SCHOOL COURSE CALENDAR
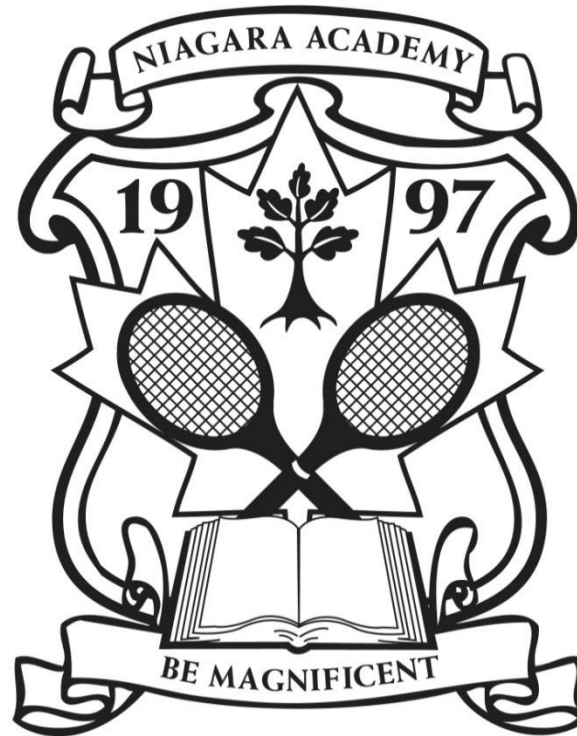# 2020 - 2021

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OVERALL GOALS AND PHILOSOPHY

The singular purpose of our school is to nurture young student athletes, while striving for academic and athletic excellence. Our goal is to develop youth into accomplished, magnificent, successful young leaders, who will reach their highest potential.

Our students prepare for College or University and aim to earn athletic and academic entrance scholarships. As such, the courses we offer are at the academic, College or University preparation level, and have been developed according to the requirements of the Ontario Ministry of Education and guidelines of Tennis Canada.

Our predominant teaching and coaching style fosters success at college, university and beyond. It is mainly structured, adaptive self-guided teaching, rounded out with group learning. This helps to ensure that students can perform constantly as individuals, while being fully capable of functioning in teams, as either team members or team leaders.

We select our students through test visits, telephone contacts, Internet contacts, and referrals. Once selected, we constantly monitor the students through the Report Cards, meetings with teachers, telephone and e-mail contacts with parents, guidance sessions with students, and meetings with parents where required. The reason for this constant monitoring is to ensure that there is always a match between the offerings of the school and the child's intellectual ability and social persona.

This course calendar has been developed for our combined academic and athletic program that we have offered since 1998. We are maintaining our goals and philosophies, but due to COVID-19, our tennis program has been temporarily been suspended.

Ministry of Education Website: http://www.edu.gov.on.ca

Growing Success, Assessment, Evaluation and Reporting in Ontario Schools, 2010:
http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

Ontario Schools, Kindergarten to Grade 12, Policy and Program Requirements, 2011:
http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf

Niagara Academy: http://www.niagaraacademyoftennis.ca/

LIST OF COURSES AVAILABLE

AVI10	Art	HFC3M	Food and Culture
CGC1D	Geography of Canada	HRT3M	World Religions and Belief Traditions
ENG1D	English	HSP3U	Introduction to Anthropology, Psychology, and Sociology
FSF1D	Core French	MCR3U	Functions
MPM1D	Principles of Mathematics	PPL3O	Healthy Active Living Education
PPL1O	Healthy Active Living Education	SBI3U	Biology
SNC1D	Science	BBB4M	International Business Fundamentals
BBI2O	Introduction to Business	ENG4U	English
CHC2D	Canadian History since World War I	HSB4U	Challenge and Change in Society
CHV/GLC2O	Civics /Career Studies	HSC4M	World Cultures
ENG2D	English	HHG4M	Human Development Throughout the Lifespan
HFN2O	Food and Nutrition	MCV4U	Calculus and Vectors
MPM2D	Principles of Mathematics	MHF4U	Advanced Functions
PPL2O	Healthy Active Living Education	PPL40	Healthy Active Living Education
SNC2D	Science	PSK4U	Introduction to Kinesiology
ENG3U	English	SBI4U	Biology

COURSE CODE INFORMATION

The courses listed below (Grade 9 to 12) are coded using the course coding system provided by the Ontario Ministry of Education. All courses from the Grade 9 level to the Grade 12 level are coded. The first three letters of the course code indicate the subject area, i.e., MPM equals Principles of Mathematics, ENG equals English, etc.; the number following these three letters indicates the grade level of the course (1 = Gr. 9, 2 = Gr. 10, 3 = Gr. 11, 4 = Gr. 12) and the last letter indicates the type of course (D = Academic, O = Open, C = College, M = College/University, U = University). Hence, MPM2D means Principles of Mathematics, Grade 10, Academic.

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, explore related concepts, and incorporate practical applications as appropriate.

Open courses are appropriate for all levels, and are designed to prepare students for further study in a subject and to enrich their education generally.

College and University courses are designed to equip students with the knowledge and skills needed to meet the entrance requirements for specific college and university programs.

The outlines of these courses of study are available at the school for perusal by parents and are placed on the secure section of the Niagara Academy website.

If a prerequisite is required for a certain course, this is clearly stated below the course description. Students may request exemption from a prerequisite course. Parental permission is needed for this exemption if the student is less than 18 years of age. These requests will be ruled on by the principal of the school, on a case-by-case basis. A signed "MOU", by parent, student, and Principal, will be placed in the OSR, which will indicate the course name and course code of the exemption of the prerequisite course.

Grade 9 Course Calendar

Course Code	Course Name	Description
AVI1O	Visual Arts	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
CGC1D	Issues in Canadian Geography	This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live. Prerequisite: None
ENG1D	English	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
FSF1D	French as a Second Language	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
MPM1D	Principles of Mathematics	This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.
		Prerequisite: None
PPL1O	Healthy Active Living Education	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.
		Prerequisite: None
SNC1D	Science	This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.
		Prerequisite: None

Grade 10 Course Calendar		
Course Code	Course Name	Description
BBI2O	Introduction to Business	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
CHC2D	Canadian History since World War I	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
CHV2O	Civics and Citizenship	This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. Prerequisite : None
ENG2D	English	This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a

		variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.
		Prerequisite: English, Grade 9, Applied or Academic
GLC2O	Career Studies	This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.
		Prerequisite: None
HFN2O	Food and Nutrition	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
MPM2D	Principles of Mathematics	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 Applied Level

Course Code	Course Name	Description
PPL2O	Healthy Active Living Education	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. Prerequisite: None
SNC2D	Science	This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter. Prerequisite: Science, Grade 9, Academic or Applied

Grade 11 Course Calendar

Course Code	Course Name	Description
ENG3U	English	This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. Prerequisite: English, Grade 10, Academic
HFC3M	Food and Culture	This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how

		Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world. Prerequisite: None
HRT3M	World Religions and Belief Traditions: Perspectives, Issues, and Challenges	This course provides students with opportunities to explore various world religions and belief traditions. Students will develop knowledge of the terms and concepts relevant to this area of study, will examine the ways in which religions and belief traditions meet various human needs, and will learn about the relationship between belief and action. They will examine sacred writings and teachings, consider how concepts of time and place influence different religions and belief traditions, and develop research and inquiry skills related to the study of human expressions of belief.
HSP3U	Introduction to Anthropology Psychology, and Sociology	This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)
MCR3U	Functions	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: Grade 10 Principles of Mathematics, Academic
PPL3O	Healthy Active Living Education	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.
		Prerequisite: None
SBI3U	Biology	This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

Grade 12 Course Calendar

Course Code	Course Name	Description
BBB4M	International Business Fundamentals	This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Prerequisite: None
ENG4U	English	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 (ENG3U)
HSB4U	Challenge and Change in Society	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 |
|---|---|---|
| HSC4M | World Cultures | This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies |
| HHG4M | Human Development Throughout the Lifespan | 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 or university/college preparation course in social sciences and humanities, English, or Canadian and world studies university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies |
| MCV4U | Calculus and Vectors | 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: Grade 12 Advanced Functions, University Preparation must be taken prior to, or concurrently with, Calculus and Vectors
MHF4U	Advanced Functions	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. Functions, Grade 11, University Preparation or Mathematics for College Technology, Grade 12, College Preparations
PPL4O	Healthy Active Living Education	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. Prerequisite: None
PSK4U	Introduction to Kinesiology	This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration. Prerequisite: Any Grade 11 university or university/college preparation course in Science, or any Grade 11 university or university/college preparation course in health and physical education
SBI4U	Biology	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

COOPERATIVE EDUCATION

COURSE DESCRIPTION:

A cooperative education program comprises, at a minimum, one cooperative education course and its related course on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any Ministry-approved locally developed course may serve as the related course for a cooperative education program. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, pre-placement (must be 15 – 20 hours), as well as the related expectations in the Grade 10 Career Studies course, integration activities, and a job placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Placements will provide students with challenging opportunities to apply and extend knowledge, and practise and refine the skills acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace practices and standards. A Cooperative Education guideline booklet is available from the office and is accessible on the password protected student section of the Niagara Academy website. Further guidelines and requirements are available in the Ontario Schools, K-12 Ministry document, 5.3.1.

REQUIREMENTS:

The student and parent, in consultation with the employer, prepare a job placement description to be approved by the principal. When approved, the parent, student, and employer must fill out a Ministry of Education Work Education Agreement Form to ensure Workplace Safety and Insurance Coverage for students at the job placement. The student also needs to meet with the principal for pre-placement discussions of course expectations and evaluation. Placements normally involve one placement but may have two different placements.

The personalized placement learning plan (PPLP) will include: standard placement information, name of related courses, curriculum policy document where related course originates, course code, grade level, type of related course, credit value, curriculum expectations of related course that describes the knowledge and skills the student will extend and refine through application and practice at the workplace, expectations of employer and classroom component, opportunities that experience will provide, learning strategies employed to apply and refine required knowledge and skills and to develop an understanding of current industry practices and standards, criteria and strategies to be used in assessing and evaluating achievement of knowledge and skills.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in the appropriate curriculum policy documents and Growing Success, 2010, pgs 17 & 28.

CREDITS AND NUMBER OF HOURS REQUIRED:

There is no formal restriction on the total cooperative education credits earned. When a 110-hour cooperative education credits is based on TWO related courses, .5 credits may be granted. If a student is successful in the related course but unsuccessful in the cooperative education course, they may be awarded credit for the related course only. If a student successfully completes the co-op course but is unsuccessful in the related course, they may be awarded a portion of the cooperative education credits. Cooperative education credits and grades are recorded separately on the Ontario Student Transcript and are indentified by "(Co-op)" after the course name and, by notation "C" in the "Note" column. The full-disclosure policy applies when there is withdrawal from a course. Records for each student in a cooperative education course will be maintained for a minimum of twelve months after the completion of each course.

Number of Credits	Pre-placement	Integration	Placement	Total Hours
1-credit course (related to minimum 1 in-school course)	15–20 hours	7 hours	83–88 hours minimum	110 hours
2-credit course (related to minimum 1 in-school course)	15–20 hours	14 hours	186–191 hours minimum	220 hours
4-credit course (related to minimum 2 different in-school courses)	15–20 hours	28 hours	392–397 hours minimum	440 hours

DIPLOMA REQUIREMENTS

ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD) REQUIREMENTS

For Students Who Enrolled in Grade Nine in the 1999/2000 Academic Year and in Later Years (Total of 30), the requirements for earning an Ontario Secondary School Diploma (OSSD) under OS/OSS6 are as follows:

- Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits
- Students must meet the provincial secondary school literacy requirements; and -Students must complete 40 hours of community involvement activities.

COMPULSORY CREDITS (TOTAL OF 18)

4 credits in English (1 credit per grade)

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

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

2 credits in science

1 credit in the arts

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

1 credit in Canadian geography (Grade 9)

1 credit in Canadian history (Grade 10)

1 credit in French as a second language

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

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:

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

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

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

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

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

Optional Credits (Total of 12)

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

> * Definition of a credit: A credit is granted to a student by a principal in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled.

ONTARIO SECONDARY SCHOOL CERTIFICATE

Students in Ontario are required to attend school until the age of 18.

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

- 7 required compulsory credits
- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit in Canadian history or Canadian geography
- 1 credit in health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario Secondary School Certificate.

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 hIEP 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.

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 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/guardians will decide how they will complete the community involvement requirement. They may use their annual education plan to identify possible activities they might undertake.

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 fulfill the requirement through activities that are counted towards a credit, 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.

Any community involvement activity has to be approved by the parent and the principal before beginning the community involvement activity. Students will be provided with a form to track and document the completion of each activity. The principal will determine if the student has met the requirements.

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.

Community Involvement Manuals and forms are available in the main office.

PROVINCIAL SECONDARY SCHOOL LITERACY TEST

All students who enter Grade 9 in the 2000-2001 school year or in subsequent years must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. Students will normally take the literacy test when they are in Grade 10. The test will be based on the Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9.

The test will serve both to determine whether students have acquired the reading and writing skills considered essential for literacy, and to provide confirmation that those students who have completed the test successfully have attained the provincial expectations for literacy. The test will identify those students who have not demonstrated the required skills and will identify areas in which these students need remediation. The school will provide remedial assistance for students who do not complete the test successfully. This assistance is designed to help students improve their skills so that they are better prepared to retake the literacy test.

ONTARIO SECONDARY SCHOOL LITERACY COURSE

This course has been developed to provide students who have been unsuccessful once on the test, despite remedial assistance, with an alternative means of demonstrating their literacy skills. Students who have been eligible to write the OSSLT and who have been unsuccessful at least once are eligible to take the course. If they are successful on the test, they are not eligible to take the OSSLC (except under special circumstances, at the principal's discretion). We provide an opportunity for students to take this 110hr. course on site.

ACCOMMODATIONS

The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) 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 IEP 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

Students who might benefit from a deferral 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. The principal may also initiate consideration of a deferral. The principal will make his/her decision in consultation with the parent or adult student and appropriate school staff. In cases in which 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

Students whose IEP 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 IEP 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.

SCHOOL POLICIES

SUBSTITUTIONS FOR COMPULSORY CREDITS

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, the principal 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) outlined on the previous page. 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 four 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.

STUDENTS WHO WISH TO CHANGE COURSE TYPES

Some Students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. The school will make provisions to allow students to make such changes of direction. A student may enroll 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 ILC, or independent study.

If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite. A signed MOU (Memorandum of Understanding), by parent, student and Principal will be place in the student's OSR, which will indicate course type, course code and course name.

STUDENT TRANSFERS BETWEEN SCHOOLS, BOARDS AND COUNTRIES

Elementary school students who transfer from one Ontario elementary school to another will be placed in the appropriate grade by the principal, based on the information in the student's Provincial Report Card and in the student's Ontario Student Record. This placement decision is also informed by other relevant documentation, such as the Individual Education Plan, as well as consultation with parents and the student.

Secondary school students who transfer from one Ontario secondary school to another will have their credits (as recorded on their Ontario Student Transcript) transferred with them, along with information on their progress towards meeting graduation requirements (i.e. whether they have met the literacy graduation requirement and their accumulated community involvement hours). The principal of the receiving school may award credit for work started in the previous school but completed in the receiving school. Where this work cannot be completed in the receiving school, the receiving principal may, after consultation with the principal of the sending school, award a partial credit in recognition of the student's achievement of some of the course expectations.

If a student transfers from a French-language to an English-language secondary school, he or she must successfully complete at least one compulsory Grade 12 English course in order to meet graduation requirements. A student who transfers before having met the literacy graduation requirement will have to meet the requirement in the language of instruction of the new school.

Elementary school students who transfer from home schooling, a non-inspected private school, or a school outside Ontario will be placed in an age-appropriate grade by the principal of the receiving school. This placement decision is informed by documentation, including report cards, other assessment materials, attendance records, and any other relevant documentation, as well as consultation with parents and the student.

For secondary students who are transferring from home schooling, a non-inspected private school, or a school outside Ontario, the principal of 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. The credit equivalency total and the number of compulsory credits included will be entered on the student's OST (Ontario Student Transcript). Students will have to meet the provincial secondary school literacy requirement. Principals will determine the number of hours of community involvement activities the student will have to complete.

Final decisions regarding placement are made by the principal in consultation with the student, staff, and parents. The principal will communicate the placement decision, and the rationale for the placement, to the student and parents. The principal should note the results of his or her assessment and the reasons for the decision in the student's Ontario Student Record.

FULL DISCLOSURE

In Grades 9 and 10, only marks for successfully completed courses will be recorded on the student transcript. If a student withdraws from, or fails to successfully complete, a Grade 9 or 10 course, no mark or subject entry will be made on the transcript. Students who repeat a course are granted only one credit for the course in grade 9 and 10.

All Grades 11, 12, and OAC courses taken by the student, whether successfully completed or not, will be recorded on the transcript. If a student withdraws from a Grade 11 or 12 course, within five instructional days of report card distribution, the withdrawal will not be recorded.

If the Gr. 11 or 12 withdrawal is more than five instructional days after report card distribution, the grade at the time of withdrawal is reported, and a "W" is entered in the Credit column on both the report and the transcript.

INDEPENDENT, PRIVATE STUDY, LONG DISTANCE EDUCATION, AND ON-LINE LEARNING

Independent Study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre may be considered Independent Study courses.

There is no restriction on the number of periods that a teacher may allow for Independent Study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript.

Students may be permitted to take one or more courses through Private Study in one or the other of two circumstances: (1) if the student is deemed to have a valid reason for not attending classes; or (2) if the school does not offer the course(s). The school must be willing to monitor the student's progress and evaluate his or her work. Courses offered through the ILC may form part of a student's Private Study program. When a student has taken a course through Private Study, the principal will record the student's achievement on the Ontario Student Transcript.

The Independent Learning Centre (ILC) secondary school courses are available through the ILC. Courses offered will be courses from the curriculum policy documents and will enable students to fulfill the requirements for an Ontario Secondary School diploma. ILC courses follow a blended learning model, combining print and online components with support from secondary school teachers certified through the Ontario College of Teachers (OCT). When a student has taken a Grade 11 or 12 ILC course, or successfully completed a Grade 9 or 10 ILC course, the principal of the school which holds the student's Ontario Student Record will record his or her achievement on the Ontario Student Transcript. Information about eligibility, enrolment procedures, and course offerings may be found at the ILC website or contacting Niagara Academy principal.

MULTI-TYPE AND MULTI-GRADE CLASSES

Since class sizes are relatively small and program offerings are highly specialized, it is often not feasible to offer separate classes in all subjects for different types of courses. In such cases, a single class may be organized to serve more than one group of students, each group taking a different type of course in the same subject and grade.

Where only a few students in each grade are taking different types of courses in the same subject, groups of students in different grades may also be combined in one class.

In such combined classes, the course objectives, the expectations, and the evaluation procedures for each type of course and for each grade must be clearly outlined, so that students, parents, guardians, host families, coaches and teachers are aware of the curriculum expectations for each credit course.

PRIOR LEARNING ASSESSMENT/RECOGNITION
(PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma.

This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school principal, who grants credits.

The PLAR process developed by the school in compliance with ministry policy involves two components: "challenge" and equivalency. The "challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark).

 Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance.

Determining equivalency involves the assessment, by the principal, of credentials from other jurisdictions.

Because young people benefit in many ways from the learning experiences offered in secondary school, PLAR has a specific, limited function in the Ontario secondary school program.

For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only.

 Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

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 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, EVALUATION AND EXAMINATION POLICIES

The primary purpose of assessment and evaluation is to improve student learning. The following fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all Academy staff, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers and coaches use practices and procedures that:

- Are fair, transparent, and equitable for all students
- Support all students, including those with special education needs, and those who are learning the language of instruction.
- 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 on-going, 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.

Growing Success 2010, p.6

We are aware that parents have an important role to play in supporting student learning. Studies show that students perform better in school if their parents or guardians are involved in their education. This is the basis for the principle that students and parents should be kept fully informed about the student's progress. Parents are invited to email or

telephone Academy staff anytime to discuss their child's progress. Personal meetings are also welcome however it is best to arrange for a convenient meeting time, rather than just dropping in to the school.

Teachers and coaches have a leading role to play in the implementation of the fundamental principles. On a daily and hourly basis, they make professional judgments that ensure effective implementation of these principles, making decisions with respect to individual students and groups of students that have profound implications for them. How students feel about themselves as learners and whether they enjoy learning and strive for magnificence are closely related to their teachers' and coaches professional skills both in differentiating instruction and assessment and in helping students understand how they can improve. Teachers and coaches create environments in which all students feel valued and confident and have the courage to take risks and make mistakes. In their important professional role, teachers and coaches show students that they care about them, and model a love of learning that can deeply influence their lives. Professional judgments are at the heart of effective assessment, evaluation, and reporting of student achievement.   *Growing Success 2010, p.8*

LEARNING SKILLS AND WORK HABITS

Two distinct but related aspects of student achievement are evaluated:

1) the achievement of curriculum expectations and,
2) the development of learning skills and work habits.

To the extent possible, the evaluation of learning skills and work habits, apart from any that may be included as part of a curriculum expectation in a subject or course, should not be considered in the determination of a letter grade or percentage mark for that subject or course. The separate evaluation of the achievement of the curriculum expectations and the development of the learning skills and work habits provides students and parents with information specific to each type of achievement and clearly and accurately identifies a student's strengths and the areas in which improvements are needed. The separate evaluation and reporting of a student's development with respect to the learning skills and work habits reflects the critical role they play in a student's achievement of the curriculum expectations. Information about a student's development of these skills and habits also provides a strong indication of the student's development as a self-directed learner.

Achievement of the curriculum expectations in many curriculum areas is closely tied to learning skills and work habits. Clearly identifying the focus of such curriculum expectations and the evidence that will be collected to assess

and evaluate their achievement will assist teachers in making decisions about whether the demonstration of a learning skill or work habit should be part of the evaluation of a curriculum expectation.

It is expected that teachers will work with students to help them develop the learning skills and work habits identified in the following table. For each of the skills and habits, the table provides examples of associated behaviours, which are designed to guide teachers in the instruction, assessment, and evaluation of the learning skills and work habits. The sample behaviours are intended to assist *but not restrict* teachers in their efforts to help students become effective learners, and will look different at the various grade levels.

Growing Success 2010, p.10

The learning skills and work habits are evaluated and reported as follows: Conduct in class, and Learning Skills including: Responsibility, Organization, Independent Work, Collaboration, Initiative, Self-Regulation.
E = Excellent, G = Good, S = Satisfactory, N = Needs Improvement

LEARNING SKILLS AND WORK HABITS

Learning Skills and Work Habits	Sample Behaviours
Responsibility	The student: • fulfils responsibilities and commitments within the learning environment; • completes and submits class work, homework, and assignments according to agreed-upon timelines; • takes responsibility for and manages own behaviour.
Organization	The student: • devises and follows a plan and process for completing work and tasks; • establishes priorities and manages time to complete tasks and achieve goals; • identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student: • independently monitors, assesses, and revises plans to complete tasks and meet goals; • uses class time appropriately to complete tasks; • follows instructions with minimal supervision.

Collaboration	The student: • accepts various roles and an equitable share of work in a group; • responds positively to the ideas, opinions, values, and traditions of others; • builds healthy peer-to-peer relationships through personal and media-assisted interactions; • works with others to resolve conflicts and build consensus to achieve group goals; • shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student: • looks for and acts on new ideas and opportunities for learning; • demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; • approaches new tasks with a positive attitude; • recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student: • sets own individual goals and monitors progress towards achieving them; • seeks clarification or assistance when needed; • assesses and reflects critically on own strengths, needs, and interests; • identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • perseveres and makes an effort when responding to challenges.

STUDENT ACHIEVEMENT: EVIDENCE FOR EVALUATION

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products, by using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

"Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student's work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark. The evaluation of student learning is the responsibility of the teacher and must not include the judgment of the student or of the student's peers.

Growing Success 2010, p.39

Assessment and evaluation will be based on both the content standards and the performance standards.

The content standards are the curriculum expectations identified for every subject and discipline. They describe the knowledge and skills students are expected to develop and demonstrate in their class work, on tests, and in various other activities on which their achievement is assessed and evaluated. There are two sets of curriculum expectations – overall expectations and specific expectations. The overall expectations describe in general terms the knowledge and skills that students are expected to demonstrate by the end of each grade or course. The specific expectations describe the expected knowledge and skills in greater details. Taken together, the overall and specific expectations represent the mandated curriculum – the content standards.

The performance standards are outlined in the achievement chart that appears in the elementary and secondary curriculum document for every subject or discipline. The achievement chart for each subject/discipline is a standard province-wide guide and is to be used by all teachers as a framework within which to assess and evaluate student achievement of the expectations in the particular subject or discipline. It enables teachers to make consistent judgments* about the quality of student learning based on clear performance standards and on a body of evidence collected over time. It also provides teachers with a foundation for developing clear and specific feedback for students and parents.

The purposes of the achievement chart are to:

- provide a common framework that encompasses all curriculum expectations for all subjects/courses across grades;
- guide the development of high-quality assessment tasks and tools (including rubrics);
- help teachers to plan instruction for learning;
- provide a basis for consistent and meaningful feedback to students in relation to provincial content and performance standards;
- establish categories and criteria with which to assess and evaluate students' learning.

Growing Success 2010, p.16

CATEGORIES AND LEVELS OF ACHIEVEMENT

Each discipline is organized into four broad categories of knowledge and skills: Knowledge/Understanding, Thinking/Inquiry, Communication, and Application/Making Connections. The names of the categories differ slightly from one discipline to another, reflecting differences in the nature of the disciplines.

Levels of Achievement

THE FOLLOWING TABLE PROVIDES A SUMMARY DESCRIPTION OF ACHIEVEMENT IN EACH PERCENTAGE GRADE RANGE AND CORRESPONDING LEVEL OF ACHIEVEMENT:

Percentage Grade Range	Achievement Level	Summary Description
80–100%	Level 4	A very high to outstanding level of achievement. Achievement is *above* the provincial standard.
70–79%	Level 3	A high level of achievement. Achievement is *at* the provincial standard.
60–69%	Level 2	A moderate level of achievement. Achievement is *below, but approaching*, the provincial standard.
50–59%	Level 1	A passable level of achievement. Achievement is *below* the provincial standard.

Note. Level 3 is the provincial standard. Students who are achieving at level 3 are well prepared for work in the next grade or course. Within our school, report cards are issued four times a year. These are given to the students in November, February, April, and June. Refer to the "School Year Calendar" for specific dates.

ASSESSMENT FOR LEARNING, AS LEARNING AND OF LEARNING

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment *for* learning" and assessment *as* learning". As part of assessment *for* learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment *as* learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-reflections, essays, and tests.

For Grades 1 – 12, assessment is based on evidence of student achievement of the provincial curriculum expectations. Teachers will ensure that students' demonstration of their achievement is assessed in a balanced manner with respect to the four categories of the achievement chart and that achievement of particular expectations is considered within the appropriate categories. All *specific* expectations must be accounted for in instruction and assessment. (Note: Evaluation focuses on students' achievement of the *overall* expectations.)

As essential steps in assessment *for* learning and *as* learning, teachers need to:

- plan assessment concurrently and integrate it seamlessly with instruction;
- share learning goals and success criteria with students at the outset of learning to ensure that students and teachers have a common and shared understanding of these goals and criteria as learning progresses;
- gather information about student learning before, during, and at or near the end of a period of instruction, using a variety of assessment strategies and tools;
- use assessment to inform instruction, guide next steps, and help students monitor their progress towards achieving their learning goals;
- analyse and interpret evidence of learning;
- give and receive specific and timely descriptive feedback about student learning;
- help students to develop skills of peer and self-assessment.

The Principal will support the fulfilment of these policy requirements by encouraging continuing professional development among staff and by fostering a school-wide collaborative learning culture based on sharing knowledge and on a sense of collective responsibility for outcomes. *Growing Success, p.28-30*

DEVELOPING LEARNING GOALS & IDENTIFYING SUCCESS CRITERIA

Assessment *for* learning and *as* learning requires that students and teachers share a common understanding of what is being learned. Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand. Teachers develop learning goals based on the curriculum expectations and share them with students at or near the beginning of a cycle of learning. Teachers and students come to a common understanding of the learning goals through discussion and clarification during instruction.

Assessment for learning and assessment as learning also require that students and teachers share a common understanding of what constitutes success in learning. Success criteria describe in specific terms what successful attainment of the learning goals looks like. When planning assessment and instruction, teachers, guided by the achievement chart for the particular subject or discipline identify the criteria they will use to assess students' learning, as well as what evidence of learning students will provide to demonstrate their knowledge and skills. The success criteria are used to develop an assessment tool, such as a checklist, a rubric, or an exit card.

Teachers can ensure that students understand the success criteria by using clear language that is meaningful to the students and by directly involving them in identifying, clarifying, and applying those criteria in their learning. Examining samples of student work with their teachers helps students understand what constitutes success and provides a basis for informed co-construction of the success criteria. The success criteria should be open to review

and revision, guided by the teacher's professional judgement, as students progress towards achievement of the learning goals. Teachers can enhance their understanding of success criteria and build common knowledge about levels of achievement through teacher moderation – that is, through assessment of student work done collaboratively with fellow teachers.

Growing Success, p.33

ELICITING INFORMATION ABOUT STUDENT LEARNING & PROVIDING DESCRIPTIVE FEEDBACK

Teachers use a variety of assessment strategies to elicit information about student learning. These strategies should be triangulated to include observation, student-teacher conversations, and student products. Teachers can gather information about learning by:

- designing tasks that provide students with a variety of ways to demonstrate their learning;
- observing students as they perform tasks;
- posing questions to help students make their thinking explicit;
- engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking.

Teachers then use the information gathered to adjust instruction and provide feedback.

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.

Feedback provides students with a description of their learning. The purpose of providing feedback is to reduce the gap between a student's current level of knowledge and skills and the learning goals. *Descriptive feedback* helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve.

Ongoing descriptive feedback linked specifically to the learning goals and success criteria is a powerful tool for improving student learning and is fundamental to building a culture of learning within the classroom. As the teacher provides feedback, and as the students responds to it, the assessment information gathered is used to improve learning as well as instruction. Multiple opport6unities for feedback and follow-up are planned during instruction to allow for improvement in learning prior to assessment of learning (evaluation). The focus of the feedback is to encourage students to produce their best work by improving upon their previous work and, at the same time, to teach them the language and skills of assessment, so they are able to assess their own learning and that of their peers.

Growing Success, p.34

DEVELOPING STUDENT SELF-ASSESSMENT, PEER ASSESSMENT SKILLS AND INDIVIDUAL GOAL SETTING

The emphasis on student self-assessment represents a fundamental shift in the teacher-student relationship, placing the primary responsibility for learning with the student. Once students, with the ongoing support of the teacher, have learned to recognize, describe, and apply success criteria related to particular learning goals, they can use this information to assess their own and others' learning. Teachers help students develop their self-assessment skills by modelling the application of success criteria and the provision of descriptive feedback, by planning multiple opportunities for peer assessment and self-assessment, and by providing descriptive feedback to students about the quality of their feedback to peers.

Group work provides students with opportunities to develop and practise skills in peer and self-assessment and gives teachers opportunities to model and provide instruction related to applying success criteria, providing descriptive feedback, and developing collaborative learning skills. Teachers and students can use assessment information obtained in group situations to monitor progress towards learning goals and to adjust the focus of instruction and learning.

As a result of developing self-assessment skills, students learn to identify specific actions they need to take to improve, and to plan next steps – that is, to define their long- and short-term individual goals with increasing clarity and realism. Teachers begin by modelling the setting of individual learning goals for students. They also provide follow-up support, give specific feedback on learning goals, and help students identify and record focused actions they can take to achieve their goals and procedures they can use to monitor their own progress.

In order to improve student learning and help students become independent learners, teachers need to make a committed effort to teach these skills and provide all students in all grades with opportunities to practise them. Teachers need to scaffold this learning for students, using a model of gradual release of responsibility for learning, as follows:

- demonstrate the skills during instruction;
- move to a guided instruction and support;
- have students share in the responsibility for assessing their own work;
- gradually provide opportunities for students to assess their own learning independently.

The ultimate goal of the process is to move each student from guided practice to independent practice, based on the student's readiness.

A CONTINUUM OF PROFESSIONAL LEARNING & CLASSROOM IMPLEMENTATION

Implementing assessment *for* learning and *as* learning in the classroom can be challenging, requiring a transformation in our perception of the teacher-student relationship, as well as new learning about strategies. Success lies in taking an approach that recognizes the interdependence of practices related to assessment *for* learning and assessment *as* learning. By clearly identifying, sharing, and clarifying learning goals and success criteria, teachers lay the foundation for practices such as providing feedback and enabling students to develop skills in peer and self-assessment.

Teachers are also encouraged to take an 'assessment *for* learning and *as* learning" approach to their own professional learning – identifying specific goals for implementing the practices outlined above with their students, developing criteria for successful implementation, working collaboratively with peers to receive and provide feedback, and reflecting on their progress towards achieving their goals.

The Principal will champion the importance of assessment for learning by ensuring a consistent and continuous school-wide focus on student learning and by using classroom, school, and system date to monitor progress.

EVALUATION

The primary purpose of assessment and evaluation is to improve student learning. Evaluation refers to the process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality. Evaluation accurately summarizes and communicates to parents, other teachers, employers, institutions of further education, and students themselves what students know and can do with respect to the overall curriculum expectations. Evaluation is based *on assessment of learning* that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning.

All curriculum expectations must be accounted for in instruction and assessment, but evaluation focuses on students' achievement of the overall expectations. A student's achievement of the overall expectations is evaluated on the basis of his or her achievement of related specific expectations. The overall expectations are broad in nature, and the specific expectations define the particular content or scope of the knowledge and skills

referred to in the overall expectations. Teachers will use their professional judgement to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be accounted for in instruction and assessment but not necessarily evaluated.

For students with special education needs and English language learners who may require accommodations, but who do not require modified expectations, evaluation of achievement will be based on the appropriate subject/grade/course curriculum expectations and the achievement levels. For students who require modified or alternative expectations, evaluation of achievement will be based on the modified or alternative expectations rather than the regular subject/grade/course curriculum expectations. *Growing Success, p.38*

DETERMINING A REPORT CARD GRADE

Teachers will take various considerations into account before making a decision about the grade to be entered on the report card. The teacher will consider all evidence collected through observations, conversations, and student products. The teacher will consider the evidence for all the tests/exams and assignments for evaluation that the student has completed or submitted the number of tests/exams or assignments for evaluation that were not completed or submitted, and the evidence of achievement that is available for each overall expectation for a subject in a particular grade or course. In addition, the teacher will consider that some evidence carries greater weight than other evidence; for example, some performance tasks are richer and reveal more about students' skills and knowledge than others. Teachers will weigh all evidence of student achievement in light of these considerations and will use their professional judgment to determine the student's report card grade. The report card grade represents a student's achievement of overall curriculum expectations, as demonstrated to that point in time. Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

Teachers will benefit from and work closely with the principal to ensure that there is a common understanding among all staff about the process for determining the final grade. The principal will work with teachers to ensure common and equitable grading practices that follow ministry policies and guidelines. *Growing Success, p.39*

For Grades 9 to 12, a final grade (percentage mark) is recorded for every course. The final grade will be determined as follows:

- Seventy per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.

- Thirty per cent of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. A credit is granted and recorded for every course in which the student's final percentage mark is 50 per cent or higher.

STUDENT'S RESPONSIBILITIES WITH RESPECT TO EVIDENCE FOR EVALUATION

It must be made clear to students that they are responsible for providing evidence of their learning within established timelines, and that there are consequences for cheating, plagiarizing, not completing work, and submitting work later.

CHEATING AND PLAGARISM:

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned. Teachers will work collaboratively to develop strategies for helping students understand the gravity of such behaviour and the importance of acknowledging the work of others. Niagara Academy will develop a policy that will addresses the following:

- Prevention of cheating and plagiarizing
- Detection of incidents of cheating and plagiarizing
- Consequences for students who cheat or plagiarize

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

LATE AND MISSED ASSIGNMENTS:

Teachers will make clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall expectations with the time frame specified by the teacher, and in a form approved by the teacher. Students must understand that there will be consequences for not completing assignments for evaluation or for submitting those assignments late. Where in the teacher's professional judgment it is appropriate to do so, a number of strategies may be used to help prevent and/or address late and missed assignments. They include:

- Asking the student to clarify the reason for not completing the assignment

- Helping students develop better time-management skills
- Collaborating with other staff to prepare a part or full-year calendar of major assignment dates for every class
- Planning for major assignments to be completed in stages, so that students are less likely to be faced with an all or nothing situation at the last minute
- Maintaining ongoing communication with students and/or parents about due dates and late assignments, and scheduling conferences with parents if the problem persists
- Referring the student to the Student Success Team or Teacher
- Taking into consideration legitimate reason for missed deadlines
- Setting up a student contract
- Using counseling or peer tutoring to try to deal positively with problems
- Holding teacher-student conferences
- Reviewing the need for extra support for English language learners
- Reviewing whether students require special education services
- Requiring the student to work with a school team to complete the assignment
- Providing alternative assignments or tests/exams where, in the teacher's professional judgment, it is reasonable and appropriate to do so
- Deducting marks for late assignments, up to and including the full value of the assignment

Policies relating to late and missed assignments will:
- Inform students and their parents about the importance of submitting assignments for evaluation when they are due and about the consequences for students who submit assignments late or fail to submit assignments
- Recognize that policies and procedures should be designed to motivate and facilitate completion of work and demonstration of learning and, where appropriate and possible, allow for additional and/or alternative opportunities to do so
- Recognize that it is the responsibility of the classroom teacher, preferably in collaboration with students, to establish deadlines for the submission of assignments for evaluation and clearly communicate those deadlines to students and, where appropriate, to parents
- Ensure that mark deduction will not result in a percentage mark that, in the professional judgment of the teacher, misrepresents the student's actual achievement
- Provide clear procedures for determining a percentage mark for the report card for a student who has failed to submit one or more assignments for evaluation on time or at all.   *Growing Success, p.43-44*

REACH AHEAD STUDENTS/CREDITS

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.

INFORMATION ON RECORDING AND REPORTING PROCEDURES, INCLUDING OSR

The school is responsible for the establishment, maintenance, use, retention, transfer, and disposal of the Ontario Student Record as per the OSR Guideline: 2000.

ACCESS TO THE OSR

- Every student and his/her parent and legal guardian has a right to access the student's OSR.
- Non-custodial parents have access to information concerning a child's health, education, and welfare if they have legal access to the child.
- Inspecting supervisory officers have access.
- No one else has access without proper consent.

USE AND MAINTENANCE OF THE OSR

Information from the OSR may be used to assist in the preparation of a report for an application for further education or employment if a written request for such a report is made by a student, a former student, or the parent of a student who is not an adult student.

TRANSFER OF THE OSR CONSISTENT WITH THE OSR 2000 GUIDELINES

- Limited to publicly funded Ontario schools and inspected private schools upon written request.

- Upon receipt of a written statement of consent to the transfer from a parent/guardian/adult student.

- Must be transferred by Priority Post.

- Facsimile transmission must be secure and ensure confidentiality.

- A copy of the OSR may be sent to an educational institution outside Ontario upon written request from the receiving principal and consent, by the parent or adult student, to the transfer.

RETIREMENT OF A STUDENT

When a student retires from school, the OSR content will be reviewed and, on request, the principal will give the parents, or the adult student, an updated copy of the OST (Ontario Student Transcript) and the information and materials stored in the OSR folder that are not required for retention.

RETENTION STORAGE AND DESTRUCTION OF THE OSR

- For material not requested, personal information placed in the OSR will be retained for at least one year.
- Upon retirement of a student the school shall retain the following items for five years:
  - Report cards
  - Documentation file, where applicable
  - Additional information that is identified by the school as appropriate for retention.
- Upon retirement of a student the school shall retain the following items for fifty-five years:
  - OSR folder
  - Office Index Card
  - OST
- Destruction of all or any part of the OSR, when retention is no longer required, shall be effected to ensure complete and confidential disposal of the record.

CORRECTION OR REMOVAL OF INFORMATION

If certain information in an OSR folder is determined, according to the school's policies, to be no longer conducive to the improvement of the instruction of the student, the principal will have the information or material removed from the OSR folder. Such information will be destroyed or given to the student's parent/ guardian, or the student if he or she is an adult.

If the parent/guardian or adult student is of the opinion that the information contained in the student's OSR is inaccurately recorded or that it is not conducive to the improvement of the instruction of the student, the parent or adult student may request in writing that the principal correct the alleged inaccuracy or remove the information from the record. If the principal complies with the request, the material will be corrected or will be removed from the file and either destroyed or returned to the parent or the adult student and no record of the request will be retained in the OSR. Freedom of information legislation also permits persons to request that recorded personal information be corrected.

Every principal will ensure that no OSR discloses (a) the contravention or alleged contravention by a student of any statute or regulation to which the Young Offenders Act or Part V- A of the Provincial Offences Act applies, or (b) the disposition of any proceedings brought under those statutes or regulations. If an entry in an OSR does disclose such information, the principal of the school in which the student is enrolled will ensure that the entry is altered appropriately or deleted from the OSR.

REPORTING STUDENT ACHIEVEMENT TO PARENTS

Our recording and reporting procedures include Report Cards in November, February, April and June. Parents/guardians may contact the principal regarding information on any of the report cards. Should we mention elementary/secondary report timing?

Report Cards in November, February, April and June are Ontario Ministry of Education Report Cards. These include the student's grade, attendance record, teacher's comments, and an assessment of the student's learning skills. The teacher's comments will refer to the student's strengths, areas that need improvement, and suggestions to help improve.

Official, or Ontario Ministry of Education Report Cards issued in November, February, April and June will be included in the student's **Ontario Student Record file**.

THE ONTARIO STUDENT TRANSCRIPT

In secondary schools, a student's record of courses successfully completed and credits gained towards the requirements for the OSSD or the Certificate of Education is maintained on the Ontario Student Transcript. Courses meeting the requirements of current ministry curriculum guidelines are entered on the student's transcript through the use of the common course code designation issued by the Ministry of Education. The Ontario Student Transcript

is kept in the Ontario Student Record in the school's office. Students and parents may request access to the student's OST at any time.

SERVICES FOR EDUCATION PLANNING AND COURSE SELECTION

The School provides strategies and resources for teachers/staff/students/parents to support the education planning and course selection process through the following:

- ESL support and assistance
- Specific subject tutoring
- Progress reports for parents
- Ongoing teacher conferences
- Guidance sessions and prep classes for SAT/TOEFL and the grade 10 literacy test
- Career counselling
- University/College search, admission counselling and assistance
- Scholarship application assistance
- Meetings with staff, parents and consultations with students to discuss course selection and future options
- Leadership course opportunities for senior students
- Career experience through community service hours in coaching in the junior program

SCHOOL SUPPORT SERVICES

Virtually every student has access to a computer or researching and word-processing device. The students can also use the Vineland Public Library and the St. Catharines' Public Library. This gives students more access to computers and community libraries. In addition to tennis, students also enjoy soccer, winter sports, baseball, volleyball and adventure training camp.

EXPECTATIONS REGARDING STUDENTS' RESPONSIBILITIES, CODE OF BEHAVIOUR, ACHIEVEMENT AND ATTENDANCE

Niagara Academy's mission is to provide high performance sports training and a personalized academic program, in order to develop independent thinkers, within a nurturing and family environment.

The code of behaviour to which all of our students and staff will aspire to...

"BE MAGNIFICENT IN ALL THAT YOU SAY AND DO."

EXPECTATIONS FOR STUDENT BEHAVIOUR

It is the prime responsibility of the school to respect the rights of student-athletes who wish to be taught. It is imperative that no student disrupts the learning of the other students in any way, whatsoever. Any disruptive student will be required to change their behaviour and/or required to leave the classroom, court, or activity in which they are engaged. When told to leave, the student will be directed where to report. If a student's behaviour does not comply with the expectations of the Academy, the student will be warned about the non-compliant or disrespectful behaviour and the enabled self-discipline process will apply.

At all times, expectations for student behaviour while off-site remains the same as expectations while on-site. Students are expected to conduct themselves in a manner appropriate to the situation, while setting an example in the community, whether it is between classes, on break, at lunch, or during sports/tournaments/events. This includes social events and time spent with the host family, during the week and weekends. Technological devices are to be integrated/used for learning only with the permission of the teacher. A police for use in included in the Student Handbook.

HEALTH & SAFETY POLICIES

Actively promoting, supporting, and recognizing appropriate, positive student behaviour and healthy relationships is essential to creating and sustaining a safe learning and teaching environment that allows all students to reach their full potential. A positive school climate exists when all members of the school community feel safe, comfortable and accepted.

The policies set clear standards of behaviour that apply not only to students but to all individuals involved in the Academy – parents, host families, volunteers, teachers, other school staff, community partners, and the police, whether they are on school property, in an Academy vehicle, at school-related events or activities, or in other circumstances where engaging in the activity will have an impact on the school climate.

1. Compulsory Education:

    (a) every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and

    (b) every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years. 2006, c. 28, s. 5 (1).

2. Students are expected to maintain regular attendance. Attendance will be taken each day at 8:00 am. Absentees will be noted with an "A" and attendees will be noted as "checked in". If a student arrives late, or after an appointment, he/she must sign in with the main office secretary.

3. Students are expected to attend each class on time and to be fully prepared for that class. Each teacher will take attendance and note any absentees. Total classes and absenteeism will be noted on each students' report card for each class.

4. Continued attendance at the school could be jeopardized by a violation of the Health and Safety Rules. Students bringing any instruments, substances or set of behaviours, which pose a health hazard to themselves or others, will face a range of consequences from one-day suspension up to dismissal from the school.