

## Table of Contents

<b><u>SCHOOL POLICIES, PRACTICES AND PROCEDURES</u></b>	<b>3</b>
IMPORTANCE AND VALUE OF A SECONDARY EDUCATION	3
OVERALL GOALS AND PHILOSOPHY	3
MISSION STATEMENT	3
GUIDING PRINCIPLE	3
VICTUS ACADEMY ORGANIZATION	3
COURSES OFFERED AT VICTUS ACADEMY SEPTEMBER 2023 TO JUNE 2024	4
CALENDAR	4
REPORTING STUDENT ACHIEVEMENT TO PARENTS/GUARDIANS	4
TIMETABLES FOR COURSE OFFERINGS	4
<b><u>VICTUS ACADEMY'S EXPECTATIONS REGARDING STUDENTS' RESPONSIBILITIES, ACHIEVEMENT, AND ATTENDANCE</u></b>	<b>5</b>
STUDENT EXPECTATIONS AND CODE OF CONDUCT	10
CODE OF BEHAVIOUR	12
BULLYING	12
CONSEQUENCES	13
VICTUS ATTENDANCE POLICY	13
VICTUS CELLPHONE-ELECTRONIC DEVICES POLICY	14
EXITING A STUDENT FOR BEHAVIOR REASONS	15
EXITING A STUDENT FOR ACADEMIC REASONS	15
<b><u>DIPLOMA AND CERTIFICATES</u></b>	<b>16</b>
ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS	16
THE SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT	18
COMMUNITY INVOLVEMENT DIPLOMA REQUIREMENT	19
ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC) REQUIREMENTS	23
CERTIFICATE OF ACCOMPLISHMENT	23
<b><u>CURRICULUM</u></b>	<b>23</b>
SECONDARY SCHOOL COURSES AVAILABLE IN THE ONTARIO CURRICULUM	24
EXPLANATION OF COURSE CODES FOR GRADES 9 AND 10	26
EXPLANATION OF COURSE CODES FOR GRADES 11 AND 12	26
LIST OF COURSES IN GRADES 9 TO 12 AND ALL OF THE PREREQUISITE REQUIREMENTS	27
VICTUS GRADE 9 COURSES	27

VICTUS GRADE 10 COURSES	29
VICTUS GRADE 11 COURSES	31
VICTUS GRADE 12 COURSES	33
EXPERIENTIAL LEARNING PROGRAMS - COOPERATIVE EDUCATION AND JOB SHADOWING	34
STUDENT WITHDRAWAL FROM COURSES	35
PROCEDURES FOR STUDENTS WHO WISH TO CHANGE COURSE TYPES*	36
WAIVING PREREQUISITE COURSES	36
PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)	36
OTHER WAYS OF EARNING CREDITS	37
<b>EVALUATION AND EXAMINATION POLICIES</b>	<b>37</b>
<b>REPORTING PROCEDURES</b>	<b>38</b>
ONTARIO STUDENT RECORDS	38
ONTARIO STUDENT TRANSCRIPT (OST)	38
<b><u>SUPPORTS AND RESOURCES</u></b>	<b>39</b>
<b>GUIDANCE, EDUCATION AND CAREER PLANNING SUPPORTS INCLUDING THE INDIVIDUAL PATHWAYS PLAN</b>	<b>39</b>
<b>EDUCATION PLANNING AND COURSE SELECTION PROCESS</b>	<b>39</b>
<b>INTERVENTION STRATEGIES, SUPPORT, AND PROGRAMS</b>	<b>40</b>
<b>ENGLISH AS AN ADDITIONAL LANGUAGE LEARNERS</b>	<b>40</b>
<b>COMPUTER LABS</b>	<b>40</b>
<b>COMMUNITY RESOURCES</b>	<b>41</b>
<b>SPECIAL EDUCATION &amp; LEARNING EXCEPTIONALITIES</b>	<b>41</b>

# School Policies, Practices and Procedures

## Importance and Value of a Secondary Education

Victus Academy recognizes the importance and value of completing a secondary education and is committed to reaching every student to help them achieve a successful outcome. All Ontario students must remain in secondary school until the student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma (OSSD).

## Overall Goals and Philosophy

### Mission Statement

Victus Academy has been established to unlock the full potential of every student-athlete and to provide to them the skills, character and confidence to pursue their dreams. Victus provides students the best opportunity to succeed: in the classroom, on the ice, and in the gym.

### Guiding Principle

Victus Academy is confident that all students enter Victus with a serious purpose, and that the good sense and judgment of its students are and should be an adequate guide to behaviour. Victus expects honesty, discipline and hard work from its students. We intend to develop among our students a sense of responsibility for personal conduct and for the well-being of our student body. Accordingly, we encourage freedom, discussion and debate, within reasonable limitations but we need to enforce all of our rules for the well-being of all students.

## Victus Academy Organization

**President:** Matthew Schmidt

**Principal:** Rob Furfaro

**Director of Hockey Operations:** Mike Ellis

**Director of Athletic Performance:** Scott Atkins

**Administrative Team:** Rose Schmidt, Jessica Lepore

**Teachers:**

Ken Bisch, Zach DiPaulo, Nicola Macdonald, Ben Poort, Bradley Robinson, Dylan Stawarek

**On-Ice Assistants:** Mark Ellis, Paul Gibson, Megan Bozek, Robert Radford

**Strength Assistants:** Hana Parkin

**Director of Student-Athlete Development:** Todd Hoffman

**Mental Skills Consultants:** Dr. Ashwin Patel, Dr. Jackson Slauenwhite

## Courses Offered at Victus Academy September 2023 to June 2024

Grade 9: 8 courses	Grade 10: 9 courses	Grade 11: 7 courses	Grade 12: 4 courses
- BBI1O Introduction to Business (in place of French) - CGC1D Academic Geography - ENG1D Academic English - HFN1O Food & Nutrition - MTH1W De-streamed Math - PAF1O Powerfit - PAL1O Large Group Sport - SNC1W Destreamed Science	- ASM2O Media Arts - CHC2D Academic History - CHV2O Civics (0.5 credit) - ENG2D Academic English (0.5 credit) - GLC2O Career Studies - MPM2D Academic Math - PAF2O Powerfit - PAL2O Large Group Sport - SNC2D Academic Science	- BDI3C Entrepreneurship - ENG3U English - MCR3U Functions - PAF3O Powerfit - PAL3O Large Group Sport - SBI3U Biology - SCH3U Chemistry	- BOH4M Business Management Leadership - HSB4U Challenge and Change in Society - PAF4O Powerfit - PAL4O Large Group Sport  *Note: In 2023-24, Grade 12 students will be taking the flexible learning option through Blyth Academy Online

### Calendar

Semester 1: September 5, 2023 to January 31, 2024

Semester 2: February 1, 2024 to June 27, 2024

### Reporting Student Achievement to Parents/Guardians

There are several reporting periods throughout the school year. This year the reporting dates are as follows:

#### **Highschool Reporting Periods**

Fall Semester/Semester 1:

October 18-25, 2023 (Progress Interviews)

November 20, 2023 (Mid-term Report)

February 12, 2024 (Final Report)

Winter Semester/Semester 2:

April 2-9, 2024 (Progress Interview Dates)

April 29, 2024 (Mid-term Report)

July 5, 2024 (Final Report)

#### **Elementary Reporting Periods**

November 14, 2023 (Progress Report) – Interviews Precede (November 7-13)

February 13, 2024 (Term 1 Report) – Interviews Precede (February 6-12)

Progress Interviews: April 8-12, 2024

June 14, 2024 (Final Report)

Timetables for Course Offerings

**Victus Academy Timetables for Course Offerings - Elementary**

Grade 5/6 Yearly Timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>MATH</b> 8:25-9:35am	<b>LANGUAGE</b> 8:25-9:35am	<b>MATH</b> 8:25-9:35am	<b>LANGUAGE</b> 8:25-9:35am	<b>LANGUAGE</b> 8:25- 9:45am (80 mins)
<i>Change Time</i> 9:35-9:50am	<i>Change Time</i> 9:35-9:50am	<i>Change Time</i> 9:35-9:50am	<i>Change Time</i> 9:35-9:50am	
<b>ICE</b> 9:50- 10:40am	<b>ICE</b> 9:50- 10:40am	<b>ICE</b> 9:50- 10:40am	<b>ICE</b> 9:50- 10:40am	<b>HEALTH</b> 9:45- 10:15am (30 mins)
<i>Change Time</i> 10:40- 10:55am	<i>Change Time</i> 10:40- 10:55am	<i>Change Time</i> 10:40- 10:55am	<i>Change Time</i> 10:40- 10:55am	
<b>Nutrition Break</b> 10:55-11:10am	<b>Nutrition Break</b> 10:55- 11:10am	<b>Nutrition Break</b> 10:55-11:10am	<b>Nutrition Break</b> 10:55- 11:10am	<b>MATH</b> 10:15-11:30am 75min
<b>LANGUAGE</b> 11:10-12:00pm	<b>MATH</b> 11:10-12:00pm	<b>LANGUAGE</b> 11:10-12:00pm	<b>MATH</b> 12:05- 1:05pm	<b>LUNCH</b> 11:30-12pm
<i>Change Time</i> 12:00-12:05pm	<b>SOCIAL STUDIES</b> 12:00-1:05pm	<i>Change Time</i> 12:00-12:05pm	<b>SOCIAL STUDIES</b> 12:00-1:05pm	<b>ARTS</b> 12-1:40pm (100 mins)
<b>STRENGTH</b> 12:05-1:00pm		<b>STRENGTH</b> 12:05-1:00pm		
<i>Change Time</i> 1:00-1:05pm		<i>Change Time</i> 1:00-1:05pm		
<b>LUNCH</b> 1:05-1:35pm	<b>LUNCH</b> 1:05-1:45pm	<b>LUNCH</b> 1:05- 1:35pm	<b>LUNCH</b> 1:05-1:45pm	
<b>D.E.A.R.</b> 1:35-2:00pm	<b>D.E.A.R.</b>	<b>D.E.A.R.</b> 1:35-2:00pm	<b>D.E.A.R.</b>	<b>HOME</b>
<b>SCIENCE</b> 2:00-3:15pm	<i>Change Time</i> 2:05- 2:10pm	<b>SCIENCE</b> 2:00-3:15pm	<i>Change Time</i> 2:05- 2:10pm	
	<b>STRENGTH</b> 2:10- 3:10pm		<b>STRENGTH</b> 2:10- 3:10pm	
	<i>Change Time</i> 3:10- 3:15pm		<i>Change Time</i> 3:10- 3:15pm	
<b>HOME</b>				

Grade 7 Yearly Timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>Change Time</i> 8:25-8:40am	Language 8:30-9:35am	<i>Change Time</i> 8:25-8:40am	Language 8:30-9:35am	LANGUAGE 8:25- 9:45am (80 mins)
Strength 8:40- 9:30am		Strength 8:40- 9:30am		
<i>Change Time</i> 9:35- 9:50am	<i>Change Time</i> 9:35- 9:50am	<i>Change Time</i> 9:35- 9:50am	<i>Change Time</i> 9:35- 9:50am	
ICE 9:50-10:40am	ICE 9:50-10:40am	ICE 9:50-10:40am	ICE 9:50-10:40am	
<i>Change Time</i> 10:40-10:55am	<i>Change Time</i> 10:40-10:55am	<i>Change Time</i> 10:40-10:55am	<i>Change Time</i> 10:40-10:55am	HEALTH 9:45- 10:15am (30 mins)
Nutrition Break 10:55-11:05am	Nutrition Break 10:55-11:05am	Nutrition Break 10:55-11:05am	Nutrition Break 10:55-11:05am	
Math 11:05-12:05	Math 11:05-12:00	Math 11:05-12:05	Math 11:05-12:00	MATH 10:15-11:30am 75min
Language 12:10-12:55	<i>Change Time</i> 11:55-12:05pm	Language 12:10-12:55	<i>Change Time</i> 11:55-12:05	LUNCH 11:30-12pm
	Strength 12:05-1:00		Strength 12:05-1:00	ARTS 12-1:40pm (100 mins)
LUNCH 1:05 - 1:45pm	Change	LUNCH 1:05- 1:45pm	Change	
Language 1:45-2:15pm	LUNCH 1:05- 1:45pm	Language 1:45-2:15pm	LUNCH 1:05- 1:45pm	HOME
	History & Geography With Mr. Poort 1:45-3:15		History & Geography With Mr. Poort 1:45-3:15	
Science Gr. 7 2:15-3:15pm	Science Gr. 7 2:15-3:15pm	Science Gr. 7 2:15-3:15pm	Science Gr. 7 2:15-3:15pm	
<b>HOME</b>				

Grade 8 Yearly Timetable

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<i>Change Time</i> 8:25-8:40am	<i>Change Time</i> 8:25-8:40am	<i>Change Time</i> 8:25-8:40am	<i>Change Time</i> 8:25-8:40am	<b>LANGUAGE</b> 8:25- 9:45am (80 mins)
<b>ICE</b> 8:40- 9:30am	<b>STRENGTH</b> 8:30-9:30am	<b>ICE</b> 8:40- 9:30am	<b>STRENGTH</b> 8:30-9:30am	
<i>Change Time</i> 9:30- 9:45am	<i>Change Time</i> 9:30- 9:45am	<i>Change Time</i> 9:30- 9:45am	<i>Change Time</i> 9:30- 9:45am	
<b>Nutrition Break</b> 9:45-10am	<i>Change Time</i>	<b>Nutrition Break</b> 9:45-10am	<i>Change Time</i>	
<b>LANGUAGE</b> 10-11am (60 mins)	<b>ICE</b> 9:50-10:40am <i>Change Time</i> 10:40-10:55am	<b>LANGUAGE</b> 10-11am (60 mins)	<b>ICE</b> 9:50-10:40am <i>Change Time</i> 10:40-10:55am	<b>HEALTH</b> 9:45- 10:15am (30 mins)
<b>History &amp; Geography</b> 11-11:55am (55 mins)	<b>Nutrition Break</b> 10:55- 11:10am <b>LANGUAGE</b> 11:10- 12:05am (55 mins)	<b>History &amp; Geography</b> 11-11:55am (55 mins)	<b>Nutrition Break</b> 10:55- 11:10am <b>LANGUAGE</b> 11:10- 12:05am (55 mins)	<b>MATH</b> 10:15-11:30am 75min
<b>MATH</b> 11:55-12:55	<b>MATH</b> 12:05- 1:05pm	<b>MATH</b> 11:55-12:55	<b>MATH</b> 12:05- 1:05pm	<b>LUNCH</b> 11:30-12pm
<b>LUNCH</b> 12:55- 1:35pm	<b>LUNCH</b> 1:05- 1:45pm	<b>LUNCH</b> 12:55- 1:35pm	<b>LUNCH</b> 1:05- 1:45pm	<b>ARTS</b> 12-1:40pm (100 mins)
<b>D.E.A.R.</b> <b>LANGUAGE</b> (30 mins)	<b>Science with Mr. Stawarek</b> 1:45- 3:15pm	<b>D.E.A.R.</b> <b>LANGUAGE</b> (30 mins)	<b>Science with Mr. Stawarek</b> 1:45- 3:15pm	
<i>Change Time</i> 2:05- 2:10pm		<i>Change Time</i> 2:05- 2:10pm		
<b>STRENGTH</b> 2:10- 3:10pm		<b>STRENGTH</b> 2:10- 3:10pm		
<i>Change Time</i> 3:10- 3:15pm		<i>Change Time</i> 3:10- 3:15pm		
<b>HOME</b>				

## Victus Academy Timetables for Course Offerings – High School Semester 1

### Monday/Wednesday

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
8:20-8:25	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>
8:25-9:35	<b>ICE PAL10</b>	<b>History CHC2D</b>	<b>Biology SBI3U</b>	<b>Course Work Check-in #1</b>
9:40-10:50	<b>Science SNC1W</b>	<b>Civics/Careers CHV20/GLC20</b>	<b>STRENGTH PAL30</b>	<b>STRENGTH PAF40</b>
11:00-12:10	<b>STRENGTH PAL10</b>	<b>ICE PAL20</b>	<b>ICE PAL30</b>	<b>ICE PAF40</b>
12:10-12:50	<b>LUNCH</b>			
12:50-2:00	<b>Business BBI10</b>	<b>STRENGTH PAL20</b>	<b>English ENG3U</b>	<b>Course Work Check-in #2</b>
2:05-3:15	<b>English ENG1D</b>	<b>Science SNC2D</b>	<b>Entrepreneurship BDI3C</b>	

### Tuesday/Thursday

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
8:20-8:25	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>
8:25-9:35	<b>ICE PAL10</b>	<b>ICE PAL20</b>	<b>Biology SBI3U</b>	<b>Course Work Check-in #1</b>
9:40-10:50	<b>English ENG1D</b>	<b>Civics/Careers CHV20/GLC20</b>	<b>STRENGTH PAF30</b>	<b>STRENGTH PAF40</b>
11:00-12:10	<b>Business BBI10</b>	<b>STRENGTH PAL20</b>	<b>ICE PAF30</b>	<b>ICE PAF40</b>
12:10-12:50	<b>LUNCH</b>			
12:50-2:00	<b>STRENGTH PAL10</b>	<b>Science SNC2D</b>	<b>English ENG3U</b>	<b>Course Work Check-in #2</b>
2:05-3:15	<b>Science SNC1W</b>	<b>History CHC2D</b>	<b>Entrepreneurship BDI3C</b>	

### Friday

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
8:20-8:25	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>
8:25-9:35	<b>Athletic Curriculum</b>	<b>Athletic Curriculum</b>	<b>Athletic Curriculum</b>	<b>Athletic Curriculum</b>
9:37-10:47	<b>English ENG1D</b>	<b>Civics/Careers CHV20/GLC20</b>	<b>Biology SBI3U</b>	<b>Course Work Check-in #1</b>
10:50-12:00	<b>Science SNC1W</b>	<b>History CHC2D</b>	<b>Entrepreneurship BDI3C</b>	<b>Course Work Check-in #2</b>
12:00-12:30	<b>LUNCH</b>			
12:30-1:40	<b>Business BBI10</b>	<b>Science SNC2D</b>	<b>English ENG3U</b>	

**Mr. Ken Bisch**

**Mr. Bradley Robinson**

**Ms. Nicola Macdonald**

**Principal Facilitated**

\*Schedule subject to change; Homework club occurs after school from 3:15-4:00pm



## Victus Academy Timetables for Course Offerings – High School Semester 2

### Monday/Wednesday

	GRADE 9	GRADE 10	GRADE 11		GRADE 12
8:20-8:25	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>		<b>Homeroom</b>
8:25-9:35	<b>ICE</b> <b>PAF10</b>	<b>English</b> <b>ENG2D</b>	<b>Functions</b> <b>MCR3U</b>		<b>Course Work Check-in</b> <b>#1</b>
9:40-10:50	<b>Math</b> <b>MTH1W</b>	<b>Media Arts</b> <b>ASM2O</b>	<b>STRENGTH</b> <b>PAF3O</b>		<b>STRENGTH</b> <b>PAF4O</b>
11:00-12:10	<b>STRENGTH</b> <b>PAF1O</b>	<b>ICE</b> <b>PAF2O</b>	<b>ICE</b> <b>PAF3O</b>		<b>ICE</b> <b>PAF4O</b>
12:10-12:50	<b>LUNCH</b>				
12:50-2:00	<b>Food/Nutrition</b> <b>HFN1O</b>	<b>STRENGTH</b> <b>PAF2O</b>	<b>Challenge/Change</b> <b>HSB4U</b>	<b>Chemistry</b> <b>SCH3U</b>	<b>Course Work Check-in</b> <b>#2</b>
2:05-3:15	<b>Geography</b> <b>CGC1D</b>	<b>Math</b> <b>MPM2D</b>	<b>Business Leadership</b> <b>BOH4M</b>		

### Tuesday/Thursday

	GRADE 9	GRADE 10	GRADE 11		GRADE 12
8:20-8:25	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>		<b>Homeroom</b>
8:25-9:35	<b>ICE</b> <b>PAF1O</b>	<b>ICE</b> <b>PAF2O</b>			<b>Course Work Check-in</b> <b>#1</b>
9:40-10:50	<b>Geography</b> <b>CGC1D</b>	<b>Math</b> <b>MPM2D</b>	<b>STRENGTH</b> <b>PAF3O</b>		<b>STRENGTH</b> <b>PAF4O</b>
11:00-12:10	<b>Food/Nutrition</b> <b>HFN1O</b>	<b>STRENGTH</b> <b>PAF2O</b>	<b>ICE</b> <b>PAF3O</b>		<b>ICE</b> <b>PAF4O</b>
12:10-12:50	<b>LUNCH</b>				
12:50-2:00	<b>STRENGTH</b> <b>PAF1O</b>	<b>Media Arts</b> <b>ASM2O</b>	<b>Challenge/Change</b> <b>HSB4U</b>	<b>Chemistry</b> <b>SCH3U</b>	<b>Course Work Check-in</b> <b>#2</b>
2:05-3:15	<b>Math</b> <b>MTH1W</b>	<b>English</b> <b>ENG2D</b>	<b>Business Leadership</b> <b>BOH4M</b>		

### Friday

	GRADE 9	GRADE 10	GRADE 11		GRADE 12
8:20-8:25	<b>Homeroom</b>	<b>Homeroom</b>	<b>Homeroom</b>		<b>Homeroom</b>
8:25-9:35	<b>Athletic Curriculum</b>	<b>Athletic Curriculum</b>	<b>Athletic Curriculum</b>		<b>Athletic Curriculum</b>
9:37-10:47	<b>Geography</b> <b>CGC1D</b>	<b>Media Arts</b> <b>ASM2O</b>	<b>Functions</b> <b>MCR3U</b>		<b>Course Work Check-in</b> <b>#1</b>
10:50-12:00	<b>Math</b> <b>MTH1W</b>	<b>English</b> <b>ENG2D</b>	<b>Business Leadership</b> <b>BOH4M</b>		<b>Course Work Check-in</b> <b>#2</b>
12:00-12:30	<b>LUNCH</b>				
12:30-1:40	<b>Food/Nutrition</b> <b>HFN1O</b>	<b>Math</b> <b>MPM2D</b>	<b>Challenge/Change</b> <b>HSB4U</b>	<b>Chemistry</b> <b>SCH3U</b>	

**Mr. Ken Bisch**

**Mr. Bradley Robinson**

**Ms. Nicola Macdonald**

**Principal Facilitated**

\*Schedule subject to change; Homework club occurs after school from 3:15-4:00pm

## Victus Academy's Expectations Regarding Students' Responsibilities, Achievement, and Attendance

It is expected that each Victus Student is intelligent, polite, honest, respectful, kind-hearted, trusting and trustful, and well-behaved.

It is our goal that, with a Victus Education, each student becomes hard-working, organized, well-read, self-confident, a leader/participant, an achiever, a university/college graduate, and a hockey player at the highest level he or she wishes to attain.

### Student Expectations and Code of Conduct

Success at Victus Academy is contingent upon five assumptions. First, that the student's parents have accurately and completely informed and provided Victus Academy with all relevant documentation regarding their child. Second, that the student is intellectually and academically capable of achieving in a grade appropriate program. Third, that the student strives to improve beyond the academic levels identified at admission. Fourth, that the student continues to meet and abide by the Student Expectations and Code of Conduct. Finally, that the student's parents continue to support and promote the philosophies, policies, staff and decisions of Victus Academy.

Every student-athlete attending Victus Academy is a representative of the school and its program and thus is expected to abide by a Code of Conduct. We have high expectations for our students, but we know the students have their own expectations and their own personal code of conduct. Here are a few of our expectations:

1. **Positive Environment:** The students should create an environment and community of friendship and support, which will help foster each other's development. Victus Academy will host elite players from a variety of areas and it is expected that they will support, challenge, and push each other to succeed, both academically and athletically. This requires students to respect, encourage and support each other. Any fighting, abuse, bullying, harassment or discrimination is prohibited and will be handled strictly and immediately. All students must refrain from any offensive or inappropriate language at all times.
2. **Academic Excellence:** The students will be challenged and are expected to achieve success in academics, not just in athletics. The education of the students is our number one priority and it will be held to the same high standard as its hockey program. Victus Academy will ensure its students have the necessary prerequisites for college or university, even if hockey is their immediate objective. The students will be given every opportunity to succeed by having a small teacher-student ratio and occasional in-school study sessions. Our expectation is that they will succeed academically and attain the university or college of his or her choice.
3. **Seek Help:** Students are expected to seek assistance or clarification at any time. The teachers will help students to fully understand the material, and the experienced coaches will be able to answer any questions with respect to proper technique or areas in which to improve, but only if they seek help. Victus Academy will also offer guidance with respect to the student's future goals and each student is encouraged to ask questions and seek guidance as appropriate.

4. **Healthy Lifestyle:** Students are expected to maintain a healthy lifestyle. While at Victus Academy, each student will be expected to follow the nutritional guidelines established by the Director of Athletic Performance in order to maximize their performance and lead healthy lives. Nutritional plans will be customized for each student-athlete and it is expected that they follow this throughout the year. Any tobacco or illegal drugs brought on-site will be confiscated and the use of such is strictly prohibited.
5. **Respect for Staff:** All Arena and Victus staff are to be treated with dignity and respect. It is imperative to listen to all coaches, teachers and administrators so that all students are able to develop and learn in a safe and friendly environment. Students must be respectful in the classroom, in the halls, on the property, and out in public, and comply with the rules of the school and the laws of the state.
6. **Respect for Self:** All students must be clean, neat and presentable, while abiding by the uniform at all times. They will have acceptable grooming and good personal hygiene.
7. **Play by the Rules:** Any specific rules or codes of conduct that the coaches, teachers, or administrative staff have for the on-ice program, athletic performance program, or education program must be adhered to.
8. **Respect for Property:** Students must maintain a clean facility. Sportsworld Arena is our home and every student is expected to treat it as such. This includes keeping their equipment and school materials organized and all rooms (including dressing rooms) clean. Littering and vandalism is strictly prohibited.
9. **Sportsmanship:** Each student must treat all opponents and officials respectfully. In any exhibition games or tournaments, each student will, both on and off the ice, be representing Victus Academy, including its coaches and the other students. This requires adhering to the dress code and acting/playing as a team with respect for the game, the opponents, and the officials.
10. **Preparation/Punctuality:** We expect all students to prepare thoroughly for all lessons, to be on time for all activities, and to be fully engaged in all aspects of their student life, including classes and hockey programs. Failing to prepare or being late is disruptive and indicative of a lack of self-discipline and a lack of respect for the school, its teachers and other students.
11. **Leadership:** We expect all students to show leadership in all facets of their student life. The older students should mentor the younger students and be role models. Victus Academy will provide many opportunities for its students to show leadership, and we expect each student to be up to the task. In all ways, each student should lead by example and conduct themselves with the highest standards.

## Code of Behaviour

Victus staff continues to review strategies to encourage positive behavior in the school and on the Ice. The goal continues to be to find ways for the school and home to work together to support students in making positive choices.

Each person is responsible for his/her conduct.

If the conduct is:

negative, demeaning, degrading or disrespectful of self/others, school rules, and surroundings, one can expect a consequence.

All school members must:

- respect and comply with all applicable federal, provincial and municipal laws;
- refrain from any behaviour that could be construed as bullying (bullying being a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause or should be known to cause fear and distress and/or harm to another person's body, feelings, self-esteem, or reputation;(bullying occurs in a context where there is a real or perceived power imbalance);
- demonstrate honesty, integrity, and healthy living;
- respect differences in people and their ideas and opinions;
- treat one another with dignity and respect at all times, especially when there is a disagreement;
- respect the dignity, rights, and fair treatment of others, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- demonstrate citizenship and acceptable strategies for resolving conflict;
- show proper care and regard for school property and the property of others;
- demonstrate honesty in achieving academic expectations;
- respect persons who are in a position of authority;
- demonstrate regular attendance;
- respect the need of others to work in an environment of learning and teaching;
- respect and honour the appropriate dress code of the school community;
- demonstrate appropriate and ethical use of technology;
- respect guidelines regarding use of personal items (e.g., cell phones, iPods, etc.).

## Bullying

A student is bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one student or more. Students who bully other students will face appropriate consequences. School authorities will contact parents to address the issue. Every student has the right to feel safe attending school. Bullying can be verbal, physical, and/or emotional. Staff will continue to make sure that the issues and the consequences are shared with parents.

## Consequences

Consequences may include some or all the following:

- an informal talk,
- a detention,
- parental involvement,
- loss of privileges,
- community service,
- restitution,
- administration involvement,
- suspension or expulsion.

A consequence is dependent on many factors:

- The act itself
- Previous behaviour
- Intention
- Knowledge
- Degree of effect on others and property
- Mitigating circumstances

A chart outlining progressive discipline steps taken in cases of negative student behaviours can be found in the Policy and Procedures Manual.

## Victus Attendance Policy

Parents are discouraged from permitting absence for any reason other than illness or emergency. Please be mindful that accumulated absences/lates will have an effect on academic progress.

Non-attendance should be considered serious and detrimental when:

- The absence is unexplained
- A pattern is evident (e.g. lates, skipped classes, and/or absences per week)
- There is a history of previous attendance concerns with the student or siblings
- The absences negatively impact upon academic success

### Procedure

5 days absence

- Classroom Teacher and Office: notes a concern regarding student attendance (this includes absence(s) and/or lates) for 5 days. The classroom teacher or Principal should contact the parent and inquire into lates. The Principal will contact the parent and inquire into absences.
- Documentation begins. The classroom teacher and office will document involvement and contact with both the student and parent.

10 days absence

- The Principal: if absences and/or lates continue for 10 days, the Principal will contact the parents. The Principal may request medical certification for frequent or questionable illnesses.
- After 10 days of concerned absence, the Principal will mail the parent a Letter of Concern. The Letter of Concern can be used to address lates as well as absences. Note that 10 days does not mean consecutive days.

15 days absence

- After 15 days of concerned absence, the Principal will request a meeting with the parent(s) and inform them that the course credit is in jeopardy and continued absences will result in suspension.

In cases of serious absenteeism, a plan needs to be developed to help the student and family correct the problem.

The plan should address an individual student's particular needs and include a variety of strategies aimed at improving school attendance and take into account any mitigating circumstances.

### **Extended Holiday**

Parents who choose to remove their adolescent from school for extended holidays MUST complete and submit an "Intent to be Absent" form available at the Office at least one week prior to the intended absence. Students are responsible for making arrangements regarding missed work with their teachers and submit assignments due during the scheduled absence before departure.

## **Victus Cellphone-Electronic Devices Policy**

### **Communication/ Electronics Devices:**

Electronic devices such as cell phones, cameras and personal music devices are not permitted to be used in the hallways/classroom area/change rooms/washrooms.

**Cell phone/texting is permitted by students only during non-instructional time** (before school/lunch/after school/etc.) **unless under teacher/staff direction.**

### **SPECIFICALLY...**

Any visible presence would indicate that they are being used.

Cell phones are not permitted at any time in the changerooms or washrooms. If any member of the Victus team sees a student with a cell phone going into the changerooms or washrooms it will be immediately confiscated and can be picked up at the end of the school day.

Students who do bring electronic items to school are encouraged to leave them in their lockers.

There is an inherent risk to bringing a cell phone/device to school as Victus will not be responsible for lost and damaged items.

**Example of an infraction:** a student's cell phone is visible and it is apparent the student is engaged in... this will result in a cell phone violation

**First offence-**teacher will keep phone/device until end of class, document and return device to student

**Second offence-** teacher will bring phone/device to the office and office will keep phone/device until end of school day, document and return to student at end of day.

**Third offence-** teacher will bring phone/device to office and parent will have to come to school to get phone/device. A mutual agreement between parent and Principal will be decided.

**Refusal to co-operate will be deemed a defiance issue which will be dealt with accordingly.**

### Exiting a Student for Behaviour Reasons

Some reasons why a student's success at Victus Academy would be jeopardized and/or enrolment discontinued include, but are not limited to, the disobedience of the Student Expectations and Code of Conduct and its aforementioned assumptions and such indicators as tardiness, absenteeism, breaking the law, negatively affecting the public good will and reputation of the school, threatening or endangering the physical or emotional well-being of another person, refusal to comply with academic or behavioural expectations, attitude, verbal or nonverbal disrespect, interference with the general ability of others to benefit from the school, negative influence upon other's attitudes or efforts, smoking, or continuing inappropriate behaviour. All of the above indicators shall be solely at the Principal's definition.

Attendance at Victus Academy is mandatory and is expected up until the child is 18 or has earned his/her OSSD. Students are required to fulfil all course expectations as well as the mandatory 110 course hours in order to complete a course. Students who are not in attendance for 110 course hours must have parental permission (up to 5 absences) and/or a doctor's note (up to 10 absences). Absences due to hockey commitments are inevitable, and students need to work collaboratively with their teachers to stay caught up with academic class work. When a student nears 15 days absent from the fall or winter semester, the credit is in jeopardy due to lack of course hours. The principal is the decision maker if a credit is to be denied due to absences. Under some exceptional circumstances, a student may miss in excess of 20 days due to high level athletic competition, and as long as the student can still achieve the course learning outcomes, the credit may be granted.

Regular attendance, is an expectation for continued enrolment at Victus Academy.

### Exiting a Student for Academic Reasons

Victus Academy program is an academic track program. Students who are unable to meet the academic standard at a level that will allow them to be successful at the subsequent course, may be exited from the school program. Identifying academic issues and building in support systems begin early in the school year and parents will be included in this process with the goal of ensuring student success.

# Diploma and Certificates

## Ontario Secondary School Diploma (OSSD) Requirements

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

- students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;
- students must meet the provincial secondary school literacy requirement; and
- students must complete 40 hours of community involvement activities
- Students must complete 2 online learning courses (New for Grade 9 cohorts starting in 2020-21 school year)

### Compulsory Credits (total of 18)

In order to obtain the Ontario Secondary School Diploma, students must earn a total of 18 compulsory credits. The courses that students can take to meet the compulsory credit requirements are described in the curriculum policy documents for the various disciplines. The compulsory credits are to be distributed as described here:

#### 4 credits in English (1 credit per grade)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

Victus Academy offers 4 credits in English - one per each grade level in the secondary school

#### 3 credits in mathematics (at least 1 credit in Grade 11 or 12)

Victus Academy offers the de-streamed mathematics class at Grade 9, academic level at Grade 10 and university preparation level mathematics in Grade 11 and 12

#### 2 credits in science

Victus Academy offers de-streamed science in Grade 9 and academic level in Grade 10

#### 1 credit in the arts

- The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.

Victus Academy offers Media Arts in Grade 10 - ASM20



1 credit in Canadian geography (Grade 9)

Victus Academy offers CGC1D

1 credit in Canadian history (Grade 10)

Victus Academy offers CHC2D

1 credit in French as a second language

• Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

**Note:** At Victus Academy, French as a second language may not be an available course, therefore students who enroll without having earned this credit, will take another course as a substitute, as designated by the Principal. In Grade 9, this course is BBI1O – Introduction to Business

1 credit in health and physical education

Victus Academy offers 2 credits in Health and Physical Education in each grade corresponding to Large Group Sport and Powerfit. For example, in Grade 9, PAL1O and PAF1O are offered.

0.5 credit in career studies

Victus Academy offers GLC2O

0.5 credit in civics

Victus Academy offers CHV2O

3 additional credits, consisting of 1 credit from each of the following groups:

**Group 1:** English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education

Victus Academy offers Food and Nutrition, HFN1O, in Grade 9 and Challenge and Change in Society, HSB4U, in Grade 11/12.

**Group 2:** French as a second language, the arts, business studies, health and physical education, cooperative education

Victus Academy offers 5 additional health and physical education classes beyond the one compulsory course

Victus Academy offers Grade 9 Information and Communication Technology in Business (BTT1O) and Grade 11 Entrepreneurship (BDI3C).

**Group 3:** French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Victus Academy offers Grade 11 University Preparation Biology (SBI3U) and Chemistry (SCH3U).

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

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

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students earn these credits by successfully completing courses that they have selected from the courses listed as available in the Victus Academy program and course calendar.

### **The Secondary School Literacy Graduation Requirement**

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life.

To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10 in accordance with the policies outlined in OSS 2016 Section 6.1.3.1. Once students have successfully completed the OSSLT, they may not retake it.

Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test, the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process (see OSS 2016 Section 6.1.3).

Students whose Individual Education Plan (IEP) indicates that the student is not working towards the attainment of the OSSD may, with parental consent and the approval of the principal, be exempted from writing the OSSLT or taking the OSSLC. (See OSS 2016, Appendix 3, Section 4 for exemption procedures).

#### **The Ontario Secondary School Literacy Test (OSSLT)**

The Ontario Secondary School 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 secondary school 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 test identifies the 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, usually 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. For students with special education needs, accommodations specified in the student's IEP must be available on the day of the test.

### **The Ontario Secondary School Literacy Course (OSSLC)**

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document *The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC)*, Grade 12. Students who pass the course are considered to have met the literacy graduation requirement.

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

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

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

For students with special education needs, accommodations specified in the student's IEP must be available to the student throughout the course. However, because achievement of the expectations in this course represents fulfilment of the literacy requirement for graduation, no modifications of the expectations are permitted.

Students who were receiving special education programs and/or services and had an IEP documenting accommodations required during the taking of the OSSLT may be eligible to enrol directly in the OSSLC if the required accommodations were not available on the day the OSSLT was administered. In such cases, the student must have been present to take the test but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test.

### **Community Involvement Diploma Requirement**

Students must complete a minimum of 40 hours of community involvement activities as part of the diploma requirements. The purpose of this requirement is to encourage students to develop an awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will plan and select their community involvement activities in consultation with their parents and as part of the Individual Pathways Plan process.

Although this diploma requirement applies to students in Grades 9 to 12, students in Grade 8 will now be able to start accumulating community involvement hours in the summer before they enter Grade 9.

Students will select one or more community activities in consultation with their parents. Selection of the activities should take into account the age, maturity, and ability of the student, the location and the environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount. Students will not be paid for performing any community involvement activity. A list of approved activities and the necessary forms are available from the Principal. The school cannot approve student participation in any activities that the Ministry of Education has declared ineligible. If the student selects an activity that is not indicated on the list of approved activities, the student must obtain written approval from the Principal before beginning the activity. "Notification of Planned Community Involvement Activities" form must be completed, signed by both student and his/her parent, and submitted to the Principal prior to the commencement of the activity. Parents are responsible for insurance and liability. The school's only responsibility is to verify that the activities reported have been completed and recorded. "Completion of Community Involvement Activities" form must be completed, signed by the student, parent, and sponsor of the activity, and submitted to the Principal upon completion of the activity. The Principal will determine whether the student has met the requirements and if so, will record it as completed on the student's official transcript.

### Ineligible Activities

The ministry 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 the student's lunch breaks or "spare" periods 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 persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, 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).

### Online Learning Requirement

Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in this memorandum. Students working towards other certificates (for example, the certificate of accomplishment or an Ontario Secondary School certificate) are not required to complete the online learning graduation requirement, yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

This requirement is designed to support students to enroll in online learning courses as part of their secondary school program, in order to support the development of digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. It is guided by a vision of an Ontario where every student has equitable access to high-quality online learning within a modernized education system that prepares them to succeed in a digital and ever-changing world.

#### **Credits Earned During COVID-19**

Students can count **one** secondary school credit that was earned during the province wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide school closures.

#### **Opting Out**

Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from their child’s school board. Exemption from the online learning graduation requirements may be requested by:

- the parent or guardian of the secondary student
- students who are 18 years of age or older
- students who are 16 or 17 years of age and have withdrawn from parental control

#### **Eligible credits**

*Online learning courses* or *online learning credits*, also known as “e-learning” courses or credits, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for:

- examinations and other final evaluations
- access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports,

and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9 (please refer to *Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements* for more information on these credits).

All online learning credits earned at a school authorized to offer credits towards an Ontario Secondary School Diploma may count towards the graduation requirement.

### **Ineligible credits**

Credits that shall not count towards the online learning graduation requirement include those earned through:

- **in-person learning**, in which students are physically present with other students in the same course and their educator in the school environment
- **blended learning**, in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online
- **flipped classrooms**, a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment
- **remote learning**, characterized by minimum synchronous learning requirements, among other requirements as defined in [Policy/Program Memorandum 164](#)

**Exception: remote learning credit earned in 2020-21**

### **Substitutions for Compulsory Courses**

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine

whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

## **Ontario Secondary School Certificate (OSSC) Requirements**

This certificate will be awarded to everyone who successfully completes a minimum of 14 credits, including 7 compulsory credits and 7 optional credits from the available course offerings. Such credits will be based on the discipline specific expectations and assessment policies as set out in the provincial curriculum policy documents.

The compulsory credit requirements are:

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

The provisions for making substitutions for compulsory credits described for the OSSD also apply to the Ontario Secondary School Certificate.

## **Certificate of Accomplishment**

This certificate may be granted by the principal to students who are leaving school prior to fulfilling the requirements for an OSSD or OSSC, but who have achieved significant progress in completing personal and educational goals. An Ontario Student Transcript, including the Individual Education where applicable, will be attached to the certificate.

## **Curriculum**

### **Definition of a Credit**

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. '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 the course. Planned learning activities include interaction between the teacher and student as well as assigned individual and/or group work, excluding homework. Half or partial credits may be offered for some courses and the amount of classroom instruction will relate accordingly (e.g., a half credit equals 55 hours)

## Secondary School Courses Available in the Ontario Curriculum

Secondary school courses in the Ontario curriculum are organized by discipline, grade, and course type. Course types offered in Grades 9 and 10 (academic and applied courses, open courses) differ from those offered in Grades 11 and 12 (destination-related courses, open courses).

In the current Ontario curriculum, there is a clear distinction between applied and academic courses in Grades 9 and 10, as well as among the various destination courses in Grades 11 and 12. Open courses in Grades 9 to 12 are also distinct from other course types. Depending on the subject and/or discipline, students may earn credit for the successful completion of more than one course in the same subject at any given grade level.

### **Grade 9 and 10 Courses**

The following three types of courses are offered in Grades 9 and 10 in the Ontario curriculum: Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

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

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

Victus Academy offers only academic and open courses in Grades 9 and 10. The course offerings are fixed for students in Grades 9 and 10, allowing them to earn credits towards their OSSD. In some compelling cases, with the approval of the principal, a Grade 9 or 10 student may pursue a course that is outside of the Victus offerings for Grades 9 and 10.

### **Grade 11 and 12 Courses**

The following five types of courses are offered in Grades 11 and 12 in the Ontario curriculum: 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, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and



prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

In Grades 11 and 12, the Ontario curriculum allows students to focus increasingly on their individual interests and will identify and prepare for their postsecondary pathways. In these grades there are also increased opportunities for learning experiences beyond the school, including cooperative education, work experience, and specialized programs such as the Ontario Youth Apprenticeship Program, Specialist High Skills Major programs, and school-work transition programs.

Victus Academy does not offer these learning opportunities beyond the school setting, rather offers some choice in subjects allowing students to both earn the required courses for their OSSD, take courses which meet or supersede the prerequisites for most post-secondary educational paths and continue to focus on the skills development associated with the Victus hockey program.

## **Course Code System**

Grade 9 and 10 courses at Victus Academy\*

### **Academic Courses**

Courses with a D in the fifth position focus on the essential concepts of the discipline and also explore related concepts. Course work develops students' knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for further learning and problem solving.

### **Destreamed Courses**

Courses with a W in the fifth position are destreamed courses in grade 9 core subjects of math and science, which have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with an educational base that will prepare them for their studies in grade 10.

### **Open Courses**

Courses with an O in the fifth position have one set of expectations for the subject, appropriate for all students in a given grade. These courses are designed to provide students with a broad educational base that will prepare them for their studies in grades 11 and 12 and for productive participation in society.

Grade 11 and 12 courses at Victus Academy\*

### ***University Preparation Courses***

Courses with a U in the fifth position provide students with the knowledge and skills needed to meet entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content with supporting applications. The courses will focus on the development of both independent research skills and independent learning skills.

### ***University/College Preparation Courses***

Courses with a M in the fifth position include content that is relevant for both university and college. They provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered and their

content will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

### ***Open Courses***

Courses with an O in the fifth position allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination

### ***College Courses***

Courses with a C in the fifth position provide students with the knowledge and skills they need to meet the entrance requirements for specific and college programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content.

\*Victus Academy does not offer courses which are the Applied (P) or Workplace (E) preparation level. The Victus program is designed to allow all students to pursue a university program, if they are successful in their Victus courses. Course types offered at Victus Academy are listed above.

## **Explanation of Course Codes for Grades 9 and 10**

**PAL1OH** - the first place is always a letter and identifies the curriculum area (in this example **P** is Health and Physical Education)

**PAL1OH** - the first three places (always letters) identify the subject (in this example **PAL** is Healthy Living and Large Group Activities)

**PAL1OH** - the fourth place identifies the grade/year (in this example **1** is grade 9 or year 1 of high school) This place can be **1**-grade 9/first year of high school; **2**-grade 10/second year high school

**PAL1OH** - the fifth place (a letter) identifies course type (in this example the **O** is for Open) This place can be **D** - Academic; **W** - Destreamed; **O** – Open;

**PAL1OH** - the sixth place (if used) can be a number or letter assigned by the school to distinguish course characteristics (in this example **H** is for Hockey)

## **Explanation of Course Codes for Grades 11 and 12**

**ENG3U1** - the first letter identifies the curriculum area (in this example **E** is English)

**ENG3U1** - the first three places identify the subject (in this example **ENG** is English)

**ENG3U1** - the fourth place identifies the grade/year (in this example **3** is grade 11 or year 3 of high school) This place can be **3**-grade 11/third year high school; **4**-grade 12/fourth year high school

**ENG3U1** - the fifth place identifies course type (in this example the **U** is for University) This place can be **U**-University; **M**-University/College; **C**-College; **E**-Workplace; **O**-Open

**ENG3U1** - the sixth place (if used) can be a number or letter assigned by the school to distinguish course characteristics

## List of Courses in Grades 9 to 12 and all of the Prerequisite Requirements

### Victus Grade 9 Courses

BBI10

#### **Introduction to Business, Grade 9, Open**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives. Prerequisite: None

CGC1D

#### **Geography of Canada, Grade 9, Academic**

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

Prerequisite: None

ENG1D

#### **English, Grade 9, Academic**

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

Prerequisite: None

HFN10

#### **Food and Nutrition, Grade 9, Open**

This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisite: None

MTH1W

**Mathematics, Grade 9, De-streamed**

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

PAF1O

**Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 9, Open**

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

Prerequisite: None

PAL1O

**Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength), Grade 9, Open**

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

Prerequisite: None

SNC1W

**Science, Grade 9, De-streamed**

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

## Victus Grade 10 Courses

ASM2O

### **Media Arts, Grade 10, Open**

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

Prerequisite: None

CHC2D

### **Canadian History Since World War I, Grade 10, Academic**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

*Note:* This course description reflects the revisions that have been made to the history courses as part of Ontario's curriculum strategy in response to the Truth and Reconciliation Commission's Calls to Action numbers 62 and 63.

CHV2O

### **Civics and Citizenship, Grade 10, Open (0.5 credit value)**

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

ENG2D

### **English, Grade 10, Academic**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in

a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

#### GLC2O

##### **Career Studies, Grade 10, Open (0.5 credit value)**

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school. Prerequisite: None

#### MPM2D

##### **Principles of Mathematics, Grade 10, Academic**

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: Mathematics, Grade 9, Academic, or Mathematics Grade 9, Applied and Mathematics Transfer course, Grade 9, Applied to Academic

#### PAF2O

##### **Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 10, Open**

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

Prerequisite: None

#### PAL2O

##### **Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength) Grade 10, Open**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical

activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The course will focus on large group activities primarily hockey, as well as strength and personal fitness activities.

Prerequisite: None

SNC2D

### **Science, Grade 10, Academic**

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

Prerequisite: Science, Grade 9, Academic or Applied

## **Victus Grade 11 Courses**

BDI3C

### **Entrepreneurship: The Venture, Grade 11, College Preparation**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their goals. Students will create a venture plan for a school-based or student-run business. Through hands-on experiences, students will have opportunities to develop the values, traits, and skills most often associated with successful entrepreneurs.

Prerequisite: None

ENG3U

### **English, Grade 11, University Preparation**

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

MCR3U

### **Functions, Grade 11, University Preparation**

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

PAF30

**Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 11, Open**

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

Prerequisite: None

PAL30

**Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength) Grade 11, Open**

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

The course will focus on large group activities primarily hockey, as well as strength and personal fitness activities.

Prerequisite: None

SBI3U

**Biology, Grade 11, University Preparation**

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

SCH3U

**Chemistry, Grade 11, University Preparation**

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases.



Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10, Academic

### Victus Grade 12 Courses

BOH4M

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

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

Prerequisite: None

HSB4U

#### **Challenge and Change in Society, Grade 12, University Preparation**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyse how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyse causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

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

PAF4O

#### **Healthy Active Living Education – Healthy Living and Personal and Fitness Activities (Ice Hockey and Strength), Grade 12, Open**

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

Prerequisite: None

PAL4O

#### **Healthy Active Living Education – Healthy Living and Large Group Activities (Ice Hockey and Strength) Grade 12, Open**

This course enables students to further develop the knowledge and skills they need to make healthy choices. It places special emphasis on how students can maintain the habits of healthy,

active living throughout their lives as they make the transition to adulthood and independent living. Through participation in a wide range of physical activities in a variety of settings, students can enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The focus of this course is on healthy living and large group activities, specifically related to the sport of hockey and strength & conditioning.

Prerequisite: None

**Access: If any parent or student would like information regarding access to outlines of courses of study, please contact Victus Academy at (519) 219-5900 or by email to [info@victusacademy.com](mailto:info@victusacademy.com).**

To gain access to the Ontario curriculum, please visit the following website:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

## **Experiential Learning Programs - Cooperative Education and Job Shadowing**

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student’s school–work transition program.

## **Student Withdrawal from Courses**

If a student wishes to withdrawal from a course, they must first speak with the Guidance Counsellor. A credit evaluation and examination will be conducted to ensure that the student is still on track for to meet graduation requirements. If the student wishes to withdraw from the class in the first week to enrol in another class, this is done through the Guidance Counsellor. Parental permission may be required. Communication is sent to the parents/guardians regarding the change with an update on the credit accumulation so the parents/guardians, as well as the student, are fully aware of the child’s up-to-date credit count (for purposes of graduation). Below is how a withdrawal from a course is or is not recorded on the Ontario Student Transcript.

### Grade 9

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

### Grade 10

Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

### Grades 11 and 12

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered course or five instructional days following the issue of the second provincial report card in a full year course, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered course or five instructional days following the issue of the second provincial report card in a full year course, the 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.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student’s learning plan.

### **Procedures for Students Who Wish to Change Course Types\***

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need.

In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course.

In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, Virtual Highschool or independent study.

\*Victus Academy offers courses at only one level, so changing course type while enrolled is not an option for students. The information above applies to students who seek to enroll at Victus and may have already earned applied, college level or workplace secondary school course credits.

### **Waiving Prerequisite Courses**

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

### **Prior Learning Assessment and Recognition (PLAR)**

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms. Through a formal evaluation and accreditation process known as Prior Learning Assessment and Recognition (PLAR), students enrolled in Ontario secondary schools, including the Independent Learning Centre and inspected private schools that choose to implement PLAR, may have their skills and knowledge evaluated against the overall expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. PLAR procedures are carried out under the direction of the school principal, who grants the credits.

The PLAR process developed by Victus Academy in compliance with ministry policy involves two components: challenge and equivalency. The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. The equivalency process involves the assessment of credentials from other jurisdictions.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program. For regular day school students, a maximum of 4 credits may be granted through the challenge process for Grade 10, 11, and 12 courses; or for Levels 1, 2, and 3 in classical languages and

international languages courses; and for Levels 3, 4, and 5 in Native languages courses. No more than 2 of these credits may be granted in one discipline.

For 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 based on their evaluation of the student's previous learning. *Forms available in office.*

### **Other Ways of Earning Credits**

Students may earn credits in other ways, such as e-learning, the Independent Learning Centre, and continuing education courses for credit. E-learning Credit Courses are courses taught by e-learning teachers using the provincial Learning Management System (LMS). E-learning courses can be offered for students who cannot be in the physical classroom to learn. The Independent Learning Centre offers high school credit courses for students in Grades 9-12 and can grant Ontario Secondary School Diplomas (OSSD). Students who wish to earn credits through other means are encouraged to speak with our Guidance Counsellor to receive more information and to determine the best course of action for that student. Students may also choose to earn credits through accredited summer school programs offered by Ontario school boards, schools or study-travel opportunities.

For more information about Ontario's E-learning Strategy, see:

<http://www.edu.gov.on.ca/elearning/strategy.html>

For more information on the Independent Learning Centre, see:

[http://www.ilc.org/pages/future\\_students.php](http://www.ilc.org/pages/future_students.php)

For more information on Virtual High School, see:

<https://www.virtualhighschool.com/>

### **Evaluation and Examination Policies**

The primary purpose of assessment, evaluation, grading, and reporting is to improve student learning. The assessment and evaluation procedures and practices at Victus Academy follow expectations as laid out in the Ministry of Education document "Growing Success".

Assessment and evaluation is based on the student's achievement of course expectations related to the four categories of knowledge and skills in the Ontario Curriculum Grades 9-12:

- Knowledge/ Understanding
- Thinking and Inquiry
- Communication
- Application

Teachers will use subject specific "Level of Achievement Charts" found in the Ontario Curriculum as the basis for all assessment and evaluation. Achievement is reflected as a percentage grade using the provincial guidelines:

80 - 100%	(Level 4) a very high to outstanding level of achievement which is above provincial standard
70 - 79%	(Level 3) a high level of achievement. This is the provincial standard.
60 - 69%	(Level 2) a moderate level of achievement which is below the provincial standard.
50 - 59%	(Level 1) a passable level of achievement which is below the provincial standard.
<50%	below 50% insufficient achievement of curriculum expectations. A credit will not be earned

A final grade for each course is calculated using 70% of the grade based on the assessment and evaluation of the student throughout the course, and 30% based on final, course summative evaluation. This summative evaluation may be in the form of an examination, performance, essay, and/or other method suitable to the content of the course and according to the school's policy. All students must be present for the final evaluation. There are no exemptions. All attempts are made to allow for only one examination each day of the exam week and all examinations are scheduled in the morning. Exam accommodations for individual students are based on the recommendations in the student's Individual Educational Plan (IEP).

## **Reporting Procedures**

### **Ontario Student Records**

Personal information is collected under the authority of the Education Act and will be used for the establishment and maintenance of the Ontario Student Record in accordance with the (OSR) Guideline 2000. Access to OSR Records may be obtained by the parents/guardians of students under the age of 18, or by the students over 18, by contacting the principal.

An Ontario School Record (OSR) is on file for each student attending the school. This record contains the academic history of the student in Ontario schools from kindergarten on. This file is the property of the Provincial Ministry of Education and is kept at the school according to Ministry requirements. Students and parents may have access to these records according to prescribed Ministry guidelines. The Ontario Student Transcript is the record of all secondary school courses successfully completed by a student, and indicates the credits a student has earned towards the requirements of the Ontario Secondary School Diploma (OSSD). The marks a student has achieved for a completed course are annually recorded as a percentage in numerical figures. A credit is granted in recognition of the successful completion of a course (at the Grade 9-12 levels) that has been scheduled, for a minimum of 110 hours. These detailed courses of study, and the guidelines on which they are based, are available for parents' perusal in the school. Victus Academy uses the Ontario Provincial Report Card as well as a Victus specific progress report and issues reports on the schedule indicated earlier in this document.

### **Ontario Student Transcript (OST)**

The OST is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates. In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no entry will be made on the transcript. In Grades 11 and 12, all courses taken by the student, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a Grade 11 or 12 course before the date indicated earlier in this document, the withdrawal will not be recorded. A student's final result on the Ontario Secondary School Literacy Test (to be taken in Grade 10), as well as confirmation that the student has completed the community involvement requirement, will also be included in the student transcript.

## Supports and Resources

### Guidance, Education and Career Planning Supports including the Individual Pathways Plan

Victus Academy incorporates guidance education and career planning through its Careers course and through work with the school guidance counsellor who meets with students as groups and individuals. All students in Grades 7-12 have an account with the post-secondary information program called My Blueprint, which incorporates survey and interest tools, as well as providing post-secondary schooling information and allows students to complete the Individual Pathways Plan, starting in Grade 7. Grade 11 and Grade 12 students are provided with one-on-one career counselling and post-secondary guidance throughout their school year. Hockey is a significant factor in planning for post secondary education options for Victus Academy students, and there are a number of teachers and coaches who have direct experience in combining these two pursuits.

In addition, each student has a homeroom teacher who takes on the role of advising students on both educational and personal counselling, where appropriate. The small, family-like atmosphere of Victus Academy ensures that students do not “fall through the cracks”. In addition, there are these elements of the Victus Program in place designed to support students.

- Computers are mandatory for all students Grade 5 to 12
- Student-Athlete Seminar series
- Regular work of sports psychologist in all school presentations, small group workshops and on-ice sessions
- Individual Education Plans
- Individual teacher attention
- Small Class Sizes
- Community service projects
- Online Learning Platform (Chalk) with parent and student login
- School “house” system to build belonging and school spirit

### Education Planning and Course Selection Process

#### Grade 9 and 10

Course familiarization begins in the preceding years before Grade 9 and Grade 10. Typically, this is completed in May. Courses for Grades 9 and 10 are predetermined, but students still work with the guidance counsellor to understand the graduation requirements and how the courses meet those requirements. As well, there is a parent night in May describing the high school courses as well as the high school credit system. Parents are strongly advised to attend this evening as many questions about completing an OSSD will be explained.

#### Grade 11 and 12

Course selection for Grades 11 and 12 begin the year before. Students who are in grade 10 and 11 will meet with their Guidance Counsellor to discuss possible courses for the following year, as well as a possible post-secondary plan. Courses for Grades 11 and 12 are predetermined, but students still work with the guidance counsellor to understand the graduation requirements and how the courses meet those requirements.

Parents and students are strongly encouraged to visit the following websites for information regarding the university/college application process:

University Program information: <http://www.electronicinfo.ca/>

University Applications information: <http://www.ouac.on.ca/>

College Program/Application information: <http://www.ontariocolleges.ca/home>

### **Intervention Strategies, Support, and Programs**

Much can be done at Victus Academy in terms of intervention strategies, support, and programs. Victus Academy has a built in educational support program where students with IEPs can get additional support in their education. These supports take place at a time that is convenient for the student and their family (before school, during work periods, at lunch, or after school). All teachers working with the supportive environment have years of experience working with children with exceptionalities. Victus has an after school “homework club”, where students can volunteer to attend or be assigned if they need a structured, quiet place to do their homework and/or get teacher help with school work.

For students who are at risk of not meeting the OSSD graduation requirements, early intervention happens, starting with a meeting with the student and his/her parents and the educational staff. If it is an issue with comprehension and skills in one or more courses, the teachers work with students individually. If it is an issue with effort or focus, interventions are put in place to help the student be more successful. Ultimately, it is the responsibility of the student to complete the work required and engage in additional support sessions with the professional staff to allow them to be successful in their courses.

### **English as an Additional Language Learners**

Students that do not speak English as their mother tongue need extra supports to help them achieve. Victus Academy has small class sizes, where individualized language acquisition and support can be offered to EAL students.

### **Computer Labs**

Victus Academy does not currently have nor maintain a computer lab. With recent computer trends, all students are required to have and maintain their own computer, tablet, or laptop and the ability to access the internet both at home and at school in order to utilize our digital Learning Management System (LMS) Classroom environment. Each student is required to bring a fully charged laptop, that is able to connect to the internet via the school wifi to school each day. The most up-to-date operating system for the laptop should be installed, as we access online educational program and assessments that require current configurations.

Each student must have a laptop (PC, Mac, Chromebook) that has the following capabilities:

1. At least 1 USB port;
2. A full keyboard (not on screen);
3. A working printer at home.



## Community Resources

Whenever possible, Victus Academy utilizes the community around us to enhance the curriculum. Trips to public libraries, university libraries, university open houses, arenas, gyms, theaters and nature centres all assist Victus Academy in providing a high quality education.

## Special Education & Learning Exceptionalities

Students with special education needs or learning exceptionalities should be given every opportunity to achieve the curriculum expectations or be challenged within the curriculum expectations set out in the Ontario curriculum policy documents. This may require that the student be provided with accommodations, and/or modifications to the curriculum expectations.

Victus Academy *does not* have a dedicated Learning Support Team or Special Education Department. Victus Academy will provide accommodations (such as specific teaching and assessment strategies), but does not modify the curricular learning expectations. Every effort is made to work with students to support them to achieve the learning expectations within the small class environment.

In some cases, when the professional staff suspect a learning disability may exist that is not documented, the teachers will employ a variety of strategies, but may also request that the family engage the services of an educational psychologist to better understand the issue and suggested accommodations.