



Student Handbook

2016-2017

A Guide for Students and their Families

© Heritage Academy of Learning Excellence
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To report student absences or to contact the reception:
admin@heritage-academy.com

To contact the Director:
info@heritage-academy.com

To contact the Vice Principal:
rowney@heritage-academy.com

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Faculty Directory 2016/2017

Elementary Level Educators

Grade 1-3: Ms. Lindsay Hastings

Grade 4/5: Ms. Christine Lane

Grade 5: Ms. Stephanie Pimenta

Grade 6: Ms. Rachael Sonogo

Grade 7: Mr. Nathan Boersma

Grade 8: Mr. Neil Fraser

Secondary Level Educators

Mr. Michael DiFrancesco

Mr. Paul Emerson

Mr. Philip Joly

Mr. Phillip Jones

Ms. Emily Tooley

Ms. Laura Vincent

Ms. Emily Macpherson

Support Educators

Educational Assistant/SMT Educator: Ms. Madison Rump

Resource Educator/SMT Educator: Ms. Carly Skeen

Resource Educator/SMT Educator: Mr. Devon Millar

Resource Educator/SMT Educator: Ms. Jessica Rump

Athletics & SMT Director: Mr. Michel Lance

SMT Educator: Ms. Melanie Masson

SMT Educator & Junior Arts: Mr. Aaron Clarke

Administration

Director: Ms. Cheryl Ward

Vice Principal: Ms. Jenna Rowney-Giroux

Administrative Assistant: Ms. Sarah Larocque

Operations Manager: Mr. Ilya Hansen

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.

Our Philosophy

We value that every student ought to enjoy success as a learner and master the curriculum of the school.

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

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 ought to take responsibility for their actions and when necessary ought to develop and agree to work out a plan for managing behavior appropriately. Our rules are courtesy and safety.

We value teaching each student to think divergently and creatively at complex levels, to problem solve, and to 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.

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, directed study environment and encouragement.

Each student is a unique individual and ought to be able to proceed at a pace suitable to his or her own 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 objectives outlined above.

School Procedures

Arrival and Departure of Students

- The school day starts at 9:00 a.m. and ends at 3:15 p.m.
- Supervision is provided from 7:30 to 8:15 a.m. and 4:00 to 5:30 p.m. The fee is \$7 per hour. *There is no charge from 8:15 to 9:00 a.m. and 3:15 to 4:00 pm.*
- 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 9 and higher during the lunch period and at the end of the day.
- 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 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, preferably advance communication by telephone, e-mail and or written signed note.

Student Outings

- Permission notes from parents authorizing student participation in school outings and activities will be forwarded to parents prior to the outing, and **must be signed and submitted by 4pm the day before the outing is scheduled to occur. *Oral expression of permission will not be accepted.***
- The *standing permission form* is ONLY for the field trips indicated on the form. If a field trip is added throughout the year another form will be sent to the students involved.

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 8:45 a.m. and 3:15 p.m. An administrator will meet the parent or guardian and direct him/her to the appropriate meeting room.
- All parents, guardians, caregivers and visitors shall not enter the hallway zone at any time without staff escort.

Parent/Guardian Meetings with Staff

Parents/Guardians are strongly encouraged to take an active role in their child's education. To facilitate an open and receptive environment for parent/teacher/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 a teacher or school administrator shall contact, by e-mail or by telephone in advance, the main administration office to schedule an appointment.

Classroom Organization

- Each student will have a locker.
- Students must keep their supplies in proper working conditions until the end of the year. If not, students will replace them at their own cost.
- Students are supplied with basic stationary supplies. Student may supplement these supplies and in the case of damage or loss, they must replace them.
- Computer software and games may not be brought to school without permission from the Director.

Classroom/Common Room Rules

- No Food/Drinks in all classrooms (Water only)
- Students may eat or drink in the Cafeteria only
- No gum is permitted at school
- Students must be in uniform
- Indoor footwear must be worn in classrooms
- Students must not damage school property
- 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 class has begun, 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

Student Breaks

- Students in Grades 1-8 will be supervised during breaks and will eat their lunch in the Cafeteria.

- From Grade 9-12, students will be allowed to leave the school grounds. The administration reserves the right to remove the privilege of leaving the school property for all students at any time.
- Students are only permitted to travel in the vehicle of other students with signed permission from a parent/guardian.

Food and Snacks

- Peanuts or products containing nuts are NOT permitted on school property
- Only healthy snacks are permitted
- Gum, chocolate/candy bars and the like are not permitted at school and will be confiscated as well as disposed of.
- Pop, energy drinks or other carbonated beverages are not permitted at the school and will be confiscated as well as disposed of.

Medication & First Aid

- All medication must be brought to school by the parent/guardian in the container in which it was dispensed by the prescribing physician or licensed pharmacist. Medication must not be brought to school on the bus by the child.
- Parents must provide the school with a completed medication dispensation form. This form is available in the school office.
- The medication container must be labelled with the appropriate dosage and time.
- All medication, both prescribed and over-the-counter, must be kept in the school office in locked storage and may be distributed only by authorized personnel.
- School authorities will administer first aid as needed. Students must report accidents or injuries to supervising staff.
- **Parents are responsible for transporting their injured child to a clinic or hospital if necessary.** When the school cannot reach parents, guardians or family members listed on the application form, and the situation warrants an ambulance, one will be called. However, parents will be responsible for ambulance expenses. If the parent is absent, an adult will accompany a student being transported by ambulance.

Student Absences and Illness

- Parents, guardians, and caregivers are responsible for communicating either by telephone or by e-mail to admin@heritage-academy of planned pupil absences or lateness to the school on a timely basis.
- Parents, guardians, and caregivers are responsible for providing the school with complete and current emergency information to enable the school to make any necessary follow-up contacts.
- Heritage Academy will be responsible for maintaining and managing a confidential fan-out list of names and current telephone numbers, in order of priority, of parents, guardians, caregivers, or other individuals to be notified in case

of an unexplained pupil absence. The fan-out list will be kept in a secure location, in a locked filing cabinet.

- If a student experiences any of the following symptoms, he/she is required to remain at home until the symptoms have not been present for **24 hours without medicinal assistance**. (*i.e. Tylenol, Advil...*)
 - a fever over 38 C/100.4 F
 - intense difficulty breathing
 - vomiting
 - cough accompanied with feeling short of breath, muscle aches, fatigue, severe headache, sore throat, or lack of appetite.

Late Policy:

ATTENDANCE

- Students must be punctual, attend all classes and regular school activities, and attend special events as announced. Parents have an important obligation to support fully the school's regulations and are asked not to give permission for absences to enable a student to complete school assignments or catch up on late work. Students are held accountable for regular attendance, promptness, and handing in work on time. Parents are asked to call the office in advance of an absence and to indicate the reason. Students who have day time appointments are required to present a note to the office staff explaining the reason for their leaving or a parent or guardian can phone or email the office staff. Parents are asked to schedule appointments during holidays or the students' study periods. For a medical absence of four days or longer, a note from a doctor is required.
- Only students in Grade 12 may sign out for spare periods. However, they are not permitted to miss school wide events during these periods.
- Students who are late to school (late to their first class of the day) must report to the office and receive a Late Slip before they are permitted to enter their class. A note, email or phone call from a parent to the office staff will indicate this late as excused (appointment, etc.). Persistent unexcused lates will result in a detention. Students are expected to adjust their transportation schedule to weather conditions so that they arrive at school on time. In winter, reasonable allowance is made by our staff for inclement weather or road conditions.
- Students who have an unexcused absence from class will have 48 hours to provide information verifying that the absence is excused. Students having unexcused absences that remain unaccounted for will be assigned a 3:15 mandatory study hall. It is the student's responsibility to ensure the information is provided to the office staff. Persistent skipping of classes will result in suspension or other serious disciplinary consequence. Students who are absent excessively (approximately 15 lates in one term) may not qualify for course credits.

LATE TO SCHOOL:

- Students who are late to school must obtain a late slip from the front office before they are permitted to enter their class. If a student is late to school once or twice in a month, this is dealt with by the student's lead teachers. The student is warned about the consequences of further lateness.
- If a student is late three times in a month the Vice-Principal will assign an after school detention, depending on the circumstances.
- If a student is late four times in a month, the student is given another after school detention. The Director will inform the parents of the action being taken and the consequences of another late.
- If a student is late five or more times in the same month, the principal may decide to convene a Discipline Committee, which will comprise of the Director, Vice-Principal, involved staff members, parents and student.

School Closing

- In case of emergency or unexpected school closing, parents are asked to prepare their children for such a situation and to ensure that the child knows where he/she should go.
- Under the supervision of the school's administrative staff, a telephone check will be done using the established telephone chain.
- Normally the school remains open during snowstorms. Any cancellations will be broadcast on the school web page at www.heritage-academy.com and via Twitter /Facebook.

Evacuation, Lockdown, & Shelter-In-Place Procedures

EVACUATION PROCEDURES

Evacuation requires all students and staff to leave the building.

See the fire emergency evacuation procedures.

* Reverse evacuation occurs when students are outside and need to return to the building quickly.

LOCKDOWN PROCEDURES – (CODE RED)

Lockdowns are called for when a crisis occurs outside of the school and an evacuation would be dangerous. A lockdown may also be called for when there is a crisis within the school that would put students in jeopardy.

All exterior doors are locked and students and staff stay in their classrooms.

Teachers must keep all students in their classrooms. Doors are to be locked or securely shut. Staff/students are to position themselves in the corner of the classroom that is the least visible from the classroom door and exterior windows. Create a barrier between the students and the assailant. Use tables and shelving units if possible.

SHELTER-IN-PLACE PROCEDURES - (CODE BLUE)

Shelter-in-place is used when there is no time to evacuate or when it may be harmful to leave the building. Shelter-in-place is commonly used during hazardous material spills. Students and staff are held in the building and windows and doors are sealed.

NOTIFICATION- The administration, as well as all staff members must be notified immediately if a stranger is present on school property.

Code of Conduct

Heritage Academy abides by the Ontario Code of Conduct and the Safe School's 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.

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

Dress Code

Students must wear their school uniform during school hours. If students do not have a uniform, one will be provided to them and their parents will be billed.

- Each student **MUST** wear their complete school uniform. The uniform comprises of:
 - o A Heritage Academy T-shirt and sweatshirt (as needed).
 - o Gym shorts (Black), gym tops (White), gym shoes, mouth guard and water bottle (Grades 1-8).
 - o Appropriate, separate outdoor and indoor shoes (Grades 1-8).
 - o Shorts, Skirts, Jumpers or Rompers must be at least 6 inches above the knee.
- No strong perfumes or body sprays. Students will be removed from class if necessary.

Personal Electronic Devices (PED)

In order to maintain the privilege of connecting to the school network students must agree to and abide by the terms below:

- Heritage Academy will not be responsible for any physical damage, loss or theft of a personal electronic device
- Heritage Academy reserves the right to inspect, at any time, any personal electronic device.

- Computers and tablets may only be used during class time at the discretion of the teacher. These devices are to be used as educational tools only. Only one device per student can be linked to the school network. Students who do not follow these procedures will receive an immediate detention.
- Cell phones are not permitted in the classroom, however under the discretion of the teacher they can be used for music during independent working time (a preprogrammed music list must be used at this time, students are never allowed to stream music).
- Cell phones may be used during before/after-school programs, breaks, or at lunch for highschool students only. Cell phones can not be linked to the school network. Students who do not follow these procedures will receive an immediate detention.
- Students who misuse their devices and/or use their cell phones will receive a detention. If an incident of this nature reoccurs, this student will receive another detention and will have their device confiscated until pick up.
- Illegal, destructive, harmful or inappropriate activities, including, but not limited to: computer hacking, cyber bullying (outside of school included), and/or accessing obscene or improper material, are strictly prohibited. These activities will result in immediate confiscation of the device and a meeting with the principal to decide on an appropriate course of action.
- **It is forbidden to videotape or record any students, or faculty at school, without the permission of the Director.**
- Only students that have a written recommendation in their Educational Accommodation Plan (EAP) for the use of music while in an exam or tests will be permitted. Listening to music in class, while a teacher is instructing or conducting a lesson is NOT permitted. Students permitted to listen to music must have a pre-downloaded playlist and are NOT permitted to stream music or videos.

Damage to School Property

- Students are expected to assist in maintaining the condition and cleanliness of the school.
- In addition to disciplinary action, parents will be billed for any loss or damage to the school premises.
- Students must obtain permission before handling school equipment.
- Students that damage any school equipment will be held liable

Any students caught damaging school property will automatically be charged a minimum fee of \$60.00 for re-stocking/repairing.

Dangerous Objects and Toxic Materials

- It is strictly forbidden to bring to school any dangerous objects or objects that incite violence (penknife, water gun, pea shooter, fire crackers, lead balls, magnets etc.)
- Students are not allowed to have toxic materials (e.g. white liquid correction fluid, aerosol cans, etc) at school, at any time. Only products identified as non-toxic are permitted at school.

Elementary Student Contract

- All teachers in the elementary stream will use the *1,2,3 Magic Approach*. Students that receive 3 strikes will receive a Student Incident Detail Form (SID). This form will be sent electronically to parents/guardians and

the teachers involved. A mandatory detention may be issued if code of conduct is not followed. If a student receives 5 SID forms, they could receive a one day suspension. If a student receives 15 SID forms (3 suspensions) throughout the year, they may receive an expulsion.

The following behaviour can result in a written/oral warning and strike:

- Ignoring teacher instruction
- Not wearing proper uniform
- Disrupting the teacher
- Disrupting other students
- Interrupting others during classroom discussion
- Running in the halls

The following behaviour can result in an in-school suspension:

- Usage of obscene language
- Physical aggression towards other students
- Stealing student or school property
- Blatant disregard for student feelings
- Jeopardizing the safety of others
- Playing video games when not permitted
- Using prohibited WebPages
- Using a cell phone when not permitted
- Destroying school property

Secondary Student Contract

The following section outlines all rules and regulations that will be followed by students in grades 9-12. All teachers in the secondary stream will use the *1,2,3 Magic Approach*. Students that receive 3 strikes will receive a Student Incident Detail Form (SID). This form will be sent electronically to parents/guardians and the teachers involved. A mandatory study hall may be issued if code of conduct is not followed. If a student receives 5 SID forms, they may receive a one day suspension. If a student receives 15 SID forms throughout the year, they may receive an expulsion.

The following behaviour may result in a written/oral warning and strikes:

- Ignoring teacher instruction.

- Disrupting the teacher.
- Disrupting other students.
- Disregarding teacher direction.
- Interrupting others during classroom discussion.
- Running in the halls.
- Placing feet on desk or computer.
- Moving desks.
- Leaving garbage at desk.

The following behaviour may result in an in-school suspension:

- Usage of obscene language.
- Not wearing proper uniform.
- Verbally attacking student character.
- Leaving the class without permission.
- Using lighters or matches of any kind during class.
- Physical aggression towards other students.
- Blatant disregard for student feelings.
- Jeopardizing the safety of others.
- Playing video games when not permitted.
- Using social media web pages at inappropriate times.
- Using a cell phone or pager during class.
- Minor destruction of school property of any kind.
- Damaging student property.
- Modifying computer equipment.
- Listening to music/texting when not permitted.
- Spraying/wearing strong body sprays or perfumes.

The following behaviour may result in an out-of-school suspension:

- Uttering a threat to inflict serious bodily harm.
- Arriving to class under the influence of alcohol or narcotics.
- Possession of illegal drugs.
- Stealing student or school property.
- Acts of vandalism causing extensive damage to school property or property located on school premises.
- Bringing or releasing intoxicating agents.
- Bringing or releasing explosive devices.
- Smoking: It is forbidden to smoke on school property. Students must not possess cigarettes, lighters or matches at school or on school outings.

Expulsion is the most severe punishment a school can hand out. A student will first be immediately suspended and then may face an expulsion for the following:

- Possession of a weapon, including, but not limited to firearms.
- Verbally assaulting a staff member.
- Trafficking in illegal drugs or weapons.
- Robbery.
- Use of a weapon to cause bodily harm, or to threaten serious harm.
- Physical assault causing bodily harm.
- Sexual assault.
- Providing alcohol to minors.
- Repeated Acts of Bullying

This list is not all-inclusive and Heritage Academy reserves the right to use discretion when deciding on appropriate courses of action. Parents/guardians will be notified within 24 hours when any incident occurs that involves a complete SID form (3 strikes) as well as when a suspension or expulsion is warranted. 24 hours allows time for administration to speak with the staff and students involved in the incident, in order to ensure fair and proper consequences.

[Homework Policy](#)

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.

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

Assessment

The Ontario Provincial Report Card 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 Subject guidelines below for more details). These factors make it extremely difficult to set a 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.
- **Subject 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.

Curriculum

Grade 1 to Grade 6

The program offers a rich curriculum stressing disciplined learning. Skill development is a major goal of a demanding academic program. All classes emphasize the need to write, speak and listen effectively. Some students entering these grades already have had an history of school failure because of reading, writing and math difficulties. Heritage academy offers the SMT a remedial reading and writing program that will permit the student to eventually function in a regular class setting. Heritage academy does not consider those children as learning disabled but as students with different learning styles which if addressed properly will permit the success of the students.

Of Special Interest:

- Students who are at risk for dyslexia undertake a language re-education program, *Simultaneous Multisensory Teaching* (S.M.T.) for English speaking students and *Enseignement multisensoriel simultané* (E.M.S.) for French speaking students based on Orton-Gillingham remediation. The program has been developed to meet the needs of students, of all ages, who need a more thorough knowledge of the structure of written language, and a solid understanding of the association of sounds and symbols, before learning how to apply the concepts and rules of written language. This method has proven highly effective for students who have varying degrees of dyslexia.
- In addition to specialized language instruction, provided individually or in small groups, simultaneous multisensory approaches to instruction are utilized within the classroom environment.

Grade 7 to Grade 8

- Within the 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.
- **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.
- **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.

Grades 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 and Training.

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.

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 resource available to Heritage with student enrolment as a guide.

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.

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.

Grade 9 and 10 Courses: Overview

In these years, students select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills base, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Students are not required to make binding decisions about a particular educational and career path. 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 (FSL). Open courses will be offered in the other Grade 9 and 10 subjects.

Academic Courses and Applied Courses

Academic Courses

These courses focus on the essential concepts of the discipline and also explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.

Applied Courses

These courses also focus on the essential concepts of the discipline, but develop students' knowledge and skills by emphasizing practical, concrete applications of these concepts and incorporating theoretical applications as

appropriate. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses that are specified in various curriculum policy documents. A student enrolled in a Grade 10 course that does not meet the prerequisite for a specific destination-related Grade 11 course can take a transfer course to qualify for the Grade 11 course if his or her educational goals should change.

Open Courses in Grades 9 and 10

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic and applied. (For example, open courses are offered in visual arts, music, and health and physical education, but not in English, mathematics, science, French as a second language, history, or geography.) An open course comprises a set of expectations that is suitable for all students at a given grade level. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

Grade 11 and 12 Courses: Overview

In Grades 11 and 12, students will focus more on their individual interests and identify and prepare for initial postsecondary goals. In these grades there are also more opportunities than in Grades 9 and 10 for learning experiences beyond the school, including cooperative education, work experience, apprenticeship, and school–work transition programs.

The four destination-related types of courses are: university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses. At a minimum, school boards must offer one course in each of these four types in Grades 11 and 12 in the following subjects: English, mathematics, science, and technological education.

Open courses and transfer courses are also available in Grades 11 and 12. Open courses are appropriate for all students and are not linked to any specific postsecondary destination. Transfer courses are designed primarily to provide the content needed by students who wish to transfer from one type of course to another as a result of changes in their postsecondary plans.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers. Teaching and learning will emphasize theoretical aspects of the course content but will also include concrete applications. All university preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

University/College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programs. The range of courses offered and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial

curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will also be required to demonstrate that they have developed these skills.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers. 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 skills. All college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Courses will also require students to demonstrate that they have developed these skills.

Workplace Preparation Courses

Workplace preparation courses are designed to equip 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. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers. Teaching and learning will emphasize workplace applications of the course content, but will also explore the theoretical material that underlies these practical applications.

Cooperative education and work experience placements within the community are important components of workplace preparation courses. Schools will involve employers and site supervisors in the planning of cooperative education and work experience placements, and will ensure that they have their cooperation and support in implementing these courses. Workplace preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of generic employment skills, as well as independent research and learning skills. Students will be required to demonstrate that they have developed these skills. Workplace preparation courses in particular should also promote and stress the importance of lifelong learning.

Open Courses in Grades 11 and 12

Open courses in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.

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.

Transfer Courses

The purpose of transfer courses is to enable students who alter their postsecondary plans to transfer from one type of course to another in Grades 10, 11, and 12. Transfer courses are designed to provide the knowledge and skills required to bridge the gap between two courses of different types. In most cases, transfer courses are shorter and more focused than other types of courses, and can be delivered in a variety of ways. These courses will provide partial credits, since they require students to demonstrate achievement of new curriculum expectations. The credits earned will qualify as optional credits towards the diploma requirements. Transfer courses are not remedial instruction provided to enable

students to achieve the curriculum expectations of a course that they have failed to complete successfully; they are designed to adequately prepare students to meet the expectations of a *different type* of course.

Granting Credits

From Grade 9 upwards, one (1.00) credit* is granted for each full course, comprised of a minimum of 110 hours of study that is successfully completed. A final mark of fifty percent or over is considered a successful completion.

*Exemption: 0.5 credit for Civics and 0.5 credit for Career Studies.

Where a student does not achieve the curriculum expectations of a course and does not receive a credit, the Principal and teachers, in consultation with parent/guardian and student, will determine what procedure or type of program would best enable the student to meet the expectations and even earn a credit for the course at a later date.

Transfer Students

Out-of-province students entering Heritage 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.

Substitutions for compulsory courses

At the discretion of the Principal, and to allow flexibility in designing each student's program, a limited number of substitutions may be made for compulsory courses from other courses which are also compulsory, and which are offered at the school. Up to three credits may be granted in this way. However, the sum total of all compulsory and optional credits will remain at 30 for students wishing to obtain the Ontario Secondary School Diploma. A record of such substitution will be placed in the student's OSR.

Prerequisites

All prerequisites 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 on prerequisites.

- ✓ A parent or an adult student may request that a prerequisite be waived.
- ✓ The principal may also initiate consideration of whether or not the prerequisite should be waived.
- ✓ The principal makes a decision in consultation with the parent, student and appropriate school staff.
- ✓ The school retains documentation in the OSR with respect to a request for waiver and reasons to allow the waiver.

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.

Accommodations, Deferrals, and Exemptions

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.

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.

Exemptions

Exemptions are possible for students whose EAP 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 EAP 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.

Assessment and Evaluation of Students

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.

Procedures for Communicating and Reporting Student Achievement

Student achievement is reported formally to the parents by means of regular report cards 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 content.

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.

Course Withdrawals

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

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.

The Ontario Student Record

The Ontario Student Record (OSR) is the official record for each student. It is maintained by every Ontario school for each Ontario student. The OSR contains achievement results, credits earned, diploma requirements completed, and other important information regarding the education of that student. Students and their parents (if the student is under 18) have the right to examine the OSR. These records are protected by the Education Act and freedom of information legislation.

The Ontario Student Transcript

The Ontario Student Transcript (OST) provides a comprehensive record of a student's achievement while in high school. It will include, for Grade 9 and 10 courses, the student's achievement with percentage grades for successfully completed courses only. For Grades 11 and 12 courses, all courses taken or attempted, percentage grades earned, and the credits gained are all recorded. It will also be noted if a student is repeating a course for which credit has already been gained (One credit per course is allowed, even if it is repeated). Course substitutions for a course which is a diploma requirement will also be recorded, as will transfer courses.

There will be confirmation in the OST that the student has satisfactorily completed the community involvement requirement for graduation, along with the student's final result on the provincial secondary school literacy test. For Grade 11 or 12 courses, an indication of any extraordinary circumstances affecting the student's achievement will be recorded.

Each student's OST is kept in the student's Ontario Student Record (OSR) which is maintained by the Heritage administration. Courses are entered on the transcript using common course codes designated by the Ministry of Education.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit granting process whereby students can obtain credits for prior learning. Under the direction of the principal, students can have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the Ontario Secondary School Diploma (OSSD).

The PLAR process involves two components: "*challenge*" and "*equivalency*." The course comparison information is for use in the PLAR "equivalency" process; the process for assessing credentials from other jurisdictions.

The "*challenge*" process is the process whereby students' prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course developed from a provincial curriculum policy document published in 1999 or later.

The "*equivalency*" process is the process of assessing credentials from other jurisdictions.

PLAR Credit Equivalency for Regular Day School Students

Students, enrolled in Ontario secondary schools as regular day school students, who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal in the receiving school will, in the process of deciding where the student should be placed, determine as equitably as possible the total credit equivalency of the student's previous learning, and the number of compulsory and optional credits still to be earned.

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, Credit Equivalency Resource Package (2008)

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 participating in academic fraud (e.g. cheating on tests or exams, plagiarism in assignments, sharing work with others), range from verbal warning and redoing the original or alternative assignment to provide evidence of learning to suspension and/or loss of credit.

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.

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 board- 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. School boards 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.

Requirements for the Ontario Secondary School Diploma (OSSD) under OSS

In order to earn an Ontario Secondary School Diploma (OSSD) under OSS, a student entering Grade 9 in the 1999–2000 school year or in subsequent years must:

- Successfully complete the provincial secondary school literacy test.
- Earn 18 compulsory credits
- Earn 12 optional credits
- Complete 40 hours of community involvement activities;

The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen postsecondary endeavours.

Compulsory Credits	18 credits
English	4
French as a Second Language	1
Mathematics (at least 1 credit in Grade 11 or 12)	3
Science	2
Canadian Geography	1
Canadian History	1
Arts	1
Physical and Health Education	1
Civics	.5
Career Studies	.5
English, or a third language, or Social Sciences and the Humanities, or Canadian and World Studies	1
Health and Physical Education, or Arts, or Business Studies	1
Science (Grade 11 or 12), or Technological Education (Grades 9-12)	1
Optional Credits	12 Credits

Students **MUST** also earn 12 optional credits.

Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.

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

Selected by the student from available courses.

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

The 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 or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an IEP, a copy of the IEP may be included.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Community Involvement Activities

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities.

These activities may be completed at any time during their years in the secondary school program.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role that they can play in supporting and strengthening their communities. The requirement will benefit communities, but its primary purpose is to contribute to students' development. It will provide opportunities for students to learn about the contributions they can make to the community.

Students, in collaboration with their parents, will decide how they will complete the community involvement requirement.

Community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (cooperative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee.

The requirement is to be completed outside students' normal instructional hours – that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Students will maintain and provide a record of their community involvement activities. The organizations or persons supervising the activities must confirm completion of the required 40 hours. The student must submit documentation attesting to the completion of each activity to the principal. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The principal will decide whether the student has met the requirements of both the ministry and the board for these activities.

The following forms are available from administration:

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

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

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

The Provincial Secondary School Literacy Test

All students who enter Grade 9 in an English-language secondary school in the 2001–02 school year, or in subsequent years, and who are working towards an [Ontario Secondary School Diploma \(OSSD\)](#) under [Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999](#) (OSS), must successfully complete the OSSD. Students will normally take the Ontario Secondary School Literacy Test when they are in Grade 10. Students who do not take the test in the year following the year in which they enter Grade 9 will require a deferral. Deferrals must be granted in accordance with the policies on deferral in this memorandum.

Successful completion of the Ontario Secondary School Literacy Test in English is not a diploma requirement for students who entered Grade 9 in an English-language secondary school after 1999–2000 and who took the test in 2000–2001.

Courses offered at Heritage Academy

All courses follow the Ministry of Education and Training Curriculum Guides.

Heritage Academy does not have any locally developed credit courses.

Heritage Academy is a bilingual school and therefore offers its students the opportunity to learn in the language of their choice.

The Common Course Coding System

All course codes have been assigned according to the Common Courses Coding System developed by the Ontario Ministry of Education. Each Course Code has at least 5 characters. Some have an optional sixth character.

Examples of the first three characters are:

CGC Geography of Canada

AVI Visual Arts

SNC Science

The fifth character indicates the course type:

U-University

M-University/College

O-Open

A-Academic

P-Applied College Preparatory

The sixth character (optional) carries additional information, such as:

E-enriched course

G-gifted course

N-non-credit course

R-independent enrichment course

W-first part, half-credit course

X-second part, half-credit course

COURSE DESCRIPTIONS

The courses offered may vary from year to year based on student interest. Please contact the school to obtain a list of the courses offered.

