or athletics
provide an alternative for summer school
give students an option to redo a course they previously failed
support alternative programs
Learn how to enroll students in the ILC Day School Program.

Services Provided by TVO-ILC

TVO-ILC provides course material, instructional services, evaluation and testing. All courses have a final test. TVO-ILC will make arrangements for a test supervisor to supervise the final test.

A Certificate of Course Completion listing the final course mark is mailed to St-Laurent Academy once the student has successfully completed the final test, which will result in St-Laurent Academy granting the credit if a grade of 50% or over is achieved.

School facilitators are given online access to their students' ILC course records.

Who Can Enroll in a TVO-ILC Course

Inspected private schools may enroll their students in TVO-ILC courses if the principal has signed a "Day School Agreement" with TVO-ILC, which St-Laurent Academy has done.

Students under 18 can take a course under the Day School Program, as long as they are registered at a publicly funded school or an inspected private school that has "Day School Agreement" with TVO-ILC.

There are many reasons students may want or need to take a course through TVO-ILC while they are still enrolled in day school; however, it is up to each individual school and school board to decide whether or not to accept a request for TVO-ILC course enrollment.

Environmental Education at St-Laurent Academy

St-Laurent Academy has had a special focus on environmental education since its beginnings. Central to our school is the Macoun Marsh Project. The Macoun Marsh is an environmentally protected marsh, just 10 minutes away from the school at which students learn about the natural environment, and the interconnectedness of the biodiversity living there. In line with the Ontario Curriculum guidelines, we link environmental issues in all of our curricula to help support the development of environmentally aware citizens.

Assessment & Evaluation

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both “assessment *for* learning” and “assessment *as* learning”. As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Our guiding principles follow:

Assessment for Learning

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- Differentiated instruction and assessment will allow all learners to experience success.
- When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

Assessment of Learning

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
- Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher. Their chances of reaching this standard

are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.

- Students value collaboration when they receive a mark that is based on their individual level of performance within a group.
- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

Assessment as Learning

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.

In order to ensure that assessments and evaluations are valid and reliable, and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- address both what the students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement chart that appear in the curriculum policy documents for each discipline;
- are a balance of student products, observations and conversations;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with best practices, and the strategies outlined in their IEP's;
- ensure that each student is given clear directions for improvement;
- promote students' abilities to assess their own and each others' learning, and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement; and
- are communicated clearly to students and parents at the beginning of the course and at the appropriate points throughout the course.

Student Evaluation and School Reports

Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.

Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know, and can do, with respect to the overall curriculum expectations. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. For the entire Growing Success document please refer to:

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

At St-Laurent Academy a student's level of achievement is determined according to the provincial guidelines on student evaluation, *Growing Success (2010)*. Final grades are reflections of students' most recent and frequent demonstration of achievement. 70% of a student's final grade is based on evaluations conducted throughout the course and 30% of the grade is based on summative evaluations administered towards the end of the course.

A student's final mark may be affected in cases where academic dishonesty is proven.

Final Summative Evaluation

All credit courses will deliver a final evaluation in the form of an examination, performance assessment, essay assessment, culminating project and/or other method approved by the principal and suitable to the evaluation of course expectations. All final evaluations will be administered within the final two weeks of the semester. All final examinations in credit courses will occur during designated examination periods at the end of each semester. Summative evaluations will assess all overall expectations for a course.

Examination Policy

One of the requirements and challenges of high school is the writing of examinations. Examinations are held at the conclusion of each semester.

Attempts are taken, to the best of our abilities, to duplicate the classroom environment during the writing of exams so that students are in a familiar and comfortable space. In a step to ensuring success, extra time and other accommodations will be provided on an individual basis, according to students' IEPs.

To ensure the integrity of the exam process at St-Laurent Academy, rules and protocols have been developed for both students and staff. These rules and protocols will be reviewed with students and staff prior to exam periods, and will be strictly enforced during exams.

Ontario Student Record (OSR)

A student's record of courses successfully completed and credits earned towards the OSSD is issued with the June report card. A copy of this record is kept in the Ontario Student Record (OSR) file. Every student has the right to access his or her OSR. His or her parents also have the right to view this file until the child becomes an adult. Students and parents wishing to check the student's OSR may do so by making an appointment with an administrator. St-Laurent Academy's administrators and teachers have access to the student's OSR for the purpose of improving the instruction of the students. An up-to-date Ontario Student Transcript (OST) is kept in the student's OSR. Should a student leave St-Laurent Academy, the OSR will be transferred to the new school upon request and start-date at their new school. The OSR is sent by courier mail and signature is required upon receipt. St-Laurent Academy will retain student report cards, documentation files and any additional information deemed appropriate for 5 years. St-Laurent Academy will retain the OSR file, OST and office index card for fifty-five years after each student retires from school.

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 highest 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: Only one credit will be granted for a course that a student has successfully completed twice (*if/when applicable*);
- 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 (*if/when applicable*).

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.

Other credits obtained from schools accredited by the Ontario Ministry of Education will be recorded on the student's Ontario Student Transcript.

Supports and Resources

Guidance and Career/Life Planning

Grades 9 and 10 schedules are set for students to earn up to nine credits per year so that in their later years they can focus on more specialized fields of study. They will work with school teachers, administrators and guidance to create a pathway that will guide them to the post-secondary options of their choice.

Education Planning and Course Selection Process

Individual Pathway Plan meetings are scheduled twice a year for each student, so that parents, teachers and students can meet to discuss course selections and options. The purpose of these meetings is for students to reflect on their challenges and successes, as well as to develop post-secondary plans.

Intervention Strategies, Supports, and Programs

Should a student be struggling in a course, teachers, resource staff and the Principal will be consulted and strategies will be put into place to support the student. Parents will be kept informed of any concerns, and we will be diligent to catch any issues early. St-Laurent Academy Resource department members have specialized training in accommodations for dyslexia, and many of our staff have additional training in special education, gifted education, social skills training etc.

English Language Learners

St-Laurent Academy offers ESL courses for students whose first language is not English, and who would not have sufficient ability in English to be successful in the regular English courses. ESL is offered through online programs, and supervised by our teachers.

Technology and Resource Centre

St-Laurent Academy High School students will each use a personal laptop, or will have access to any necessary technology as outlined in each course.

Technology is embraced in all courses to research, plan, evaluate, share and communicate. Our teachers use smartboards, digital projectors as well as accessing many online digital and collaborative technology tools. We will sometimes employ “flipped classroom” strategies, using digital content prior to class. We will sometimes use collaborative technologies like blogging, and Google Drive, as well as presentation technologies like Keynote, PowerPoint, graphic design applications etc. Some of our teachers plan to use Skype to connect with other international student peers and research groups relevant to the course material – for example we may be video conferencing with a research group in Nunavut who track polar bears, and communicating with groups in China and Costa Rica that we keep in touch with.

We also employ assistive technologies to support students with IEPs.

Google Classroom is a connected learning environment where students, parents, and teachers have access to homework assignments and school communication online. Our teachers will also maintain Google Classroom for each course with assignments, related content, rubrics, etc. Students will also be encouraged to communicate via email directly with teachers.

Students have access to our Student Services at all times. Our high school teachers plan group/class outings to the City of Ottawa Public Libraries and other public institutions throughout the course of the school year.

Community Resources

St-Laurent Academy students will benefit from hands-on learning at several national museums, post-secondary Institutions, Theatres, Art Galleries, Macoun Marsh, as well as multiple enriched physical education outings.

Accommodations

Students with learning exceptionalities and other factors requiring accommodations will be issued an Individual Education Plan (IEP). This document will be shared with all the teachers and will list the appropriate accommodations for teaching and assessment. A trained staff member will create and circulate the IEP based on the documentation submitted (e.g., a recent psychoeducational assessment report).

FIELD TRIP AUTHORIZATION

STUDENT NAME: _____

PARENT NAME: _____

ACKNOWLEDGEMENT AND UNDERSTANDING

In consideration of being permitted to participate in all field trips or special activities organized by St-Laurent Academy, the undersigned do hereby for themselves, their heirs, executors, administrators, successors, assigns and spouses remise, release and forever discharge the employees and/or owners of St-Laurent Academy involved of and from all and any claims, demands, damages, costs, expenses, actions and causes of action whether in law or equity in respect of deaths, injury, loss or damages to my child or property howsoever caused arising out of participation of all or any of the undersigned in St-Laurent Academy field trips and special activities.

And in consideration of the same, the undersigned do further hereby undertake to hold and save harmless and agree to indemnify, the aforementioned the employees and/or owners of St-Laurent Academy involved from and against any and all liability incurred by any or all of them arising as a result of, or in any way connected with, our participation in St-Laurent Academy field trips and special activities including without limitation any claims made or brought on behalf of any claimant under section 61 of The Family Act S. O 1986 or successor legislation.

The undersigned further undertakes and agrees to abide by all rules and directives established by those in charge of the St-Laurent Academy field trips and special activities and understand that the trips and activities are part of the school curriculum.

The undersigned may decline authorization of a particular trip/s or activity/ies once details have been released by St-Laurent Academy. Notification of decline should be received via email or fax to the principal at least 48 hours prior to the event. Students not participating in St-Laurent Academy field trips and special activities will be required to be picked up from school during the hours of the event, as their regular classes will not be in session.

Parents must be aware that some field trips or special activities have the potential for a child to incur injury more than others. Please note that some field trips or special activities fall into the higher risk category. Obviously, we will take the necessary steps to reduce the potential of injury as safety and security are paramount.

Please be advised that students may travel using various forms of transportation such as school bus, public transit, bicycle and on foot.

PLEASE CONSIDER THE RISK POTENTIAL PRIOR TO SIGNING YOUR NAME TO APPROVE YOUR CHILD(REN) PARTICIPATING IN ALL YEARLY FIELD TRIPS AND SPECIAL EVENTS.

PHOTO PERMISSION: We give permission for our child's photo to be used for promotional purposes including advertisements in-school, on TV, and social media platforms.

___ YES ___ NO

Parent/Guardian Signature

Date

OSR Acknowledgment Letter

Académie St-Laurent Academy Inc., in compliance with the Ministry of Education and Training Ontario Student Record (OSR) Guideline 2000, and the Freedom of Information and Protection of Privacy Act shall establish an Ontario Student Record (OSR) for a student upon enrollment. This OSR is an ongoing record used for the improvement of instructions of the student by education personnel. If you wish to review the content of this record, please contact the principal of the school.

I, the parent/guardian, do hereby acknowledge the existence of the OSR for

Student Name

Parent/Guardian Signature

Date

*This form is only for students that are new to Ontario education.

Code of Conduct, Safe School, Policies and Procedures (continued)

At St-Laurent Academy, a safe school environment is essential for student achievement and well-being.

Our policies and procedures are intended to create a climate of mutual respect that recognizes the dignity and worth of every member of the St-Laurent Academy community. It is intended to provide secure surroundings in which all members are, and feel, safe, included and accepted.

A positive school climate means everyone – students, parents, staff and community members – has a role to play in promoting healthy relationships and a school climate which helps to encourage appropriate student behaviour.

Our policies are based on the provincial code of conduct, which promotes respect and sets clear standards of behaviour for the school community. This applies to:

- school community – students, school staff, parents and community partners
- school or school-related events, and to activities that happen outside of school that could have an impact on the school climate. This includes cyber-bullying.

The purpose of the provincial code of conduct is:

1. to ensure that all members of the school community, especially people in positions of authority, are treated with respect and dignity
2. to promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
3. to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
4. to encourage the use of non-violent means to resolve conflict
5. to promote the safety of people in the schools
6. to discourage the use of alcohol, illegal drugs and, except by a medical cannabis user,
7. to prevent bullying in schools

Our approach, alongside that of the province, focuses on:

1. promoting positive student behaviour
2. providing early and ongoing intervention
3. preventing inappropriate behaviour
4. addressing inappropriate behaviour with appropriate consequences.

All policies and procedures communicated and facilitated/enacted by St-Laurent Academy are at the full discretion and interpretation of the Administration and its Director/CEO.

Students

Student Rights

1. To receive a meaningful education provided by professionals, who will use the Ontario Ministry of Education course outlines as a basis;
2. To attend well prepared classes without interruptions caused by the disruptive behaviours of peers;
3. To have classes in a positive, clean and safe learning environment clear of smoke, alcohol and drugs;
4. To be disciplined in a fair yet judicious manner; and
5. To be treated with dignity, tolerance, respect and equality regardless of race, colour, creed, sex, age or exceptionality.

Student Code of Conduct

The province's code of conduct aims to have students be treated with respect and dignity. In return, students must demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when students:

- come to school prepared, on time, and ready to learn
- show respect for themselves, and for others, and for those in positions of authority
- refrain from bringing anything to school that may compromise the safety of others
- follow the established rules and take responsibility for their own actions

In addition to the provinces responsibilities for students, St-Laurent Academy's code of conduct requires students:

1. To be informed and aware of the school rules and routines;
2. To attend school regularly, be punctual as well as prepared to participate in all classroom activities;
3. To show respect and courtesy to all regardless of race, colour, creed, sex, age or exceptionality;
4. To cooperate within the classroom, to not interrupt classroom routines and to respond appropriately to directions from any adult within the school organization;
5. To refrain from the use of profanity, and to respect the property of the school, staff and peers;
6. To respect the dress code while maintaining acceptable habits of personal hygiene, cleanliness and grooming;
7. To exercise self-discipline and utilize peaceful alternatives to resolve problems;
8. To prepare adequately for tests and exams;

9. To be responsible for work missed while absent;
10. To use Google Classroom appropriately every day.
11. To contribute to the positive learning environment. Swearing, fighting, bullying and insulting others will not be tolerated and consequences will be issued.
12. To be respectful of timelines for homework, projects and assignments. Each work assignment must be completed; choosing not to do an assignment is not an alternative.
13. Plagiarism and other forms of academic dishonesty will not be tolerated. Such offenses will have serious consequences and will be recorded in the student's file.
14. Students are encouraged to share their ideas with others while being respectful of those with differing opinions.
15. To be respectful of all others, including property. This school does not tolerate acts of violence, threatened or actual, or other vengeful or anti-social acts, including but not limited to bullying, vandalism or theft of school property or at school sponsored events

Parents

Parent Rights

1. To receive an outline of the curriculum for each course for which your child is registered.
2. To be involved in discussion with teachers/Administrators regarding your child's progress, program and/or placement.
3. To be informed of any behavioural, health or academic concerns about your child.
4. To be treated with equality, tolerance, dignity and respect, regardless of race, colour, creed, sex, age or exceptionality.

Parent Responsibilities

The province outlines parent responsibilities as playing an important role in the education of their children, and can support the efforts of school staff in maintaining a safe, inclusive, accepting, and respectful learning environment for all students. Parents fulfil their role when they:

1. are engaged in their child's schoolwork and progress
2. communicate regularly with the school
3. help their child be appropriately dressed and prepared for school
4. ensure that their child attends school regularly and on time
5. promptly report to the school their child's absence or late arrival
6. become familiar with the provincial Code of Conduct, the board's code of conduct, and, if applicable, the school's code of conduct
7. encourage and assist their child in following the rules of behaviour

8. assist school staff in dealing with disciplinary issues involving their child

Alongside these roles, St-Laurent Academy stresses the role of parents:

1. To be aware of the rules of the school and to ensure that your child adheres to the rules as positively as possible.
2. To treat all staff members and volunteers with respect.
3. To inform the school of any significant academic, health or behavioural concerns. To advise the school of any recent changes in these areas and to provide current information regarding medication prescribed by a doctor for your child.
4. Upon registration, to provide the school with copies of any academic, psychological, or behavioural assessments that relate to your child, and to provide updated copies of such assessments throughout the year.
5. To cooperate with the school in promoting, with your child, positive attitudes towards learning, developing a sense of responsibility towards completing homework, punctuality, and to the best of his/her ability, working with the school in promoting and practicing good grooming, dress and personal hygiene habits.
6. To meet with teachers during parent/teacher interviews to review the academic, attitudinal and behavioural progress of your child.
7. To send your child to school regularly and punctually.
8. To send your child to school with snacks and lunches, which are litter-free and nutritionally beneficial to optimize your child's learning capacity. Students are not permitted to bring candy, chocolate, gum or pop to school in their lunches.
9. To send your child to school daily with a reusable water bottle.
11. To inform the school immediately of any changes to personal information (e.g.: phone numbers, address, email, emergency contacts, family status, etc.).
12. To ensure that all school related fees are paid on time. Please note that if tuition fees are more than 30 days in arrears St-Laurent Academy reserves the right to exclude the student until such time as the account has been brought up to date. Also, final reports cards will not be issued if accounts are in arrears.

Principals

Principals take a leadership role in the daily operation of a school. They provide this leadership by:

- demonstrating care for the school community and a commitment to student achievement and well-being in a safe, inclusive, and accepting learning environment
- holding everyone under their authority accountable for their own behaviour and actions
- empowering students to be positive leaders in their school and community
- communicating regularly and meaningfully with all members of their school community

Teachers and other school staff

Under the leadership of their principals, teachers and other school staff maintain a positive learning environment and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, teachers and other school staff uphold these high standards when they:

- help students work to their full potential and develop their sense of self-worth
- empower students to be positive leaders in their classroom, school, and community
- communicate regularly and meaningfully with parents
- maintain consistent and fair standards of behaviour for all students
- demonstrate respect for one another, all students, parents, volunteers, and other members of the school community
- prepare students for the full responsibilities of citizenship

Discipline Policy

At the Academy, our Director and Heads of School determine appropriate consequences and/or supports to help students improve their behaviour, while considering their individual circumstances. This approach is called progressive discipline. The goal of progressive discipline is to help prevent inappropriate student behaviour from happening again.

We will take into consideration factors like the student's age, Individual Education Plan (IEP), and academic, personal circumstances and discipline history. As required, parents will be engaged in assisting with the resolution and movement forward.

Social workers, guidance counsellors, child and youth workers, psychologists and community agencies may be engaged to offer support and counselling to students.

With progressive discipline, we will consider a range of options to address the behaviour and help students learn from their choices. This could include a meeting with parents, withdrawal of privileges, counselling, suspension or expulsion.

The School Director reserves the right to consult our school resource officer, from the Ottawa Police Service, or other specialists, when determining a disciplinary response to student behaviour.

Minor Infractions

These behaviours are handled initially by the classroom or supervising teacher.

Minor infractions may include, but are not limited to:

- Failure to properly meet ASLA dress code

- Being unprepared for class
- Disruption on a continuous basis
- Use of offensive language
- Lack of respect for the space/possessions of others
- Incomplete homework
- Disrespecting the space/property of teachers
- Tardiness
- Possession of unapproved electronic devices
- Non-compliance
- Unsafe /unruly behaviour in hallways and stairs
- Inappropriate behavior
- Hurtful comments/actions towards other students
- Littering (*inside and outside*)

Major Infractions

These behaviours are immediately referred to Administration.

Major infractions may include, but are not limited to:

- Academic dishonesty (plagiarism, cheating)
- Theft
- Abuse of school building/equipment
- Fighting
- Compromising the safety of others
- Verbal or written threats
- Bullying
- Inappropriate behaviour during emergency drills
- Leaving school property without permission
- Possession of tobacco, drugs, alcohol
- Aggressive behaviour, verbal or physical, towards another student or staff member
- Vandalism

Suspensions

A suspension means students are removed from school temporarily for a specific period of time. Students may be suspended for a period ranging from a ½ school day up to 20 school days. Students cannot go to school or take part in regular school activities or events while on suspension.

The School Director or Heads of School will make the decision to suspend a student based on appropriate information, encompassing environmental, situational and individual aspects. This can include factors like the student's age, Individual Education Plan (IEP), and academic, personal circumstances and discipline history.

Situations warranting suspension, may include but are not limited to:

- uttering a threat to inflict serious bodily harm on another person
- possessing alcohol or illegal drugs
- being under the influence of alcohol or illegal drugs
- swearing at a teacher or at any person in a position of authority
- committing an act of vandalism that causes extensive damage to school property at the student's school or to property on school premises
- bullying, including cyber-bullying
- any other activities identified in school policy.

Suspensions will be considered whether the activity took place at school, at a school-related activity (e.g., a field trip), or in any other circumstances where the student's behaviour has an impact on the school climate (like cyber-bullying).

Suspensions exceeding 20 days will proceed to expulsion.

Cell Phones (and Mobile Devices)

At St-Laurent Academy, we recognize that having a cell phone is a privilege. This privilege comes with responsibilities. During the provincial consultation on education reform in fall 2018, 97% of parents, students and educators expressed the view that there should be some sort of restriction on the use of cellphones at school. In response to this overwhelming result, the Ministry of Education prohibited the use of cell phones and similar mobile devices in classrooms. If cell phones are required for health and medical purposes, to support special education needs, or for educational purposes as directed by an educator. If not directed by an educator or required for accommodation or accessibility, cell phones are prohibited in class.

St-Laurent Academy is not responsible for the security of any cell phones/ Laptops/ Personal Devices while on school premises.

Parent and student communication via the student's personal cell phone (text message, phone call or email) will not be accepted as a means of communication with the office. This goes against the school's policy currently in place. *Please contact the office directly concerning students, for example, early departure times. You may contact the office by phone at 613-842-8047 or by email at admin@st-laurentacademy.com.*

Technology Policy

As new technologies continue to change the world in which we live, they also provide many new and positive educational benefits for classroom instruction. At St-Laurent Academy, we believe the use of electronic devices is to support the educational

experiences and benefit the learning environment. Using and accessing technology is a privilege. Students must respect the rules and guidelines to retain this privilege:

Personal Devices

- Students may only visit approved internet sites. The school will collect and examine any device that is being used inappropriately, suspected of causing problems, or is the source of an attack or virus infection.
- Student laptops may be used during class time only, with a teacher's permission.
- Student laptops and all other personal devices (iPhones, iPads, Tablets) are not permitted in the hallways, lunchroom, outside at recess or in the Pre/Post Care programs.
- Students are not permitted to record, transmit or post photographic images/videos of any person on public and/or media sites. Doing so is a violation of the law and will result in serious consequences.
- Students are not allowed to use personal email accounts or send personal emails while at school. (*this includes communication with parents. Parent communication should come directly to the office.*)
- Students are to refrain from using obscene, profane, lewd, vulgar, rude, inflammatory, threatening or disrespectful language in public or private documents or messages.

Care/Maintenance

- Laptops are to remain in the student's homeroom class during Nutrition Breaks and Recess. Classroom doors will be locked during these times.
- Student laptops must be fully charged prior to the start of each school day.
- Students must provide their own *headphones* to be stored at school for use during classes.
- Students must take all reasonable precautions to prevent others from gaining access to their individual account. Under no circumstances should a password be shared with others.
- Students are fully responsible for the care, use, safety and condition of their technology. St-Laurent Academy is not responsible for any stolen, lost or damaged personal device.

School-Owned Technology

- St-Laurent Academy emails are to be used for school related purposes only.
- Students will have access to the computer lab and printer, with a staff member's permission and supervision.
- Students seen mishandling/breaking school technology, will be asked to cover the costs should any repairs be required. Students who witness the abuse of equipment, are responsible for reporting this to the Administration.
- Students do not have permission to download any programs, videos, music, games etc. on any electronic devices unless specifically requested to do so by a member of staff. This includes changing device settings or passwords.

- Upon request of a staff member, students must immediately and properly shut down the device.
- No food or drinks are allowed in the computer lab or near any of the school's electronic devices.

Should a student continuously misuse their technology during class time, parents will be contacted and consequences such as revoking technology privileges will be put in place. If a student uses his/her device disrespectfully and in a way that can be considered impacting another student's/teacher's privacy, human rights, safety, etc., further discussion will occur, and an immediate suspension enacted.

Acceptable Use Policy

St-Laurent Academy has made technology and access to digital learning opportunities available to our students and staff. We believe this technology will enhance educational opportunities by both increasing the amount of available content as well as accessibility to that content.

Students and staff must understand and practice proper and ethical use of technology by following the conditions, rules, and acceptable uses when using internet access, devices, software, applications and learning platforms provided by St-Laurent Academy.

- St-Laurent Academy provides access to the internet, devices, software, applications and digital learning platforms to improve student learning. To remain eligible as a user, access must be in support of and consistent with our educational objectives.
- Transmission, printing, communication or publication of any information or material in violation of any law including, without limitation, any law relating to copyright, trademarks, obscenity, threats, defamation, harassment or privacy is prohibited.
- Email accounts shall be used only by the authorized owner of the account. Account holders are responsible for all activity within their accounts.
- Security on any computer system is a high priority, especially when the system involves many users. Users must never disclose their passwords.
- Impersonation of anyone or an attempt to use authorized access to violate security features put in place by St-Laurent Academy, or anyone else on the network, is prohibited.
- Use of another individual's email account is prohibited.
- With regards to sending emails, appropriate language and addressing is mandatory.
- Emails are not guaranteed to be private. People who operate the system have access to all mail. Messages related to, or in support of, illegal activities, may be reported to authorities.
- Communications and information accessible via the network are private property. Do not repost or share emails that you receive to public forums without the permission of the author.

- Vandalism in a digital context is defined as any malicious attempt to harm, modify or destroy any data, program or system of another user, or the agencies or other networks that are connected to the internet. Vandalism includes, but is not limited to, the uploading of viruses.
- Harassment in a digital context is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment includes, but is not limited to, the sending of unwanted emails.

The use of internet, devices, software, applications and learning platforms provided by St-Laurent Academy is based on adherence to acceptable use. Inappropriate use may result in cancellation of the services. St-Laurent Academy is delegated the authority to determine appropriate use and may deny, revoke, suspend or close any user privileges at any time based upon its determination of inappropriate use of any email account or user, without prior notice.

Uniform Policy

At St-Laurent Academy, we take pride in our school, and our uniform reflects that respect and care. Not only does the uniform create a strong “team” environment, it also ensures the safety and confidence of our student body, ensuring we recognize our students both on school property and abroad, as well as guaranteeing a sense of equality/belonging among all.

St-Laurent Academy implements a uniform policy for the purposes of:

- **Safety:** Students should be easily recognizable as a St-Laurent Academy student. Their clothing should also be safe for whatever activity in which they are engaged.
- **Security:** Everybody in the building should be easily recognizable as a member of the community.
- **Appropriateness:** Students should be dressed appropriately for a professional learning environment, physical activity, events and field trips.
- **Equity and Inclusivity:** Students should feel a sense of belonging and be provided with accessible, regulated options.

Our policy requires students to be in full uniform daily unless otherwise noted. This is a mandatory school policy. If a student is not in an appropriate uniform, a new uniform will be issued, which will be invoiced to a family at a later date. Families will be notified prior to this step being taken. A student must be in an appropriate uniform to attend classes. Students not permitted to class due to not being in uniform will be marked absent.

The dress code is described as:

- Both boys and girls may wear plain khaki pants or shorts, girls are also permitted to wear khaki skirts/skorts. Skirts/skorts however must be knee length/no more than 3” above the knee
- Red or Blue school shirts with the St-Laurent Academy logo must be worn each day.

- Students may wear a plain white t-shirt or turtleneck underneath their school shirt if they are cold.
- No sandals/crocs of any kind. Heels may not be above a half inch in height. Outdoor shoes or boots are not permitted in the classrooms.
- School shirts must not be covered up by non-uniform sweatshirts or sweaters.
- A crested sweatshirt, hoodie or fleece is acceptable in cooler weather, though hoods are not permitted to be worn up in school.

Physical Education - All students are to wear their St-Laurent Academy gym uniform which includes:

- A red St-Laurent t-shirt with logo.
- Navy Shorts, which must be appropriate in length or track pants
- All students should have a pair of clean, non-marking running shoes for wearing in the gym.
- ASLA hoodies
- Students without their appropriate physical education uniform will not be able to participate in the class. The inability to participate in a class will impact their academic performance.

Special Events/Activities - Students are required to wear the uniform when attending various special events and activities. Parents and students will be advised as to which uniform details are required. Failure to wear the requested attire, as requested, will result in the student being unable to attend the event/activity.

Fridays – On Fridays, students are permitted to wear their Phys. Ed. uniform to school.

Casual Dress Days - Every last Thursday of the month, has been identified as a “casual dress day”, unless there has been another spirit day during the month. Casual dress days may also occur throughout the year and focus on themes and activities celebrated at the school, such as Spirit week, Valentine’s Day, etc. Parents and students will be notified in advance, and should reference the monthly calendar.

Field Trips - Students are required to be in uniform unless specified. Failure to wear the proper attire, as requested, will result in the student being unable to attend the event/activity.

Plagiarism And Cheating Policy

St-Laurent Academy expects students to follow acceptable standards of academic honesty. It is crucial that academic work submitted by a student is evaluated on the assumption that the work presented by the student is his or her own, unless designated otherwise. Plagiarism constitutes an act of academic dishonesty.

Plagiarism

Plagiarism, whether done deliberately or accidentally, is defined as presenting someone else's work, in whole or in part, as one's own. It includes the verbal or written submission of another work without crediting that source. This applies to ideas, wording, code, graphics, music, and inventions.

It includes all electronic sources, including the Internet, television, video, film, and recordings, all print and written sources, such as books, periodicals, lyrics, government publications, promotional materials, and academic assignments; and all verbal sources such as conversations and interviews. Sharing one's work with other students is also considered an act of plagiarism.

The Academy has a responsibility to educate students about plagiarism. Students will be taught how to document sources correctly and will be provided with feedback to support the learning of this skill.

Response to Acts of Plagiarism

1. St-Laurent Academy insists on academic integrity and shall act on all reported incidents of plagiarism, whether deliberate or accidental.
2. Students who commit plagiarism will be subject to disciplinary action. Disciplinary action will take the form of an academic sanction(s) and will reflect the severity of the offense committed.
3. Each student with a specific role in a group assignment will be held responsible for the academic integrity of the work submitted. Plagiarism on the part of one or more of the group members may affect the group evaluation, at the discretion of the teacher, unless the work in question can be directly credited to a specific student in the group. In such instances grade weighting adjustments may be considered.
4. Academic sanctions are assigned according to the nature and extent of the act of academic dishonesty. A repeated act of plagiarism will result in harsher sanctions. Academic sanctions may include one or more of the following:
 - requirement that the student complete a course(s) related to academic integrity; 'Academic Integrity' for offences of a non-intentional nature and/or 'Ethics for Academic Integrity' for intentional plagiarism offences;
 - requirement that the student resubmit the assignment;
 - requirement that the student submit additional work;
 - reduction of the weight for the assignment towards the overall course grade;
 - assigning the grade of zero for the assignment;
 - assigning the grade of R for the course;
 - suspension from the Program;
 - suspension from St-Laurent Academy.
5. St-Laurent Academy will maintain a complete list of students who have committed plagiarism.

6. Any academic sanction imposed as a result of plagiarism is to be kept electronically on the student's file on the Student Information System. Records will be held intact for one year following the student's last academic activity.

Late and Missed Assignments

It will be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. Students will understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgement it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include: asking the student to clarify the reason for not completing the assignment; helping students develop better time-management skills; collaborating with other staff to prepare a part- or full-year calendar of major assignment dates for every class; planning for major assignments to be completed in stages, so that students are less likely to be faced with an all-or-nothing situation at the last minute; maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists; in secondary schools, referring the student to the Student Success team or teacher; taking into consideration legitimate reasons for missed deadlines; setting up a student contract; using counselling or peer tutoring to try to deal positively with problems; holding teacher-student conferences; reviewing the need for extra support for English language learners; reviewing whether students require special education services; requiring the student to work with a school team to complete the assignment; and providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so.

Safe School

We believe that every student deserves to be safe – and feel safe – in school, on the school grounds, in school buses or at school events and activities. We also acknowledge that school safety is a commitment shared by all who are involved and committed to our St-Laurent Academy community.

Our policies, procedures and responsibilities support and strengthen the safe school environment and ensure an optimal learning environment for our students.

The following areas cover key elements of a safe school, from individual student safety to building and school grounds safety.

School Security Cameras & Systems

St-Laurent Academy is equipped with both internal and external security cameras to ensure and monitor the safety of our student body.

Security codes are required to enter the building at all entrances and doors remain locked throughout the day and night. If a lockdown is enacted, our security system will disable all entry codes to ensure there is no ability to access the school.

Bullying Policy

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

- **Physical** – hitting, shoving, stealing or damaging property
- **Verbal** – name-calling, mocking, or making sexist, racist or homophobic comments
- **Social** – excluding others from a group or spreading gossip or rumours about them
- **Electronic** (commonly known as **cyber-bullying**) – spreading rumours and hurtful comments using cellphones, e-mail, text messaging and social networking sites

At the Academy, we ensure that our students and parents understand the forms bullying takes, the expectations and consequences of all students involved (by-stander, victim, bully) and the steps a student should take if they believe they are being targeted.

To further strengthen our ability to identify, educate and stop bullying from occurring, our school has a Personal and Social Development Program in place to support the education of our students on this topic, as well as participating in *Bullying Awareness and Prevention Week* annually.

All cases of bullying will be investigated thoroughly by our Heads of School and Director, ensuring all facts are in place and have been gathered. Parents will be contacted. Confirmation of bullying will result in immediate consequences, most likely suspension, with the possibility of an expulsion based on severity.

The Director has the discretion and right to involve and contact our community police officer to assist in the process at varying levels or capacities.

NOTE: Bullying, harassment and disrespect toward a Teacher, by a parent, will also be treated with the same sense of urgency and care. Consequences outlined by the school Director will be immediate.

Incidents/Accidents/Illness

All injuries, accidents and/or illness during the day will be recorded and logged, communicated to parents immediately (if of a serious nature – example: head injury, broken bone, suspected concussion, etc.) or no later than the end of day (if minor in nature – example: bump or bruise).

Parents may be required to come pick up their child depending on the nature of the accident/injury. The school may contact 911 for medical assistance if the accident is deemed serious in nature.

Staff are trained in First Aid and CPR.

The school does have a “sick bay” where a student can rest and be observed until picked up or is able to return to class.

Student Illness Policy due to COVID-19 and other highly infectious diseases

If a student starts to feel sick while at school, they should follow the following procedure:

- If not wearing one, a mask and gloves should be put on;
- Contact the Nurse via classroom telephone or at the nurse's station;
- Do their very best to avoid contact with any other people or leave the building when safe and permitted;
- Call 811 to arrange testing;
- Self-isolate until tested for COVID-19 and the results are confirmed;
- If test results are negative for COVID-19 but the student remains ill and/or symptomatic, they should remain home until better; and
- If the results are positive for COVID-19, the student is required to self-isolate for 14 days and is no longer symptomatic.

Fire Drill & Lockdown Procedures

St-Laurent Academy has ensured that policies and processes for fire prevention, fire drills and lockdowns are outlined and in place. Communication and display of information is shared verbally and displayed with the students, in classrooms, throughout our school.

Practice drills are completed to ensure readiness and competence in the case that any of the above occur, including the use of key terminology to signal any signs of threat or danger.

- **secure school**
- **shelter in place**
- **lockdown**

Weapons Policy

St-Laurent Academy promotes the highest level of safety and security in all of its activities. Accordingly, no person, while on property controlled or owned by St-Laurent Academy or during a school-associated outing, shall store or carry a weapon.

A weapon is defined as a manufactured device designed to injure or kill another being, or a device designed to look like a weapon. Examples of weapons include, but are not limited to, firearms, explosives (including fireworks), air guns, pellet guns, BB guns, crossbows, longbows, swords, martial arts weapons, prohibited blades, hunting or fishing knives, brass knuckles, replica or imitation firearms or any prohibited device as defined by the Criminal Code of Canada, such as pipe bombs.

Exceptions:

1. This policy does not apply to Police Officers, Peace Officers or Licensed Guards carrying issued weapons in the performance of their duties.
2. Exceptions to the policy may be granted for a St-Laurent Academy-sanctioned event or activity (for example, an on-campus theatrical productions requiring props, and a martial arts club). Exceptions for such events or activities require written approval signed by the appropriate Head of School. The written approval will include a detailed list of what weapons are approved and for what purpose, who will be using them, how long they will be on campus and the provisions made for safe storage of the weapons when not in use.

Unauthorized weapons will be seized, and the appropriate authorities and parent(s)/guardian(s) will be notified. Firearms will be immediately turned over to the police. Individuals in possession of unauthorized weapons may also be subject to disciplinary action up to and including expulsion. In the case of prohibited or non-registered firearms and other illegal weapons, the individual may also be subject to criminal prosecution.

NOTE: St-Laurent Academy has the right to open and search any student lockers on the premises. All locks and lockers are the property of the Academy.

Substance Use/Abuse Policy

St-Laurent Academy is committed to addressing the needs of the whole school in relation to drugs. It is necessary that all involved work together to implement this policy. It is vital that parents/guardians actively work with the school to implement this policy to ensure their children's health and safety.

In this policy "Drug" means any substance that changes the way the body functions, mentally, physically or emotionally. The Academy recognizes that drugs both legal and illegal are available in the local community and that, as part of that community, has an important role in terms of education, prevention, support and the handling of drug-related incidents.

St-Laurent Academy is committed to enabling students to fulfil their academic, intellectual, moral, spiritual, social, cultural and physical potential. It also is committed to fostering the development of personal responsibility.

St-Laurent Academy:

- does not accept the possession, use or supply of illegal drugs in the school, or on outside activities or in non-school time by any member of the school community.
- does not accept the possession, use or supply of alcohol, cannabis or tobacco in the school or on school activities by any student.
- does not accept the misuse of solvent-based substances. Students may have prescribed or "over the counter" medicines for legitimate personal use only. These medicines should be stored at the school office.
- ensures that students who have in their possession and take medical drugs in school long term must inform the school.
- must be informed if a student has a medical condition and relevant teachers, e.g. P.E. teacher must be informed also.
- ensures any student or teacher may not give another student any prescribed or "over the counter" medicine.
- ensures chemicals in school laboratories will be held under lock and key. Students will handle and use such substances only under their teacher's supervision.

Managing Alcohol, Tobacco, Drug-Related Incidents

We acknowledge that in all situations involving drugs, there needs to be a balance between the needs of the student, the needs of the school community, the reputation of the school and legal considerations. Assessing a drug incident, it is important to:

- Take time to listen and assess before responding.
- In situations of confirmed use or possession or supply all details must be recorded and acted upon.
- Complete the drug incident report.

Managing a Drug Incident

A limited number of people are involved in all suspected or confirmed drug incidents. People will be informed on a "need-to-know" basis. All written records will be held confidentially by the Administration. Parents/Guardians will be involved. They will be informed sensitively, and support offered to them. In the case of illegal drugs the Head of School will contact the police. In response to all incidents, pastoral support will be offered.

If a student has a problem, then referral will be recommended. Parents/Guardians, staff and other students involved in the incident will be offered support. Confidentiality is a complex issue. It is important that the limits of confidentiality are discussed with students before any disclosure is made. The well-being and welfare of the student and teacher must be a primary focus.

Disciplinary Procedures

Drug incidents are complex and in situations where the school rules regarding drugs are broken, sanctions and punishments will be implemented depending on the nature of the offence and at the discretion of the Director and Heads of School.

Risk Of Self Harm Policy/ Suicide Prevention

At St-Laurent Academy, we acknowledge and respect individual differences regardless of race, religion, belief systems, ability/disability, socio-economics, sex or gender identity. We encourage student participation and help students learn to collaborate with and respect others. Strategies for encouraging understanding and mutual respect among students include:

- Creating an inclusive and welcoming atmosphere in the class and supporting all students to be active participants;
- Fostering authentic opportunities for students to provide input into learning activities and approaches;
- Providing opportunities for all students to assume leadership roles;
- Encouraging and respecting the interests and abilities of all students;
- Ensuring that responsibilities are shared equally by all students.

If a staff member has reason to believe that a student may be suicidal, the office is contacted immediately, and the Acting Guidance Counsellor/Head of Elementary/Head of High School and Director are informed. Parents are contacted to come to the school, while the student is supported and a “*Suicide Threat Report*” completed.

The appropriate youth services team will be contacted, so that the student can have access to a professional counselling resource immediately, directly from school, and upon the parents arriving, a request to take the student to CHEO immediately for a formal risk assessment is made.

A student is not permitted to return to school until a letter is provided by a medical professional stating that the child is not at risk of harming themselves or others.

Reporting of Children In Need Of Protection

The *Child and Family Services Act* contains provisions under Part III, Child Protection, for reporting a child who is or may need protection. If any person – including a teacher, a principal, or another professional – has reasonable grounds to suspect that a child is or may need protection, the act requires that the person report his or her suspicions "forthwith" to a children's aid society and provide the information on which the suspicions are based.

Therefore, if St-Laurent Academy staff, during performance of their professional/official duties, suspect that a child is or may need protection, they must report this information without delay to a children's aid society in its entirety.

NOTE:

- Subsection 72(3) of the act provides that every person who has reasonable grounds to suspect that a child is or may need protection must make the report *directly* to a children's aid society and *must not rely on anyone else* to report on his or her behalf.
- In addition, subsection 72(2) states that the duty to report is an ongoing obligation. If a person has made a report about a child to a children's aid society and has additional reasonable grounds to suspect that the child is or may need protection, that person must make a further report to the children's aid society.

Investigation

It is the responsibility of the children's aid society and, if necessary, the police to investigate the possibility that a child needs protection. School personnel who suspect that a child is or may need protection should not conduct an investigation regarding their suspicions or the disclosures of the child and shall question the child only to clarify the nature of the complaint.

Protection for Persons Making Reports

The duty of a professional or official to make a report overrides the provisions of any other provincial statute – that is, those provisions that would otherwise prohibit the professional or official from disclosing confidential or privileged information. In other words, a teacher or school principal must report that he or she suspects that a child is or may need protection even if he or she believes that the information to be used to support the report is supposed to be confidential or privileged.

NOTE:

- Subsection 72(7) provides that no action for making a report shall be instituted against a person who acts in accordance with the duty to report in section 72, unless the person acts maliciously or without reasonable grounds for the suspicion.

Equity and Inclusive Education Policy

The objective of this equity and inclusive education policy is to ensure all services, programs and resources offered by St-Laurent Academy are accessible to its community, and to facilitate student success and positive social change.

As a ministry-inspected school, St-Laurent Academy is committed to delivering the curriculum as defined by the Ministry of Education (MOE) in Ontario. The following mandates were also developed in collaboration with the Ottawa-Carleton District School Board (OCDSB), which represents the largest and most diverse student population in Ottawa. In delivering the curriculum in a way that is both conducive to student success and facilitates positive social change, St-Laurent Academy

- Communicates this policy to its community on an annual basis;

- Confirms and upholds the principles enshrined in the Canadian Charter of Rights and Freedoms, the Constitution Act, 1982, and the Ontario Human Rights Code;
- Respects and encourages diversity, which refers to the presence of a wide range of human qualities and attributes within a group, organization or society. The dimensions of diversity include, but are not limited to, ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status;
- Attempts to prevent discrimination, which refers to unfair or prejudicial treatment of individuals or groups on the basis of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed (religion), sex, sexual orientation, age, marital status, family status, or disability. Discrimination, whether intentional or unintentional, has the effect of preventing or limiting access to opportunities, benefits, or advantages that are available to other members of society. Discrimination may be evident in organizational and institutional structures, policies, procedures, and programs, as well as in the attitudes and behaviours of individuals;
- Maintains a Healthy and Safety Committee to which staff can report issues;
- Maintains an up-to-date Health and Safety Policy;
- Maintains a resource department dedicated to providing accommodations and supporting students on an individual basis;
- Creates and updates Individual Education Plans (IEPs) on an ongoing basis and in consultation with families, students and other professionals;
- Provides professional development to staff on topics identified as necessary and also on the topics outlined annually by the MOE;
- Implements a universal design for learning;
- Maintains a guidance department to navigate students through their academic pathways, and through their social and emotional issues;
- Takes reasonable steps to provide accommodations for the religious observances of students and staff;
- Develops criteria for each grade level and/or subject area to meet the expectations of the program planning considerations outlined by the MOE;
- Employs an on-site school nurse to address both physical and mental health concerns of students and staff;
- Aims to support an understanding of the issues facing all members of the community through volunteer hours/community service;
- Conducts English proficiency assessments for international students in order to determine if any accommodations are necessary;
- Maintains a rigorous process for prior learning acknowledgement and recognition to ensure that international students are placed at an appropriate level and are provided with accommodations to meet the expectations of the Ontario curriculum;
- Develops practices to identify discriminatory biases in instruction and assessments, and then attempts to remove learning materials that promote stereotypes, have discriminatory biases and have systemic barriers;
- Utilizes the resources of our local police department in order to create awareness of topics involving the law, such as cyberbullying, as well as to enforce the law;

- Delivers the curriculum outlined by the MOE in a way that maintains neutrality on all subjects outside of those positions expressed by the curricular documents. This approach encourage students to develop positions of their own and draw conclusions for themselves through learning activities such as guiding questions;
- Through the delivery of the curriculum, ensures students have a full understanding of how the law, the Constitution, and the Charter of Rights and Freedoms supports an ethos of equality on a federal, provincial and municipal level;
- Attempts to ensure a respectful school environment for staff and learning environment for students by conducting surveys within the school community throughout the year, and then considers the results from those surveys when taking next steps;
- Establishes and maintains groups within the school community, such as a student council, to have members of the community engage with each other on any number of ventures;
- Establishes and maintains community partnerships with organizations such as The Interval House of Ottawa; and
- Assesses and monitors the implementation of this plan through surveys, PD days and one annual administrative meeting dedicated to its review and revision.

The status of what is considered equitable or inclusive is a moving target. What is considered ethical or moral one day may not be so the next. As such, St-Laurent Academy is committed to revisiting this policy on an ongoing basis and in collaboration with members both in and outside of its community.

Online Learning Policies

St-Laurent Academy, with the Ministry of Education, is committed to ensuring that its students across receive a consistent approach to remote learning in times of extended interruption to conventional in-person learning, such as when public health emergencies, pandemics, natural disasters, or other unplanned events force the closure of classrooms or schools. See the following policies and protocols surrounding remote learning.

Minimum Hardware and Software Requirements

Hardware

- a PC running Windows XP or higher or
- a Mac running OS X or
- a Chromebook running Chrome OS
- 2GB of RAM
- high speed internet connection
- a sound card with speakers or headphones, webcam, microphone, monitor, keyboard, mouse/
trackpad

Software

- a typical Office Suite (word processor and presentation software)
- browser to access Google, various online resources (i.e. Youtube), and the Blackbaud LMS
- Mozilla Firefox4 or higher or
- Internet Explorer 7 or higher or
- Safari 5 or higher or
- Google Chrome 11 or higher

As well as any texts or materials mentioned in the “Resources” section of a course outline.

Attendance

Student attendance in online courses is defined as active participation in the course as described in the individual course outline. Online courses will have daily mechanisms to track attendance, which can be documented, but is not limited to, the following methods:

- Completion of tests or quizzes
- Discussion forums
- Submission/completion of assignments
- Communication with the instructor
- Or other course participation

Students are required to log in to each online course by the second day during the week in which the course officially begins, or the day enrolled during late registration to complete the initial introductory postings required in the course. As a component of attendance, student email, course announcements and discussion forums should be checked daily. The student is solely responsible for checking updates related to the course. If a student fails to meet the attendance requirements, he or she may be recommended for withdrawal from the course. In the case of an anticipated absence, the student should contact the instructor in advance and make arrangements to complete the required assignments. In case of an emergency (illness/accident or death in family), a student should contact the instructor as soon as possible providing documentation supporting the need for any late submission of a graded event. In the event of an unexcused absence, the principal will inform a parent or guardian. The number of days that a student is marked as absent will be recorded on the report card. Not completing all learning activities planned for a course may result in a student not earning a credit for the course.

Dress Code and Video

The dress code for remote learning is as follows:

Shirts

- Words or images must be school appropriate
- No spaghetti straps, backless, strapless, or see through tops
- No bare midriff; no visible stomach exposed
- Undergarments of any kind may not show at any time

Pants/shorts (if shown on video)

- Jeans or pants in good condition
- Shorts/skirts no shorter than 3 inches above the knee

Respect yourself, your classmates, your teachers, and the process. That also leads to knowing your surroundings while you are on video during class or discussions. Try to find a quiet space in your home where you can work with few distractions, and be aware of the background in your video - you are responsible for that.

Video Guidelines

- Everything on screen and in the background must be school appropriate
- Pick a clean background that is not too distracting
- Up against a wall would be best so people in your home are not walking behind you
- Your bedroom would not be the best choice
- Try your best not to eat during class videos, you have breaks and a scheduled lunchtime

The Role of the Teacher

Teachers will post daily lessons by a specified time. As a part of the daily lesson, they will include various planned learning activities, which should include a video conference and exit ticket. Teachers will be available to respond to student questions and provide feedback and instruction every school day from 9:00 AM to 3:30 PM. They will be available to students for at least the duration of all planned learning activities.

Proctoring Exams

Proctors may be required for some assessments. Proctors outside of St-Laurent Academy faculty must be approved by the principal.

Verification of Student Work

Students must only produce and submit work that is their own. Measures will be taken to verify that student work belongs to the student enrolled in the course. These measures may entail the requirement of a proctor or increased use of conversations and observations as assessments of learning. For school assessments, if a teacher suspects a student has not submitted their own work, the issue should be dealt with internally by the school.

Fundraising

St-Laurent Academy's connection with the community extends far beyond the school walls and into the neighbourhood, the city, the province and the nation. Our students are not only preparing for careers but preparing themselves as strong advocates and effective global citizens.

Fundraising - is any activity, permitted under a school's policy, to raise money or other resources that is approved by the School Director and supported by the school success team. Such activities may take place on or off school property.

School Community - refers to students, parents and guardians, school administrators and staff, members of the broader community and partners, as well as others, who support the local school and student achievement.

Any St-Laurent Academy request to fundraise:

- The purposes for which funds are collected should be consistent with the school's mission and values.
- Activities should support student achievement and not detract from the learning environment.
- Funds raised for school purposes are used to complement, not replace, funding for education.
- All students and staff are welcome to participate in fundraising activities. These activities should reflect the diversity, values and priorities of the school community.
- Participation in fundraising activities is strictly voluntary for staff and students. Parental consent is required for student participation for students under the age of 18.
- **Privacy** should be respected. The personal information of staff, students or other individuals should not be shared for the purposes of fundraising without prior consent. (The use of personal information by schools is governed by the Municipal Freedom of Information and Protection of Privacy Act).
- The safety of students must be a primary consideration in all fundraising activities.
- In addition to parental consent, student fundraising activities require supervision and should be age-appropriate.
- Fundraising activities should be developed and organized with advice and assistance from the school Administration. A fundraising request and proposal form must be completed for review. **Approval must be granted before commencing.**
- A fundraising activity must not result in any staff or volunteer (student/parent) benefiting materially or financially from the activity.

- Fundraising should have a designated purpose and the proceeds should be for that purpose, as intended. Transparent financial reporting practices to the school community should be in place.

Field Trip Attendance Policy

Field trips are an essential part of the St-Laurent Academy educational experience. Whether our students travel to local Museums, our outdoor classroom at Macoun Marsh, Parliament, the NAC, Provincial Parks and/or other cities, provinces and even countries, field trips are a privilege and are earned.

To be eligible to attend a school/class field trip, students are responsible for and must:

- Maintain a positive approach to their *academics* and *work habits*, including completing homework, handing in assignments and projects on time, participating actively in classroom activities, preparing for assessments and putting their best efforts forward consistently through the year.
- Maintain a respectful approach to our policies and procedures, teachers, fellow students, in-coming professionals, the school environment and/or school property. Consistent negative *behaviors*, which impact the team and have the potential to create an unsafe, disruptive, harmful and/or detrimental experience during a trip, will impact attendance.
- Students who are facing a serious consequence(s), based on a negative situation(s) and/or consistent negative behaviors, may not be considered/approved to attend. Each situation will be reviewed individually, however, it is up to the discretion of the Director and Heads of School, if said student participates. If a student is held back from a field trip, parents will be notified, and the student will remain at home, returning the next day(s). *Note: funds will not be reimbursed.*

During a field trip, students are responsible for and must:

- Maintain a respectful approach to the policies and procedures of our school **and** the environment being visited. Students on a field trip represent St-Laurent Academy, and are expected to be conscientious, thoughtful and respectful throughout. *Note: Please refer to the rules and regulations outlined for each field trip – different venues may have additional/different requirements.*
- Listen and adhere to the requests and guidelines presented by the adults monitoring.
- Consistent negative *behaviors*, which impact the team and create/have the potential to create an unsafe, disruptive, harmful and/or detrimental experience, during a trip, will impact attendance. If a student's behavior is deemed inappropriate, after discussion with the teaching team/venue supervisors, parents will be contacted and required to pick said student up. Further consequences may apply and will be discussed. *Note: funds will not be reimbursed.*

Pet Policy

Due to severe allergies, pets are not permitted in the school building. Special permission may be granted for controlled educational visits to certain classrooms.

Service Animal Policy

Regarding Policy/Program Memorandum Ministry of Education No. 163

The purpose of this policy is to determine whether a service animal may accompany a student and, if so, provide guidelines as to how the service animal may accompany a student so that the needs of the school community are also met.

Communication Plan: If a service animal is being considered, parents/guardians may apply to have their child's service animal at school by submitting a request to admin@st-laurentacademy.com. If the service animal is permitted, the school community will be informed of the presence of the service animal through email before the first day that the service animal begins to accompany the student.

Process: When a request for a service animal has been submitted to the administration at admin@st-laurentacademy.com, the school will take into consideration the following factors when determining whether or not the service animal will be permitted: Medical documentation for the service animal; the student's strengths and needs; the impact on the school community; the impact on the school environment. Parents/guardians submitting requests should include supporting documentation such as medical notes. Decisions will be made in a timely fashion to ensure the student is always in the optimal learning environment. The decision will be communicated in writing.

If the service animal is deemed permissible, the school will: require ongoing documentation for the animal, including annual vaccination records and cleanings; detail the type of support the service animal is to provide; identify a handler of the service animal while at school; develop a plan for the biological needs of the animal; discern how the service animal will be readily identifiable; determine how the animal is to be transported to and from school; determine a timeline for the implementation of the service animal; and provide necessary training to staff that come in direct contact with the service animal.

Other students and staff who may come in contact with a service animal, and parents of other students, having health and safety concerns such as allergies and fear or anxiety associated with the animal, or concerns of other kinds should notify the administration at admin@st-laurentacademy.com.

Concussions

A concussion is a brain injury that causes changes in how the brain functions. It cannot be seen on X-rays, standard CT scans or MRIs.

A concussion may be caused by an impact to the head, face, neck or body, with a force transmitted to the head, that causes the brain to move rapidly and hit the walls of the skull. A concussion can occur even if there has been no loss of consciousness.

A concussion may only be diagnosed by a medical doctor or a nurse practitioner. It is critical that a student with a suspected concussion be examined by one of these two health professionals.

St-Laurent Academy recognizes that:

- head injuries and/or concussions can adversely impact the cognitive, physical, emotional and social development of students; and
- head injuries and/or concussions can occur in any activity and are not restricted to only sports or other high-risk activities.
- the international consensus statement on concussion in sports.
- the Ontario Physical and Health Education Association (OPHEA)'s concussion protocol, as part of the Ontario Physical Activity Safety Standards in Education (OPASSE).

St-Laurent Academy believes that:

- activities that pose a higher risk for head injuries and/or concussions require additional consideration based on the type of activity and its associated risk.
- awareness of the signs and symptoms of concussion and effective concussion management practices are key preventative strategies.
- administrators, educators (including occasional teachers), school staff, students, parents, and school volunteers play an important role not only in the prevention of concussion but also in the identification of a suspected concussion, as well as the ongoing monitoring of students with a diagnosed concussion throughout their Return to School Plan.

Educators will annually complete training in concussion identification and management using Ophea's e-learning modules. Coaches/supervisors of any physical activity will annually complete training in concussion identification and management using Ophea's e-learning modules. Students will become familiar with the signs and symptoms of concussion and take part in Rowan's Law Day to honour Rowan Stringer's memory and raise awareness about concussion safety.

There are many signs and symptoms of a concussion. They can be categorized into four main areas: Physical (e.g. headache, dizziness), Cognitive (e.g. difficulty in concentrating or remembering), Emotional e.g. depression, irritability), and Sleep (e.g. drowsiness, difficulty in falling asleep or waking up). Signs and symptoms of a concussion may be apparent immediately after an event or even hours or days later. Most concussions occur without loss of consciousness.

Upon the suspicion of a concussion, OPHEA protocols will be followed by all St-Laurent Academy staff. The approach will include testing, referral and a Return to Learn Plan in the event of a concussion. Return to Physical Activity means the student's return to participation in any physical activity that increases the student's heart rate. It includes a student's return to activities such as sports or physical education class.

The Return to Learn process is individualized and gradual to meet the particular needs of the student. There is no preset formula for developing strategies to assist a student with a concussion to return to his/her learning activities.

Prevalent Medical Conditions

Twice annually, the first time prior to the beginning of the school year, St-Laurent Academy will communicate with parents and guardians to request information to identify and document prevalent medical conditions such as asthma and anaphylaxis reactions. Based on the information acquired in these communications, Plans of Care will be developed for relevant students, which will then be shared and made accessible to appropriate school staff. Based on the Plan of Care, medications may be stored and administered at school and all those working with a student who has a Plan of Care will be aware of symptoms and required responses to those symptoms.

PARENT & STUDENT ACKNOWLEDGEMENT AND SIGN OFF

If you have any questions about this privacy statement, the practices of this site, or your dealings with this web site, you can contact us at admin@st-laurentacademy.com

Please complete the information below and return this page to the office within the first week of school. Please retain the rest of the manual for your reference throughout the year.

I acknowledge that I/we have read the information in this manual and have discussed the necessary contents with my child/ren.

Student's Name: _____

Student's Signature: _____

Parent's Name: _____

Parent's Signature: _____

At St-Laurent Academy (ASLA) we recognize that school is a time when students begin to take on more responsibilities and to make increasingly important choices about their own behavior and academics. We know that children need guidance and experience to make wise choices. Students make mistakes, and we allow for that, encouraging them to LEARN from their mistakes.

The success of the ASLA Discipline Policy depends on the support of each member of the school community. Working together, faculty and staff, parents, and students can promote academic achievement and good character, and ensure the success of students at the school and throughout life.

The administration and staff at St-Laurent Academy is dedicated to ensuring that communication between the school and parents is continual, on-going, and uniform.

Your signature in the appropriate spaces below will indicate your commitment to helping fulfil our school's primary mission – a safe and secure learning environment for all.

As the parent of _____, I pledge:
to maintain high expectations for my child and the school.
to demonstrate consistent interest in my child's progress at school.
to support my child's best efforts.
to support and work with school staff to promote my child's learning.

As a student at St-Laurent Academy, I pledge:
to be respectful to myself and others.

to attend school faithfully, complete my assignments on time, and work to my highest potential.

to behave in a manner that does not disrupt classroom learning or the operation of the school.

to obey requests by any authorized adult in the school.

to refrain from aggressive or threatening behavior towards fellow students, teachers, and staff.

I have read the ASLA Discipline policy and support the rules and expectations outlined therein.

Parent Signature: _____

Date: _____ / _____ / _____

Student Signature: _____

Date: _____ / _____ / _____