

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

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			
Physical Education*				
Arts*				

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

What do you need to graduate?

18 Compulsory 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

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

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.

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.

APPENDIX C: Timetable

Secondary School Timetable

9:00am- 10:15	Period 1
10:15 - 10:30	BREAK
10:30- 11:45	Period 2
11:45- 12:35	LUNCH
12:35- 1:50	Period 3
1:50- 2:00	BREAK
2:00- 3:15	Period 4
3:15- 4:00	STUDY HALL
4:00-5:00	TUTORING

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. They 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 behavioural 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		

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 organizations 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).

