



Blue Jay International Academy School Course Calendar 2022 - 2023

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OUR SCHOOL

Blue Jay Int'l Academy (BJIA)

Welcome to Blue Jay International Academy, an Ontario private Academy of the 21st century. Conveniently located in the Greater Toronto Area, we are a global destination for many international students. Blue Jay International Academy teaches the Ontario curriculum which is considered one of the best curricula in North America. Students who graduate from Blue Jay get acceptance into top universities in Canada and USA.

Blue Jay International Academy prides itself in providing quality education. We are committed to provide:

- Vibrant and safe learning environment suitable for best learning
- Ontario Certified Teachers
- University Preparation Programs
- Small Classrooms for maximum attention
- Friendly and experienced guidance and admin staff

I sincerely hope that you enjoy your time at Blue Jay International Academy and make the most of the new academic year and beyond!

The Value of an Ontario Secondary Diploma

Our Commitment and the Importance of Secondary Education

At Blue Jay International Academy, we understand the various demands placed on high school students, domestic or foreign, in this global and fast-changing society. Our knowledgeable and caring staff strives to create a stimulating and yet safe learning environment through continuous encouragement and assistance. The motivation behind this is our understanding of the importance and value of completing a secondary education. We are fully committed to help each and every student in achieving a successful outcome from the secondary school experience. By doing so, the value of achieving the OSSD becomes self-evident.

Requirement to remain in Secondary School under the Education Act

The Education Amendment Act (learning to 18), 2006 raised the age of compulsory school attendance in Ontario from 16 to 18 years, or until the student earns an Ontario Secondary School Diploma (OSSD).

Blue Jay Int'l's Goals and Philosophy

At Blue Jay International Academy, we are aiming for quality education. Our professional and caring staff helps students reach their educational goals through careful planning and undivided attention.

Our philosophy is simple: We value each individual's strengths and qualities, helping our students maximize their potentials and achieve their goals.

Our mission is to provide individuals with unique learning experiences that will assist them to recognize and utilize their potentials. Our long term goal is to help nurture and develop students who are able to compete for opportunities globally hence the need for a superior and quality education.

School Organization

School Organization: Semester, Timetable and Reporting Periods

Our school year is divided into 3 semesters + summer for the academic year 2022-2023:

Fall Semester - September 1, 2022 to December 15, 2022

Winter Semester – January 3, 2023 to March 8, 2023

Spring Semester - March 20, 2023 to June 21, 2023

Summer Semester - July 3, 2023 to July 31, 2023

School Holidays:

Labour Day: September 05, 2022

Thanksgiving Day: October 10, 2022

Christmas Break: December 19 - January 2, 2023

Family Day: February 20, 2023

Good Friday: April 13, 2023

Easter Monday: April 17, 2023

Victoria Day: May 22, 2023

Canada Day: July 1, 2023

Civic Holiday: August 07, 2023

To confirm changes or update to the start and end dates of each semester please refer to the school year calendar available on our website or through our administration office.

The weekly timetable shown below is for **reference** only. For an up-to-date weekly class schedules please visit our website.

Blue Jay International Academy Weekly Timetable

A typical week in the 2022-2023 school year might look like this:

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 am - 10:55 am	ENG3U (R1) ENG4U (R2)	ENG3U (R1) ENG4U (R2)	ENG3U (R1) ENG4U (R2)	ENG3U (R1) ENG4U (R2)	ENG3U (R1) ENG4U (R2)
11:00 am -12:55 pm	MCR3U (R1) MCV4U (R2)	MCR3U (R1) MCV4U (R2)	MCR3U (R1) MCV4U (R2)	MCR3U (R1) MCV4U (R2)	MCR3U (R1) MCV4U (R2)
12:55 pm- 1:40pm	Lunch	Lunch	Lunch	Lunch	Lunch
1:45 pm - 3:40pm	SBI3U (R1) SBI4U (R2)	SBI3U (R1) SBI4U (R2)	SBI3U (R1) SBI4U (R2)	SBI3U (R1) SBI4U (R2)	SBI3U (R1) SBI4U (R2)
3:45 pm-5:40pm	SCH3U (R1) SCH4U (R2)	SCH3U (R1) SCH4U (R2)	SCH3U (R1) SCH4U (R2)	SCH3U (R1) SCH4U (R2)	SCH3U (R1) SCH4U (R2)
5:45 pm-7:45pm	ICS3U (R1) ICS4U (R2)	ICS3U (R1) ICS4U (R2)	ICS3U (R1) ICS4U (R2)	ICS3U (R1) ICS4U (R2)	ICS3U (R1) ICS4U (R2)

Reporting Periods

Blue Jay International Academy issues a midterm report card midway through the semester and a final report card within one week of the final exam of each semester.

SCHOOL CODE OF CONDUCT

The Blue Jay Student Expectations

Blue Jay International Academy follows the guidelines and direction in the Ministry of Education's policy/program memorandum #128 * (subject: THE PROVINCIAL CODE OF CONDUCT AND SCHOOL BOARD CODE OF CONDUCT) in promoting a safe, inclusive, and accepting school climate.

At Blue Jay, students are treated with respect and dignity. Blue Jay also expects students demonstrate respect for themselves, for others, and for the responsibilities of citizenship through acceptable behavior.

Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, and ready to learn;
- Shows respect for himself or herself, for others, and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;

- Follows established rules and takes responsibility for his or her own actions.

**follow this link to view the memorandum in full: www.edu.gov.on.ca/extra/eng/ppm/128.pdf*

School Code of Conduct

Mission Statement

Blue Jay International Academy is committed to providing its students with a safe and secure learning environment where they will be challenged to achieve the highest academic standards set by the Ontario Ministry of Education's curriculum policy with a strong emphasis in building trust, compassion and a sense of connection with our students.

Code of Behavior and Expectations

As a member of the Blue Jay International Academy community, students, parents, teachers and administrators acknowledge their role in creating a culture of responsibility. They will strive to treat all members of the community in a fair and respectful manner and endeavor to resolve conflicts constructively. As a minimum basic standard, they will show respect for and adhere to the public laws of the country.

The following behaviors are unacceptable: physical, verbal, sexual or psychological abuse; bullying; or discrimination on the basis of race, culture, religion, gender, language, disability, sexual orientation, or another attribute.

Guiding Principles

- All participants involved in the school students' parents or guardians, volunteers, teachers and other staff members are included in this Code of Conduct whether they are on school property, or at school-authorized events or activities.
- All members of the school community are to be treated with respect and dignity. Responsible citizenship involves appropriate participation in the civic life of the school community. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and the rights of others.
- Members of the school community are expected to use nonviolent means to resolve conflict. Physically aggressive behavior is not a responsible way to interact with others. The possession, user threatened use of any object to injure another person endangers the safety of oneself and others.
- Alcohol and illegal drugs are addictive and present a health hazard. Schools will work cooperatively with police, drug and alcohol agencies to promote prevention strategies and, where necessary, respond to school members who are in possession of, or under the influence of, alcohol or illegal drugs.
- Insults, disrespect, and other hurtful acts disrupt learning and teaching in a school community. Members of the school community have a responsibility to maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility.
- Weapons (guns, knives, etc) are strictly prohibited on school property

Religious, Political and Social Affiliations and Policy

Blue Jay International Academy is nondenominational and not associated with any social or political organization or movement. However, there is an ongoing commitment to include materials or references on global issues, the environment, citizenship, ethics and moral concepts

School Attendance and Achievement

Attendance Policy and Intervention Procedures

The main objective of this policy and procedure is to provide strategies and best practices to address problematic and prolonged absenteeism, and lateness. This policy also provides guidance to Blue Jay staff in reporting, tracking, monitoring and intervening student attendance and related-issues.

Regular attendance is a key component of the learning and evaluation of student performance. Regular attendance is critical for the student's learning and achievement of course expectations. Skipping or arriving late to school or class is unacceptable and will be noted and reported. Attendance will be taken and reported daily. Attendance will be indicated on report cards and will appear in the learning categories. The Ontario Ministry of Education mandates that at least 110 hours of scheduled instruction are required to gain one credit in a course. All Blue Jay courses have at least 110 hours of scheduled instruction time for our students. A student who has missed more than 10 hours of class will be in serious jeopardy of being withdrawn from the course as they do not have sufficient opportunity for ongoing evaluation/assessment.

Procedures

At the beginning of each school year or upon new registration, the Principal will communicate the need for parents or guardians to provide accurate, complete, and current contact information. The Principal will request contact information including telephone numbers (home, cellular, and/or work), email addresses, and home address for the parents/guardians of the pupil and an emergency contact such as a relative or neighbor. (The parent(s)/guardian(s) must inform the school if their contact information changes during the school year.)

Each period, the classroom teacher will promptly report all attendance (presence, absence, and lateness) to the school office. The school administrator will identify the pupils on the classroom list whose parent(s)/guardian(s) have already contacted the school or who have arrived late. The Office administrator will attempt to contact the parent(s)/guardian(s) of each pupil who is absent for reasons unknown. This should be done as soon as possible after each period.

Teachers are required to keep attendance records for each class. Further, all absences and late will be tracked electronically through the Blue Jay school administration system.

Failure to attend classes regularly and on time will result in teachers/administrator using a range of consequences to address the problem:

- Interview/counseling by the teacher
- Before/after school detentions to make up class time
- Phone call and consultation with parents/guardians
- Principal referral
- Involvement of guidance counselors
- Individualized Behavior/Attendance contract

Blue Jay Int'l Academy Online Classes Attendance Policy:

-Our school runs asynchronous online courses and, therefore, students are free to log-in and work on their course material at their own pace. Courses are designed to take 110 hours to complete and all course assignments, including the final exam, must be completed within **6 months*** from the start of enrolment.

Regular attendance at school is critical for the student's learning and achievement of course expectations. Where, in the principal's judgment, a student's frequent absences from school are jeopardizing his or her successful completion of a course, school staff will arrange to meet with the student and the parents to explain the potential consequences of the absences, including failure to gain credits, and discuss steps that could be taken to improve attendance. A meeting or online conference, with all stakeholders, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

If a student fails to attend their course and does not participate in the planned online activities then the student, and the parent(s) of the student, who is under 18 years of age, will be contacted by the school principal. A meeting or online conference, with all stakeholder, will be scheduled as soon as possible to ascertain the cause of the absence from the course.

Students are expected to **login 3 times each week**, not including scheduled holidays, for the entire duration of their course. **If a student fails to login to their course three times in a single week then an absence will be recorded on their report card.**

* = Not all semesters run the same number of days in the school year - 6 months is a suggested timeframe, though we do expect students to complete their courses within the semestered system. Students may request accommodation based on need, and BJIA will review these requests on a case-by-case basis.

Cellular Phones and Messaging Apps

All personal communication devices must be powered off and stored out of view during class. Text messages or notifications via social media apps and websites, must be disabled on all tablets and/or personal computers used during class time.

Software and Hardware Requirements

When students take online courses, they are expected to have their own technology that connects to the internet and can access Moodle, an online Learning Management System, for when they need to access the Blue Jay International Course Portals. With this LMS, students will be able to access handouts and assignments, and also submit their work for evaluation. Conversations and observations will take place virtually through the conferencing module.

Learners participating in on-line courses should have access to hardware that meets or exceeds the following standards. Students with access to equipment that does not meet these standards may experience slow interactivity; limited interactions and/or long wait periods for file downloads.

- Recommended Desktop Standards: PIII, 256 MB, Macintosh G3, or better (minimum: P II 128MB)
- Windows XP Service Pack 2, OS 10.3, or better
- Internet Explorer 6.0 or better (minimum: Internet Explorer 5.5.)
- Adobe Acrobat Reader 6 or better
- Windows Media Player 9
- A DSL or better connection to the Internet.
- Speakers
- Monitor (screen resolution 800 x 600, 16 bit colour) or better
- A typical Office suite of applications; specifically, a word processor application, spell checker, and a spreadsheet application are mandatory
- Math students are encouraged to use a scanner to submit handwritten assignments rather than typing up their math assignments
- Students taking English courses will need access to a microphone connected to their computer
- Data Transmission Standards: TCP/IP
- Minimum Bandwidth Standards Single Computer: modem. LAN - Switched 10/100 Mb

Acceptable Use Policy

Students are expected to use their technology in a manner that benefits their educational experience and will distract them, or others, from achieving their daily work/learning outcomes.

Any resources provided digitally for the purpose of instruction and classroom learning will be the sole proprietorship of Blue Jay Int'l and must not be misrepresented in or out of the classroom, nor used for personal gain. Blue Jay Int'l retains the right to investigate students' personal devices if there is reason to believe that the technology is being misused as delineated in this policy. The following is an extensive list, but not exhaustive, of the activities that constitute a breach Blue Jay Int'l's Acceptable Use Policy. It is a violation of Blue Jay Int'l's policy to:

- access Blue Jay Int'l's information or accounts without authorization
- use another individual's information technology account with or without the individual's permission
- grant another individual access to one's own information technology account by sharing a password or by any other means

- use IT Resources to intentionally interfere with the work of other students, faculty members or Blue Jay Int'l officials
- access, create, publish or communicate information that is obscene, pornographic, abusive, defamatory, derogatory, threatening, violent or harassing via email or world-wide web information pages
- display, transmit, distribute or make available information that expresses or implies discrimination or an intention to discriminate
- use IT Resources to intentionally interfere with the normal operation of IT Resources including, but not limited to, flooding the network with messages, sending chain letters or pyramid solicitations, spreading viruses, etc.
- use, disclose, copy, modify or delete information stored on IT Resources without authorization
- use IT Resources for personal commercial or financial gain or for political causes
- gather other individuals' personal information under false pretences or for unlawful gain

While enrolled with Blue Jay Int'l, students engaging in social networking with the intent to publish information on the internet, must abide by the above rules. Blue Jay Int'l strictly prohibits the following activities:

- Publishing any Blue Jay Int'l information on social networking or the Internet that is confidential and has not been approved for public disclosure
- Implicitly or explicitly giving the impression that comments, opinions, statements made on social networking or the Internet represent the views/beliefs/stance of Blue Jay Int'l without prior approval from Blue Jay Int'l
- Publishing comments, opinions or statements that are likely to adversely affect Blue Jay Int'l's reputation or otherwise affect its ability to achieve its mandate
- Publishing comments, opinions or statements that are likely to interfere with employees' or students' rights

Note that publishing information on social networking that can only be accessed by a limited number of people is still "publishing" under this Policy.

Homework

At WEIA, we believe that online classroom instruction is invaluable as is the experience and knowledge of the instructor. Students learn best through feedback by their teachers and peers engaged in stimulating learning opportunities through interaction with the website, facilitating conversation. It is for this reason, that students engage in the learning process online. However, there may be times teachers will require students to extend their learning beyond the online classroom environment. Homework is a viable option for teachers to provide students with the opportunity to slow down and concentrate and practice on the material covered in the modules and discussion posts, re-evaluate their efforts and output, make corrections, discover new questions to explore, research new ideas, and prepare for subsequent planned learning. Further, students may use homework to better understand incomplete classwork or prepare for an assessment.

Deadlines: Late and Missed Assignments

One of the most crucial skills that educators are tasked to teach, is time management. Our staff will work with students to effectively plan and execute all products of learning so that students develop

effective time management skills. If a student misses a deadline, the teacher will communicate with that student and help them take steps to remedy the situation. This includes teacher meetings with the student, and/or the guidance department, as well as communication with relevant stakeholders, such as parents and guardians. Further consequences, including late deductions may also be used. Our goal is not to be punitive, but rather discourage students from avoiding their work and being inundated by subsequently assigned work. Should a student be able to provide a note from a medical practitioner excusing the missed deadline, the teacher will take this into consideration and decide if an extension will be granted without penalty until an agreed upon revised deadline. Late and missed assignments will be noted on the report card representing a student's development of learning skills and work habits. As per the Growing Success document, the penalties awarded for late assignments will not result in a percentage mark that, in the professional judgement of the teacher, misrepresents the student's actual achievement.

Students are responsible 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. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

LATE AND MISSED ASSIGNMENTS

The Ministry of Education's policy states that "the primary purpose of assessment and evaluation is to improve student learning". Submitting work late is a learning skills and work habits issue and may impact the student's grade. The Ministry requires teachers to separate evaluation of achievement of the curriculum expectations from the development of learning skills and work habits (Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation).

Students submit work late for many reasons and teachers should take time to understand the reason for a late assignment. Reasons could include:

- Legitimate explanation
- Poor time-management skills
- Poor academic skills
- Poor understanding of the assignment

Teacher Responsibilities

Students should be expected to submit work on time. The teacher must inform students of the due date of an assignment and the ultimate deadline, which is the last opportunity for students to submit the assignment for evaluation. This deadline is set at the teacher's discretion. Teachers may deduct marks for late submissions. Normally the deduction should not exceed 20% of the value of the assignment.

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. These can be found on page 44 of *Growing Success*.

Missed Evaluations

Students who do not submit assignments may be given zero. A mark of zero will normally result in a gap in the record of achievement of curriculum expectations because the teacher lacks evidence of the student's knowledge or skills. The student might have missed tests, not handed in assignments, or might have been absent for presentations. Students are responsible for providing the teacher with evidence of their learning.

Academic Integrity

Academic integrity is being truthful in one's schooling. Cheating is usually defined as the act of practicing deceit or breaking the rules. In the context of assessment of learning, cheating is defined as the deviation from the behavior expected in an assessment of learning situation. Some examples are:

- copying another student's homework
- using another student's work on any assessment of learning
- bringing unauthorized notes or notations into an assessment of learning
- asking for or giving someone an answer during an assessment of learning
- unauthorized use of electronic media during an assessment of learning
- presenting assessment of learning that has been completed by someone else as one's own.

There are severe and potentially permanent consequences for a lack of academic integrity:

- loss of credibility (reputation);
- mark penalty up to 100% (awarded zero) on the assessment in question;
- other staff members are alerted
- Repeated instances may result in loss of credit

PLAGIARISM POLICY

Growing Success Policy

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

The school will develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. The school will also develop policies that address, at a minimum, the following:

- prevention of cheating and plagiarizing
- detection of incidents of cheating and plagiarizing
- consequences for students who cheat or plagiarize

Policies will reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: (1) the grade level of the student, (2) the maturity of the student, (3) the number and frequency of incidents, and (4) the individual circumstances of the student.

To the Student

When the teacher asks you to use your own words and ideas, it means that you should use your own words and your own ideas. You must demonstrate to the teacher that you are capable of submitting work that is your own. When a teacher asks to put your ideas into your own words, it does not mean that there is a correct answer for the assignment. It means that you have to come up with your own ideas to give to the teacher.

Plagiarism means submitting work to the teacher that is not your own. Cheating and plagiarism will not be condoned. When you take ideas and words that are someone else's and pass them off as yours, you are plagiarizing. Plagiarism can involve some of these:

- Using work done by another student.
- Copying someone else's work or homework.
- Taking another student's work and changing some words.
- Cutting and pasting material from the Internet and submitting it as yours.
- Copying information from a book, magazine, website, movie, etc. and not naming the source.
- Leaving out quotation marks for direct quotes.

To the Teacher

Help students avoid plagiarising by:

- Defining the term and reminding them of it when setting out an assignment.
- Giving them examples of what constitutes plagiarism.
- Emphasizing the importance of using process skills to arrive at a product.
- Teaching them research skills so they can avoid plagiarising: note taking, paraphrasing, summarizing.
- Teaching them organizational skills: finding and organizing information to build understanding of a topic.
- Teaching them how to make an outline for a report or research essay.
- Having them keep a learning log to reflect on what they learned through the process: how research and organizational skills helped with the project, how could the product be improved, how can the research and organizational skills be improved.
- Assessing the process steps: notes, outline, summary, bibliography, drafts, etc.
- Informing students of the consequences of plagiarism.

Consequences

-When plagiarism has been detected, the teacher should discuss the matter with the student and inform the principal of the details.

-The student receives zero for the assignment* because the student has not demonstrated achievement of the expectations for the assignment.

-There might be other opportunities for the student to demonstrate evidence of achievement of the expectations of the assignment (e.g. research, organizational, presentation skills) during the course. If other opportunities arise, the teacher may choose not to factor in zero for the plagiarized assignment in the calculation of the term mark.

*Repeated instances may result in loss of credit

SAFE SCHOOL POLICY

Blue Jay Safe School Policy

Based on the Blue Jay Code of Conduct, the objective of this policy is to provide a safe and caring environment that fosters and support learning, academic achievement, and the ongoing development of respect, responsibility, good manners, and other positive behaviors and characteristics.

The school will build on its commitment to fostering positive school climates by promoting positive student behavior in constructive, non-violent and equitable ways through an integrated approach to progressive discipline that enhances students' ability to learn and builds their leadership and engagement.

The school is committed to prevention and intervention strategies to address bullying, cyber-bullying, discrimination, harassment, gender-based violence and violence in any form, whether systemic or based on individual actions of staff, students or community members that directly impact school climate through curriculum, educational programs and services.

The school will establish a clear process for reporting and responding to any behavior that would have a negative impact on school climate.

The school ensures any students physically present in the building abide by all relevant COVID-19 Guidelines.

***NOTE - This also applies to all government-related orders to the Covid-19 global pandemic. Blue Jay Int'l Academy has updated our safe school policies to include items on social distancing, use of masks and hand sanitizer, and self-reporting of symptoms of illness.**

Behaviour

All members of the school community are expected to maintain the following standards of behaviour:

- respect and comply with all applicable federal, provincial and municipal laws;
- if a student is living with a host family, the student must respect and adhere to all reasonably established rules by the host family;
- respect differences in people, their ideas and opinions;
- treat one another with dignity and respect at all times, and especially when there is a disagreement (disagreements are dealt with in a mature fashion through discussion and compromise);
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, gender, gender identity, family or marital status, sexual orientation, creed (faith), socio-economic status, same sex partnership status, age, or disability;

- respect the rights of others;
- show proper care and regard for school property and the property of others;
- take appropriate measures to help those in need;
- respect persons who are in a position of authority (i.e. administration team, office staff, and teachers);
- display acceptable hall and classroom behavior;
- only smoke in designated smoking areas and only if the student is of age;
- respect the need of others to work in an environment of learning and teaching;
- follow the components of Blue Jay Int'l's Safe School Policy.

Threats, remarks, abuse, or harassment, by any individual which impairs the health and welfare of any student or staff member, are not permitted and are to be reported to the principal immediately. Refractory behavior will result in documentation placed in the student's record and may remain in place as part of the permanent file. Failure to comply with any or all of these expectations may include suspension from school and/or be grounds for dismissal.

Bullying, Cyberbullying, or Intimidation

Blue Jay Int'l Academy will not tolerate any form of physical, sexual, emotional, verbal, psychological abuse nor any form of neglect or harassment whether in person or through any use of technology.

Cyberbullying is misconduct carried out over the internet and may be subject to school discipline whether carried out at school, at home, or elsewhere if it affects the school climate.

A student found in the company of a student or group of students who engaged in an illegal act may be subject to the same civil, criminal and school consequences.

In the case that a student finds him/herself being bullied, s/he is encouraged to speak to his/her parents, or the guidance counsellor, or the principal. It is to the discretion of the principal if local authorities are contacted, particularly when there is severe violence or threat of harm.

MATRICULATION & ACADEMIC REQUIREMENTS

Ontario Academy Diploma (OSSD) Requirements

To obtain an OSSD, a student must earn a total of 30 credits, 18 of which are compulsory:

- 4 credits in English (1 credit per grade)*
- 1 credit in French as a second language
- 3 credits in mathematics (at least one in Gr. 11 or 12)
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- .5 credits in civics
- .5 credits in career studies

Plus one credit from each of the following groups:

Group 1: additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or co-operative education.***

Group 2: additional credit in health and physical education, or the arts, or business studies, or French as a second language,** or cooperative education.***
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Group 3: additional credit in science (Grade 11 or 12), or technological education, or French as a second language,** or computer studies, or cooperative education.***

In addition, students must complete:

- 12 optional credits;
- complete 40 hours of community involvement activities;
- successfully complete the provincial Academy literacy requirement.

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

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

***A maximum of 2 credits in cooperative education can count as compulsory credits.

The 12 optional credits may include up to 4 credits earned through approved dual credit courses.

Ontario Academy Certificate (OSSC) Requirements

The Ontario Academy Certificate will be granted on request to students who leave school before earning the Ontario Academy Diploma and who have earned a minimum of 14 credits, 7 of which satisfy the compulsory credit requirements. Blue Jay Int'l does not grant the OSSC.

Compulsory credits (total of 7)	Optional credits (total of 7)
2 credits in English	7 credits selected by the student from available courses
1 credit in Canadian geography or history	
1 credit in mathematics	
1 credit in science	
1 credit in health and physical education	
1 credit in the arts or technological education	

Ontario Certificate of Accomplishment Requirements

Students who leave school before fulfilling the requirements for the Ontario Academy Diploma or the Ontario Academy Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of

recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment.

The Ontario Academy Diploma or Ontario Academy Certificate will be granted when a student has fulfilled the appropriate requirements. Blue Jay Int'l does not issue a Certificate of Accomplishment.

ESL Placement Procedures

Blue Jay Int'l Academy will consider the educational background of all English language learners in determining their placement using English and mathematical diagnostic tests. Further, the number of credits that may be granted for prior learning using the PLAR process outlined in this document that is in accordance with Ministry policy, will be afforded to each English language learner. Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The document will be kept on file within the student's OSR.

The Ontario Academy Literacy Test (OSSLT)

The Ontario Academy Literacy Test (OSSLT) is the usual method for assessing the literacy skills of students in Ontario for the purpose of determining whether they meet the provincial Academy literacy requirement for graduation. The test thus identifies students who have demonstrated the required skills in literacy as well as those who have not demonstrated the required skills and will need to do further work. The results will highlight specific areas in which these latter students need remediation.

The test is scheduled by and administered through the Education Quality and Accountability Office (EQAO) once each year, typically in the spring. Students will usually take the OSSLT in the school year following the school year in which they enter Grade 9, unless a deferral is granted by the principal. Students who do not successfully complete the OSSLT will have opportunities to retake the test in subsequent years, on dates scheduled by the EQAO. Once students have successfully completed the OSSLT, they may not retake it.

Students who are English language learners may be entitled to special provisions such as more time for completion. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test. A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered.

***In the 2022-2023 school year, Blue Jay Int'l Academy will adhere to all new Ministry of Education rules regarding the process for being selected for the OSSLC. Since in 2022-2023, it is not mandatory for students to enroll in the OSSLT before entering the OSSLC, Blue Jay Int'l Academy will use professional judgment on a case-by-case basis to determine eligibility for OSSLC, using all appropriate Ministry standards.**

Deferrals of the Test

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the test. The principal in consultation with the teaching staff will decide in January which students will benefit from a deferral. Such students could include some students who have been identified as exceptional; students who are registered in English as a second language/English literacy development (ESL/ELD) courses; and students who were not successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances. Documentation must be submitted to the principal of the school in such cases.

Community Involvement

Blue Jay Int'l is responsible for the implementation of community involvement activities. Each student in the Program is responsible for finding and completing 10 hours of volunteer work for each year of schooling in Canada. Blue Jay Int'l will not be involved in finding volunteer placements for students or monitoring students while they are completing their volunteer work.

Students will be advised as to the requirements and procedures for completing the 10+ hours of community involvement by the guidance department that will also be able to provide the appropriate forms. Once a suitable activity and location has been chosen, the student must obtain the principal's approval before commencing their placement.

Listed below are both eligible activities as outlined by Blue Jay Int'l and ineligible that have been definitively defined by the Ministry of Education.

Eligible Community Activities

Eligible activities are those activities that provide services to improve the community or well-being of its members and may be performed for not-for-profit organizations. If an activity does not fall within the categories approved by Blue Jay Int'l Academy, and is not on the list of ineligible activities, students must obtain written approval from the principal before beginning the activity.

Elementary Schools

assist with school events, assist School Councils, activities for children;

Academy

organization and leadership of school activities that benefit the community;

Animal Care

volunteering in a zoo, animal shelter, or on a farm;

Arts and Culture

volunteering in galleries, libraries, community productions;

Charitable Organizations

assisting with special events, programs, clerical tasks;

Child/Youth Programs

assisting with child/youth programs, volunteering in a **not-for-profit** child care centre or camp;

Community Organizations

assisting with special events, food banks, community support services, shelters, clerical tasks;

Community Service for Individuals

assisting community members in need;

Environmental Projects

flower/tree planting, beautification projects, recycling projects, recycling depot;

Health Agencies

volunteering in hospitals, hospices, Canadian Blood Services (volunteering to organize or assist with a blood donor clinic), donating blood (time required to donate);

Law Enforcement Agencies

volunteering for activities sponsored by the police;

Political Organizations

activities related to legitimate and recognized political organizations, municipal, provincial and federal political activities except for trustees associated with boards of education;

Religious Organizations

assisting with programs, special events;

Senior Citizens

assisting in seniors' residences, providing services for seniors in the community;

Sports and Recreation

coaching, organizing special events, assisting with projects/events; or

Service Focused Club Activities

those activities that expand community service to others beyond the school day (holiday dinner participation, environmental action activities, etc.)

If an eligible activity also falls within the definition of ineligible activities, the activity will be deemed ineligible. Activities at for-profit organizations, such as private camps, child care centres, or farms will not be eligible.

Ministry of Education List of Ineligible Activities

The Ministry of Education has developed a list of activities that may not be chosen as community involvement activities. These are referred to as ineligible activities. An ineligible activity is an activity that:

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

takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during a student's lunch break or "spare" period is permissible;

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

Prerequisites

For some courses, the Ontario Ministry of Education requires students to successfully complete a preceding lower level course. The Principal may allow a prerequisite to be waived once a written request has been received and there is sufficient evidence to suggest s/he has the skills necessary for success in the desired course. Parent(s), the student, and the appropriate school staff may be consulted before a decision is made. Approval forms will be kept on file within the student's OSR.

Substitutions for Compulsory Courses

Substitutions may be made for a limited number of compulsory credits, from the remaining courses that meet the compulsory credit requirements that are offered by the school. To meet individual students' needs, the principal may replace up to three compulsory courses (or the equivalent in half courses). A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Each substitution will be noted on the student's Ontario Student Transcript. Co-operative Education credits may not be used as a substitute for compulsory credits. Approval forms will be kept on file within the student's OSR.

Equivalency Policy

For regular day school students who are transferring from home schooling, a non- inspected private school, or a school outside Ontario, the principal will grant equivalency credits for placement purposes through the Prior Learning Assessment and Recognition (PLAR) process, based on their evaluation of the student’s previous learning (see section 7.2.5.1 OS K-12). Equivalency credits will be recorded on the student’s Ontario Student Transcript. (For information about determining equivalency credits for mature students, see section 7.2.5.2, “Prior Learning Assessment and Recognition [PLAR] for Mature Students”.)

The principal will use the following table as a guide to determine the number of credits and additional graduation requirements that a student must complete to qualify for the Ontario Secondary School Diploma (OSSD) under OS K-12.

Requirements to qualify				
Student has normally completed:	Grade 9	Grade 10	Grade 11	More than Grade 11
Number of years successfully completed in a Academy program	1	2	3	more than 3
Minimum number of credits, in total, still to be earned towards the OSSD	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:				
• English	3	2	1	1 ^a
• mathematics	2	1	0	0
• science	1	0	0	0
Literacy graduation requirement	Required	Required	Required	Required
Community involvement	40 hours	–	–	–

a. b

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

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

◆◆ A student who has no previous Ontario credits but who has successfully completed more than three years of Academy is required to earn a minimum of four credits in Grade 11 or Grade 12 courses before being recommended for the OSSD under OS K-12

◆◆ A student who has successfully completed more than three years of Academy education, has previously earned at least three Ontario credits, and has returned to the Ontario educational system may qualify for the OSSD under OS K-12 by completing a minimum of one Grade 11 or Grade 12 credit.

Note: Blue Jay Int'l Academy does not offer PLAR for challenge. Should extenuating circumstances present themselves, the student may present his/her case to the principal for consideration.

Factors the principal will consider when making a decision for the PLAR:

1. Even though a student may identify themselves as English speakers, their understanding and production of standard English may be affected by the way English is used in their own language communities. As a result, students may not have the English language proficiency to successfully take courses at their grade level regardless whether they satisfy the equivalency. For example, a student having completed grade 10 in their home country may receive up to 16 equivalencies and satisfy the pre-requisites for many grade 11 courses. However, the principal may advise and/or place the student in courses that best suits his/her academic and language development to be successful at higher level courses, and therefore, may not grant certain equivalencies (i.e. English courses taken in the student's home country).

After appropriate assessment, the principal, in consultation with staff, will give the student and parents his/her professional opinion and rationale for suitable placement. An Academic Educational Plan, beginning from the time of entrance through to graduation, will also be constructed and provided to both the students and parents.

2. The principal will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning and the number of compulsory and optional credits still to be earned.

Note: Ontario Academy Diploma requirements apply to all students who do not have credits who enter or are placed in Grade 11 in 2001 and Grade 12 in 2002, as well as to those who entered or were placed in Grade 9 in 1999 and Grade 10 in 2000.

Definition of a Credit

A credit is granted by the school principal on behalf of the Minister of Education in recognition of the successful completion (a final mark of 50 percent or higher) of a course that has been scheduled for a

minimum of 110 hours. The 110 hours of scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course.

Course Types

Blue Jay Int'l may offer four types of Grade 9/10 courses, based upon demand: Academic, Applied, Open, and Destreamed.

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

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

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

Destreamed courses refer to new standards set after the 2021-2022 school year which reflect changes to the Ontario curriculum. This is meant to eliminate all forms of discrimination, and therefore all Grade 9 credits will eventually carry the "W" designation to indicate the course (For example MTH1W) is a destreamed course, losing its academic and applied designations.

Grade 11 and 12 Courses

Blue Jay Int'l may offer five types of Grade 11/12 courses, based upon demand: College preparation, University preparation, University/college preparation, Workplace preparation, and Open.

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

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

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

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after

graduation, or the requirements for admission to certain apprenticeship or other training programs.

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

The Course Coding System

Each course is assigned a five-character code by the Ministry of Education.

Code Characters	Explanation	Example - ENG2D
1 st , 2 nd , and 3 rd	Subject discipline of the course in letters	“ENG” represents English
4 th	Grade level as a number: 1--Grade 9 2--Grade 10 3--Grade 11 4--Grade 12	2Grade 10
5 th	Type of course as a letter: D....Academic O....Open M....University/College U.... University C.... College	DAcademic

In the case of ESL/ELD, and classical/international language courses, the 4th character (A, B, C, D, E) refers to a level of proficiency.

Courses of Study

Copies of course outlines are available upon request. Course offerings are subject to sufficient enrollment. Other courses may be available upon request.

Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at www.edu.gov.on.ca/.

Access to Outlines of the Courses of Study

The principal of Blue Jay Int'l Academy will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines will be available at the school for parents and students to examine.

Changing Courses

Students who wish to change courses after the semester has begun may only do so with permission from the subject teacher and principal. The requests must occur before five class periods have passed.

Changing Course Types

A student may enroll in a different type of course in a given subject in Grade 10 than the type s/he completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. The sole prerequisite for Grade 10 academic English is Grade 9 academic English, or the designated transfer 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 the prerequisite. If the student has not done so, s/he may take a prerequisite through summer school, night school, e-learning, an Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having the prerequisite, the principal may waive the prerequisite.

Access to Ontario Curriculum Policy Document

An appointment should be made with the principal for information to gain access to Ontario curriculum policy documents or visit

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

ASSESSMENT, EVALUATION, & REPORTING

All assessment and evaluation are based upon the following Ministry of Education documents:

- Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010
- Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2016
- Subject specific Ministry curriculum documents

Assessment is based on, but not limited to, a combination of class work, regular class tests, assignments, and examinations. Examinations are written at the end of each semester and is the final evaluation for all courses comprising 30% of the total grade. The remaining 70% is for assessment OF learning and evaluations conducted throughout the course.

Assessment and evaluation is based on the provincial expectations and achievement levels, using the achievement chart as a framework as outlined in provincial curriculum documents. A wide range of assessment and evaluation opportunities allows students to demonstrate their learning in a variety of ways. This information provides the basis for reporting student grades.

The achievement chart includes the following four categories:

- **Knowledge and Understanding:** Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
 - **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts (Growing Success, 2010)

The four categories should be considered as interrelated, reflecting the wholeness and interconnectedness of learning.

Achievement Levels

Percentage Grade Range	Achievement Level	Summary Description
80 - 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard, but not beyond grade level.
70 - 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 - 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50 - 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Final Course Grade for Grades 9 - 12

A final grade is determined as follows:

70% of the grade is based on assessments of learning conducted throughout the course (conversation- observation- or product-based - the most recent and consistent assessments will be used for the final evaluation.);

30% of the grade is based on a final assessment of learning that must be completed towards the end of the course. It will be consistent with the assessment experienced throughout the course.

Report Cards

Report cards are issued in the middle (midterm) and end of every semester (final report).

Blue Jay International Academy uses the Provincial Report Card template for the issue of report card.

For each reporting period, a copy of the report card will be filed, as per ministry requirements, in the student's OSR. Copies of report card will be sent home to parents and guardians for each reporting period. In addition, progress report with marks issued for various assessment tools/activities such as assignments and tests (along with teacher's comment) are maintained both manually in the student portfolio as well as electronically in the school computer's database system.

The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. The report card will contain separate sections for reporting on these two areas. The report card will also include teachers' comments on the students' strengths, areas in which improvement is needed, and ways in which improvement might be achieved.

Separate sections are provided for recording attendance and lateness in each course.

The report card provides a record of the learning skills demonstrated by the student in every course in the following categories:

- **Responsibilities**
- **Organization**
- **Independent Work**
- **Collaboration**
- **Initiative**
- **Self-regulation**

The learning skills are evaluated using a four point scale:

E - Excellent, G - Good, S - Satisfactory, N - Needs Improvement

The separate evaluation and reporting of the learning skills in these six areas reflects their critical role in students' achievement of the curriculum expectations. The evaluation of learning skills should not be considered in the determination of percentage grades.

Ontario Student Record (OSR)

An Ontario Student Record (OSR) file is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and evaluated, they are recorded in the OSR. Other data recorded include date of birth, Social Insurance Number, Ontario Education Number (OEN), schools attended, and names of parents/guardians. In addition to the principal, teachers, and guidance department, a student and his/her parents/guardian may have access to the student's OSR.

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student. The OSR's will be stored in a secured room and locked filing cabinet within the school's premises and reviewed on a regular basis to ensure that they remain conducive to the improvement of the instruction of the student. Reviews will typically occur during the insertion of the final report card in the first and second semesters.

Any personal information placed in an OSR will be retained for at least one year after use, unless the principal receives written consent to its earlier disposal. Report Cards, the documentation file, and any additional information that is identified by Blue Jay Int'l as appropriate for retention will be retained for 5 years after a student retires from school. The OSR folder, the OST, and the office index card will be retained for 55 years after a student retires from school. A student retires from school when he or she ceases to be enrolled at Blue Jay Int'l Academy. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario. The destruction of all or any part of the OSR when its retention is no longer required will occur under conditions that ensure the complete and confidential disposal of the record using the latest in machine shredding technology.

In the situation that a parent/guardian has an issue with any information residing in the OSR, s/he must contact the principal in writing and state reasons as to why the information should be excluded. The principal will take this into consideration. If the principal disagrees, the parent/guardian will have the option to contact the school's administration and request a meeting. The decision made here will be final.

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. When a student transfers to another school in Ontario, the receiving school will be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. Should a student transfer to a school outside of Ontario, only a copy of the OSR may be sent upon receipt of an official written request from the receiving school. When an OSR or its copy is to be transferred, it will be sent by Priority Post or an equivalent delivery method that maintains confidentiality and guarantees prompt delivery.

Ontario Student Transcripts (OST)

The Ontario Student Transcript (OST) provides an official and consistent summary of student achievement in Ontario Academy credit courses. As required by the Ministry of Education, detailed records of students' results are kept and full disclosure of all courses attempted in grades 11 and 12 will be reported on all Ontario Student Transcripts. The OST is available to students and parents/guardians (if the student is under 18), upon request.

After the student leaves school, the OST will be kept on file and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case s/he ever needs an official report of marks, such as might be required by a college, university or employer. Marks will not be released by the school without the permission of the student or of a parent/guardian if the student is under 18 years of age.

Full Disclosure

The following procedures will be used upon withdrawal from a course and repetition of a course.

Grade 9 and 10

Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Grades 11 and 12

All courses taken by the student at the Grade 11 and 12 levels, whether successfully completed or not, are recorded on the transcript. If a student withdraws from a course within five school days after receiving the first report card, the withdrawal will not be recorded. The OST will record a student's mark in a Grade 11 or 12 course dropped after this time. A withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The Student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Repetition of a Course

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

Exam Procedures

In-person:

Arrival: Students are expected to arrive at a minimum 10 minutes before their exam. All students must wait in the lobby area until escorted inside the testing centre by a teacher.

Absence: Students missing an examination due to illness, bereavement or a court appearance must notify the school immediately: 647-995-8136. Students must provide verification by the appropriate authority (i.e. illness requires a doctor's note). Failure to produce a suitable

certificate may result in a mark of zero. The school may verify information on medical certificates and statements. Students may be required to write the missed exam at a later date to be determined by the principal in consultation with the subject teacher.

Vacation time, employment and appointments must not be planned during the scheduled exam period. All exams must be written at the scheduled time and place.

Lates: Students who are late to an exam must report directly to the exam room and will be given only the time remaining on the examination in progress. Students who arrive after an examination is completed will NOT be permitted to write the examination and a mark of “0” will be assigned.

Further details will be provided to all students prior to the allotted examination days.

Online:

Proctoring: If the student cannot arrive at the school building to take their final exam due to distance or other circumstances, the final exam is written under the supervision of an impartial individual known as the Proctor. The student is responsible for selecting a Proctor and submitting an application to the office 3 weeks in advance of their intended exam date*. The application is then reviewed by the school principal and the student is notified regarding the status of their application. If approved, the Proctor is sent the exam documents via e-mail. In order to ensure the integrity and security of the final exam, the Proctor must meet the following criteria in order to be approved:

- Must have a professional University degree and a be a working Professional;
- Must provide a business e-mail address for correspondence purposes; generic e-mail addresses (hotmail, Yahoo, etc.) are not permitted;
- Cannot be a neighbour, friend or tutor, or anyone related to the student (This requirement will be waived by BJIA until such time as COVID-19 protocols allow for more unrestricted travel).

*Students will inform the school in advance of their proctor using a form; they must write their examinations and must be prepared to travel to the destination agreed upon between the proctor and student.

SUPPORTS & RESOURCES

Guidance Counseling and Education and Career Planning

Guidance counseling involves careful education planning and course/program selection to ensure a smooth and successful transition not only from outside province or country to the Ontario system but also from secondary to university and college education. Career-minded students and parents need guidance to a successful career path to the 21st century workplace as well.

Blue Jay International Academy considers guidance counseling and education planning an integral part of the overall student learning experience in the secondary education. Our counselors are well-trained and have the expertise to assist individual students toward a successful and rewarding education pathway.

Student Orientation and Support Services

In addition to specific guidance and education planning for individual student, we provide assistance and advices in the following areas:

- Opening bank accounts

- Application for transit cards
- Counseling for Personal Problems
- Student Residence
- Home Stay Opportunities
- Study/trip permits extension and renewal

Intervention and Support for Students at Risk

Blue Jay realizes the importance of providing extra help for students struggling to meet the challenges they face both at school and in life. We have a designated Student Success teacher to organize our efforts to provide intervention and support strategies including but not limited to the following:

- monitoring and tracking individual students' progress;
- providing direct support for differentiated instruction to meet the learning needs of students and to improve their achievement, promote their retention, and support significant transitions;
- ensuring that students have opportunities to engage meaningfully in their own learning;
- supporting students in their education and career/life planning;
- working with parents and the community to support student success

English Language Learners

Through our professional development sessions, Blue Jay International Academy offer training and suggestions to our faculty members in developing their teaching activities related to English language learners. In general, instructors provide learning opportunities to address and accommodate students' different levels of proficiency in English. These opportunities and activities are integrated and implemented in the courses as part of the program planning and considerations.

Specifically, instructors incorporate appropriate strategies for instruction and assessment to facilitate the success of the English language learners in their classrooms. These strategies include:

- modification of some or all of the subject expectations depending on the level of English proficiency
- use of a variety of instructional strategies (e.g., extensive use of visual cues, graphic organizers, scaffolding; previewing of textbooks; pre-teaching of key vocabulary; peer tutoring; strategic use of students' first languages)
- use of a variety of learning resources (e.g., visual material, simplified text, bilingual dictionaries, and materials that reflect cultural diversity)
- use of assessment accommodations (e.g., granting of extra time; use of oral interviews, demonstrations or visual representations, or tasks requiring completion of graphic organizers and close sentences instead of essay questions and other assessment tasks that depend heavily on proficiency in English)

An Explanation of Modifications and Accommodations:

Students may require specific interventions in school courses in order to achieve academic success. Program modifications involve changes to the grade-level expectations in the Ontario curriculum, and therefore modify the course material. This may include a reduction in course material or a shift in course level to support learning.

Accommodations are supports or involvements that will help the student access the curriculum and demonstrate learning. As such, special considerations can be made to:

- allow the use of certain learning tools, like calculators for completing numeracy tasks and computers for word processing
- administer tests individually or in small groups
- maintain a quiet environment in which assessment may take place
- permit oral responses to test questions
- provide for the use of scribes for tests
- simplify the language of instructions and questions used in tests

Computer and Internet Connection

Blue Jay International Academy has computers and wi-fi connection for staff and students, as well as visitors, though these users are being grouped in separate and passwords-protected networks. Please refer to our 'Computer and

Network Acceptable Use Policy' in the Blue Jay Code of Conduct section for guidelines of computers and internet usage.

Parent's Responsibilities

Studies have shown that student performance improves when parents take an active role in their children's education. Blue Jay Int'l Academy encourages parents to help monitor their child's progress by receiving regular feedback both from the student and the teachers. Blue Jay Int'l Academy welcomes and supports parent inquiries.

Community Resources/Resource Centre/Library

Students are referred to the local community public library and community resources/services. Blue Jay Int'l does not have a computer lab. Students may use their own laptops according to the Acceptable Use policy.

Interventions

Students who are at risk of not graduating will be counselled by both the principal and the guidance counsellor. Support measures may include extending the course(s), offering study hall, and/or providing a tutor at the student's expense. Should a student require an additional semester, the guidance counsellor will make every effort to help the student enter university for a Winter or Spring in-take.

Blue Jay International Academy's Academic Schedule

The following courses, subject to sufficient enrollment, may be offered at Blue Jay Int'l Academy. Copies of the course outlines are available upon request. For further reading, Ontario policy curriculum documents in each subject area are available through the Ministry of Education website at www.edu.gov.on.ca/. The descriptions of Blue Jay Int'l's course offerings, including prerequisites and/or co-requisites are listed below. Students are encouraged to consult with the guidance counsellor for assistance in navigating the course selection process.

Course List 2022 – 2023

These are the courses Blue Jay International Academy may potentially offer interested students this year:

Grade 9

Science, Grade 9, Destreamed (SNC1W)

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

Principles of Mathematics, Grade 9, Destreamed (MTH1W)

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

Prerequisite: None

Grade 10

English, Grade 10 Academic (ENG2D)

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

Prerequisite: English, Grade 9, Academic or Applied

Principles of Mathematics, Grade 10 Academic (MPM2D)

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

Prerequisite: Principles of Mathematics, Grade 9, Destreamed (MTH1W)

Science, Grade 10, Academic (SNC2D)

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

Prerequisite: Science, Grade 9, Destreamed (SNC1W)

Introduction to Computer Studies, Grade 10, Open (ICS2O)

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Prerequisite: None

Career Studies, Grade 10, Open (GLC2O)

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

Prerequisite: None

Civics, Grade 10, Open (CHV2O)

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

Prerequisite: None

Grade 11

English, Grade 11, University Preparation (ENG3U)

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

Prerequisite: English, Grade 10, Academic (ENG2D)

Physics, Grade 11, University Preparation (SPH3U)

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

Prerequisite: Science, Grade 10, Academic (SNC2D)

Biology, Grade 11, University Preparation (SBI3U)

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

Prerequisite: Science, Grade 10, Academic (SNC2D)

Functions, Grade 11, University Preparation (MCR3U)

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

Prerequisite: Principles of Mathematics, Grade 10, Academic (MPM2D)

Introduction to Computer Science, Grade 11, University Preparation (ICS3U)

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

Prerequisite: None

Chemistry, Grade 11, University Preparation (SCH3U)

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

Prerequisite: Science, Grade 10, Academic (SCN2D)

Grade 12

English, Grade 12, University Preparation (ENG4U)

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

Prerequisite: English, Grade 11, University Preparation (ENG3U)

Physics, Grade 12, University Preparation (SPH4U)

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

Prerequisite: Physics, Grade 11, University Preparation (SPH3U)

Biology, Grade 12, University Preparation (SBI4U)

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

Prerequisite: Biology, Grade 11, University Preparation (SBI3U)

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)

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

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

Advanced Functions, Grade 12, University Preparation (MHF4U)

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

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for Academy

Calculus and Vectors, Grade 12, University Preparation (MCV4U)

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

Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

Computer Science, Grade 12, University Preparation (ICS4U)

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

Prerequisite: Computer Studies, Grade 11, University Preparation (ICS3U)

Chemistry, Grade 12 University Preparation (SCH4U)

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

Prerequisite: Chemistry, Grade 11, University Preparation

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

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

Prerequisite: None

Business Leadership: Management Fundamentals, Grade 12 University/Academy Preparation (BOH4M)

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

Prerequisite: None

Analyzing Current Economic Issues, Grade 12, University Preparation (CIA4U)

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

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

World Issues: A Geographic Analysis, Grade 12, University Preparation (CGW4U)

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

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

Nutrition and Health, Grade 12, University Preparation (HFA4U)

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

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

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

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

Prerequisite: Students who have been eligible to write the Ontario Secondary School Literacy Test (OSSLT) at least twice, and have been unsuccessful at least once, are eligible to take this course to achieve both a Grade 12 credit and their literacy credential for graduation.

English as a Second Language ESL Level 1 Open (ESLAO)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Prerequisite: Placement Test

English as a Second Language ESL Level 2 Open (ESLBO)

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

Prerequisite: ESLAO

English as a Second Language ESL Level 3 Open (ESLCO)

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

Prerequisite: ESLBO

English as a Second Language ESL Level 4 Open (ESLDO)

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

Prerequisite: ESLCO

English as a Second Language ESL Level 5 Open (ESLEO)

This course provides students with the skills and strategies they need to make the transition to academy and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Prerequisite: ESLDO

International Languages, Mandarin, Level 2, University Preparation (LKMCU)

This course provides opportunities for students to develop competence and confidence in listening, speaking, reading, and writing in the language of study. Students will communicate about matters of personal interest and everyday topics in interactive settings that emphasize real-life applications, and will read and write a variety of texts of increasing complexity in the language. Students will continue to develop their understanding and appreciation of diverse communities in regions of the world where the language is spoken. They will also explore personal and professional contexts in which knowledge of the language is required, and develop skills necessary for lifelong language learning.

Prerequisite: International Languages, LKMBD, Level 1, University Preparation

International Languages, Mandarin, Level 3, University Preparation (LKMDU)

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

Prerequisite: International Languages, LKMCU, Level 2, University Preparation

Experiential Learning Programs:**Cooperative Education**

Cooperative education allows students to earn additional credits in a subject through a work placement in the community. The program involves the following elements: an individualized learning plan based on the curriculum expectations for a course and the job-specific expectations of the related placement; monitoring of students' progress by a teacher; opportunities for students to analyze their out-of-school experiences and to integrate them with in-school learning; and an evaluation process to determine whether course expectations have been met. Blue Jay Int'l Academy does not offer Cooperative education.

Job Shadowing

Job Shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) observing a worker in a specific occupation. Blue Jay Int'l Academy does not offer Job Shadowing.

Alternative Methods of Earning Credits:

E-Learning

The transformation of learning and teaching in physical and virtual environments that has been enabled by technology provides innovative opportunities that expand what, how, when, and where students learn. E-learning includes the use of digital learning resources in a virtual classroom setting, where there is a distance between the e-learning teacher and the students and/or among students. Students at Blue Jay Int'l who choose to enrol in an online credit course must inform the guidance counsellor. Blue Jay Int'l will retain the OSR as the student's home school. It will be the student's responsibility to acquire the necessary documentation that will prove the successful completion of any or all online credit courses. The student's OST will not be updated without the appropriate documentation.

Continuing Education

Continuing education supports learners of all ages by offering credit and non-credit learning opportunities outside the regular day school program and during the summer. These include:

- ◆ credit courses for adolescent and adult learners;
- ◆ remedial opportunities for students in Grades 7 and up to improve their literacy and mathematics skills;
- ◆ general-interest community programs and workshops for learners of all ages;
- ◆ literacy upgrading programs for adults offered by the Ministry of Training, Colleges and Universities
- ◆ English as a second language / French as a second language programs for adults offered by the Ministry of Citizenship and Immigration.

A statement of the student's achievement in all credit courses delivered through continuing education will be issued to the student by the principal of the continuing education school. The student's achievement will also be reported to the principal of the school that holds the student's Ontario Student Record for recording on the Ontario Student Transcript (see section 4.1.2).

Independent Study

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre (see section 10.5) may form part of independent study. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript.

Part-time Students

Blue Jay Int'l is pleased to help students achieve additional credit courses towards their OSSD in addition to those taken at the home school. Should a student enrol in part-time studies, Blue Jay Int'l will inform the home school with a written notification. Upon successful completion of the

course, a student will receive a transcript from Blue Jay Int'l indicating all coursework in accordance to the full disclosure policy outlined in this document. The student, or his/her parent/guardian must provide written consent for Blue Jay Int'l to submit the transcript to the home school.