



# COURSE CALENDAR

2023-2024

## *Guidelines for Students in Grades 7 to 12*

### **Heritage Academy of Learning Excellence**

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To report student absences or to contact reception:

[reception@heritage-academy.com](mailto:reception@heritage-academy.com)

To contact the Director:

[info@heritage-academy.com](mailto:info@heritage-academy.com)

REVISED: AUGUST 2023

# SECONDARY SCHOOL COURSE CALENDAR

This Course Calendar is a planning tool and it is designed to help parents, students and teachers ensure that today's choices open doors for future academic achievement. This Calendar gives information about the Ontario Ministry of Education requirements for granting the Ontario Secondary School Diploma. The Calendar also gives a comprehensive listing of the academic courses offered at Heritage. Detailed course outlines are available for parents. These outlines are available by contacting the Principal.

*Heritage Academy emphasizes;*

- the importance and value of completing a secondary education and the school's commitment to reach every student to help him or her achieve a successful outcome from the secondary school experience.
- the requirement to remain in secondary school until the student has reached the age of eighteen (18) or obtain an Ontario Secondary School Diploma (OSSD)

Heritage Academy Secondary Students follow a semester system in which students can take up to 4 courses in each semester.

First semester: September to January

Second semester: February to June

## School Start Times and Class Times

**Grades 7 to 12:** Classes begin at **9:00 a.m.** and finish at **3:15 p.m.**

GRADES 7 to 8		
PERIOD	START TIME	END TIME
Period 1	9:00 AM	10:00 AM
Period 2	10:00 AM	11:00 AM
<b>Lunch</b>	<b>11:00 AM</b>	<b>11:40 AM</b>
Period 3	11:40 AM	12:40 PM
Period 4	12:40 PM	1:40 PM
<b>Break 2</b>	<b>1:40 PM</b>	<b>2:15 PM</b>
Period 5	2:15 PM	3:15 PM

GRADES 9 to 12		
PERIOD	START TIME	END TIME
Period 1	9:00 AM	10:15 AM
<b>Break 1</b>	<b>10:15 AM</b>	<b>10:30 AM</b>
Period 2	10:30 AM	11:45 AM
<b>Lunch</b>	<b>11:45 AM</b>	<b>12:30 PM</b>
Period 3	12:30 PM	1:45 PM
<b>Break 2</b>	<b>1:45 PM</b>	<b>2:00 PM</b>
Period 4	2:00 PM	3:15 PM

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## **SECTION 1 - Faculty Directory**

### **ADMINISTRATION**

Director: Cheryl Ward

Vice Principal - Elementary Level: Morgan Mckendry

Vice Principal/Academic Advisor - Secondary Level: Dylan Graves

SMT Director: Michel Lance

Administrative Assistant: Kate Jager

Receptionist(s): Sierra Lodge

Records Management/Administrative Support: Rachel Lee

Operations Manager: Ilya Hansen

### **ELEMENTARY LEVEL EDUCATORS**

Grade 3/4: Sarah Wade

Grade 4: Patti-Jane Stanley

Grade 5: Caileigh MacDonald

Grade 6: Alex Cox-Twardowski

Grade 6: Shannon Queen

Grade 7: Maya Ivey

Grade 7: Krystal Schloss-Thomson

Grade 8: Sarah Foster

Grade 8: Andrew Dunne

### **SECONDARY LEVEL EDUCATORS**

Aaron Clark

Danny Morawski

Phillip Jones

Maryanne Lewis

Morgan MacInnis

Saron Baron

Carolyn Eagles-Dunn

Kim Remus

Maya Koyfman

Todd Annand

### **SMT TUTORS**

Adrian Nash

Mike Lance

Melanie Masson

Rebecca Moore

Emma Philebrown

Jessica Hunt

### **EDUCATIONAL AND RESOURCE ASSISTANTS**

Rebecca Moore

Emma Philebrown

Sarah Morrison

Yaxuan Li

Maya Koyfman

George Hoytema

Angela Nobles

Eriel Ben-Gal

Tyne Duarte

## **SECTION 2 - SCHOOL MISSION, VALUES AND PHILOSOPHY**

### **2.1 Mission Statement**

Heritage Academy, founded in 1989, is a private not-for-profit, non-denominational school located in Ottawa, Canada. Its purpose is to provide an educational environment where students Grades 1 – 12 are excited about learning and can discover and meet their full potential, while studying at their own rate on an enriched curriculum. Developing good study skills, fully understanding earlier materials before moving on, and good citizenship are all emphasized at Heritage Academy where we believe that any person can learn any subject or skill in which s/he is interested enough to invest energy.

### **2.2 Our Philosophy**

We value that every student should enjoy success as a learner and master the school's curriculum.

We value that every student has unique and common learning needs, which require various educational strategies and learning activities. Teaching programs and methodologies at the school reflect this value and are structured to acknowledge individual students' learning needs and talents.

We value that each student should have his/her basic needs met to enhance their social, emotional, intellectual, and physical well-being. These basic needs comprise a sense of love and belonging, freedom to make choices, a feeling of importance or influence, and the opportunity to have fun.

We value that each student should feel worthy and competent in order to achieve positive self-esteem and a sense of physical, emotional, intellectual, and spiritual well-being.

We value that each student should take responsibility for their actions and, when necessary, develop and agree to work out a plan for appropriately managing behavior. Our rules are courtesy and safety.

We value teaching each student to think divergently and creatively at complex levels, solve problems, and develop habits of mind that promote success.

Students should know how to access information and should become life-long learners.

Our world is changing rapidly, and our students should develop tolerance, patience, courtesy, and understanding of individual differences.

Our school is a safe place where students can learn and develop socially and emotionally in a warm nurturing environment.

## **2.3 Our Values**

Every child has a strong natural wish to learn, and the need to fulfill that wish.

Each student should master each learning level before proceeding to the next level.

The student's wish to learn must be enhanced by competent teaching, a directed study environment, and encouragement.

Each student is unique and ought to be able to proceed at a pace suitable to his or her abilities, talents, and interests.

It is the school's responsibility to observe, develop, monitor, measure, and recognize students' achievements, and maintain a positive environment for learning.

Proper education includes learning, developing, and practicing respect and responsibility for the rights and needs of others.

The school should support a diversity of backgrounds, values, individualities, and ideas, while maintaining the rules and requirements appropriate to achieving the above objectives.

## **SECTION 3 - THE LEARNING ENVIRONMENT**

### **3.1 Healthy, Safe and Accepting School**

Creating, fostering, and sustaining healthy, safe, and accepting learning environments is essential to the positive cognitive, emotional, social, and physical development of learners and contributes to their well-being and learning. Actively promoting and supporting positive student behaviour, relationships, and healthy living through a whole-school approach will foster positive school climates in which all members of the school community feel safe, comfortable, and accepted.

### **3.2 Daily Physical Activity**

All elementary students, including students with special education needs, must have a minimum of twenty minutes of sustained moderate to vigorous physical activity each school day during instructional time. (This requirement is included as an expectation in the elementary health and physical education curriculum.) The goal of daily physical activity (DPA) is to enable all elementary students to improve or maintain their physical fitness and their overall health and wellness, and to enhance their learning opportunities. Schools are responsible for monitoring the implementation of DPA. School boards and principals should also take appropriate action to ensure that parents are kept informed of their children's participation in these activities. This applies to students in grades 7 and 8.



### 3.3 Anaphylaxis Policy (Sabrina's Law)

Anaphylaxis is a serious allergic reaction that can be life threatening. School boards are required to establish and maintain an anaphylaxis policy that includes the following: regular training for staff and others who are in direct contact with students on a regular basis; strategies to reduce the risk of exposure to anaphylactic causative agents; and a communication plan for sharing information with parents, students, and employees. The board's policy must also require every school principal to develop an individual plan for each student who has an anaphylactic allergy, ensure that parents and students are asked at registration to provide information about life-threatening allergies the student may have, and maintain a file for each anaphylactic student relating to current treatment and including other relevant information.

Sabrina's Law, 2005, S.O. 2005, Chapter 7 [www.ontario.ca/laws/statute/05s07](http://www.ontario.ca/laws/statute/05s07) Main page on the ministry website: [www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html](http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html)

### 3.4 Asthma Policy (Ryan's Law)

Asthma is a chronic inflammatory disease of the airways. When in the presence of triggers, the airways react by narrowing, which can make breathing difficult. School boards are required to establish and maintain an asthma policy, which must include, among other things, strategies to reduce risk of exposure to asthma triggers, a communication plan for the dissemination of information on asthma, regular training on recognizing asthma symptoms and managing asthma exacerbations, a requirement that every school principal develop an individual plan for each pupil who has asthma, and a requirement that every school principal maintain a file for each pupil with asthma.

Ryan's Law, 2015, S.O. 2015, Chapter 3 [www.ontario.ca/laws/statute/15r03](http://www.ontario.ca/laws/statute/15r03) Main page on the ministry website: [www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html](http://www.edu.gov.on.ca/eng/healthyschools/anaphylaxis.html)

### 3.5 Concussion Policy (Ronan's Law)

#### Introduction

This policy on concussion is developed and maintained in accordance with Ontario Ministry of Education Policy/Program Memorandum No. 158: School Board Policies on Concussion.

Please contact the school to obtain a copy of our full Concussion Policy.

### 3.6 Bullying Prevention and Intervention

School boards are required to establish policies and guidelines on bullying prevention and intervention. Providing students with an opportunity to learn and develop in a safe, inclusive, and accepting school climate is a responsibility that school boards and schools share. Bullying prevention and intervention policies help schools foster a positive learning and teaching environment that supports academic achievement for all students and that helps students reach their full potential. Boards are required to provide programs, interventions, and other supports for students who have been bullied, students who have witnessed incidents of bullying, and students who have engaged in bullying. Every board must also establish a bullying prevention and intervention plan for the schools of the board, and must require that all schools implement the board's plan. When establishing their plan, boards must solicit the

views of students, teachers, principals, and other staff of the board, volunteers working in the schools, parents of the students, school councils, and the local community.

PPM No. 144, “Bullying Prevention and Intervention” (December 5, 2012)  
[www.edu.gov.on.ca/extra/eng/ppm/144.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/144.pdf)

### 3.7 Environmental Education

Environmental education is education about the environment, for the environment, and in the environment that promotes an understanding of, rich and active experience in, and an appreciation for the dynamic interactions of:

- ◆ the Earth’s physical and biological systems;
- ◆ the dependency of our social and economic systems on these natural systems;
- ◆ the scientific and human dimensions of environmental issues;
- ◆ the positive and negative consequences, both intended and unintended, of the interactions between human-created and natural systems.

Ontario Ministry of Education, Shaping Our Schools, Shaping Our Future: Report of the Working Group on Environmental Education (June 2007), p. 6

The document *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* offers school boards and schools an approach to environmental education that recognizes the needs of all Ontario students and promotes environmental responsibility in the operations of all levels of the education system. School boards, in collaboration with their community partners, are expected to revise or develop an environmental education policy that reflects their local circumstances. This policy facilitates the implementation of programs and curriculum initiatives to deepen and broaden student learning about the environment, and will help guide school boards in their efforts to put environmentally responsible practices in place.

Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools (2009) [www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf](http://www.edu.gov.on.ca/eng/teachers/enviroed/ShapeTomorrow.pdf) Main page on the ministry website: [www.edu.gov.on.ca/eng/teachers/enviroed/education.html](http://www.edu.gov.on.ca/eng/teachers/enviroed/education.html)

### 3.8 Equity and Inclusive Education

The Ontario education system is based on a vision of an equitable and inclusive system where all students, parents, and other members of the school community are welcomed and respected; where every student is supported and inspired to succeed in a culture of high expectations for learning; and where all staff and students value diversity and demonstrate respect for others and a commitment to establishing a just, caring society. All school boards are required to implement and monitor an equity and inclusive education policy in accordance with the requirements set out in PPM No. 119, in the policy document *Realizing the Promise of Diversity: Ontario’s Equity and Inclusive Education Strategy*, and in the document *Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation*. Ontario’s equity and inclusive education strategy is designed to recognize diversity and promote inclusive education in all Ontario schools. It calls for upholding human

rights by identifying and addressing discriminatory biases and systemic barriers to students' learning and development, to enable all students to succeed to their highest potential and contribute to society. School boards are required to embed the principles of equity and inclusive education in all aspects of their operations, including policy development, programming, and practices related to research, curriculum resources, instruction, and assessment. Schools are expected to provide students and staff with authentic and relevant opportunities to learn about diverse histories, cultures, and perspectives and to enable students and school community members to see themselves represented in the curriculum, resources, programs, and culture of the school. Students need to feel engaged in and empowered by what they are learning, supported by teachers and staff, and welcomed in their learning environment.

PPM No. 119, "Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools" (April 22, 2013) [www.edu.gov.on.ca/extra/eng/ppm/119.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/119.pdf)

Realizing the Promise of Diversity: Ontario's Equity and Inclusive Education Strategy (2009) [www.edu.gov.on.ca/eng/policyfunding/equity.pdf](http://www.edu.gov.on.ca/eng/policyfunding/equity.pdf)

Equity and Inclusive Education in Ontario Schools: Guidelines for Policy Development and Implementation (2014) [www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf](http://www.edu.gov.on.ca/eng/policyfunding/inclusiveguide.pdf)

Main page on the ministry website: [www.edu.gov.on.ca/eng/policyfunding/equity.html](http://www.edu.gov.on.ca/eng/policyfunding/equity.html)

### **3.9 Parent Engagement**

Ontario's parent engagement policy, set out in *Parents in Partnership: A Parent Engagement Policy for Ontario Schools*, is an essential component of Ontario's equity and inclusive education strategy. It formally recognizes and supports the vision of Ontario schools as places of partnership and inclusion, where all students, parents, and other members of the school community are welcomed and respected. The policy outlines the vision for parent involvement and sets out strategies to support parent engagement. It includes an action plan for schools, boards, and the ministry, and showcases some of the many exemplary practices that are being employed across the province. The policy also sets new directions to help ensure that all partners will have the skills, knowledge, and tools they need to build positive partnerships in support of student achievement and well-being.

Parents in Partnership: A Parent Engagement Policy for Ontario Schools (2010) [www.edu.gov.on.ca/eng/parents/involvement/PE\\_Policy2010.pdf](http://www.edu.gov.on.ca/eng/parents/involvement/PE_Policy2010.pdf)

Main page on the ministry website: [www.edu.gov.on.ca/eng/parents/policy.html](http://www.edu.gov.on.ca/eng/parents/policy.html)

### **3.10 Indigenous Education**

The Ontario First Nation, Métis, and Inuit Education Policy Framework (2007) and the Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan (2014) focus on improving student achievement and well-being among First Nation, Métis, and Inuit students; closing the achievement gap between Indigenous students and all students; and ensuring that all students in Ontario have a knowledge and appreciation of First Nation, Métis, and Inuit cultures, histories, traditions, and perspectives. The ministry and boards continue to advance the goals of the framework and of the framework implementation plan through

meaningful collaboration with First Nation, Métis, and Inuit students, parents, communities, and organizations, and with Indigenous partners and key education stakeholders. School boards carry out the framework implementation plan through their own planning and through the implementation of targeted strategies and actions identified in their board action plan on First Nation, Métis, and Inuit education. The Ontario curriculum includes learning across all disciplines that school boards can build on to engage First Nation, Métis, and Inuit students and strengthen their pride in the rich heritage of Indigenous peoples and their contributions to Canadian society. These learning opportunities are designed to foster a strengthened sense of cultural identity among Indigenous students. The Ontario curriculum also provides opportunities for all students to learn about Indigenous cultures, histories, and perspectives, and to study Native languages.

[Ontario First Nation, Métis, and Inuit Education Policy Framework Implementation Plan \(2014\)](http://www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf)  
[www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf](http://www.edu.gov.on.ca/eng/aboriginal/OFNImplementationPlan.pdf)

[Ontario First Nation, Métis, and Inuit Education Policy Framework \(2007\)](http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf)  
[www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf](http://www.edu.gov.on.ca/eng/aboriginal/fnmiFramework.pdf)

[Main page on the ministry website: www.edu.gov.on.ca/eng/aboriginal/policy.html](http://www.edu.gov.on.ca/eng/aboriginal/policy.html)

### **3.11 Financial Literacy Education**

The document *A Sound Investment: Financial Literacy Education in Ontario Schools* (p. 4) sets out the vision for financial literacy education: Ontario students will have the skills and knowledge to take responsibility for managing their personal financial well-being with confidence, competence, and a compassionate awareness of the world around them. There is a growing recognition that the education system has a vital role to play in preparing young people to take their place as informed, engaged, and knowledgeable citizens in the global economy. Financial literacy education can provide the preparation Ontario students need to make informed decisions and choices in a complex and fast-changing financial world. Because making informed decisions about economic and financial matters has become an increasingly complex undertaking in the modern world, students need to build knowledge and skills in a wide variety of areas. In addition to learning about the specifics of saving, spending, borrowing, and investing, students need to develop broader skills in problem solving, inquiry, decision making, critical thinking, and critical literacy related to financial issues, so that they can analyse and manage the risks that accompany various financial choices. They also need to develop an understanding of world economic forces and the effects of those forces at the local, national, and global level. In order to make wise choices, they will need to understand how such forces affect their own and their families' economic and financial circumstances. Finally, to become responsible citizens in the global economy, they will need to understand the social, environmental, and ethical implications of their own choices as consumers. For all of these reasons, financial literacy is an essential component of the education of Ontario students – one that can help ensure that Ontarians will continue to prosper in the future.

[A Sound Investment: Financial Literacy Education in Ontario Schools \(2010\)](http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf)  
[www.edu.gov.on.ca/eng/Financial\\_Literacy\\_Eng.pdf](http://www.edu.gov.on.ca/eng/Financial_Literacy_Eng.pdf)

[Main page on the ministry website: www.edu.gov.on.ca/eng/surveyliteracy.html](http://www.edu.gov.on.ca/eng/surveyliteracy.html)

### 3.12 Collaborative Professionalism

Collaborative professionalism in Ontario's education system, as articulated in PPM No. 159, is defined as "professionals – at all levels of the education system – working together, sharing knowledge, skills, and experience to improve student achievement and [the] well-being of both students and staff". The memorandum reflects the commitment, on the part of all education partners, to optimize conditions for learning, working, and leading in Ontario schools. Collaborative professionalism thrives when:

- ◆ leadership capacity is developed at all levels of the system;
- ◆ all voices, perspectives, and roles are included;
- ◆ both formal and informal leadership and learning are recognized and supported;
- ◆ leadership is shared and engages and empowers all;
- ◆ a trusting environment that promotes professional learning is fostered.

Education partners are expected to work together to identify opportunities for collaboration, and to build on promising collaborative practices across the province.

[PPM No. 159, "Collaborative Professionalism" \(May 31, 2016\)](http://www.edu.gov.on.ca/extra/eng/ppm/ppm159.pdf)  
[www.edu.gov.on.ca/extra/eng/ppm/ppm159.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/ppm159.pdf)

### 3.13 Arrival and Departure of Students

- The school day starts at 9:00 a.m. and ends at 3:15 p.m. Students in Grades 9 to 12 will start at 9:00am and finish at 3:15.
- A set fee will be charged for students in all grades that require either before or after school supervision.
- Before School Care (7:30am to 8:15am): A set monthly fee of \$120 will be charged for students that require before school supervision during this time.
- After School Care (4:00pm to 5:30pm): A set monthly fee of \$220 will be charged for students that require after school supervision during this time. Students that are enrolled in the after school Jiu Jitsu Program will receive a rebate of \$60/month from the set fee. *\* PLEASE NOTE: In respect to our teachers and their families, parents arriving after 5:30 pm will be charged \$1.00 per minute. The school should be notified prior to 3:15 pm if the parent/guardian will be late.*
- Tutoring Service (4:00pm-5:30pm): A fee \$25/hr will be charged for tutoring services from 4:00 to 5:00pm. Please note that tutoring sessions are only offered on Tuesdays and Thursdays.
- On arrival, students in grades 1-8 should proceed to the small gymnasium. Students in grades 9-12 should proceed to the cafeteria.
- Students arriving after 9:00am must enter through the Bayswater Avenue entrance, and report directly to the office.

- A student leaving class during school hours, for appointments etc. must be collected by his/her parent or guardian. Parents must first report to the administration office to request that their child be brought to the office.
- Students are not permitted to leave school grounds at any time during school hours, unless accompanied by his/her parent, guardian, or caregiver, except for students in grades 7 and higher during the lunch period; in addition students in Grades 9 to 12 can leave at the end of the school day, students however students in Grade 1-7 must have parental/guardian written permission.
- No student in grades 1 to 8 will be permitted to leave the school until his/her parent, guardian, or caregiver enters the school to pick up their child (i.e. parents, guardians, and caregivers must come into the gym to pick up their child at the end of the school day).
- No student is permitted to exit the school without permission from a staff member.
- If a student is to be picked up after school by any person other than the designated parent, guardian, or caregiver, arrangements must be made with the school prior to the end of the school day, by e-mail and/or a written signed note. The individual now involved in the pickup must bring ID with them for consent confirmation purposes.

### 3.14 Student Outings/Field Trips

- Permission forms authorizing student participation in school outings/field trips will be forwarded to parents prior to every outing/trip. The proper forms must be signed and submitted by 4pm the day before the outing/trip is scheduled to occur. Oral expression of permission and/or written permission not completed on the original permission form will not be accepted. *Permission forms submitted the day of the outing/trip will not be accepted.*
- *Students not participating in a full day field trip must remain at home as there will be no educators left at the school to provide supervision and/or classes.*
- *Students not participating in a half-day or partial day field trip are permitted to attend school when the outing/trip group has returned from the outing/trip.*
- The standing permission form is ONLY for the field trips indicated on the form. If an outing/field trip is added throughout the year a separate permission form will be sent to home with students involved.

### 3.15 Building Access Restrictions

To the extent necessary, access to the hallway zone and classrooms must be controlled at all times:

- All parents, guardians, caregivers and visitors are to enter the school using the main doors on Bayswater Avenue between the hours of 9:00 a.m. and 3:15 p.m. They must report to the main office upon entering the school where an administrator will assist them.
- All parents, guardians, caregivers and visitors shall not enter the hallway zone at any time without administrative or educator escort.

### 3.16 Parent/Guardian Meetings with Administration and Educators

Parents/Guardians are strongly encouraged to take an active role in their child's education. To facilitate an open and receptive environment for parent/educator/administrator discussion, while maintaining effective control over access to the school, the following rules must be observed:

- Parents/Guardians who are seeking to meet with an educator or school administrator shall formally request to schedule an appointment, by e-mail or by telephone. The educator and/or administrator will confirm a meeting time within 24-48 hours.

### 3.17 Classroom Organization

- Each student will have a locker.
- Students are supplied with basic stationary supplies. Students may supplement these supplies and in the case of damage or loss, they must replace them.
- Computer software, games, toys and additional items from home may not be brought to school without permission from the Director.

### 3.18 Classroom/Common Room Rules

- Students are encouraged to bring in a reusable water bottle from home to use at school.
- No nuts or nut related items are permitted
- Caffeinated drinks, energy drinks or candy are permitted
- Students must be in uniform. Students not in uniform will be issued a new one from the school (if available). The parent/guardian will be billed for the new uniform.
- Students must not damage school property. Students who damage school property will be billed for the damages.
- Leaning on chairs/sitting on the desks is not permitted
- Students are not permitted in classrooms without teacher supervision
- Students must ask for permission before leaving class
- All students arriving after 9:00 am, must enter through the front door, and will require a late slip
- Students are not permitted to tamper with the belongings of others
- Students are not permitted to use school equipment without permission
- Students must keep their lockers clean
- Students must have their agendas with them for every class

### **3.19 Code of Conduct**

Heritage Academy abides by the Ontario Code of Conduct and the Safe Schools Act which sets clear provincial standards of behavior. It specifies the mandatory consequences for student actions that do not comply with these standards.

All participants involved in the school – students, parents or guardians, volunteers, teachers and other staff members -- are included in this Code of Conduct whether they are on school property, on school buses or at school- authorized events or activities;

All members of the school are to be treated with respect and dignity, especially persons in positions of authority; and Responsible citizenship involves appropriate participation in the civic life of the school. Active and engaged citizens are aware of their rights, but more importantly, they accept responsibility for protecting their rights and those of others.

### **3.20 Student Responsibilities**

- Arriving at school on time and being ready to learn
- Showing respect for self and others
- Keeping the school environment safe
- Following the rules and taking responsibility for their actions

### **3.21 Parent/Guardian Responsibilities**

- show an active interest in their child's school work and progress
- communicate regularly with the school
- make sure their child is neat, properly dressed and prepared for school
- ensure that their child attends school regularly and on time
- inform the school promptly about their child's absence or late arrival
- become familiar with the provincial code of conduct, the school's code of conduct and school rules
- encourage and help their child follow the rules of behaviour
- help school staff deal with disciplinary issues involving their child.

### **3.23 All School Members Responsibilities**

- respect and follow all applicable laws
- demonstrate honesty and integrity



- respect differences in people
- treat one another with dignity and respect at all times, especially when there is disagreement
- respect and treat others fairly, regardless of race, ancestry, place of origin, colour, ethnic origin, religion, gender, sexual orientation, age or disability
- respect the rights of others
- show care and respect for school property and the property of others
- take the proper steps to help those in need
- respect all members of the school community, especially those in a position of authority
- respect the need of others to work in an environment that encourages learning and teaching
- seek help from school staff, if necessary, to resolve conflict peacefully
- not swear at a teacher or at another person in a position of authority
- Students must obtain permission before handling school equipment.

### 3.23 Homework Policy

*“Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning”. (Growing Success, 34).*

- After 3 missed homework checks (regardless if they finish at a later date) students must attend study hall to get caught up. If they finish the homework, it will allow them a chance to start on the next set of homework.

*Homework* is defined as those learning activities that are assigned to students by teachers and completed during non-classroom hours.

#### Rationale

At Heritage Academy, we believe that homework is instrumental in building lifelong learning skills. Unique to Heritage Academy is our guarantee that no new learning will ever be assigned as homework in an attempt to reduce the stress and anxiety that many students face when dealing with a learning disability. Videos and helpful links may be sent out to students to prepare them for upcoming class discussions and lessons. Text-book reading is done within the class orally, as well as all homework questions are read through, explained, and expectations are laid out before students are sent home. Heritage Academy is a Ministry Inspected school and thus follows both the Ontario Curriculum as well as Growing Success. Heritage Academy also believes that *“Homework tasks designed to help students practise and consolidate new learning can also provide assessment information that both teachers and students can use to adjust instruction and focus learning”*. (Growing Success, 34)

There are many positive outcomes to completing homework that include but are not limited to the following:

- Promote task commitment and time management, thus building self-esteem and guiding students in taking responsibility and initiative
- Strengthen the partnership between the school and home
- Assist students in the development of self-discipline
- Realize that learning can take place in a variety of settings
- Assist students in the development and practice of problem solving
- Guide students in decision-making processes, and in learning to accept the consequences of not completing work
- Establish a rapport between parents and children
- Help parents gain a better understanding of their children's areas of strengths and difficulties
- Increase the student's academic achievement

#### Homework Checks:

Elementary and Secondary teachers reserve the right to implement homework checks in their classrooms. Homework checks are an important tool that provides the teacher with an opportunity to further assist and understand the student's current areas of need. *After 3 missed homework checks* students must attend a mandatory study hall to help ensure they are caught up with the current pace of the class. If they finish the homework while attending study hall, they will be provided with the opportunity to start on the next set of homework.

#### Homework Assessment

The Ontario Provincial Report Cards and Progress Reports provides an assessment of the learning skills and work habits demonstrated by the student. The six categories of learning skills and work habits are: Responsibility, Organization, Collaboration, Independent Work, Self-Regulation, and Initiative. Homework completion is related to each of these learning skills. When evaluating homework, teachers at Heritage Academy will be using the following expectations as a guide:

- Completes homework on time and with care
- Comes to class prepared for learning
- Puts forth consistent effort
- Follows directions and completes all homework tasks
- Shows attention to detail
- Demonstrates interest and enthusiasm in homework assignments
- Organizes materials and equipment effectively
- Begins work promptly
- Follows directions and completes tasks
- Chooses and uses materials and equipment correctly, safely, and creatively
- Utilizes time effectively
- Perseveres with complex projects that require sustained effort
- Attends to task at hand
- Demonstrates flexibility and adaptability

#### Types of Homework

- Practice: Provides students with the needed review and reinforcement about materials or skills presented in a previous lesson.

- Extension: Gives students an opportunity to expand on concepts that were taught in class.
- Creative/Enrichment: Includes analysis, synthesis, and evaluation in which students use multiple resources to demonstrate an understanding of the curriculum in a non-standard way.
- Role of Administrators/Teachers with Homework:
  - Teach the necessary skills required to complete homework assignments
  - Give clear, explicit instructions and feedback
  - Provide homework assignments which are integrated into the instructional plan for the class and appropriate for the varying abilities and circumstances of the students
  - Stress the importance of homework to students
  - Record data regarding homework completion to assist in completing the learning skills section of the Ontario Provincial Report Card
  - Communicate to both the students and parents the role of homework in the evaluation of the student
  - Communicate with the school administration and other teachers to coordinate test schedules, exam schedules, and project deadlines to minimize overload on students as much as possible
- Role of Students with Homework:
  - Understand expectations and ask questions for clarification
  - Complete homework tasks to the best of his/her ability
  - Seek assistance from the teacher as necessary
  - Submit homework assignments on time
  - Arrange for the completion of homework due to absence
  - Avoid excessive commitments outside of school which impede homework completion
  - Use the student planner to assist in remembering and organizing tasks for optimal use of time
- Role of Parents with Homework:
  - Create an encouraging and supportive climate for the child in the home
  - Establish a regular time and place for work to be done at home
  - Help the child plan his/her time to both complete assignments and allow time for recreation and family events

- Communicate directly with the teacher as necessary
- Time Commitments with Homework:
  - The amount of time a student spends on homework depends on the student's course selections, abilities, needs, interests, out-of-class involvements, and family priorities. There are a wide variety of programs offered at the elementary and secondary level, each with different expectations regarding homework (See Course Specific Homework Guidelines below for more details). These factors make it extremely difficult to set a standard guideline for maximum time to be spent on completion of homework and home study. However, it is not unusual for a student at the secondary level (grades 9-12) to spend 1- 2 hours per evening on homework, a student at the junior level (grades 6-8) to spend 30 minutes - 1 hour per evening on homework, and a student at the elementary level (grades 1-6) to spend a maximum of 30 minutes per evening on homework.
  - Once in secondary school, students are responsible for ensuring that they understand all assigned work and subsequent due dates. All students are given a school planner at the start of each school year to assist them with time management and the organization of homework, tests, and assignments.
- Course Specific Homework Guidelines
  - Homework guidelines for courses will be given to each student as part of the Course Outline and Evaluation overview provided at the start of each semester. These guidelines will be based on current Ministry curriculum and expectation standards.

### 3.24 Late Assignments Policy (Grades 9 to 12)

- o Students are required to submit all evaluations and write all tests on the assigned dates. When a student fails to do so, the following procedures will be implemented:
  - o If unable to submit an assignment on the due date, students should negotiate other arrangements with the teacher 24 hours before the due date
  - o The teacher may allow an extension of up to five school days. During this time frame, the student must attend ONE mandatory work period (ex: lunch time, after school study hall).
  - o If the work is still not submitted within these five days, the student must conference with the teacher to devise a plan to submit the missing/late work. After the five days have expired, students will be deducted 2 % a day.
  - o If the integrity of the original assignment is compromised by the submission of late work (after original assignment/test has been marked and handed back to students), the teacher may assign an alternate task
  - o A failure to submit an assignment means that the student has not provided evidence of learning. A failure to demonstrate evidence of learning could jeopardize the student's ability to earn a particular credit

## MISSED TESTS

- If students are aware that they will be absent for a test (e.g., field trip, appointment etc), they should let the teacher know AT LEAST ONE day before the test date
- A parent should notify the teacher if a student is ill on the day of a test and alternative arrangements will be made

*\*\*Teacher will use professional judgement when applying the late work policy, to ensure it fits with the best interest of the student(s)\*\**

## 3.25 Academic Dishonesty and Plagiarism

*Academic Dishonesty* is "cheating or attempting to cheat by using unauthorized material when writing an exam, completing an assignment, or completing any other form of evaluation". In order to avoid these problems, students are expected to think independently and work honestly. To this end, all students must avoid presenting the work or ideas of others as their own. They are encouraged to discuss their written work with their subject teacher. Your teachers will review with you how they expect you to reference the works of others. Plagiarism will not be tolerated at Heritage Academy.

Plagiarism is representing someone else's ideas or writing as your own.

This also includes:

- Paraphrasing someone else's writing without acknowledging the source.
- Representing someone else's artistic or technical work or creation as your own.

We are committed to delivering classroom instruction on skills such as note taking, documenting sources, and choosing relevant and credible research information. Fostering academic integrity in all subject areas and grade levels is integral to the success of our students.

Consequences for Plagiarism can include but are not limited to:

- 1<sup>st</sup> act of plagiarism - student must correct the assignment (ex: provide a bibliography, in-text citations etc) AND attend a plagiarism workshop after school in study hall
- 2<sup>nd</sup> act of plagiarism - a loss of 25% of grade
- 3<sup>rd</sup> act of plagiarism - a mark of ZERO and a meeting with teacher and administration to discuss the importance of academic honesty and next steps
- Continued acts of plagiarism following a 3<sup>rd</sup> incident could result in the loss of a credit or a suspension.

*\*\*Teachers will use their professional judgement when it comes to the type and severity of plagiarism in their classroom\*\**

Credits are granted to reflect students' own effort and achievement.

Students are expected to complete their tests and exams independently. Students are not permitted to speak to each other or out loud to themselves during quizzes/tests/exams or to use unauthorized aids or resources of any kind.

### 3.26 Use of Technology Agreement

Digital Literacy is an integral part of inspiring and preparing learners for life in our changing world community. Heritage Academy recognizes the benefits that technology can bring to support student learning, staff development, communication and other administrative and operational activities.

The following outlines our agreement with staff and students of Heritage Academy to ensure a safe and supportive school environment as well as ensuring our network integrity.

The term school technology as used in this document refers to, but is not limited to, computer networks, stand-alone computers, handheld devices, peripheral devices, digital media and memory storage devices.

Heritage Academy supports and encourages responsible use of technology. Users who are given access to the school's technology, its electronic devices, or who use their own technology or personal electronic devices in the school's learning or work environment, whether connected to the school's or non-school networks, are required to know and abide by the following agreement in order to ensure that all technology is being used in a safe, legal, and responsible manner.

When using technology, all students are accountable for:

- Following Heritage Academy's Code of Conduct, located in the Student Handbook.
- Always having permission before using school technology
- Treating all of the school technology with respect.
- Being respectful when writing messages to anyone while using technology.
- Telling a teacher right away if something is wrong with the computer.
- Telling a teacher right away if something they see on the computer screen makes them uncomfortable.
- Sharing the computer fairly if they are working with a partner.
- Only using their own login.
- Never sharing their passwords with anyone other than their teacher or parents/guardians.
- The security, care and maintenance of my personal device and the school's devices that I am using is my responsibility. I will securely store my device when not in use.
- Not downloading or using programs that are not approved for instructional use such as videos, games or music.

- Understanding that their use of technology can be monitored and logged by the Heritage Academy.
- Understanding that the rules are designed to keep all students and staff safe and if they are not followed, school sanctions will be applied.

## SECTION 4 - THE LEARNING PROGRAMS

### 4.1 Curriculum

Heritage Academy follows the Ontario Ministry of Education curriculum. The full Ontario Ministry of Education curriculum and requirements can be accessed at the following addresses.

Elementary curriculum policy documents on the ministry website:

[www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html](http://www.edu.gov.on.ca/eng/curriculum/elementary/subjects.html)

Secondary curriculum policy documents on the ministry website:

[www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html)

### 4.2 Grade 7 to Grade 12

#### (Grade 7 to 8)

Within the Ontario Curriculum Guidelines, Heritage Academy also stresses a continuation of the remedial process as follows:

- Language Arts class continues to develop the student’s skills in written expression: moving from basic paragraph to essay form. Students focus on grammar, sentence structure, punctuation, proofreading, and literature evaluation. Oral expression develops improved communication skills with emphasis on speech sound, meaningful word parts, grammatical structure, vocabulary, meaning of words, and social language skills. Students acquire keyboarding skills and introductory word processing programs. This encourages students to develop their own written assignments using the computer. These skills are developed through curriculum content at an age-appropriate level.
- Math class teaches skills in the areas of basic concepts, operations, and applications. Emphasis is also placed on the student’s ability to solve related word problems. These skills are developed through curriculum content at an age-appropriate level.
- Social Studies and Science and Technology classes develop study skills in note-taking, researching information, working from summaries to a completed project, preparing for exams, and making knowledge workable through written expression. These skills are developed through curriculum content at an age-appropriate level.

In addition, with the release in 2016 of PPM No. 160, “Protected Time for Daily Mathematics Instruction, Grades 1 to 8”, school boards are expected to protect a block of time during every school day for teachers in Grades 1 to 8 to focus on effective mathematics instruction. School boards are to protect 300 minutes per five-day cycle – preferably in daily blocks of sixty minutes, with a minimum of forty minutes per block – for this purpose. Focused instructional time provides the opportunity for educators to nurture a community and culture of math practice and problem solving, both of which help students develop their skills. Educators are expected to continue to embed mathematics skills across all areas of the curriculum, as they have done in the past.

PPM No. 160, “Protected Time for Daily Mathematics Instruction, Grades 1 to 8” (September 19, 2016) [www.edu.gov.on.ca/extra/eng/ppm/ppm160.pdf](http://www.edu.gov.on.ca/extra/eng/ppm/ppm160.pdf)

## (Grade 9 to 12)

- Our high school courses lead to the Ontario Secondary School Diploma (OSSD).
- Courses offered by Heritage Academy have been developed according to the requirements of the Ontario Ministry of Education.

Secondary curriculum policy documents on the ministry website:  
[www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html](http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html)

Course codes on the ministry website: [www.edu.gov.on.ca/eng/general/list/commoncc/cc.html](http://www.edu.gov.on.ca/eng/general/list/commoncc/cc.html)

Heritage Academy course outlines are available by contacting the school.

In addition to the curriculum expectations, teachers must address the learning skills and work habits described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools* (see section 2.3). They must also ensure that their programs clearly reflect ministry policy related to healthy, safe, and accepting schools (see section 1.1), environmental education (see section 1.2), equity and inclusive education (see section 1.3), Indigenous education (see section 1.4), financial literacy education (see section 1.5), English language learners (see section 3.1), students with special education needs (see section 3.3), and knowledge and skills relevant to education and career/life planning (see section 2.4.1).

### 4.3 Availability of Courses

Heritage has every intention of delivering the courses listed and described in this calendar. However we reserve the right to make final decisions as to whether a course will actually be offered. This decision is based on the best use of the academic resources available to Heritage with student enrolment and choice as a guide.

### 4.4 Course Selection Process

Generally, the process for course selection for the up-coming academic year starts in the spring of the previous year. Students choose their courses with the help of their parents and faculty advisors. The entry of each student into a particular course is approved by the teaching faculty of Heritage, with consideration given both to Prerequisites and any upgrading required to augment an individual student's present knowledge base.

### 4.5 Course Changes

Although changing courses after the school year has begun, in September, is disruptive to the student, there are some instances where it may be advisable. One in particular is if the student requires a different course in order to meet additional requirements for a career choice or admission to a particular post-secondary institution. Course changes must be discussed with the student's faculty advisor. The student will be required to fulfill the 110 hours requirement for the course. The last day to submit a course change request is the last day of school prior to the Thanksgiving weekend. Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that



they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar. In most cases, a student may enrol in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study.

#### 4.6 Secondary Courses 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. All schools will offer both a sufficient number of courses and courses of appropriate types to enable students to meet the diploma requirements. Schools are not expected to offer all courses in all course types, but must provide a range of choices appropriate to the needs and interests of their students.

#### 4.7 Grade 9 and 10 Courses

The following three types of courses are offered in Grades 9 and 10:

- 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. In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their

interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular educational or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take (see section 7.2.3). In order to meet the needs of their student community, school boards must offer both academic and applied courses in the following curriculum areas: English, mathematics, science, history, geography, and French as a second language.

## 4.8 Grade 11 and 12 Courses: Overview

The following five types of courses are offered in Grades 11 and 12:

- 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, students will 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.

Schools are required to ensure that students in Grades 11 and 12 have access to an appropriate destination-related course in at least English, mathematics, and science, in accordance with the course types included in the curriculum policy documents for these disciplines.

## 4.9 Remedial Courses

Heritage may offer remedial help to students who are functioning below expectations, particularly in the areas of English and Mathematics. These courses will be offered throughout the school year and also will be made available to students in the summer prior to entrance to Heritage. These are non-credit courses.

## 4.10 Experiential Learning

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Students will participate in various activities and events within the community to provide students with curriculum connections and experience. Permission forms and /or waiver must be completed by each student prior to participating in any out of school activity.

## 4.11 Reach-Ahead Opportunities for Elementary School Students

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. The principal of the elementary school and the principal of the secondary school will decide, on a case-by-case basis, whether “reaching ahead” to take a secondary school course is in the best interest of the student. The principal of the secondary school will assume responsibility for evaluating the student’s achievement and for granting and recording the credit. Students in Grade 8 may also have the opportunity to reach ahead to start earning community involvement hours prior to entering Grade 9.

Students in our Reach Ahead program will take the Learning Strategies 1: Skills for Success in Secondary School (GLS1O) for 1 credit.

The focus of this course is on learning strategies that will foster your teen’s independent learning skills. Your teen will work on developing their personal management, organizational, interpersonal and teamwork skills. This course builds the confidence and motivation needed to maximize learning and achievement in secondary school.

This is an exciting opportunity designed to increase your teen’s success in secondary school.

By successfully completing the Reach Ahead program, your child will start Grade 9 having already earned a credit and feeling confident that he/she can succeed in high school.

The program is intended to provide a hands-on, activity-based, engaging experience for all students.

## 4.12 Credits

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 per cent or higher) of a course that has been scheduled for a minimum of 110 hours. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or authorized by the ministry.

A half-credit may be granted for each 55-hour part of a 110-hour ministry-developed course in accordance with the policy outlined in the curriculum policy documents. Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses. For the purpose of granting a credit, scheduled time is defined as the time during which students participate in

planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

### 4.13 Transfer Students

Students entering Heritage Academy from an out-of-province school, a non-inspected private school or homeschooling will have their previous records assessed by the Principal who will determine the diploma requirements yet to be fulfilled. Credit equivalency will be added to the student's Ontario Student Transcript (OST). The Ontario Student Record (OSR) will also contain information regarding credits granted and required, as well as community involvement hours required.

### 4.14 Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

### 4.15 Growing Success

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- are fair, transparent, and equitable for all students;
- support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning. The document clarifies policy related both to students' demonstration of specific learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) and to their achievement of curriculum expectations. It provides a thorough outline of policy related to performance standards, to the role of assessment in the improvement of student learning, to evaluation and reporting procedures, and to considerations pertaining to students with special education needs and students who are learning English. It also includes policies for reporting student achievement demonstrated through e-learning and the credit-recovery process. Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools (2016) sets out the policy for assessment, evaluation, and reporting for Kindergarten and relates it to the policy for Grades 1 to 12, as described in Growing Success (2010).

[Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 \(2010\) www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf](http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf)

#### 4.16 The Provincial Report Card

Student achievement of the curriculum expectations and the learning skills and work habits must be communicated formally to students and parents by means of the Elementary Provincial Report Card, Grades 1–6 and Grades 7 and 8, and the Provincial Report Card, Grades 9–12. The Elementary Progress Report Card, to be used during the fall of the school year in Grades 1–6 and Grades 7 and 8, is designed to show the student's development of the learning skills and work habits and the progress students are making towards achievement of the curriculum expectations. For children in Kindergarten, key learning, growth in learning, and next steps in relation to the overall expectations are reported in the Kindergarten Communication of Learning reports. Policy on reporting student achievement in Grades 1–12, along with the templates for the Provincial Report Cards and instructions for filling out the report cards, is included in Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010). Policy on reporting children's key learning, growth in learning, and next steps in Kindergarten is covered in Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools (2016), which includes templates for the Kindergarten Communication of Learning: Initial Observations report, issued at the end of the first reporting period, and the Kindergarten Communication of Learning report, issued at the end of the second and third reporting periods.

Elementary and secondary report card templates and Kindergarten Communication of Learning templates on the ministry website:

[www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html](http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html)

## 4.17 Education and Career/Life Planning

Under the direction of the principal, each school will develop and implement a guidance and career education program. The goals of this Kindergarten to Grade 12 program are to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career/life goals. The guidance and career education program has three areas of learning – student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others), and career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future). Two of the three areas of learning – student development and interpersonal development – are integrated within the learning skills and work habits described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)*. For each of the learning skills and work habits, the document provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of learning skills and work habits. The third area of learning – career development – is discussed in *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)*.

*Creating Pathways to Success* sets out the career development policy for Ontario schools. Under the direction of the principal and with the assistance of key staff and students, every elementary and secondary school will develop, document, implement, and evaluate a comprehensive education and career/life planning program to help students achieve their personal goals and become competent, successful, and contributing members of society. The goals of the education and career/life planning program are to:

- ◆ ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- ◆ provide opportunities for this learning both in and outside the classroom;
- ◆ engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning. From Kindergarten to Grade 12, students develop knowledge and skills related to education and career/life planning through an inquiry process built on four areas of learning – Knowing Yourself, Exploring Opportunities, Making Decisions and Part One: Elementary and Secondary Schools 31 Setting Goals, and Achieving Goals and Making Transitions. Students develop competencies in these areas by participating in learning opportunities related to the curriculum, through school-wide activities, and through activities in the community. As part of the education and career/life planning program, a process must be in place at every school to support students in documenting and reflecting on their learning in education and career/life planning through the use of the “All About Me” portfolio (for students in Kindergarten to Grade 6) and a web-based Individual Pathways Plan (IPP – for students in Grades 7 to 12). In Grades 7 to 12, education and career/life planning involves preparation for key transitions, including the transition from elementary to secondary school, from Grade 10 to Grade 11, and from secondary school to students’ initial postsecondary destinations.

*Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 (2013)*

[www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf](http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf)

## 4.18 Combined Classes

In some schools, it may not be feasible to offer separate classes for every grade in elementary schools, or all course grades and/or types in secondary schools. In such cases, a single class may be organized to serve more than one group of students across grades or course types. In such combined classes, the expectations and the assessment and evaluation procedures for each grade or type of course must be clearly outlined.

## 4.19 Promotion and Transition from Grade 8 to Grade 9

The Student Success team in each secondary school is responsible for the implementation of strategies that promote a smooth transition from Grade 8 to Grade 9 English as a Second Language and English Literacy Development 2007 Ministry of Education The Ontario Curriculum Grades 9 to 12 REVISED 38 ONTARIO SCHOOLS, KINDERGARTEN TO GRADE 12 for students who may struggle with the secondary school program.<sup>6</sup> These strategies include the following:

- developing a process for sharing student information between elementary and secondary schools, subject to rules relating to privacy and disclosure;
- creating student profiles that highlight each student's strengths and interests, as well as the student's learning, social, and emotional needs;
- providing assistance during orientation and other pre-entry activities;
- providing individualized timetabling and putting in place appropriate support strategies and interventions, based on student strengths and needs, that will be sustained beyond the orientation period;
- identifying advocates and mentors for students requiring additional support;
- ensuring ongoing tracking and monitoring of student progress by the Student Success team. To the extent possible, timetabling strategies that address the particular needs of students' Individual Pathways Plans should be communicated to students and parents and, as appropriate, should be put in place for students who may have difficulty with their Grade 9 program. Some examples of such timetabling strategies include the following:
  - delaying some compulsory courses until the second semester or until Grade 10;
  - considering substitutions for compulsory credit requirements;
  - scheduling mathematics and/or English and/or science over the full school year and/or for 220 hours in order to allow the student more time to achieve the expectations of the one-credit course;
  - ensuring that the student's timetable includes a range of courses that the student finds interesting and engaging and that are appropriate to the student's learning needs.



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## SECTION 5 - STUDENT RECORDS, ATTENDANCE and TRANSFERS

### 5.1 Student Attendance & Performance Expectations

Regular attendance, plus a willingness to learn and take part in both in and out of class learning opportunities, is crucial for success in any subject area. Therefore any student who is frequently absent or who is not attentive to the completion of homework and assignments is jeopardizing his or her ability to successfully complete the course. For more detailed information on expectations of student performance, please consult the Heritage Student Handbook.

### 5.2 The Ontario Student Record

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. Principals are required to collect information for inclusion in the OSR for each student enrolled in the school and to establish, maintain, retain, transfer, and dispose of the OSR. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario.

### 5.3 The Ontario Student Transcript

The Ontario Student Transcript (OST) is a comprehensive record of all course work and diploma requirements achieved by a student. An OST must be established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit. All information recorded on the transcript must be kept up to date, either in print or electronic form, and must be copied onto an official OST form when a printed copy is required. Upon the Part One: Elementary and Secondary Schools 49 student's graduation or retirement, a current and accurate copy of the student's OST must be stored in the OSR folder.

The transcript will include the following information: the student's achievement in Grades 9 and 10, with percentage grades obtained and credits earned for successfully completed credit courses; a list of all Grade 11 and 12 courses completed or attempted by the student, with the percentage grades earned and the credits gained; Note: Only one credit will be granted for a course that a student has successfully completed twice. If a student withdraws from a course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

- confirmation that the student has completed the community involvement requirement
- confirmation that the student has completed the provincial secondary school literacy requirement



- confirmation that a student in a Specialist High Skills Major has completed all the requirements

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

## **SECTION 6 - SUPPORTING DIVERSE STUDENTS**

### **6.1 Accommodations**

Accommodations must be made to ensure that students who are receiving special education programs and services and who have an Educational Accommodation Plan have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's EAP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

### **6.2 Deferrals**

*Deferrals* of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. 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.

### **6.3 Exemptions**

*Exemptions* are possible for students whose E.A.P (Educational Accommodation Plan) indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's E.A.P be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

## 6.4 Assessment and Evaluation of Students

Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010) outlines the policies and practices for the assessment, evaluation, and reporting of the achievement of curriculum expectations and the development of learning skills and work habits for all students in Grades 1 to 12 in Ontario schools. The policy is based on seven fundamental principles designed to ensure that assessment, evaluation, and reporting practices and procedures:

- ◆ are fair, transparent, and equitable for all students;
- ◆ support all students, including students with special education needs, those who are learning the language of instruction, and those who are First Nation, Métis, or Inuit;
- ◆ are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- ◆ are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- ◆ are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- ◆ provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- ◆ develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

The document clarifies policy related both to students' demonstration of specific learning skills and work habits (responsibility, organization, independent work, collaboration, initiative, self-regulation) and to their achievement of curriculum expectations. It provides a thorough outline of policy related to performance standards, to the role of assessment in the improvement of student learning, to evaluation and reporting procedures, and to considerations pertaining to students with special education needs and students who are learning English. It also includes policies for reporting student achievement demonstrated through e-learning, online courses and the credit-recovery process.

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment and evaluation helps teachers identify students' difficulties as well as to detect weaknesses in programs. Assessment and evaluation are thus important tools for adapting curriculum and instructional approaches to student's needs and for determining the overall effectiveness of programs and classroom practices.

*Assessment* is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations. As part of the assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

*Evaluation* is the process of judging the quality of the student's performance and assigning a value to represent that quality. The value assigned is in the form of a percentage grade. Levels

or degrees of achievement of the curriculum expectations are described in detail in the achievement charts that appear in the secondary curriculum policy documents. The charts are organized into broad categories of knowledge and skills and provide detailed descriptions of achievement at each level. While they are broad in scope and general in nature, the achievement levels provide a reference point for all assessment practice. They serve as a guide for gathering assessment information and a framework within which to assess and evaluate each student's achievement. As such, they enable teachers to make consistent judgments about the quality of students' work and to provide clear and specific information about their achievement to students and parents. Learning skills, effort, punctuality and recorded absences are reported separately and are not considered in the determination of the percentage grade.

In each subject area, the student is assessed on four main categories of knowledge and skills:

- Knowledge/Understanding
- Thinking/Inquiry
- Communication
- Application/Making Connections

The Achievement Chart is used as a standard province-wide method of assessing and evaluating each student's performance. The following table provides a description of achievement in each percentage grade. Level 3 is defined as the provincial standard. A student achieving at this level is well prepared for work in the next grade or the next course.

Percentage	Achievement Level	Description
80-100%	Level 4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard.
70-79%	Level 3	A high level of achievement. Achievement is <i>at</i> the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is <i>below, but approaching</i> , the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is <i>below</i> the provincial standard.
below 50	---	Insufficient achievement of the curriculum expectations. The student will not receive a credit.

Creating Pathways to Success sets out the career development policy for Ontario schools. Under the direction of the principal and with the assistance of key staff and students, every elementary and secondary school will develop, document, implement, and evaluate a comprehensive education and career/life planning program to help students achieve their personal goals and become competent, successful, and contributing members of society. The goals of the education and career/life planning program are to: ♦ ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process; ♦ provide opportunities for this learning

both in and outside the classroom; ♦ engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning. From Kindergarten to Grade 12, students develop knowledge and skills related to education and career/life planning through an inquiry process built on four areas of learning - Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions. Students develop competencies in these areas by participating in learning opportunities related to the curriculum, through school-wide activities, and through activities in the community. As part of the education and career/life planning program, a process must be in place at every school to support students in documenting and reflecting on their learning in education and career/life planning through the use of the “All About Me” portfolio (for students in Kindergarten to Grade 6) and a web-based Individual Pathways Plan (IPP - for students in Grades 7 to 12). In Grades 7 to 12, education and career/life planning involves preparation for key transitions, including the transition from elementary to secondary school, from Grade 10 to Grade 11, and from secondary school to students’ initial postsecondary destinations.

[Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools – Policy and Program Requirements, Kindergarten to Grade 12 \(2013\)](http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf)  
[www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf](http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf)

## 6.5 Procedures for Communicating and Reporting Student Achievement

Student achievement of the curriculum expectations and the learning skills and work habits must be communicated formally to students and parents by means of the Elementary Provincial Report Card, Grades 1–6 and Grades 7 and 8, and the Provincial Report Card, Grades 9–12. The Elementary Progress Report Card, to be used during the fall of the school year in Grades 1–6 and Grades 7 and 8, is designed to show the student’s development of the learning skills and work habits and the progress students are making towards achievement of the curriculum expectations. For children in Kindergarten, key learning, growth in learning, and next steps in relation to the overall expectations are reported in the Kindergarten Communication of Learning reports. Policy on reporting student achievement in Grades 1–12, along with the templates for the Provincial Report Cards and instructions for filling out the report cards, is included in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools – First Edition, Covering Grades 1 to 12 (2010)*. Policy on reporting children’s key learning, growth in learning, and next steps in Kindergarten is covered in *Growing Success – The Kindergarten Addendum: Assessment, Evaluation, and Reporting in Ontario Schools (2016)*, which includes templates for the Kindergarten Communication of Learning: Initial Observations report, issued at the end of the first reporting period, and the Kindergarten Communication of Learning report, issued at the end of the second and third reporting periods.

[Elementary and secondary report card templates and Kindergarten Communication of Learning templates on the ministry website:](http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html)  
[www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html](http://www.edu.gov.on.ca/eng/document/forms/report/card/reportCard.html)

Student achievement is reported formally to the parents by means of regular report cards and progress reports during each term. The report card focuses both on the achievement of curriculum expectation and the development of learning skills in each subject area.

The percentage grade reported in the student report card represents the overall student achievement of curriculum expectations for each course. The final grade for each course is recorded, and credits are granted in which the student's grade is 50% or greater.

Seventy percent of the grade is based on evaluations conducted throughout the year, although special consideration is given to students who have improved in the latter portion of the school year. Thirty percent of the grade is based on a final evaluation of the student's performance. This takes place towards the end of the course, and may be in the form of a final examination, performance, essay, or other means of evaluation appropriate to the course's content.

## 6.6 Substitutions of Compulsory Credits

**Substitutions for Compulsory Credit Requirements** In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3). See 7.1

Substitutions should be made to promote and enhance student learning or to respond to special needs and interests. Two half-credit courses may be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may be used through substitution to meet the two compulsory half-credit requirements of civics and career studies (also counted as one substitution). The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In all cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter. The

following are limitations on substitutions for compulsory credits:

English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits.)

No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.

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

A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet

Each substitution will be noted on the student's Ontario Student Transcript.

## 6.7 Exceptional Students

The OST will also be used to record the achievement of students who have alternative learning expectations in an individualized, non-credit program.

## 6.8 Course Withdrawals

Students that are taking either a grade 11 or 12 course will have up to 5 days prior to the release of mid-term reports to officially drop their course.

Withdrawal after a specified time from any Grade 11 or 12 course will be recorded on the student's transcript.

## 6.9 Extraordinary Circumstances

A student's parents, or students who are adults (eighteen years of age or older), may request that the principal identify by means of a special indicator those Grade 11 or 12 marks that, due to extraordinary circumstances prevailing at the time they were awarded, are not considered to be a true reflection of the student's ability. The principal will determine whether or not a special indicator should be added.

## 6.10 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 the school 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.

PLAR procedures will be carried out under the direction of the school principal.

The principal will:

- ensure that students are informed that they are responsible for initiating the challenge process and for satisfying all of the requirements, and ensure that students who are not adults (i.e., students who are under the age of eighteen) are informed that they need parental approval before applying to challenge for credit for a course;

- ensure that every prospective applicant and his or her parents, if he or she is not an adult, are informed about policies and procedures related to challenging for credit, including policies on and procedures for recording results in the Ontario Student Record (OSR) and on the Ontario Student Transcript (OST) (see the section "Record Keeping" on page 6 of this memorandum);
- ensure that every prospective applicant is provided with an application form (see the form in the appendix to this memorandum), as well as materials that indicate what is expected in the course (i.e., the curriculum expectations) for which the student wishes to challenge for credit;
- evaluate each application in consultation with the student's parents (or with the student if the student is an adult) and appropriate school staff (i.e., guidance counsellor, teacher-adviser, and subject teacher) to determine whether reasonable evidence for success exists and whether the challenge should occur;
- develop formal tests and other assessment strategies;
- conduct the testing (i.e., the use of formal tests and of other appropriate assessment strategies);
- evaluate and report on the student's performance.

The school will ensure that students who do not have suitable documentation owing to extraordinary circumstances (e.g., students who are refugees) will receive counselling concerning the gathering of evidence.

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.<sup>9</sup> For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

### Assessment and Evaluation

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

Assessment and evaluation strategies for the challenge process must include formal tests (70 percent of the final mark) and a variety of other assessment strategies appropriate for the particular course (30 percent of the final mark). The formal tests must have a balance between written work and practical demonstration that is appropriate for the subject/discipline. Other

assessment strategies may include evaluation of written assignments, demonstrations/performances, laboratory work, and quizzes, and observation of student work. The principal is responsible for developing and administering the formal tests and for determining which assessment strategies are most appropriate for each course for which a student is challenging for credit.

### Basis for Comparison

The comparison of senior-level credit courses in other Canadian jurisdictions to Ontario courses is based on overall expectations/outcomes for the knowledge and skills presented in each course.

Some courses from other Canadian jurisdictions correspond to more than one Ontario course.

### Assessment Strategies

- a) Formal Tests – 70% of final percentage grade
- b) Other Assessment Strategies – 30% of final percentage grade

Source: [www.edu.gov.on.ca](http://www.edu.gov.on.ca), Credit Equivalency Resource Package (2008)

## 6.10 Assessment and Evaluation of Programs

In addition to providing essential information about student achievement, classroom assessment and evaluation give an indication of the effectiveness of programs and teaching practices. Assessment and evaluation of student achievement thus provide teachers with an opportunity to think critically about their methods of instruction and the overall effectiveness of their program. Course content, instructional strategies and assessment procedures should be reviewed and evaluated systematically by teachers and principals, both in relation to the learning goals in the discipline and the specific needs of the students for whom the course is designed.

Analysis of the results of school- and province-wide assessments, as well as of national and international testing, should provide additional information on student achievement and program effectiveness, complementing the program assessments conducted by teachers and principals. Schools are encouraged to develop action plans based on the results of these system-wide and large-scale external assessments to guide schools in making the program modifications needed to improve the achievement of their students.

An environment in which the critical analysis of assessment results is seen as a positive exercise leading to the improvement of student learning will encourage teachers to use information from a variety of sources to evaluate the effectiveness of their programs and teaching methods, and to make the modifications needed to better meet the learning needs of their students.



## SECTION 7 - DIPLOMA AND CERTIFICATE REQUIREMENTS AND RELATED PROCEDURES

### 7.1 Requirements Chart for the Ontario Secondary School Diploma (Compulsory)

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

## 7.2 Compulsory Credits

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 listed above.

## 7.3 Optional Credits

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 course calendar. Contact the school for a list of courses available during the 2020-2021 school year.

## 7.4 The Secondary School Literacy 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. 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 or the Ontario Secondary School Literacy Course (OSSLC). Mature students have the option to enrol directly in the Ontario Secondary School Literacy Course without first attempting the OSSLT. They may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

Students whose E.A.P 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 Appendix 3, Section 4). Students who are working towards the OSSD under Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OACs): Program and Diploma Requirements, rev. ed., 1989 (OSIS) and students who are working towards an earlier diploma, such as the Secondary School Graduation Diploma, are not required to meet the literacy graduation requirement.

### 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 E.A.P must be available on the day of the test.

A student will take the OSSLT in the language of instruction of the school in which he or she is enrolled at the time the test is administered. Schools should ensure that this policy is made known to students and to parents of students who are planning to transfer from the English-language system to the French-language system, or vice versa, and who have not yet fulfilled the literacy graduation requirement. A student who has successfully completed the OSSLT in either English or French at the student's previous board is considered to have met the literacy graduation requirement and will not have to retake the test in the other language after transferring to the receiving board. School boards are required to provide remedial assistance for students who do not complete the test successfully. This remedial assistance should be designed to help students improve their skills so that they are better prepared to retake the literacy test. For example, a school could offer a credit course on learning strategies (see the guidance and career education curriculum policy document) or one on literacy skills (see the English curriculum policy document) for these students. For students who entered Grade 9 in the 1999–2000 school year, successful completion of the test was not required. However, for those students who took the field test of the OSSLT in 2000–2001, failed the test, and chose to retake the OSSLT in October 2001, successful completion of the provincial literacy graduation requirement became a diploma requirement.

### Accommodations/Deferrals/Exemptions

*Accommodations* must be made to ensure that students who are receiving special education programs and services and who have an Educational Accommodation Plan have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's EAP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

*Deferrals* of the test may include students who have been identified as exceptional and students registered in English as a second language/English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test.

If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. 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.

*Exemptions* are possible for students whose *E.A.P (Educational Accommodation Plan)* indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's E.A.P be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy 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. Principals have the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enrol directly in the OSSLC. The credit earned for successfully completing the OSSLC may also be used to meet the Grade 11 or the Grade 12 compulsory credit requirement in English or to meet the Group 1 compulsory credit requirement for the Ontario Secondary School Diploma. A student cannot be granted credit for the OSSLC through the challenge process from the Prior Learning Assessment and Recognition policy.

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 fulfillment 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.

## 7.5 The Ontario Secondary School Certificate

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

Compulsory credits:	7 credits
English	2
Canadian Geography or Canadian History	1
Mathematics	1
Science	1
Health and Physical Education	1
Arts or Technological Education	1
Optional credits:	7 credits

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

## 7.6 The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

## 7.7 Community Involvement Activities

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.

For mature students, principals will determine the number of hours of community involvement activities required.

PPM No. 124a includes the policy and procedures as well as sample documents relating to the 40-hour community involvement diploma requirement. activities.

The following forms are available from administration:

*“Notification of Planned Community Involvement Activities” This form lists the community involvement activities that are planned by the student.*

*“Completion of Community Involvement Activities” This form lists the completed activities.*

*“Acceptable community involvement activities” This form lists the acceptable activities and does not include activities that are designated as ineligible by the Ministry of Education of Ontario.*

## SECTION 8 - SECONDARY SCHOOL COURSES AND RELATED INFORMATION

### 8.1 Courses offered at Heritage Academy

All courses follow the Ontario Ministry of Education Curriculum Guidelines. Heritage Academy does not offer any locally developed credit courses. Students and their parents can consult the Ministry of Education of Ontario website for any and all course codes and descriptions.

MINISTRY OF EDUCATION OF ONTARIO; <https://www.ontario.ca/page/ministry-education>

## 8.2 Supporting Documents for families

Families can request copies of course outlines, course syllabus, as well as other supporting documents in order to help them gain a clear understanding of the course description and units.

## 8.3 The Common Course Coding System

Course codes consist of five characters:

The first three characters identify the subject (i.e., **SNC = Science**)

The fourth character identifies the grade (i.e., **Grade 9 courses are represented by 1, Grade 10 by 2, Grade 11 by 3, and Grade 12 by 4**)

The fifth character identifies the type of course (i.e., **W** refers to “de-streamed”, **P** to “applied”, **D** to “academic”, **U** to “university”, **M** to “university/college”, **C** to “college”, **E** to “workplace”, and **O** to “open”).

## 8.4 Course Descriptions and Selection

The courses offered may vary from year to year based on student interest. Please contact the school to obtain a course selection form for grades 9 through 12.

# COURSE OPTIONS FOR STUDENTS (2023-2024)

## GRADE 9

### COMPULSORY COURSES

#### Mathematics (MTH1W)

This course is designed to be inclusive of all students in order to facilitate their transition from the elementary grades to the secondary level. It offers opportunities for all students to build a solid foundation in mathematics, broaden their knowledge and skills, and develop their mathematical identity. This approach allows students to make informed decisions in choosing future mathematics courses based on their interests, and in support of future plans for apprenticeship training, university, college, community living, or the workplace. Prerequisite: None

#### English (ENG1D)

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

**Geography (CGC1D)**

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*

**Science (SNC1W)**

The expectations in the science curriculum are organized into five distinct but related strands. Strand A is an overarching strand that focuses on the STEM skills and connections that will enable students to investigate concepts and integrate knowledge from each of the other strands and to make connections between science and other subject areas. This strand also encourages students to examine various STEM-related careers, including skilled trades. In Strands B through E, students integrate Strand A expectations as they develop their understanding of strand-specific concepts, investigate phenomena, and make meaningful connections to the real world.

Prerequisite: *None*

**French (FSF1D)**

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning. Prerequisite: Minimum of 600 hours of French instruction, or equivalent

**OPTIONAL COURSES****Healthy Active Living (PPL1O)**

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The possible focus courses for Grade 9, along with their corresponding course codes, are as follows:

Healthy Living and Personal and Fitness Activities – PAF1O Healthy Living and Large-Group Activities – PAL1O  
Healthy Living and Individual and Small-Group Activities – PAI1O Healthy Living and Aquatic Activities – PAQ1O  
Healthy Living and Rhythm and Movement Activities – PAR1O Healthy Living and Outdoor Activities – PAD1O

Prerequisite: *None*

**Visual Arts (AVI1O)**

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

**Learning Strategies (GLE1O)**

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Prerequisite: *None*



**Food and Nutrition (HFN10)**

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

**Introduction to Business (BBI10)**

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

**Exploring Technologies (TIJ10)**

This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields. Prerequisite: None

## GRADE 10

### COMPULSORY COURSES

**Principles of Mathematics (MPM2D)**

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Grade 9 Mathematics, Academic, or Grade 9 Mathematics Transfer, Applied to Academic

**Principles of Mathematics (MFM2P)**

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking. Prerequisite: Grade 9 Mathematics, Academic or Applied

**English (ENG2D)**

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course. Prerequisite: Grade 9 English, Academic or Applied

**Canadian History since WW1 (CHC2D)**

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914. Prerequisite: None

**Science (SNC2D)**

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Grade 9 Science, Academic or Applied

**Civics and Citizenship (CHV2O)**

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. Prerequisite: None

**Career Studies (GLC2O)**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan. Prerequisite: None

**OPTIONAL COURSES****Media Arts (ASM2O)**

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works. Prerequisite: None

**Healthy Active Living (PPL2O)**

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 possible focus courses for Grade 10, along with their corresponding course codes, are as follows: Healthy Living and Personal and Fitness Activities – PAF20 Healthy Living and Large-Group Activities – PAL20 Healthy Living and Individual and Small-Group Activities – PAI20 Healthy Living and Aquatic Activities – PAQ20 Healthy Living and Rhythm and Movement Activities – PAR20 Healthy Living and Outdoor Activities – PAD20 Prerequisite: None

### **Food and Nutrition (HFN20)**

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

### **Green Industries (THJ20)**

This course introduces students to the various sectors of the green industries – agriculture, forestry, horticulture, floristry, and landscaping. Using materials, processes, and techniques commonly employed in these industries, students will participate in a number of hands-on projects that may include plant or animal propagation; production, maintenance, and harvesting activities; the development of floral or landscaping designs; and/or related construction activities. Students will also develop an awareness of environmental and societal issues related to green industry activities, learn about safe and healthy working practices, and explore secondary and postsecondary education and training pathways and career opportunities in the various industry sectors. Prerequisite: None

### **Visual Arts (AVI20)**

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

### **Exploring Family Studies (HIF20)**

This course explores, within the context of families, some of the fundamental challenges people face: how to meet basic needs, how to relate to others, how to manage resources, and how to become responsible members of society. Students will explore adolescent development and will have opportunities to develop interpersonal, decision-making, and practical skills related to daily life. They will learn about the diverse ways in which families function in Canada and will use research skills as they explore topics related to individual and family needs and resources. Prerequisite: None

## **GRADE 11**

### **COMPULSORY COURSES**

#### **Mathematics: Functions and Applications (MCF3M)**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic, or Foundations of Mathematics, Grade 10, Applied

**Mathematics: Functions (MCR3U)**

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Prerequisite: Principles of Mathematics, Grade 10, Academic

**English (ENG3C)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course. Prerequisite: Grade 10 English, Applied

**English (ENG3U)**

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will 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: Grade 10 English, Academic

**OPTIONAL COURSES****Biology (SBI3U)**

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

**Healthy Active Living Education (PPL3O)**

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively. The possible focus courses for Grade 11, along with their corresponding course codes, are as follows: Healthy Living and Personal and Fitness Activities – PAF3O Healthy Living and Large-Group Activities – PAL3O Healthy Living and Individual and Small-Group Activities – PAI3O Healthy Living and Aquatic Activities – PAQ3O Healthy Living and Rhythm and Movement Activities – PAR3O Healthy Living and Outdoor Activities – PAD3O Prerequisite: None

**Visual Arts (AVI3O)**

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create artworks that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context. Prerequisite: None

**Understanding Canadian Law (CLU3M)**

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them. Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

**Leadership and Peer Support (GPP30)**

This course prepares students to act in leadership and peer support roles. They will design and implement a plan for contributing to their school and/or community; develop skills in communication, interpersonal relations, teamwork, and conflict management; and apply those skills in leadership and/or peer support roles – for example, as a student council member or a peer tutor. Students will examine group dynamics and learn the value of diversity within groups and communities. Prerequisite: None

**Introduction to Computer Science (ICS3U)**

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields. Prerequisite: None

**Introduction to Computer Programming (ICS3C)**

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields. Prerequisite: None

**Chemistry (SCH3U)**

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

**Physics (SPH3U)**

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment. Prerequisite: Science, Grade 10, Academic

**Entrepreneurship: The Enterprising Person (BDP30)**

This course examines the importance of enterprising employees in today's changing business environment. Students will learn about the skills and attributes of enterprising employees, the distinguishing features of their work environments, and the challenges and rewards of becoming an enterprising person. Students will also have an opportunity to demonstrate and develop enterprising skills by planning and organizing a school or community event. Prerequisite: None

## GRADE 12

### COMPULSORY COURSES

#### English (ENG4C)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace. Prerequisite: Grade 11 English, College Preparation

#### English (ENG4U)

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

### OPTIONAL COURSES

#### Mathematics: Advanced Functions (MHF4U)

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

#### Mathematics: Calculus & Vectors (MCV4U)

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. Prerequisite: Note: Advanced Functions, Grade 12, University Preparation, must be taken prior to or concurrently with Calculus and Vectors.

**Biology (SBI4U)**

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

**Chemistry (SCH4U)**

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

**Physics (SPH4U)**

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment. Prerequisite: Grade 11 Physics, University Preparation

**Challenge & Change in Society (HSB4U)**

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically 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

**Human Development throughout the Lifespan (HHG4M)**

This course offers a multidisciplinary approach to the study of human development throughout the lifespan. Students will learn about a range of theoretical perspectives on human development. They will examine threats to healthy development as well as protective factors that promote resilience. Students will learn about physical, cognitive, and social-emotional development from the prenatal period through old age and will develop their research and inquiry skills by investigating issues related to human development. Prerequisite: Any university, university/college, or college preparation course in social sciences and humanities, English, or Canadian and world studies

**Nutrition and Health (HFA4U)**

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

### **Environment and Resource Management (CGR4M)**

This course investigates interactions between natural and human systems, with a particular emphasis on the impacts of human activity on ecosystems and natural processes. Students will use the geographic inquiry process, apply the concepts of geographic thinking, and employ a variety of spatial skills and technologies to analyse these impacts and propose ways of reducing them. In the course of their investigations, they will assess resource management and sustainability practices, as well as related government policies and international accords. They will also consider questions of individual responsibility and environmental stewardship as they explore ways of developing a more sustainable relationship with the environment. Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

### **Healthy Active Living Education (PPL4O)**

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

The possible focus courses for Grade 12, along with their corresponding course codes, are as follows: Healthy Living and Personal and Fitness Activities – PAF4O Healthy Living and Large-Group Activities – PAL4O Healthy Living and Individual and Small-Group Activities – PAI4O Healthy Living and Aquatic Activities – PAQ4O Healthy Living and Rhythm and Movement Activities – PAR4O Healthy Living and Outdoor Activities – PAD4O Prerequisite: None

## **SECTION 9 - EARNING CREDITS ONLINE**

### **9.1 Online Course Options for Students**

Students can earn credits through online options that can count towards their diploma requirements.

Companies such as Independent Learning Center (ILC) and Ontario Virtual School (OVS) are options for students to complete courses online at home or during resource periods during the school day.

Students should speak with the academic advisor to obtain more information on any options regarding online credit opportunities.

### **9.2 Online Learning Requirement**

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the [requirements for an Ontario Secondary School Diploma](#) unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation



requirement unless they opt themselves out of the requirement 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.

### Eligible credits

For the purposes of this Policy/Program Memorandum, 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.

In online learning courses delivered by Ontario's publicly funded secondary schools, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online. School boards may, for example, use the ministry's Virtual Learning Environment (VLE) for this purpose, which is available for publicly funded school boards to use at no cost.

Students from the same online class may follow different timetables and be from different schools or school boards. In publicly funded secondary schools, students complete their online coursework with the support of a certified Ontario educator who provides instruction, ongoing feedback, assessment, evaluation, and reporting including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

### 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

The ministry recognizes the extraordinary circumstances of the COVID-19 pandemic. As a result, this Policy/Program Memorandum recognizes up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement. Schools should select one of these credits and record it in the system they use locally for tracking the requirement and reflect the completion of the selected credit when reporting through the Ontario School Information System (OnSIS) towards the student’s online learning graduation requirement. The course itself does not need to be flagged as an “online course”. It will be counted under the “Diploma Requirements” “Online Learning Graduation Requirement” section of the provincial report card template.

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### Opt-out process

School boards must develop and implement a protocol or procedure that allows for students to be opted out of the online learning graduation requirement:

- at the request of their parent(s)/guardian(s)
- at the student’s request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control)

### Minimum requirements

The school board must make available a digital and/or paper-based “opt-out form” that a parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may use to record their decision to opt out of the graduation requirement. The school board may use the sample form provided in the Appendix to this memorandum or create their own form if it contains, at a minimum, the information in the sample form.

A parent/guardian, a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may opt out of the graduation requirement for any reason during the student’s secondary school program by submitting the form to the school that holds the student’s Ontario Student Record. The school must acknowledge the receipt of the form once submitted and include it in the Ontario Student Record of the student. Once the form has been included in the student’s Ontario Student Record, the graduation requirement will not apply to the student. School boards may establish an annual cut-off date by which the

completed opt-out form must be submitted to the school for it to take effect before the end of the school year.

Where necessary, school staff may contact a parent/guardian to discuss the student's individual needs and the appropriateness of online learning for the student. They may also contact the student if they are 18 years of age or older or are 16 or 17 years of age and have withdrawn from parental control. During these discussions, school staff may or may not recommend that a student be opted out of the graduation requirement. However, it must be made clear that the choice is ultimately that of the parent/guardian, student who is 18 years of age or older, or who is 16 or 17 years of age and has withdrawn from parental control.

## **SECTION 10 - TRANSITION PLANNING**

### **10.1 Transitioning PLanning Guide**

Parents are encouraged to print this guide in order to help them with planning for their student entering High School.

## **Transitioning to High School**

### **Questions and Answers:**

#### **❑ What is an Individual Education Plan?**

An Individual Education Plan (IEP) is a written plan that describes the special education program and/or services required by a particular student. It may identify accommodations, modified learning expectations and/or alternative learning expectations. At Heritage Academy we call this document an EAP or Educational Assessment Plan. Information gained from the individual's OSR (Ontario Student Record), relevant assessments, past IEP's/accommodation plans, feedback from parents, teachers, administration and students are the basis for the creation of these documents. These documents are fluid and change with the evolving needs of the student.

#### **❑ What are Alternative Expectations and how does this affect High School Credit?**

To achieve an Ontario Secondary School Diploma (OSSD) the student is required to earn 30 credits, pass the OSS Literacy Test and complete 40 hours of community service.

More detail can be found in APPENDIX A and APPENDIX E.

❑ **What accommodations are available?**

Accommodations are the changes made to the classroom environment, teaching strategies, assessment methods and/or materials. Accommodations do not alter the learning expectations from the provincial curriculum but instead provide multiple access points to the same information. The accommodations provided to students at Heritage can be found in APPENDIX D.

❑ **What preparations will be made for the Literacy Test?**

Accommodations that are available for your child during their daily work, may be provided when writing the literacy test. These accommodations will be outlined in the EAP. Possible accommodations may include, but are not limited to: additional time, use of a word processor to record answers, and verbatim scribing. Please note: students who are trying to achieve an Ontario Secondary School Certificate or Certificate of Accomplishment may be exempt from writing the literacy test.

❑ **What considerations should be made when choosing courses for Grade 9?**

If your student is achieving the grade level and receiving accommodations it is recommended they take either academic or applied. This choice can depend on learning styles. At a typical High School, applied courses can be more hands-on, less abstract, and less dependant on independent work. Applied courses however do limit course options in the upper grade levels. More information on courses can be found in APPENDIX B.

If your student is currently working on a modified or alternative curriculum program it is recommended that they choose a workplace level course specifically in Math and Science.

❑ **What should you prepare for the next grade or next school?**

Most of these items will be transferred over with the OSR, but it is good practice to ensure you also have copies.

- What accommodations have proven to be successful in the past (EAP/IEP)
- Current psychological assessment (Max 4-5 Years Old)
- Were interventions needed? If so provide any records of the response or results
- List of successful instruction methods.

❑ **What are some common challenges that this transition can present?**

- There will be more homework, at times there will be days when each subject has its own homework.
- There will be more independent self-directed work .
- Time management techniques are a must and will need to be strengthened.
- Assignments will have larger weight, an assignment can count for as much as 30 percent of a final grade.
- Students will need to start developing personal management skills such as organization, time management, self advocacy, note taking skills, and active reading. These skills will start being developed in Grade 9 and will continue to Grade 12.
- There will be a release of responsibility from teacher to student as they progress through high school. This is aimed to prepare them for the transition from high school to post-secondary work or school.

## **APPENDIX A: Education Requirements**

### **OSSD Diploma**

In order to earn an Ontario Secondary School Diploma (OSSD), a student must earn a minimum of 30 credits accumulated as follows:

#### Compulsory Credits

4 credits in English

3 credits in Mathematics

2 credits in Science

1 credit in Canadian History

1 credit in Canadian Geography

1 credit in the Arts

1 credit in Health and Physical Education

1 credit in French as a second language

0.5 credit in Career Studies

0.5 credit in Civics

Plus one credit from the following groups:

1 additional credit in English, French as a Second Language, Native Languages or an international language or a Social Sciences and Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education\*

1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or Cooperative Education\*

1 additional credit in Science, or Technological Education, or Cooperative Education\*

\*A maximum of 2 credits in Cooperative Education can count as compulsory credits (2006).

#### Elective Credits

12 credits selected from available courses

#### Literacy Test

Students must successfully complete the Ontario Secondary School Literacy Requirement

#### Community Service

40 hours of Community Service

#### Online Credits

Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement.

## Education Planner

Use the following chart to plan your course selection for obtaining an OSSD:

Grade 9	Grade 10	Grade 11	Grade 12	Additional
English	English	English	English	
Mathematics	Mathematics	Mathematics		
Science	Science			
Canadian Geography	Canadian History			
French	Civics and Citizenship/ Career Studies			
Learning Strategies**				
Arts*				
Physical Education*				

\* *Optional but often recommended in grade 9 (see below)*  
Academy

\*\* Mandatory for all Grade 9 students at Heritage

### What do you need to graduate?

18 Optional Credits

4 English

3 Mathematics

2 Science

1 Canadian Geography

1 Canadian History

1 Health and Physical Education

1 The Arts

1 French as a Second Language

.5 Career Studies

.5 Civics

+ 12 Optional Credits

- 40 Community Involvement Hours
- Successful completion of the provincial literacy requirement OSSLT or OSSLC
- 2 Online Credits

Credit from each of the following groups:

#### Group 1

Additional credit in English, or French as a Second Language, or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education

#### Group 2

Additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language, or Cooperative Education

#### Group 3

Additional credit in Science (Grade 11 or 12), or Technological Education, or French as a Second Language, or Computer Studies, or Cooperative Education

## OSSC Certificate

In order to earn an Ontario Secondary School Certificate (OSSC) a student must achieve 14 credits distributed as follows;

### Compulsory Credits

2 credits in English

1 credit in Canadian Geography or Canadian History

1 credit in Mathematics

1 credit in Science

1 credit in Health & Physical Education

1 credit in the Arts or Technological Education

### Elective Credits

7 credits selected by the student from available courses

## Literacy Test

Students are NOT required to successfully complete the Ontario Secondary School Literacy Requirement

## Community Service

Students do NOT need 40 hours of Community Service

## Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs , training, or who plan to find employment after leaving school.

## APPENDIX B: Course Codes

### LEVELS OF STUDY

#### Grade 9/10 Levels

Students in grades 9 and 10 will take their core courses (English, Mathematics, Science, French, and Geography and History) in one of three streams - Applied, Academic or Locally Developed. All other courses will be taken at the open level. These courses can be identified by the LAST letter in the course code (noted beside the titles below)

#### Academic Courses ( D )

Academic courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications.

#### Applied Courses ( P )

Applied courses focus on the essential concepts of the discipline. Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications.



#### De-streamed ( W )

A new de-streamed course, which replaces the Grade 9 academic and applied courses.

It is designed to provide a learning experience for all students to engage in rich complex mathematics, including new areas like coding, data literacy, and financial literacy. This course also emphasizes connections among mathematical concepts, real-life applications and students' lived experiences.

#### Locally Developed ( L )

Locally Developed courses are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements for the Ontario Secondary School Diploma or Certificate.

#### Open ( O )

Open level courses offered in subjects have one set of expectations for each subject, and are appropriate for all students. Open level courses are for all subjects other than those offered as applied or academic.

### **Grade 11/12 Levels**

Students in Grades 11 and 12 will take their core courses (English, Mathematics, Science) in one of four streams - University, University/College, College, Workplace. These streams relate to a student's destination after high school - work, college, or university. Some courses will be offered at the open level and M level. Additional elective courses are also offered at the various levels.

#### University Preparation Courses ( U )

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Teaching and learning will emphasize theoretical aspects of the course content, but will also include concrete applications.

#### University/College Preparation Courses ( M )

These courses include content that is relevant for both university and college programs. These courses provide students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

### College Preparation Courses ( C )

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. Teaching and learning will emphasize concrete applications of the theoretical material covered in the course, and will also emphasize the development of critical-thinking and problem-solving.

### Workplace Preparation Courses ( E )

These courses are designed to provide students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

For detailed information on each course, please refer to the Ontario Ministry of Education website.

<https://www.ontario.ca/page/ministry-education>

## APPENDIX C: Timetable

### Secondary School Timetable

**Grades 9 to 12:** Classes begin at **9:00 a.m.** and finish at **3:15 p.m.**

GRADE 9 to 12		
PERIOD	START TIME	END TIME
Period 1	9:00 AM	10:15 AM
<b>Break 1</b>	<b>10:15 AM</b>	<b>10:30 AM</b>
Period 2	10:30 AM	11:45 AM
<b>Lunch</b>	<b>11:45 AM</b>	<b>12:30 PM</b>
Period 3	12:30 PM	1:45 PM
<b>Break 2</b>	<b>1:45 PM</b>	<b>2:00 PM</b>
Period 4	2:00 PM	3:15 PM




## APPENDIX D: EAP Accommodations

**Educational Accommodation Plans:** At Heritage Academy, every student has an E.A.P (Educational Accommodation Plan). These plans include individualized Instructional, Environmental and Assessment accommodations. These accommodations are developed in partnership with parents/guardians, psychological and psych-ed assessments and educator feedback. These documents are fluid and transition with the child. There are a multitude of accommodations that we can and do build into our classroom environments to ensure the success of all students, the following table outlines these. Please note this table is by no means exhaustive.

Instructional	Environmental	Assessment
Ability grouping	Consistent routine	Alternative assessment space
Chunking of assignments	Cues for transitions	Scribing options
Extra time for processing	Anxiety/stress reducers	Use of assistive technology
Assistive technology	Body breaks	Reduction in repetitive tasking
Graphic organizers	Use of manipulative and/or fidget(s)	Frequent checks for understanding
Repetition or information and instructions	Alternative workspace	Chunking of assessments
Buddy/peer tutoring	Visual schedule	Memory aids
Use of calculator and number charts	Reduction of audio/visual stimuli	Oral review prior to assessment
Visual and oral cueing/prompts/supports	Strategic seating	Reduced/Uncluttered format
Copy of teachers notes	Use of noise-cancelling headphones	Pre-conference of expectations
Small sequential steps	Positive reinforcements	Modelled and provided outcome expectations
Use of manipulatives	Individualized behavior plans	Extended deadlines
Memory aids	Structured yet flexible environment	Extension of assessment time allotment
Organizational coaching		Extra time for processing
Redirection/Modelling		
Reduced/simplified language		
Language support - word retrieval prompts, direct teaching/modelling		
Large size font		
Coloured paper		
Examples/contextualizing information		
Pre-reading of materials		
Multi-sensory lessons		

# APPENDIX E: Volunteer Requirements



**HERITAGE ACADEMY**  
OF LEBANON

### COMMUNITY INVOLVEMENT NOTIFICATION AND ACTIVITY COMPLETION SHEET

Student Name: \_\_\_\_\_ High School: \_\_\_\_\_  
 Student Telephone: \_\_\_\_\_ School Year (xxxx-xxxx): \_\_\_\_\_  
 Principal: \_\_\_\_\_

**Community involvement hours completed to date: \_\_\_\_\_**

Please provide the information requested below about the community/involvement activities in which you plan to participate. Submit this form to the Academic Adviser when you have completed your community involvement activities. All activities must be on the eligible list. **Approval of the principal or designate is required before starting the activity.**

ACTIVITY	ESTIMATED NUMBER OF HOURS	ESTIMATED DATE OF COMPLETION	SCHOOL APPROVAL	COMPLETED NUMBER OF HOURS	DATE OF COMPLETION	ORGANIZATION, TELEPHONE NUMBER & SUPERVISOR NAME (PLEASE PRINT)	SIGNATURE SUPERVISOR & COMMENTS
<b>Total</b>							

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Parent/Guardian Signature \_\_\_\_\_ Date \_\_\_\_\_

**For office use only**

Completion has been noted on OSR

Signature of School Official \_\_\_\_\_ Date \_\_\_\_\_

This information is collected and used pursuant to the Education Act. The information will be used to document the Community Involvement Diploma Requirements

NOTE: Please submit this form to the school when you have completed the community involvement activities described above. Submit no later than January 8 and June 8 each term so that hours can be recorded on the upcoming report card. Personal information on this form is collected under the authority of the Education Act and Municipal Freedom of Information and Protection of Privacy Act, and will only be used to document completion of community involvement hours. The information on this form is confidential and access will be limited to those employees who have an administrative need, the student, and parent(s)/guardian(s) of a student who is under eighteen years of age. Questions regarding this collection are to be directed to the school principal.

### Examples of Community Involvement Activities

The following list is not exclusive but contains some examples of activities that are suitable for completion of the community involvement requirement.

- **Not-for-profit Agencies** – includes voluntary activities for any not-for-profit institution or foundation that would not displace a paid worker
- **For-profit agencies** – includes voluntary activities that are charitable-based for any business or organization that would not displace a paid worker.
- **Note:** Any association with an organization, or an organization's activities, that does not comply with the ethical standards, policies, procedures and regulations of both the Ministry of Education and the Board are not eligible for community involvement
- **Support for Individuals** – includes assistance to those in need with shopping, housekeeping, writing letters or transcribing, hospital visitation or chronic care
- **Learning Assistance** – includes activities in structured programs that promote tutoring, mentoring, coaching, reading buddies or whose purpose is to help others that require that assistance
- **Ethical Contributions** – includes affiliation with a club, religious organization or political organization that seeks to make a positive and ethical contribution to the community or supports ethical works of a global nature
- **Community Projects** – includes participating in food drives or supporting groups such as 4H Clubs, Welcome Wagon or Meals-on-Wheels
- **Community Events** – includes helping to organize winter carnivals, parades and community celebrations
- **Sports/Recreation** – includes coaching and helping to organize Special Olympics, sporting events or games, or volunteering at a recreation centre
- **Environmental Projects** – includes participating in community clean-up, flower/tree planting, recycling and neighbourhood beautification projects
- **Work with Seniors** – includes assisting in a seniors residence, serving snack, supporting craft activities or participating in visiting and reading programs
- **Youth Programs** – includes assistance with youth programs, March Break programs, Leaders in Training, socializing special needs youth, summer playground activities and camps
- **Religious Activities** – includes participating as a volunteer in programs for children, childminding, Sunday School assistance, clerical tasks and other events

- **Arts and Culture** – includes assisting at a gallery, performing arts production or in a community library program
- **Committee Work** – includes participating on advisory boards, neighbourhood associations and regional organizations
- **Office/Clerical Work** – includes activities in reception, computer work, and mailings for groups providing charitable or general community benefit
- **Fundraising** – includes walk-a-thons for community benefit, celebrity games, gift wrapping, gala events and sales for charitable purpose
- **School Community Service** – includes service within the school community that provides benefits to others and takes place outside the time allotted for the instructional program on a school day, such as peer mentoring, tutoring or helping

### Ineligible Activities

The Minister of Education has deemed that the following are “ineligible activities” for Community Involvement Any activity that:

- would displace a paid worker;
- would pay the students;
- takes place during the instructional program of a school day;
- is required as part of a credit course, such as a cooperative education placement, “Take Our Kids To Work”, experience in grade 9, job shadowing or the work experience component of a course;
- involves playing on a school sports team;
- is part of regular family responsibilities;
- is part of a court ordered community service program, alternative measures program or any diversionary program that uses community service;
- involves the operation of a vehicle, power tools or use of scaffolding;
- involves the administration of any form of medication or medical procedure to other persons;
- involves the handling of substances classified as “designated substances” under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson (e.g. electrician);
- involves banking, securities or other valuables;
- involves a student under 16 in a logging or mining environment;
- involves a student under 15 in a factory environment; and
- involves a student under 14 in any working environment (unless accompanied by an adult).

In addition, Heritage Academy has deemed that door-to-door canvassing is not an eligible activity for community involvement, except under certain circumstances (i.e. the student is age 16 or older; parental or other responsible adult supervision is provided; and the fund-raising is in support of a recognized charity, excluding for school or religious purposes).

