2023-2024

FOR THE SCHOOL YEAR 2023-2024

COURSE CALENDAR

Jump into the water
Walk with Jesus
Grow through Blessing

Matthew 14: 22-36

Heritage Innovation School

COURSE CALENDAR

HERITAGE INNOVATION SCHOOL

SECONDARY SCHOOL

DISCLAIMER:

Heritage Innovation School holds the authority to modify the particulars, guidelines, and protocols of the school and as mentioned in this handbook, without prior notice. Although an attempt will be made to communicate any changes beforehand, they may occur unexpectedly.

Vision Statement

Behold, Broaden & Become

BEHOLD

We inspire a journey towards understanding and embracing the divine values that God cherishes. In seeking to comprehend His cherished principles, our community is encouraged to explore the profound depth of God's love and wisdom..

BROADEN

We commit to expanding our horizons through deep discernment of our contemporary world, fostering an environment where exploration leads to the unveiling of mysteries. It is through this journey that we navigate the complexities of our ever-evolving world with insight and clarity.

BECOME

We support each individual in discovering and nurturing the unique vision and purpose instilled by God. It's a call to realize one's full potential, live passionately according to one's calling, and commit to God's mission with dedication.

Mission Statement

Behold God: Our mission is to immerse our students in a profound exploration of their faith, guiding them to seek, understand, and live out the eternal values that God cherishes. By integrating Christ and Scripture across all subjects, we lay the foundation for a deep spiritual understanding, allowing students to connect deeply with God's love and wisdom.

Broaden Insights: At Heritage Innovation School, we emphasize the cultivation of intellectual curiosity and a comprehensive worldview. We challenge our students to discern the nuances of our era, push beyond conventional boundaries, and explore the mysteries of a dynamically changing world. Our diverse curriculum, enriched with STEM, Project-Based Learning, and skills certification, equips our students to approach the complexities of modern society with informed insight and ethical integrity.

Become Your Calling: Our core objective is to empower students to embrace and cultivate the unique vision and purpose God has embedded within them. Through personalized mentorship, we encourage our learners to acknowledge their potential, pursue their calling with zeal, and engage in God's mission. Our educational path is meticulously designed to mold individuals who are prepared to contribute significantly to society, fueled by their faith and equipped with essential skills for a meaningful life.

These refined Vision and Mission Statements encapsulate the essence of Heritage Innovation School, offering a cohesive and inspiring overview of our educational ethos and objectives. They highlight our commitment to nurturing a community where spiritual growth, intellectual development, and purposeful living are intertwined, guiding our students towards a fulfilling future.

Statement of Faith

Preamble

Heritage Innovation School affirms that Scripture is God's inspired, authoritative, and inerrant Word, and thus our only sufficient and final authority. But we also recognize that we are historically and globally a parachurch ministry of the larger universal Church. Throughout the ages, our triune God has led his people to write doctrinal summaries of what the Bible teaches as secondary standards that help the church affirm the universal, orthodox faith of the church. These summaries (sometimes known as Statements of Faith or Confessions of Faith) are helpful in articulating what is most important to affirm as well as allowing us to unite in what we believe with Christians throughout the history of the

church. These Confessions, although under the authority of Scripture, beautifully summarize the essential teachings of Scripture for the life and health of the church.

The first four councils of the church not only describe the basic shape of the Bible's story, they also define who God is as the triune God and the person and work of our Lord Jesus Christ, God the Son incarnate. Given their universal acceptance in the church due to their accurately summarizing biblical truth on these matters, we stand with the Ancient Church's creeds such as the Apostles' Creed, the Nicene Creed, the Chalcedonian Definition, and the Athanasian Creed. In light of the truth of the Gospel recovered in the Protestant Reformation, we also agree with the overall teachings represented by the various Reformed confessions (the Westminster Confession, the Heidelberg Catechism, the Belgic Confession and The First and Second London Baptist Confessions of 1644 and 1689). At the same time, however, we realize the need to have a clear statement for our times. We are thankful for the foundation document of The Gospel Coalition and The Pillar Network. We take majority of our Statement of Faith from The Pillar Network.

Statement of Faith

Below is a summary of The Pillar Network. For the full version of the statement which we ask all teachers and staff to sign off on please see the appendix.

1. The Bible, the 66 books of the Old and New Testaments, is the inspired and inerrant Word of God and is the final authority in all matters of faith and practice.
2. There is one God who exists eternally in three persons: Father, Son, and Holy Spirit.
3. Jesus Christ is the Son of God, fully God and fully man, who was born of a virgin, lived a sinless life, died on the cross for our sins, rose from the dead, and ascended to heaven.
4. Salvation is by grace alone, through faith alone, in Christ alone to the glory of God alone.
5. We believe humanity, both male and female, is the special creation of God, made in His image for His glory. Men and women, as image-bearers of God, demonstrate the dignity and sanctity of all human life. (See Appendix A, article "VI Humanity" for further clarification.)
6. The first man and woman, Adam and Eve, were created innocent of sin, but rebelled against God and thus introduced sin and death into the human race. Consequently,

all people have a sinful nature that has corrupted every aspect of their being; they are spiritually dead in their sins, wholly inclined toward evil and rebellion against God and can do nothing righteous in their own strength. Therefore, are under God's righteous judgment temporally and eternally unless they repent of their rebellion and place their trust in Christ' finished work.

7. The church is the body of Christ, consisting of all true believers, and its mission is to make disciples of all nations. Christians are called to live a holy and obedient life, following the example of Christ and relying on the power of the Holy Spirit.

8. Jesus Christ will return to judge the living and the dead, and those who have put their faith in him will enjoy eternal life with him in heaven. The unrighteous, along with the Devil and his demons, will be consigned to hell, the place of eternal punishment and suffering. The righteous in their resurrected and glorified bodies will receive their reward and forever dwell, along with the elect angels, in the glory of heaven with the Lord.

Other Statements We Affirm

Historically, churches have found it necessary, given the cultural moment, to craft statements that make clear what the Bible says about certain issues. We find ourselves in a cultural moment that demands we make clear what the Bible says about itself, gender, and sexuality, and so we ask that all of our board of directors, leadership and staff affirm the following three statements.

- Danvers Statement
- Chicago Statement
- Nashville Statement

APPENDIX

Appendix A
Full Statement of Faith

I.   The Scriptures

We believe the Bible, the canon of scripture, is the Word of God. The Bible was given to humanity as a gracious gift of God's special and authoritative self-revelation. All of the Bible's original manuscripts were divinely inspired, having been written by individuals as the Holy Spirit carried them along. Because God is the ultimate Author of scripture, the Bible and its individual parts are free from error and are totally true and trustworthy. The central theme of scripture is redemption. It shows God's saving purposes in Jesus Christ. God's Word has supreme authority in all matters of faith and conduct. The scriptures alone are the infallible rule of faith for the church. A local church is disloyal to Christ if it strays from scripture in faith or conduct, because the church belongs to Him (Psalm 19:7; Psalm 119:105, 106; Matthew 4:4; Mark 13:31; John 8:31, 32; John 17:17; Acts 20:32; 2 Romans 10:16, 17; Hebrews 4:12; Timothy 3:16, 17; 2 Peter 1:20, 21).

II.   The Trinity

We believe that there is one living and true God, existing eternally in three persons—Father, Son, and Holy Spirit. These three persons contain the very nature of God and are equal in every divine perfection. They each execute distinct but harmonious offices in the work of creation, providence, and redemption. The triune God is self-existent and self-sufficient, perfect and immutable, infinite and all-knowing, purposeful and all-powerful, sovereign and worthy of our praise, loyalty, and love (Genesis 1:1, 26; Deuteronomy 32:3,4; Psalm 48:10; Isaiah 43:10, 13; Malachi 3:6; John 1:1, 3; Matthew 28:19; John 4:24; Romans 1:19, 20; Ephesians 4:5, 6).

III.   The Father

We believe in God the Father, an infinite, personal spirit who is good, righteous, and just. He is perfect in holiness, wisdom, power, and love. He reigns with providential care over His universe and infallibly foreknows all that shall come to pass according to his sovereign will. He saves all who come to Him through Jesus Christ from sin and death. He desires worship and obedience from the saints, and He hears and answers their prayers. He deals mercifully in the affairs of men, yet He

demonstrates wrath towards unrepentant sinners (Exodus 3:14; Psalm 19:1; Luke 10:21,22; Matthew 23:9; John 3:16; 6:27; Romans 1:7;1 Timothy 1:1, 2; 2:5, 6; 1 Peter 1:3; Revelation 1:6).

IV.   Jesus Christ

We believe in Jesus Christ, God's only begotten Son, who exists having two natures, fully human and fully divine. The natures of Jesus are without confusion, change, division, or separation. The eternal Son of God was conceived when the Holy Spirit miraculously overshadowed the virgin Mary. Jesus Christ was born of Mary, lived a sinless life, died as a substitutionary atoning sacrifice for our sins, and rose bodily from the dead on the third day. He ascended into heaven, where he intercedes for His people as an eternal high priest. One day, he will return bodily and visibly in all his glory to judge the earth and establish his eternal kingdom. He is the head of the church, having purchased it with his own shed blood. All who claim allegiance to Christ are to obey his commands, imitate his life, and promote his gospel (Matthew 1:18–25; Luke 1:26–38; John 1:1; 13:15, 16;20: 28–31; Acts 1:11; 20:28; Romans 5:6–8; 6:9–10; 9:5; Ephesians 5:23; 2 Corinthians 5:21; Hebrews 7:25; 9:28; 12:2; 1 Timothy 3:16; 1 Peter 2:21–23).

V.   The Holy Spirit

We believe the Holy Spirit is the Spirit of God, fully divine. He proceeds from the Father and the Son to convict the world of sin, righteousness, and judgment. He graciously works to call, regenerate, sanctify, and empower all who profess saving faith in Jesus Christ. The Holy Spirit indwells every believer and serves as an abiding helper, teacher, and guide. He is the source of all scripture and illuminates them for all who desire to know truth. This results in personal transformation through the renewing of the mind. The Spirit of God helps believers to engage in spiritual warfare, and He gives His fruit to those who walk in Him. He constitutes the church as God's family and promotes its unity and maturity. He grants spiritual gifts to each believer for service and promotion of the gospel. He provides endurance for all believers and seals them for the final day of redemption (John 3:5–8; 4:24; 14:16,17; 6:63; Acts 1:8; 2:1–4; Romans 8:9–11; 12:2; Galatians 5: 22–25; Ephesians 1:13–14; 4: 3–6, 11–13; 6:10,11; 2 Timothy 1:14; 3:16; 2 Peter 1:21; 1 John 4:13; 5:6–7).

VI.   Humanity

We believe humanity, both male and female, is the special creation of God, made in His image for His glory. Mankind was created that we might enjoy and delight in God, and worship Him as a result. Man was created with a material body and an immaterial soul/spirit. Man was created with intelligence and will. Each person exists as a moral creature that is accountable for his/her choices before God. People were created to be relational. They were created to relate to God and to one another, most intimately through marriage, family, and the church. Men and women, as

image-bearers of God, demonstrate the dignity and sanctity of all human life. As a result, every person possesses dignity and is worthy of respect and Christian love.

God has ordained the family as the foundational institution of human society. Men and women are equal in the sight of God, and they have clearly defined roles that complement each other and reflect the glory of the Triune God. Marriage is the uniting of one man and one woman exclusively in covenant commitment for a lifetime. The husband is to be the head of the wife, which entails loving nurture and spiritual leadership. The wife is to respect her husband and to submit to him willingly as unto the Lord. Children, from the moment of conception, are a blessing from the Lord. They are to obey their parents in the Lord. Parents are to raise their children in the nurture and instruction of the Lord. The Bible opposes all forms of sexual immorality, including adultery, homosexuality, and pornography (Genesis 1:26–30; 2:5–7, 15–25; Deuteronomy 6:4–9; Joshua 24:15; Romans 1:19–32; 3:10–18, 23; 1 Corinthians 1:21–31; Ephesians 2:1–22; 5:21–6:3; Colossians 1:21–22; 3:9–11).

VII.   Sin

The first man and woman were created innocent of sin, but rebelled against God and thus introduced sin and death into the human race. Consequently, all people have a sinful nature that has corrupted every aspect of their being; they are spiritually dead in their sins. Every sinner is wholly inclined toward evil and rebellion against God and can do nothing righteous in their own strength. As a result, all people are by nature servants of sin and under God's wrath. They are subject to all of the harmful and deadly consequences of their sin both temporal and eternal, unless the Lord Jesus Christ sets them free through the message of the gospel. Only God's grace in Jesus Christ can restore people to a right relationship with God (Genesis 3; Jeremiah 17:9; Romans 3:10-19, 23; 5:12-21; 7:23-25; Ephesians 2:3-10; Hebrews 2:14-15; Titus 1:15; James 1:14-15).

VIII.   Salvation

We believe salvation is offered to all people and comes by grace alone through faith in the Lord Jesus Christ. It results in justification through the grace of election, calling, regeneration, and spiritual adoption. Salvation continues in sanctification and will culminate in the perseverance and glorification of all saints when Christ returns. There is no salvation apart from personal repentance of sin and faith in the Lord Jesus Christ; salvation cannot be gained in any other way. Since humans are sinners both by nature and choice, they naturally face the condemnation of God apart from salvation. The Holy Spirit regenerates and draws sinners to repentance and faith in

Jesus Christ as Savior. In that moment, they become new creations in Christ, delivered from condemnation and gifted with eternal life.

In keeping with the Protestant tradition, we believe that salvation comes by faith alone, in Christ alone, by God's grace alone, according to the Holy Scriptures alone, to the glory of God alone. There is no mixture of faith and works in regards to salvation. Those whom God has accepted in Christ, and who have been sanctified by His Spirit, will never fall away from the state of grace, but shall persevere to the end (Genesis 2:17; 3:19; Ecclesiastes. 2:11; John 1:12,13; 5:30; 8:12; Ephesians 2:4–10; Romans 3:23–24; Romans 8:28-39; 2 Corinthians 5:17–20; 1 John 3:2).

IX.   The Church

We believe in the universal church, a living spiritual body of which Christ is the head and all born-again persons are members. We believe local churches are the visible expression of the universal church on earth. The local church is an autonomous congregation of baptized believers operating under the Lordship of Jesus Christ. The congregation is to gather regularly to celebrate God-centered worship, to commit to the teachings of Scripture, to exercise its gifts for the work of service, and to enjoy a common fellowship and unity in Christ. Every church member has the responsibility to give faithfully of his time, abilities, and material possessions to support the mission and ministries of the church. The church is to obey the Lord's Great Commission to make disciples of all the nations by both local evangelism and global missions (1 Timothy 3:1–12; Galatians 6:1–2; Matthew 18:15–17; 2 Corinthians 8–9; Philippians 4:10–19; Matthew 28:16–20; John 20:21–23).

There are two ordinances instituted by the Lord Jesus Christ for the local church to celebrate regularly—baptism and the Lord's Supper. Baptism is the immersion of a believer in water in the name of the Father, Son, and Holy Spirit. This event signifies a believer's death to sin and resurrection to new life as a result of faith in and obedience toward the Lord Jesus Christ. The Lord's Supper is an event designed to remember the Lord's sacrificial death for his people, to confess and cleanse sin from the local congregation, and to anticipate the Lord's return. Church discipline is to be exercised according to scriptural principles (Matthew 4:16,17; 18:15-20; Mark 14:22-25; Acts 2:38; 1 Corinthians 11:23-34).

There are two scriptural offices in the local church: Elder and Deacon. The Elders are responsible for the spiritual development and oversight of the local church before God. Elders serve as pastors, or under-shepherds, of Christ. Deacons are chosen from the congregation and are to

function as servants to the church, assisting the Elders in caring for church members and church ministries (Philippians 1:1; 1 Timothy 3:1-13; 1 Peter 5:1-3).

X.   Last Things

In His own time and way, God will bring the world to its appropriate end. Jesus Christ will return to the earth bodily and visibly in glory, the bodies of the dead will be raised, and He will judge all people in righteousness. The unrighteous, along with the Devil and his demons, will be consigned to hell, the place of eternal punishment and suffering. The righteous in their resurrected and glorified bodies will receive their reward and forever dwell, along with the elect angels, in the glory of heaven with the Lord (Matthew 16:27; Mark 14:62; John 14:3; Acts 1:11; Philippians 3:20; 1 Thessalonians 4:15; 2 Timothy 4:1; Titus 2:13; 1 Corinthians 4:5; 1 Corinthians 15; 2 Thessalonians 1:7-10; Revelation 20:4-6, 11-15).

XI.   Other Statements We Affirm

Historically, churches have found it necessary, given the cultural moment, to craft statements that make clear what the Bible says about certain issues. We find ourselves in a cultural moment that demands we make clear what the Bible says about itself, gender, and sexuality, and so we ask that all of our board of directors, leadership and staff affirm the following three statements.

Danvers Statement
Chicago Statement
Nashville Statement

Appendix B

It is not the sparkling firmament, nor mighty nature, nor any prince or genius of the earth, nor any philosopher or artist, but the Son of man that is the highest revelation of God. Christ is the Word become flesh, which in the beginning was with God and which was God, the Only-Begotten of the Father, the Image of God, the brightness of His glory and the express image of His person; who has seen Him has seen the Father (John 14:9). In that faith the Christian stands. He has learned to know God in the person of Jesus Christ whom God has sent. God Himself, who said that the light should shine out of the darkness, is the One who has shined in His heart in order to give the light of the knowledge of the glory of God in the face of Jesus Christ (2 Corinthians 4:6).

But from this high vantage point the Christian looks around him, forwards, backwards, and to all sides. And if, in doing so, in the light of the knowledge of God, which he owes to Christ, he lets his eyes linger on nature and on history, on heaven and on earth, then he discovers traces everywhere of that same God whom he has learned to know and to worship in Christ as his Father. The Sun of

righteousness opens up a wonderful vista to him which stretches out to the ends of the earth. By its light he sees backwards into the night of past times, and by it he penetrates through to the future of all things. Ahead of him and behind the horizon is clear, even though the sky is often obscured by clouds.

The Christian, who sees everything in the light of the Word of God, is anything but narrow in his view. He is generous in heart and mind. He looks over the whole earth and reckons it all his own, because he is Christ's and Christ is God's (1 Corinthians 3:21–23). He cannot let go his belief that the revelation of God in Christ, to which he owes his life and salvation, has a special character. This belief does not exclude him from the world, but rather puts him in position to trace out the revelation of God in nature and history, and puts the means at his disposal by which he can recognize the true and the good and the beautiful and separate them from the false and sinful alloys of men.3

School Policies, Practices and Procedures

As a Christian-based school, HIS students are expected to uphold the following values:
- Demonstrate respect towards others and treat them with the same kindness that we expect to receive.
- Collaborate with teachers and parents, showing respect towards their authority.
- Display responsible behavior in all learning and school activities. This involves showing consideration for the comfort, convenience, and safety of others.
- Use words that build people up, avoiding the use of profanity, threats, mocking, or hurtful language.
- Speak and act truthfully at all times.

To ensure a productive learning environment, it is expected that all students:
- Attend classes regularly and arrive on time.
- Come prepared to class with all necessary materials and completed homework.
- Take care of equipment and materials provided by the school.
- Use electronic devices responsibly and refrain from actions that may cause a distraction or harm to the learning environment.

We are committed to maintaining a school environment free from:
- Bullying, cyberbullying, harassment, and marginalisation.
- Threats and intimidation.
- Violence in any form.
- Abuse in any form.
- Discrimination in any form.
- Retaliation against anyone who has reported an incident.

We have a zero-tolerance policy towards:
- Theft and vandalism.
- The possession or use of intoxicating or banned substances.
- The possession of weapons, replica weapons, or explosives.
- Intruders or trespassers. All visitors to the school must first report to the office.

Academic

Attendance Policies and Procedures

All students are expected to arrive at school and be on school premises by 8:40 a.m., which is the first bell. It is the responsibility of parents to send a note or call the school if their child will be absent. Failure to do so may result in an unexcused absence. When a student returns to school, they should bring a note to the office and present it to each teacher. This will help to identify any missed class activities and explore possible makeup opportunities.

Taking various skills classes, students remain at school until 4:30 p.m., while some may extend their stay for additional tutoring and study sessions.

HIS policy for unexcused tardy for students in all grades

Disciplinary Reason	Disciplinary Level	Disciplinary Action
If a student's absence accumulates to 3	Verbal Warning (1st Warning)	The student will be warned verbally and parents will be notified by message/email.
If a student's absence accumulates to 6	Written Warning (2nd Warning)	The student will be warned by an official letter and parents will be receiving the warning letter at the same time, and
		The student will be placed in detention for one (1) hour, and
		The student will conduct cleaning school public area for one (1) hour.
If a student's absence accumulates to 9	Written Warning (3rd Warning)	The student and parents need to sign an official Agreement, and
		The student will be placed in detention for two (2) hours, and
		The student will conduct cleaning school public area for two (2) hours.
If a student's absence accumulates to 15	Denial of Course Credit	The student will not be granted any credit for the course, and

		The student has opportunity to sit in the class for auditing purpose only, but must be on time. If the student is late or absent for even another single time, the further auditing opportunity will be denied.

Note: 1. 30 minutes late equals one absence for each class

      2. Three lates equal to one absence 3. The approved absence is not counted

Absences

Parents are encouraged to communicate with the school and teacher about any absences, and it is the responsibility of the student to make up any missed work due to excused absences. Unexcused absences will not be allowed to make up missed work. Additionally, if a student misses more than 10 days of school in a year, the teacher and administration will review the situation and determine if retention is necessary.

If a student needs to leave school during the day, they must have written permission from a parent and inform their teacher in advance. If a student is under the age of 18, they will need written or verbal (telephone) approval from a parent to sign out of school before the end of the day.

Finally, if a student is sick, they are allowed up to 3 days of sick days per semester with no carry-over. If a student leaves school between 8:50 a.m. and 12:00 p.m., it is considered a full day absence, and leaving between 12:00 p.m. and 2:00 p.m. is considered a half-day absence. Students have one week from the return date to turn in missed assignments due to illness.

If a student has perfect attendance, which means no absences, tardies or early dismissals, they will be eligible for a Perfect Attendance Award at the end of each semester. If a student has perfect attendance for the entire school year, they may be eligible for a special award at the end of the year.

Extended Absences

Parents should notify the school in advance of any planned absence for a family vacation or other reasons. Students will be responsible for obtaining make-up work prior to leaving and completing it upon their return. The student's teacher will provide information on what work needs to be completed and how it will be graded. It should be noted that teachers are not obliged to prepare coursework for students who are absent from school for additional vacations or trips.It is the student's responsibility to ensure that all work is completed and turned in on time.

It's important to understand that if students take additional holidays or trips, their teachers are not required to provide them with work to complete. The administration of HIS does not encourage or pressure teachers to prepare work for students who are on trips during the school year. Students will need to take responsibility for catching up on any missed tests or work. They should aim to complete all outstanding schoolwork and tests within a week of returning to HIS.

Please note that while every effort will be made to provide make-up work, some class activities and assignments may be difficult or impossible to replicate outside of class. Therefore, it is strongly recommended that students not miss school for extended periods of time.

For all students and parents best understanding how you should request a planned absence and/or late, please follow the procedure:
1. If you planned an absence before class time, please fill up the absence request form and submit it to Ms. Ivy Ge (ivy.heritage@hischool.ca) at least 30 minutes before the class start time.

Note:
- A planned absence and/or late is not guaranteed for approval.
- A Medical Absence (not planned) request may be approved upon a doctor note received and verified.
- A Medical Absence (planned) request may be not approved if not emergency, please arrange your medical appointment outside of school time.

- Teachers are not authorized to approve any absence and/or late regardless of reasons.
- 5 minutes is considered as a Grace Period of late.
- At least 30 minutes before the class start time, a planned absence and/or late will be evaluated and considered, otherwise, it will be counted as an unexcused absence and/or late.

It should be noted that excessive absences, even if they are approved in advance, may impact the student's academic performance and progress. Therefore, it is important for students to prioritize their attendance and academic responsibilities.

Absence During Summative Assessment / Final Evaluation

This policy states that requests to withdraw students during final evaluation periods for reasons other than illness will be denied. If there are extenuating circumstances, students will complete their final evaluations after the scheduled final evaluation time frame. It is important to note that students who choose not to write a final evaluation may lose the opportunity to repeat the course in the next semester, and they must complete the final evaluation to qualify for summer school. Additionally, placement consideration will be given to those who are registered in the course for the first time and those who completed the course but were unsuccessful. In some cases, a doctor's note may be required at the administration's discretion.

School Closure

If there is inclement weather or any other emergency related to the school, it may be closed. To stay informed about school closures or class cancellations, a staff member will contact you early in the morning. Additionally, information about the closure or cancellation will be posted on the school's website.

Early Dismissal

If a student needs to leave the school property early, a parent or guardian must accompany them. To arrange for early dismissal, the school office and classroom teacher must be notified ahead of time through phone, note, or email. Additionally, parents or guardians must sign their child out at the office when they come to pick them up.

Acceptable use of Computer Technology and Internet Policy

The school's guideline regarding electronic devices is as follows:

- Electronic devices may be used for valid educational purposes with a teacher's permission.
- During breaks, students may use electronic devices outside of class. It is expected that students use their electronic devices responsibly and with consideration for others.

The HIS utilizes a wide area network to connect students and staff to a variety of electronic resources, including the Internet, primarily for the purpose of supporting educational activities such as research and communication.

To use the Internet, students must comply with the school's Acceptable Use Policy, which they must accept each time they log in. Failure to comply with the policy will result in the loss of computer access.

The Acceptable Use Policy prohibits unauthorized email usage, online games, and sharing of logins and passwords. Internet access will only be granted to students who attend an in-service, and the school will regularly monitor usage to ensure appropriateness.

Any inappropriate use may result in the loss of Internet privileges, school computer access, and disciplinary action, including suspension or police involvement, depending on the severity of the offence.

The school cannot guarantee that a student will not be able to access inappropriate online content, especially if they intentionally and persistently attempt to do so. However, the school keeps a record of all internet activity and can identify which sites each device on the network has visited or attempted to visit. To promote proper use of computers and the internet, the school's administration and staff have the right to monitor all computer usage within the school premises.

Smart Phone, Cell Phone, Messages, Electronic Devices

During the school day, the use of electronic devices is prohibited as it can cause disruptions in class and may invade the privacy of other students and staff. Electronic

devices should be turned off and kept out of sight, and HIS cannot be held responsible for any lost or stolen devices. If a student is found with a cell phone or any other electronic device during class, they will be sent to the office, and their name will be recorded. The device will be returned to the student at the end of the day. If the same student is caught with an electronic device again, the Administrator will keep the device until a parent or guardian can pick it up. If the parents or guardians are not available, the device will be returned after three business days. In case of emergency, messages for students can be left at the office, but parents or guardians are asked not to phone or text message their child during school hours.

AI Technology use

HIS requires students to engage in authentic learning and refrain from fabricating, falsifying, or presenting others' work as their own.

Using ChatGPT or any other AI tools on assessments without proper authorization is considered a violation of academic integrity.If students use AI tools without the teacher's authorization to obtain an unfair advantage on academic assessments, it constitutes cheating. Similarly, using images created by another through DALL-E or another image-generating tool without proper attribution or instructor authorization is considered plagiarism.

AI Considerations for Instructions

The emergence of Generative AI technology has led to a need for revising assessment practices, while also presenting some opportunities for in-class learning.

In the short term, strategies such as asking students to hand-write assessments in class, replacing written assessments submitted through eClass with in-class assessments, and requiring rough notes to be submitted with final work can be implemented. However, it is important to be aware of potential accessibility and equity issues that may arise when shifting assessment modalities.

In the long term, assessments can be redesigned to ensure that students are not simply submitting work that can be easily produced by AI apps. This could involve focusing more on the writing process, emphasizing evidence of critical thinking and original thought,

using current sources, applying personal experience or knowledge, or replacing written assessments with multimodal ones. Grading criteria and rubrics can also be updated to prioritize deeper discipline-specific skills over basic writing mechanics.

While educators are experimenting with integrating generative AI technology into assessments, it is important to keep in mind the limitations of AI. If incorporating AI tools, students can use them to generate responses to questions and analyze their strengths and weaknesses, fact-check responses for incorrect information, evaluate the logic and accuracy of AI-generated papers, or use AI to create outlines for essays.

References :
https://uwaterloo.ca/associate-vice-president-academic/faqs-chat-gpt-university-waterloo
https://www.yorku.ca/unit/vpacad/academic-integrity/ai-technology-and-academic-integrity/
https://www.yorku.ca/unit/vpacad/academic-integrity/wp-content/uploads/sites/576/2023/02/Academic-Integrity_AI-Technology-Statement.pdf
https://globalnews.ca/news/9451143/chatgpt-education-canadian-universities/

Late and Missed Assignments
This statement outlines the policies and procedures for submitting assignments and addressing late or missed assignments in a school setting. Students are expected to provide evidence of their learning within a specified time frame and in an approved format, with consequences in place for incomplete or late submissions.
- Students will not be given extensions (unless with a valid reason). Each day of a late assignment will result in a 5% deduction up to a maximum of 20% for 4 days.
- Students need to provide a valid reason for their late submission.

To prevent or address late and missed assignments, teachers may use various strategies, such as helping students develop better time-management skills, collaborating with other staff to prepare assignment calendars, breaking down major assignments into smaller stages, and maintaining ongoing communication with students and parents about due dates and late assignments.

In cases where a student misses a deadline, teachers will consider legitimate reasons for the delay and may refer the student to the Student Success team or teacher, hold

conferences with the student, provide alternative assignments or tests, or deduct marks for late submissions.

Overall, this statement emphasizes the importance of responsibility, accountability, and effective communication in meeting academic expectations and addressing challenges that arise along the way.

Plagiarism Policy

Plagiarism has become a prevalent issue in educational institutions due to the accessibility of information and the simplicity of copying. Numerous students, often inadvertently, resort to copying and pasting assignments from online sources without giving proper attribution. This can lead to severe repercussions, particularly in university studies, which may result in an automatic course failure. Moreover, students who resort to plagiarism impede their own learning as they fail to thoroughly comprehend and assimilate the material they are reading. Therefore, it is imperative that schools impart sound research methodologies to students and educate them on strategies to steer clear of plagiarism.

Teaching Component

Avoiding plagiarism is an essential skill for all students, and it is important to learn and practice the proper techniques for giving credit to sources used in academic work. Here are some of the skills that students will learn in an English class to avoid plagiarism:

1. Understand what plagiarism is: Students need to understand what plagiarism is, and how it can affect their academic work. Plagiarism is the act of using someone else's work or ideas without giving them proper credit.
2. Learn how to paraphrase: Paraphrasing involves restating an idea in your own words while maintaining the original meaning. Students can practice paraphrasing by taking a sentence or a paragraph from a source and rewriting it in their own words.
3. Use citations: Citations are a way of giving credit to the sources that you have used in your work. Students can learn how to use proper citation formats, such as MLA or APA, and understand the importance of citing all sources used.
4. Use plagiarism-checking software: Many schools and universities have access to plagiarism-checking software that can help students identify any passages in their

work that may be considered plagiarism. Students can learn how to use this software to ensure that their work is original and properly cited.

5. Understand common knowledge: Common knowledge is information that is widely known and accepted. Students can learn how to identify common knowledge and distinguish it from information that requires citation.

By learning these skills, English classes can help students to avoid plagiarism and ensure that their academic work is original and properly cited.

Consequences for Plagiarism

It is important to have consequences for plagiarism to ensure that students understand the seriousness of the offense and are encouraged to produce original work.

The requirement for students to read and sign the Acceptable Use of Computer Technology and Internet Policy further reinforces the importance of academic integrity and the responsible use of technology.

The consequences outlined below provide a clear progression of consequences for repeat offenses, which helps to reinforce the importance of academic integrity.

The first offense consequences provide an opportunity for students to correct their mistake and still receive full marks for the assignment. The use of handwritten work and limited computer use helps to ensure that the student produces original work. Communicating the offense to parents and other teachers also helps to hold the student accountable and reinforces the importance of academic integrity.

The consequences for the second offense are stricter, with a mark limit of 50%. This encourages students to take plagiarism seriously and to strive for original work.

The consequences for the third offense are the most severe, with a zero on the assignment, communication with parents and teachers, and placement on the student's permanent record. This emphasizes the importance of academic integrity and provides a clear message that plagiarism will not be tolerated.

School Life

Dress Code

All HIS students are required to adhere to dress guidelines that prioritize modesty, good taste, and avoiding drawing unnecessary attention to oneself.

From Monday to Thursday, students must wear the proper uniform to and from school and must follow the uniform policy at all times, with no unauthorized alterations permitted. Coats, jackets, and non-uniform sweaters are to be hung in class during the school day, and only solid black, white, or grey t-shirts may be worn under the uniform. Undergarments should not be visible, and staff will enforce the uniform policy.

On Dress Down Day (Friday), students may wear jeans or casual pants, shorts of fingertip length, and short or long-sleeved shirts that conceal midriff skin and undergarments. Girls are not allowed to wear low-cut necklines or extremely tight fitting shirts or tops, and shirts with inappropriate language or symbols are not permitted.

General Rules
- Skirts, shorts, and dresses should be of appropriate length:
    - Skirts should not be shorter than 2 inches above the knee.
    - Shorts and skirts should not be shorter than mid-thigh.
- Shirts and tops should not have offensive or inappropriate messages.
- Hats are not allowed to be worn in the school.
- Pants should not be tight fitting or sagging. Shorts are only allowed if they cover two-thirds of the thigh and are not athletic shorts.
- Leggings, yoga-type pants, and sweatpants should not be worn as pants.
- Shoes must be worn at all times, and flip-flops are not permitted.
- Body piercings and tattoos are not allowed.
- Accessories such as jewelry, backpacks, and makeup should not display vulgar or inappropriate language or images, promote drug or alcohol use, or be deemed unacceptable by the school administration.

Dress Code Violations

When a student violates the dress code, they will be addressed individually and provided with an explanation regarding their attire. The disciplinary actions for a dress code violation may include a verbal warning, detention, in-school suspension, and any additional actions as deemed appropriate by the administration.

Consequences and Discipline

The school holds high standards for behavior, and as such, unacceptable conduct will have consequences. Minor infractions may result in detentions or temporary loss of privileges, while more serious or frequent behaviors will be subject to progressive discipline. It is our goal to implement consequences that are restorative rather than punitive in nature.
For more severe behaviors, the following sequence of discipline will be applied:

- Teachers, vice-principal, and principal will meet with the student to develop a plan to address the unacceptable behavior.
- Teachers, vice-principal, and principal will meet with parents to collaborate on ways to work together in correcting inappropriate or unsafe conduct.
- Suspension from school may be considered.
- Expulsion from school may be the ultimate consequence in certain cases deemed serious enough by the principal.

Detention

Responsibility and respect are fundamental qualities that we aim to instill in our students. As such, we hold students accountable for their actions, no matter how big or small. Detentions may be assigned for minor behaviors that demonstrate a lack of responsibility or respect. These detentions serve as an opportunity for students to reflect on their actions and learn from their mistakes. We believe that small steps towards responsibility and respect can make a big difference in creating a positive and supportive school. Detentions may be warranted for a variety of reasons, which may include, but are not limited to:

- Use of swearing or mocking language towards others.
- Tardiness to school or class.

- Uniform infractions.
- Disrespect towards school property.
- Unauthorized use of electronic devices.

Students may be required to serve detention either before or after school and will be given a specific date to do so. Failure to attend may result in additional detentions. Detention typically lasts for 30 minutes, during which time students may work on school-related tasks, but are not allowed to use any technology such as phones or computers.

Suspension

The administration holds the authority to suspend a student when necessary. The length of suspension may range from 1 to 10 days, as determined by the administrator. Suspension may be warranted for a variety of reasons, which may include, but are not limited to:
- Continued deliberate disobedience, disrespect, and defiance towards authority despite previous efforts by the school staff to correct such behavior.
- A negative attitude and bad influence upon other students, which disrupts the learning environment.
- A serious breach of conduct within the school or on school grounds that results in harm to the school's image or the well-being of students and staff.
- Failure of the student to comply with disciplinary actions imposed by the school.
- Failure of the parents/guardians to seek recommended professional help for exceptional children.
- Physical altercation and fighting.

We believe that suspension is a serious disciplinary measure, and it is our goal to use it judiciously and with the best interest of the student and school community in mind.

Alcohol, Drugs, Tobacco, and Vaping

At HIS, we are committed to creating a Christian community of students where policies are in place to ensure a drug-free, alcohol-free, and tobacco-free environment. We expect all families and individuals associated with our school to support us in maintaining a safe and healthy learning environment. Any student who participates in or is connected with

illegal or underage drug or alcohol use will face disciplinary action, which may include suspension and/or expulsion.

It is also important for students to encourage their peers to refrain from using drugs, alcohol, tobacco, or vape. Any student who continues to display inappropriate behavior will face suspension if they do not seek adult assistance. In case of medical emergencies resulting from substance abuse, students must seek immediate assistance from a responsible adult.

Our policy regarding drugs, alcohol, tobacco, and vaping that are not medicinal or prescribed is informed by important legal considerations.

1. As of Oct. 17, 2018, according to the regulations of Smoke-Free Ontario Act, it's prohibited for anyone to smoke tobacco and cannabis or use an electronic cigarette (vape) in public places.
2. Most non-prescription drugs are illegal, as is the underage possession and use of alcohol and the underage use of tobacco in a public place, including school property or within 20 m of school property.
3. Ontario law prohibits anyone under 19 years of age from having, consuming, purchasing, attempting to purchase, or otherwise obtaining liquor, except in a home or private place and then only if the alcohol has been provided by that person's parent or guardian. Families who provide or facilitate alcohol consumption by students other than their own children can be charged under the Criminal Code and may face civil action and/or consequences from the school if they are connected to Heritage I. School.
4. Ontario law prohibits the sale or supply of tobacco or cannabis to a person who is younger than 19 years of age. In addition, it is illegal to smoke tobacco or hold lighted tobacco in a number of specified public places, including Ontario schools and their grounds. Only people 19 years and older, by Canadian law, may purchase e-cigarettes or vaping supplies. Furthermore, it is illegal to buy and sell them to anyone under the age of 19.

Resources:
- TDSB Policy on Vaping http://ppf.tdsb.on.ca/uploads/files/live/98/2086.pdf
- Consider the Consequences https://considertheconsequences.ca/

- [Canada Public Health Documents]():

Building Care

The school buildings are a wonderful asset that have been made possible by the contributions and dedication of many individuals over the years. It is important for all students and teachers to demonstrate respect and care for these facilities so that they can be enjoyed for many years to come. To achieve this goal, there are some essential guidelines that everyone should follow.

- Clean up after oneself and avoid leaving personal items or litter in hallways or classrooms.
- Handle furniture and equipment with care and avoid engaging in rough play inside the building. Permission should be sought before using any music, sports or electronic equipment.
- The kitchen is available for student use, and they may use the microwaves and kettles. However, food items found in the kitchen are generally intended for specific student meals or events and should not be taken without permission.
- Ensure that personal dishes and microwaves are cleaned up after use.

Individuals who cause damage to school buildings, furnishings, or grounds due to foolishness, negligence, or willful destruction will be responsible for repairing and/or replacing the damaged items at their own expense. Students who intentionally cause damage will also face disciplinary action.

Bully / Fighting

Bullying is an ongoing pattern of physical and/or emotional actions intended to make the victim feel uncomfortable or scared. This may include pushing, hitting, deliberately excluding someone from a group, name-calling, making mean-spirited statements, and continuously making fun of someone.

Bullying is a form of behavior that is subject to the school's disciplinary policy, regardless of whether it occurs on or off campus. We are aware that it can take many forms, such as verbal, physical, or written threats. It can occur in various places, such as schools, neighborhoods, online (including social media), and all forms of texting.

At Heritage I. School, we have a zero-tolerance policy for any behaviors of this nature. Students who engage in bullying will face disciplinary action, up to and including permanent expulsion from school.

Threats to the safety and well-being of students and staff will not be tolerated at Heritage I. School. Each student is expected to show respect towards their classmates and teachers. Any actions or statements that are threatening in nature, even if intended as a joke, will be met with disciplinary action up to and including permanent expulsion from school. We are committed to creating a safe and inclusive environment for all students and staff.

Field Trip

The term "field trip" refers to a school-sponsored off-campus activity that could be academic or service-related. The following regulations are applicable to all field trips:

- A student must obtain written permission from their parent to attend.
- All school rules must be followed during the field trip.
- Teachers or administration will specify the attire required for the field trip.
- It is mandatory for students to attend the field trip, and if they are unable to attend, the student's parent must obtain an excused absence from the teacher before the event.
- Parents who drive on the field trip or service project must possess a copy of their valid Driver's License and current proof of automobile insurance.
- Students can bring prescription medication in its original container with the student's name and dosage on the label. The medication must be handed over to the adult designated by the trip director.
- Students who display a lack of self-control and respect may be required to have a parent accompany them on the field trip at the principal and vice-principal's discretion.

Food and Drink

Consumption of food should be limited to break and lunch periods. It is deemed inappropriate to eat or drink (including chewing gum) in the classroom unless there is explicit permission from the teacher for a specific event.

Language

It is important for both students and staff to promote the appropriate use of language within the school premises. The same standards of language use in the classroom should be upheld in other areas such as the halls, gym, and outdoor spaces. The use of vulgar language or blasphemy is a severe violation, as language is considered a valuable gift that should be respected and not misused. Any form of inappropriate language use may result in disciplinary action such as temporary removal from class, contacting parents or guardians, or even suspension from school.

Student Driver

The student driver policy in school refers to the set of rules and regulations that govern the operation and use of vehicles by students while on school premises.

- Students who drive to school must have a valid driver's license and proof of automobile insurance.
- Students who drive to school must park their vehicles in designated parking areas.
- Reckless or dangerous driving is strictly prohibited on school grounds.
- Students may not leave school during the day in their vehicle without prior authorization from school officials.
- Students may not allow other students to ride in their vehicles during the school day without prior authorization from school officials.
- The school reserves the right to search a student's vehicle if there is reasonable suspicion that the student has violated school rules or policies.
- Students who violate the student driver policy may be subject to disciplinary action, including but not limited to, revocation of parking privileges, suspension, or expulsion.

Theft

Stealing personal belongings on or near school property goes against biblical values and is also a violation of the law. The administration will handle theft cases in an appropriate manner, which may include suspension, expulsion, and/or police involvement.

Weapons

HIS is dedicated to maintaining a safe and non-violent environment. Therefore, any weapons or replicas are strictly prohibited. If there are any cases of weapon possession,

they will be reported to the police. Any student found carrying a weapon (even in their lockers) will be expelled. It is the responsibility of students who have knowledge or suspicion that a prohibited item will be or has been brought onto campus to immediately inform a teacher or administrator.

Student Council

Student Councils are an excellent way for students to get involved and make a positive impact within their school community. They provide a platform for students to voice their concerns and ideas, and they help to promote a sense of unity and school pride. It's also important that they work closely with school administrators to ensure that student needs and perspectives are considered in decision-making processes. Additionally, coordinating events and fundraisers can help to raise funds for important causes and provide students with opportunities to develop leadership and teamwork skills.

It is a wonderful opportunity for students to develop their leadership, teamwork, and communication skills while also building relationships with their peers. Working together towards common goals can be a very rewarding experience, and being involved in student government can also provide valuable experience and preparation for future leadership roles.

- President
- Vice-President
- Secretary
- Treasurer
- Chaplain

Health Information

Immunization Record

The Immunization of School Pupils Act requires parents to provide proof of immunization (or appropriate [exemption documents](#)) for certain diseases if their children attend school in Ontario.

Prior to enrollment, students and parents/guardians will receive a registration package that includes forms for immunization information. It is important to ensure that the

information provided is accurate and to inform HIS of any changes. Failure to provide an immunization record may result in the Ministry of Education withdrawing the student from school.

Furthermore, it should be noted that, as of July 1, 2014, the Menactra vaccine was added to the list of required vaccines for secondary students to be eligible to attend high school. Parents/guardians are responsible for ensuring that their children have completed the Menactra vaccination and for providing proof of vaccination to the school.

Children enrolled in primary or secondary school must have proof of immunization against the following diseases:
- diphtheria
- tetanus
- pertussis (whooping cough)
- polio
- measles
- mumps
- rubella
- meningococcal disease (Men-C-C for children under 12 years old)
- meningococcal disease (Men-C-ACWY for children 12 years and older)
- varicella (chickenpox) – required for children born in 2010 or later

Students whose records are not complete may be suspended from school until their immunization records are complete. Students who are missing immunizations may also be suspended during disease outbreaks.

Reference:
https://eohu.ca/en/my-health/immunization-requirements-for-children-in-school#:~:text=The%20Immunization%20of%20School%20Pupils,diphtheria

Accident/Illness
In the event of a student falling sick or getting hurt while at school, the HIS faculty will do their best to provide comfort to the student and get in touch with their parents, guardians, or emergency contacts to come pick them up. The student will not be allowed to leave until a parent, guardian, or emergency contact has been informed. In cases of severe

injuries, the school principal or a representative may call for an ambulance, and parents or emergency contacts will be contacted as soon as possible. It is important to ensure that the contact information provided is accurate and up-to-date. If a student is unwell, they should stay at home until they are fit enough to participate in all school activities, including outdoor and physical education activities. There will not be any supervision available for unwell students who choose to remain indoors during recess.

Allergies

In Canada, there are several students and staff members in schools who have life-threatening allergies, and exposure to certain allergens could lead to anaphylactic shock - a potentially fatal condition. To ensure the safety of everyone at HIS, it is the responsibility of both students and parents/guardians to take certain precautions, such as informing the school immediately if the student has a life-threatening allergy or medical condition and completing the appropriate forms. Additionally, students should carry epinephrine auto-injector medication if needed, and parents/guardians should maintain regular communication with the school regarding any health issues.

To address the issue of allergies, HIS may take several steps, including communicating with parents regarding specific life-threatening allergies on-site (such as nuts, eggs, or dairy), encouraging students to wash their hands thoroughly before coming to school to prevent the introduction of allergens, and promoting hand-washing before and after eating. However, requests to eliminate certain food products from classrooms or schools (apart from nuts and nut products) cannot be accommodated.

Finally, many individuals today are allergic to strong scents from beauty or hygiene products like perfumes, hand lotions, and deodorants. Such scents could cause a range of uncomfortable physical reactions, and everyone is encouraged to be considerate of others and avoid using any product that could cause discomfort to others.

Medication

In the case of a student having a life-threatening allergy or medical condition, it is crucial to inform the school immediately and complete the necessary forms. The responsibility of administering medication lies with the student, and treatment schedules should be

adjusted to avoid medication during school hours. However, if this is not possible, school personnel can be requested for assistance.

If a student needs medication during school hours and it is possible for the school to administer it, the medication must be labeled with the student's name and the correct dosage and left in the school office. Parents/guardians must also inform the school if their child is bringing medication to school. If a student requires medication for a medical condition and needs to carry it with them, the school office must be informed.

Curriculum

Preparing Our Student for Success

At Heritage Innovation School, we are fully committed to providing students with an outstanding educational experience that goes above and beyond the norm. Our ultimate goal is to establish a cutting-edge Ontario High School Model that inspires and motivates Canadian education seekers both locally and internationally. We firmly believe that every student deserves a 21st century education that caters to their unique needs and learning style.

Our instructional approach revolves around putting the student first, differentiating our teaching to suit individual requirements, and having Growth Mindset teachers who are experts in their field. We strongly believe that adopting a Growth Mindset is vital in instilling a love of learning in students, enabling them to reach their full potential. Moreover, we are resolute in our adherence to the Ontario Ministry's widely respected Growing Success model of Assessment and Evaluation. This approach ensures that our students receive the highest quality education and develop the necessary skills to thrive both inside and outside of school.

At Heritage, we firmly believe that every student has the potential to achieve great things. Our aim is to assist them in discovering their passions, honing their skills, and laying the

foundation for a prosperous future. Come and experience the transformative power of an exceptional education at Heritage Innovation School.

For additional information, please refer to the Ontario Ministry's website at http://www.edu.gov.on.ca/eng/secondary.html.

HIS Commitment

At Heritage, our dedication to helping each student reach their full potential is unwavering. We firmly believe that every student possesses unique strengths and interests that should be acknowledged and nurtured. This is why we provide an exceptional education that equips students with the skills and knowledge they need to succeed in their chosen career path, whether it involves a work placement, apprenticeship, or pursuing further education at a college or university.

We recognize that learning is a lifelong journey and that education doesn't end with high school graduation. This is why we wholeheartedly support Bill 52, The Education Amendment Act, Learning to Age 18, which ensures that all students in Ontario continue learning until they reach the age of 18, giving them the best possible opportunity to achieve their aspirations. At Heritage, we take pride in offering top-notch proprietary curriculum content and providing students with essential life skills to prepare them for their future endeavors. With our unwavering commitment to excellence in education, we are confident that every student who joins our community will have the tools they need to succeed in life.

For additional information, please visit https://www.ola.org/en/legislative-business/bills/parliament-38/session-2/bill-52.

Value of Completing a Secondary Education

At HIS, we believe that every student is unique and has their own set of talents, dreams, hopes, and challenges, all based on God's love. It is our responsibility to get to know each student and identify what they need to be successful.

Our secondary education program is designed to help students discover their talents, determine their educational goals, and provide them with the support they need to achieve those goals. Our approach to learning is student-centered, which means that we prioritize the needs of each individual student. Our teachers provide assistance during classroom hours and offer after-school programs to ensure that each student has a solid understanding of the fundamental concepts learned in class.

Our school offers educational programs that maintain high standards while providing students with learning opportunities and support to succeed. In Ontario, successful completion of secondary education is a crucial step towards post-secondary opportunities.

Students can create or choose a program that prepares them for direct entry into college or university. In grades 9 and 10, our courses emphasize the acquisition of essential knowledge and skills for all students. We encourage students to focus on their areas of strength and interest while exploring various areas of study.

In grades 11 and 12, our program is designed to enable students to choose courses that are directly linked to their intended post-secondary destinations. We ensure that students receive the necessary guidance and support to make informed decisions about their future academic and career paths.

HIS Year Plan

Each school year is divided into two parts.

- Semester 1 – September to January
- Semester 2 – February to June
- Summer School (Optional) - July and August

In each semester, students have the opportunity to take a minimum of 4 courses to obtain 4 credits, with the option to gain 1 Arts credits, for a maximum of 10 credits per year.

- Semester : 75 minutes/day x 88 days = 6,600 minutes (110 hours)
- Non-Semester : 150 minutes/week x 44 dyas = 6,600 minutes (110 hours)

Reporting Periods

Final examinations take place at the end of each semester. During the year, parents or guardians will receive two or three formal progress reports once during the middle of the term and two or three final reports at the end of semester. Parents should feel free to contact the school at any time for an update on their students' progress.

Additional features to the HIS program:

- Students are required to take Arts and Technology courses every term
- Students are required to join the Daily Devotions time
- HIS offers an IELTS Preparation Program for grade 11 & 12 students
- HIS supports students who participate in Math Contest

Class Timetable

TIME	PERIOD	MON	TUE	WED	THUR	FRI
08:50-09:00	BIBLE	BIBLE				
09:00-09:30	SKILLS	FUTURE SKILLS				
09:30-10:45	1	Class A	Class A	Class A	Class A	Class A
10:50-12:05	2	Class B	Class B	Class B	Class B	Class B
12:10-01:00	LUNCH	LUNCH				
01:00-02:15	3	Class C	Class C	Class C	Class C	Class C
02:20-03:35	4	Class D	Class D	Class D	Class D	Class D
03:45-05:00	SKILLS	FUTURE SKILLS				

Future Skills Programs Opportunities

- Thinking Skills and Career Program
  - Systems Thinking

- Monitoring and Informational Filtering
- Technology Program
    - Coding
    - Electronics
    - Programming
    - Robotics
    - Engineering Fundamentals
    - Digital Threat Awareness
- Business Program
    - Entrepreneur
    - Finance
- Science Program
    - Biology Lab
    - Contest
- Math Program
    - CEMC Mathematics Competition
    - Data Literacy
- Arts & Sports Program
    - Digital Arts / Digital Media
    - Photography & Imaging Fundamentals
    - RCM Preparation
    - Orchestra / Band
    - K-pop Dance
    - Visual Arts
    - Drama
    - Sports

2023-2024 School Year Calendar

Ontario — Ministry of Education

HERITAGE INTERNATIONAL SCHOOL
2022 – 2023 YEAR CALENDAR

Month	Number of Instructional Days	Number of Professional Activity Days	Number of Scheduled Examination Days	1st Week					2nd Week					3rd Week					4th Week					5th Week				
				M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
August 2022				1 H	2	3	4	5	8	9	10	11	12	15	16	17	18	19	22	23	24	25	26	29	30	31		
September 2022	18	1					1	2	5 H	6 P	7 1	8 2	9 3	12 4	13 5	14 6	15 7	16 8	19 9	20 10	21 11	22 12	23 13	26 14	27 15	28 16	29 17	30 18
October 2022	19	1		3 19	4 20	5 21	6 22	7 P	10 H	11 23	12 24	13 25	14 26	17 27	18 28	19 29	20 30	21 31	24 32	25 33	26 34	27 35	28 36	31 37				
November 2022	20	2			1 38	2 39	3 40	4 41	7 42	8 43	9 44	10 PR	11 PR	14 P	15 45	16 46	17 47	18 48	21 49	22 50	23 51	24 52	25 53	28 54	29 55	30 56		
December 2022	17				1 57	2 58			5 59	6 60	7 61	8 62	9 63	12 64	13 65	14 66	15 67	16 68	19 69	20 70	21 71	22 72	23 73	26 B	27 B	28 B	29 B	30 B
January 2023	14	3		2 B	3 B	4 B	5 B	6 B	9 74	10 75	11 76	12 77	13 78	16 79	17 80	18 81	19 82	20 83	23 84	24 85	25 86	26 87	27 88	30 TB	31 TB			
February 2023	18	1				1 TB	2 1	3 2	6 3	7 4	8 5	9 6	10 7	13 8	14 9	15 10	16 11	17 P	20 H	21 12	22 13	23 14	24 15	27 16	28 17			
March 2023	18					1 18	2 19	3 20	6 21	7 22	8 23	9 24	10 25	13 B	14 B	15 B	16 B	17 B	20 26	21 27	22 28	23 29	24 30	27 31	28 32	29 33	30 34	31 35
April 2023	17	2		3 36	4 37	5 38	6 39	7 H	10 H	11 40	12 41	13 42	14 43	17 44	18 PR	19 PR	20 P	21 45	24 46	25 47	26 48	27 49	28 50					
May 2023	21	1		1 51	2 52	3 53	4 54	5 55	8 56	9 57	10 58	11 59	12 60	15 61	16 62	17 63	18 64	19 P	22 H	23 65	24 66	25 67	26 68	29 69	30 70	31 71		
June 2023	14				1 72	2 73			5 74	6 75	7 76	8 77	9 78	12 79	13 80	14 81	15 82	16 83	19 84	20 85	21 86	22 87	23 88	26	27	28	29	30
July 2023				3	4	5	6	7	10	11	12	13	14	17	18	19	20	21	24	25	26	27	28	31				
TOTAL	**176**	**11**																										

H	Holidays	PI		Parents Interview / Reading or Project Day
P	PA Day	B		Break

Diploma and Certificates

Heritage Innovation School curriculum has been developed according to the requirements of the Ontario Ministry of Education.

The Definition of a Credit

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

Education for courses that have been developed or authorized by the ministry. Half or partial credits may also be offered, and the amount of scheduled time will be assigned accordingly (e.g., 55 hours required for a half-credit course).

For the purpose of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or through community placements related to work experience and cooperative education.

Types of Courses in Grade 9 & 10

Students in Grades 9 and 10 will make the choice between academic, applied and locally developed courses primarily on the basis of their strengths, interests, and needs.

Academic Courses

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and the exploration of related concepts. They incorporate practical applications as appropriate.

Applied Courses

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

Open Courses

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

These courses comprise a set of expectations that are appropriate for all students in a given grade.

Types of Courses in Grade 11 & 12

Students in grades 11 and 12 will choose from among four destination-related course types: University Preparation, University/College Preparation, College Preparation, and Workplace Preparation. Open courses are also offered in Grades 11 and 12. Students will make their choices based on their interests, achievement, and career goals.

It is very important that students choose courses for the appropriate destination in order to ensure their interest and success. University/College (M) and University (U) courses, for example, have a high level of focus on independent study and applying theoretical content. Workplace (E) and College (C) courses will be more reasonably paced and will include practical real-life examples and applications.

University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. An emphasis is placed on theoretical knowledge and supporting application in the course content as well as the development of independent research and learning skills.

University/College Preparation Courses

University/College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges. These courses place emphasis on both the theoretical aspects of the course content and the practical applications.

College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs, admission to apprenticeship, or other training programs. These courses focus on concrete applications

of the concepts and theories that are studied and help to develop critical thinking and problem-solving skills.

Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs. They emphasize practical skills and stress the importance of life-long learning.

Open Courses

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Understanding Courses and Course Codes

All courses are identified by a 6-character code common to all secondary schools in Ontario. For example, ENG1D1 is the code for the Grade 9 Academic English course. The following chart explains how to interpret course codes:

ENG	1	D	1
The first three characters indicate the course title. These abbreviations are set by the Ministry.	The fourth character indicates the grade level of the course.	The fifth character indicates the type of course.	The sixth character is designated by the school for internal purposes.
Major Subject Areas	**Grades**	**Course Type**	**School-Designated**
A = The Arts B = Business Studies C = Canadian & World Studies E = English F = French G = Guidance & Career Education H = Social Studies & Humanities I = Computer Studies I = Interdisciplinary Studies	Grades 1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12	Grade 9 & 10 D = Academic L = Locally Developed O = Open P = Applied	

K = Non-Credit Courses L = Classical & International Languages M = Mathematics N = Native Studies O = OSSLC P = Physical & Health Education S = Science T = Technological Education	**Languages** A = Level 1 B = Level 2 C = Level 3 D = Level 4 E = Level 5	**Grade 11 & 12** C = College E = Workplace M = University/College O = Open U= University	

Ontario Secondary School Diploma (OSSD) Requirements

Each student enrolled at our school receives a valuable secondary education, and we are committed to ensuring that they achieve success. A student must remain in secondary school until he or she has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD).

Credit Requirements
- 30 credits, including 18 compulsory credits and 12 optional credits
- At least 2 online learning credits
- Upon successful completion of a course with a minimum of 110 hours, students will receive a credit.
- In order to pass a course, the student must earn a final course grade mark of at least 50%.

Non-Credit Requirements
- 40 hours of community involvement
- Completion of the literacy requirement

Compulsory credits
Students must earn the following 18 compulsory credits to obtain the Ontario Secondary School Diploma:
- 4 credits in English (1 credit per grade)*
- 3 credits in Mathematics (1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography

- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Career Studies
- 0.5 credit in Civics

Plus one credit from each of the following groups:
- Group 1: 1 additional credit in English, or French as a Second Language,** or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education
- Group 2: 1 additional credit in Health and Physical Education, or the Arts, or Business Studies, or French as a Second Language,** or Cooperative Education***
- Group 3: 1 additional credit in Science (Grade 11 or 12), or Technological Education, or French as a Second Language,** or Computer Studies, or Cooperative Education***

Notes:
- A maximum of 3 credits in English as a second language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course
- In groups 1, 2 and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.
- A maximum of 2 credits in Cooperative Education can count as compulsory credits.

Optional Courses

In addition to the compulsory credits, 12 optional credits are required. Elective credits are selected by the student based on individual interests and goals. Parents, counsellors, teachers and administrators can help the student make a wise selection. Students who wish to enroll in a Focus Program or an Online Course should obtain a Supplementary Option Sheet from the Student Services or Guidance Department. The Supplementary Option Sheet must be submitted at the same time as the home school option sheet.

Ontario Secondary School Literacy Test (OSSLT)

All students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). The requirement is based on the expectations for reading and writing throughout the Ontario curriculum up to and including Grade 9. The purpose of the secondary school literacy graduation requirement is to determine whether students have the skills in reading and writing that they will need to succeed in school, at work, and in daily life. To meet this requirement, students are expected to take and successfully complete the Ontario Secondary School Literacy Test (OSSLT) in Grade 10, in accordance with the policies outlined in section 6.1.3.1., Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements, 2011.

Once students have successfully completed the OSSLT, they may not retake it. Students who do not successfully complete the OSSLT will have additional opportunities to meet the literacy graduation requirement in accordance with the policies pertaining to the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course (OSSLC).

Accommodation, Special Provisions, deferrals, and exemptions
Accommodations
Students who are receiving Special Education programs and services that have an

Individual Education Plan
(IEP) may receive the accommodations that are set out in the students' IEP when writing the test.

Deferrals
Deferral of the test may be considered for students who might benefit. This would include students who have been identified as exceptional and students registered in English as a second language/English Literacy Development courses who have not yet acquired the level of proficiency in reading and writing required for successfully completing the test. The principal determines if a deferral should be granted and time period for the deferral.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a Secondary School Graduation Diploma may, with parental consent and approval of the principal, be exempted from participating in the Literacy Test.

The Ontario Secondary School Literacy Course (OSSLC)

Policy requirements for taking the Ontario Secondary School Literacy Course (OSSLC) are contained in the curriculum policy document, The Ontario Curriculum: English – The Ontario Secondary School Literacy Course (OSSLC), Grade 12. Students who pass the course are considered to have met the literacy graduation requirement. The reading and writing competencies required by the Ontario Secondary School Literacy Test (OSSLT) form the instructional and assessment core of the course. The course differs from other courses in that it outlines specific requirements for evaluation in order to ensure alignment with the requirements of the OSSLT. If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the OSSLC. Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student.

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

Community Involvement

We believe in nurturing not only academic excellence but also in fostering a sense of civic responsibility and community engagement. As part of the requirements for an Ontario Secondary School Diploma (OSSD), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities. We are excited to guide you through this meaningful journey.

Why Community Involvement Matters

At Heritage Innovation School, we recognize the importance of community involvement in shaping well-rounded individuals. Engaging in community activities provides students with a unique opportunity to:

- **Foster Civic Responsibility:**
    - Understand the significance of civic responsibility and their role in supporting and strengthening communities.
- **Cultivate Transferable Skills:**
    - Develop skills applicable to various contexts, enhancing their ability to adapt and succeed in an ever-changing world.
- **Explore Career Opportunities:**
    - Gain insights into different sectors and potential career paths, helping them make informed decisions about their future.
- **Deepen Societal Understanding:**
    - Cultivate a deeper understanding of their role in society, fostering empathy, and a commitment to positive change.

Embracing Christian Values and Servant Leadership

At Heritage Innovation School, we go beyond conventional education by instilling Christian values and emphasizing servant leadership. Through community involvement, students have the unique opportunity to embody these principles, actively contributing to:

-
- **Living Christian Values:**
    - Integrating Christian values into action, students contribute to a community that reflects compassion, love, and service to others.
- **Servant Leadership in Action:**
    - Embracing servant leadership, students lead by serving, fostering an environment where humility and selflessness pave the way for positive impact.

Preparing Students for a Fulfilling Future

Community involvement, rooted in both civic and Christian values, equips students with the skills and experiences essential for them to become not only successful but also compassionate and contributing members of society. Heritage Innovation School is dedicated to nurturing individuals who are well-prepared for the challenges and opportunities of the future.

Volunteer Procedures

Step 1	Student are to review the [Community Involvement Guide](#)
Step 2	Students are to review the checklist of eligible activities in Ministry Guidelines on eligible activities and ineligible activities and choose the activities in categories provided.

		*In addition, students must seek permission from the principal to participate in any activity not listed in Step 2
Step 3		Students must complete Notification of Planned Community Involvement Activities(Step 3) and must submit to the school office.
Step 4		Students, who choose an eligible activity will complete step 3, 4 of the form.
Step 5		**Keeping tract** Students will be provided with an Activity Record form to keep track of their hours and volunteer placements. Supervisors will need to sign this form at the completion of an activity.
		 To view an image, click here for all the information

Ontario Secondary School Certificate (OSSC)

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 Substitutions for Compulsory Credit

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. Students who return to school to complete additional credit and non-credit courses 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.

Substitutions Policy for Compulsory Credit Requirements

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

The following are limitations on substitutions for compulsory credits: English as a second language and English literacy development courses may not be used to substitute for a compulsory credit. (They may be used, however, to meet the compulsory credit requirements for three English credits.) No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement. Each substitution will be noted on the student's Ontario Student Transcript.

Course Prerequisites

A prerequisite is a course that must be completed before being allowed entry into another course. Prerequisite courses help students to gain the knowledge and skills needed in later grade levels. Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents, and no courses, apart from these, may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff.

Procedures for Students Who Wish to Change Course Types

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not

completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.

In most cases, a student may 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, or independent study.

If a parent or an adult student request that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or adult student. 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.

Regulation and procedures pertaining to Special Cases

Withdrawal from a course Grade 9 and 10
- Withdrawals from Grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST.

Withdrawal from a course Grade 11 and 12
- If a student withdraws from a Grade 11 or 12 courses within five instructional days following the issue of the first provincial report card in a semester school the withdrawal is not recorded on the OST. If a student withdraws from a course after

five instructional days following the issue of the first provincial report card in a semester school the withdrawal is recorded on the OST by entering a "W" in the "Credit" column.

The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column. Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column.

If the student withdraws after the time allowed, a "W" is entered in the "Credit" column and the student's percentage grade at the time of withdrawal is recorded in the "Percentage Grade" column. Where there are extraordinary circumstances relating to a student's withdrawal from a Grade 11 or 12 course, a student's poor performance in a successfully completed course, or a student's failure to complete a course successfully, the special indicator "S" may be entered in the "Note" column on the OST.

Repetition of a Course

Students who repeat a Grade 11 or 12 course that they have previously completed successfully earn only one credit for the course. However, each attempt, with the percentage grade obtained, is recorded on the OST, and an "R" is entered in the "Credit" column for the course(s) with the lower percentage grade.

Course Cancellation and Closure

Courses may be cancelled due to insufficient enrollment and staffing considerations. A course may be closed due to class size limitations. If a cancellation or closure were to occur, students will be notified and asked to select an alternate course or an alternate course from the student's course option sheet will be substituted.

Course Changes

Course change requests will only be considered for a valid reason. The school may consider a course change request for reasons including:

- Changes in level of difficulty
- Timetable errors
- Changes in career plans
- Post-secondary admission requirements
- Medical accommodations
- Summer school results

All requests for course changes are subject to approval and space available in course.

Prior Learning Assessment and Recognition(PLAR)

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process whereby students may obtain credits towards an Ontario Secondary School Diploma (OSSD) Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside Ontario secondary school classrooms.

These learning experiences may meet the expectations for a credit as outlined provincial curriculum policy documents.

PLAR has two components

A. **Equivalency Process:** assessment of documents for Grade 9-12 students
B. **Challenge Process:** completion of assessments for Grade 10-12 students
   *Heritage Innovation School offers Equivalency Process only.

Requirements for the PLAR Equivalency Process

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools, home schooling or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will decide 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.

To ensure provincial consistency in establishing equivalency for students for placement purposes, principals will use as a guide the table entitled "Requirements for the OSSD Under OSS" in OSS that Equivalent Diploma Requirements, to determine the number of credits, including compulsory credits, that the student must earn, as well as other diploma requirements that the student must satisfy, in order to qualify for the secondary school diploma.

REQUIREMENTS FOR THE OSSD UNDER OSS

Requirements to qualify for the OSSD, where the students has normally completed:					
	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
Number of years successfully completed more than in a secondary school program	0	1	2	3	3
Minimum number of credits, in total, still to be earned towards the OSSD	30	22	14	7	4
Minimum number of compulsory credits still to be earned and requirements to be met:					
English	4	3	2	1	1[a]
Mathematics	3	2	1	0	0
Science	2	1	0	0	0
Literacy Test	Required	Required	Required	Required	Required
Community Involvement [b]	40 hours	40 hours			

[a] The compulsory English credit for Grade 12 is required if its equivalent has not already been earned.
[b] The principal will determine the number of hours of community involvement required for students who have successfully completed two or more years in a secondary school program.

Recording PLAR Equivalency Credits on the Ontario Student Transcript (OST)

On the Ontario Student Transcript (OST) the total number of equivalent credits should be recorded in the "credits" column. The number of equivalent credits that meet compulsory credit requirements should be recorded in the "compulsory" column. Equivalency credits are recorded differently depending on the grade.

- Record Keeping: Principals will ensure that equivalency is recorded in accordance with The Ontario Student Transcript (OST): Manual, 1999.

Grade	Course Title	Course Code	Percentage Grade
9 and 10	Equivalent Credits	PLE	EQV
11 and 12	Common Ontario Course Title as determined by the principal	Corresponding Ontario Course Code as determined by the principal	EQV

Assessment, Evaluation and Reporting

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of the curriculum expectations in each course. This information also serves to guide teachers in adapting curriculum and instructional approaches to students' needs and in assessing the overall effectiveness of programs and classroom practices.

To this end, the teacher will consistently assess student progress in three distinct ways. **Assessment and evaluation will be based upon**
- The provincial curriculum expectations (content standards) for each respective course, along
- The 4 categories of knowledge and skills in conjunction with the 4 Achievement Levels (performance standards), across.
- The three forms of assessments: Assessment for Learning, Assessment as Learning, and Assessment of Learning.
- A balance between Conversation, Observation, and Student Product.

The followings are listed the details about above four points:
- Provincial Curriculum Expectations: Each course will be taught and assessed in accordance with the Ontario Curriculum's Overall Expectations and Specific Expectations.
- 4 Categories of Knowledge and Skills for each course is what all assessment and evaluation is based on.

The categories of knowledge and skills are as follows:
- **Knowledge and Understanding**: Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts.

Assessment for learning

The ongoing process of gathering and interpreting evidence about student learning for the purpose of determining where students are in their learning, where they need to go, and how best to get there. The information gathered is used by teachers to provide feedback and adjust instruction and by students to focus their learning. Assessment for learning is a high-yield instructional strategy that takes place while the student is still learning and serves to promote learning.

Assessment as learning

The process of developing and supporting student metacognition. Students are actively engaged in this assessment process; that is, they monitor their own learning; use steps; and set individual learning goals. Assessment as learning requires students to have a clear understanding of the learning goals and the success criteria. Assessment as learning focuses on the role of the student as the critical connector between assessment and learning.

Assessment of learning

The process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. The information gathered may be used to communicate the student's achievement to parents, other teachers, students themselves, and others. It occurs at or near the end of a cycle of learning.

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

Additionally, teachers also engage in assessment as learning by helping all students develop their capacity to be independent learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their learning. Evaluation refers to the process of judging the quality of student work on the basis of established criteria and assigning a value to represent that quality.

In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers use practices and procedures that:

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

All curriculum expectations must be accounted for in instruction, 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 judgment to determine which specific expectations should be used to evaluate achievement of the overall expectations, and which ones will be covered in instruction and assessment (e.g., through direct observation) but not necessarily evaluated.

Formative Evaluation

Seventy percent (70%) of the evaluation is based on classroom work and may be determined through a variety of methods, such as ongoing class presentations, essays, performances and classroom tests and quizzes. Teachers will use "Assessment for Learning" and "Assessment as Learning" practices to help students identify what the learning goals are, where they are in relation to the learning goals and what next steps they need to take to achieve the goals. This ongoing feedback will help prepare students for "Assessment of Learning", the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments about the quality of student learning on the basis of established criteria, and to assign a value to represent that quality.

Summative Evaluation

Thirty percent (30%) of the evaluation is based on a final summative evaluation that may be determined through one or a variety of methods in the latter portion of the course. These could include a portfolio, essay, examination and/or demonstration. The final determination of Credit evaluation reflects the range and level of student skills and knowledge towards the conclusion of the course and will give students an opportunity to synthesize the different aspects of their learning for each particular course.

At HIS, Students are informed of evaluation methods at the beginning of each course. It is the right and responsibility of students to initiate communication with their teachers whenever aspects of their evaluation need clarification.
No student will be exempt from the final evaluation tasks. Culminating tasks must be submitted/ completed on the due date, at the required times as assigned by the teacher. Students who do not meet the assigned deadline will receive a zero (0).

If a student misses part or all of the culminating tasks, the student will receive a 0 as a grade in the part of the culminating activity that was missed because of lack of evidence of achievement. Where the absence has been justified based on documentation received by the principal (i.e. medical certificate) the zero will not automatically stand. If time allows, the student will be given another opportunity to complete the missing part of the culminating activities. In those circumstances when time or circumstances do not allow, the principal, in consultation with the teacher will determine an appropriate mark. If the absence is unjustified, i.e., leaving early on a family vacation or summer job, the student will receive a mark of zero for that part of the culminating activity.

Awards

HIS holds a deep sense of satisfaction in recognizing students, shining a spotlight on their remarkable qualities and accomplishments that shape our diverse student population. These awards serve as subtle affirmations of the wealth of talent that resides within our school community. As we delve into this endeavor, it brings us joy to present a selection of commendations that quietly pay tribute to virtues such as growth, creativity, compassion, faith, resilience, and achievement. This encompasses both students showcasing their prowess across various domains and those setting inspiring precedents for their peers in living out the Christian faith.

Awards
Most Improved Award
For demonstrating commitment to self-improvement and his outstanding efforts in expanding his skills and abilities throughout the school year.

Most Creative Award
For demonstrating artistic and creative abilities to inspire wonder and curiosity to their peers. This student has exceeded ordinary expectations and expressed themselves in a strong and unique way.

Most Helpful Award

For demonstrating kindness and consideration to others. This student is reliable, trustworthy and applies themselves to many situations and is honored for their commitment to help others.

Most Faithful Award

For demonstrating exemplary dedication to jesus christ and applying his teachings to everyday life. This student guides others so that they may follow his footsteps.

Most Resilient Award

For demonstrating courage and grit in the face of adversity. This student has overcome difficulties and emerged even stronger than before. They are honored for their perseverance, hard work and dedication.

Most Achieved Award

For their excellent academic performance in the school year. This student has committed strongly to their studies and other aspects of school life which has culminated in their peak academic performance.

Other Ways of Earning Credits

HIS offers Summer Credits Course for students who need to have additional credits or repeat courses or improve their achievement in the course.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario. HIS maintains OSRs according to the Ministry of Education's Ontario Student Record (OSR) Guideline, 2000. Typically, OSRs are requested from previous schools a student attended and transferred only upon formal request. A student's OSR is created if he or she is coming from outside Ontario.

An OSR will consist of the following components:

- an OSR folder in Form 1A or Form 1
- report cards

- an Ontario Student Transcript, where applicable
- a documentation file, where applicable
- an office index card
- additional information identified as being conducive to the improvement of the instruction of the student

Access to the OSR

Both the Municipal Freedom of Information and Protection of Privacy Act and the Freedom of Information and Protection of Privacy Act prohibit institutions from releasing personal information in their custody or under their control to anyone other than the person to whom the information relates, except in certain circumstances. These circumstances are defined in the legislation, and it is up to the principal to decide whether or not to grant access to personal information in such circumstances.

HIS requires the consent of the parent(s) or adult student for the release of information from the OSR. Students may have access to the OSR upon their request. The parents of students who are not adults (age eighteen) have the right to access the OSR under the Children's Law Reform Act and the Divorce Act of 1985. Teachers and other educational personnel of HIS may have access to the OSR as per principal's approval to ensure equal educational standards for all students.

Use and Maintenance of the OSR

Information from an OSR may be used to assist in the preparation of a report required under the Education Act or the regulations made under it. Information from an OSR may also be used in the preparation of a report for an application for further education or an application for employment, if a written request for such a report is made by an adult student, a former student, or the parent(s) of a student.

The freedom of information legislation sets out criteria for the use of personal information. The purposes for which personal information in a student's OSR is being used must be consistent with the policies. Students who are adults and parents of students who are not adults should be informed of the uses of personal information at the time that that information is collected for inclusion in an OSR. The contents of the OSR should be reviewed on a regular basis according to the policies established by the Ministry and HIS

to ensure that they remain conducive to the improvement of the instruction of the student.

Transfer of the OSR

The transfer of the OSR means the transfer of all parts of the OSR other than the office index card. the original OSR is transferable only to schools in Ontario. When a student transfers to another school in Ontario, the receiving school must be sent written notification of the student's transfer indicating that the student's OSR will be sent upon receipt of an official written request. When a student transfers to another school outside Ontario, only a copy of the student's OSR may be sent upon receipt of an official written request from the receiving school. If the original OSR is being transferred to a school in another board, to a private, federal, or First Nation school, or to a Provincial or Demonstration School, it must be transferred by Priority Post or an equivalent delivery method that maintains confidentially and guarantees prompt delivery.

Before a principal transfer an original OSR to a school operated by another school board in Ontario, or to a Provincial or Demonstration School in Ontario, the principal must receive a written request for the information from the principal of the receiving school. Before a principal transfer an original OSR to an inspected private school, a non-inspected private school, or a federal or First Nation school in Ontario, the principal must have received:

- a written request for the information from the receiving school, in which the school agrees to accept responsibility for the OSR and to maintain, retain, transfer, and dispose of the OSR in accordance with this guideline.
- a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

An original OSR may not be transferred outside Ontario. Only an exact copy of the OSR may be sent to the principal of an educational institution outside Ontario after the principal who is responsible for the OSR has received:

- a written request for the information from the principal of the educational institution outside Ontario; and

- a written statement indicating consent to the transfer, which is signed by the parent(s) of the student if he or she is not an adult, or by the student if he or she is an adult.

Retirement of a Student

A student retires from school when he or she ceases to be enrolled in school. A student is not considered to have retired if he or she (a) withdraws for a temporary period with the written consent of the principal, or (b) transfers to another school in Ontario.

When a student retires from the school that maintained an OSR for the student, the principal will give the following to the parent(s) of the student if he or she is not an adult, or to the student if he or she is an adult:

- an up-to-date copy of the student's OST, if applicable
- the information and materials stored in the OSR folder that are not required to be retained under the retention schedule

Retention, Storage, and Destruction of Information in the OSR

Regulations under freedom of information legislation require that personal information that has been used by an institution be retained by the institution for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, HSA retains any personal information placed in an OSR for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for five years after a student retires from HIS:

- Report cards
- The documentation file, where applicable
- Additional information that is identified by the principal as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:

- the OSR folder
- the OST
- the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be affected under conditions that ensure the complete and confidential disposal of the record.

Correction or Removal of Information in the OSR

When certain information or material in an OSR folder is determined 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 given to the parent(s) of a student who is not an adult or to the student if the student is an adult, or it will be destroyed.

If the parent(s) or adult student is (are) 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(s) 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 destroyed or returned to the parent(s) or the adult student, and no record of the request will be retained in the OSR.

If the Principal refuses to comply with the request, the parent(s) or the adult student may request in writing that the principal refer the request to a person designated by the Minister of Education who will either (a) require that the principal comply with the request, or (b) hold a hearing, which the principal and the person(s) who made the request will attend. After the hearing, the person designated by the Minister will make a decision on the matter. This decision will be final and binding. If the person designated by the Minister requires that the principal comply with the request, no record of the request will be retained in the OSR. If the person designated by the Minister denies the request, the original request, including the date on which it was made, and the statement of this final decision will be retained in the documentation file.

Freedom of information legislation also permits persons to request that recorded personal information be corrected. The 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 will ensure that the entry is altered appropriately or deleted from the OSR.

Change of Surname

There are three reasons for change of surname: change by repute, change by marriage, and change by law. In accordance with the ministry guidelines a student must provide a written request and accurate and relevant documentation in order to proceed with change of surname on HIS records.

Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides an official and consistent summary of student achievement in Ontario secondary school credit courses. As students earn secondary school credits, their personal achievement in each course is recorded on this form as a percentage grade. After the student leaves school, the Ontario Student Transcript will be kept on file and a copy will be provided to the student upon graduation or leaving school.

The record is maintained in case he/ she ever needs an official report of marks, such as might be required by a college, university or employer. Marks will not be released by the school without the permission of the student or of a parent/guardian if the student is under 18.

When a student receives his/her diploma or decides to terminate his/her formal schooling, an Ontario Student Transcript will be issued on request.
The OST will include:
- All Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned;
- All equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS/OSS or through the equivalency process under OSIS;

- All Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- All Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- Identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- Confirmation that the student has completed the forty hours of community involvement;
- Confirmation that the student has successfully completed the provincial secondary school literacy requirement.

Regulations Pertaining to the OST Establishment

Since September 1, 1984, an OST has been established for each student enrolled in an Ontario secondary school course for the purpose of earning a credit. Since September 1, 1999, an OST has been established for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credits.

Maintenance

Since September 1, 1984, an OST has been maintained for each student enrolled in an Ontario secondary school course for the purpose of earning a credit. Since September 1, 1999, an OST has been maintained for each student enrolled in an Ontario secondary school course, whether or not he or she is taking the course for credit.
The OST will be maintained in accordance with the policies of guidelines and instructions outlined in the manual of Ministry of Education. The OST will be maintained and kept up to date by recording all pertinent information related to the student's achievements and diploma requirements as they occur.

The OST is an official document, and all information recorded on it must be accurate and up to date. The current copy of the OST may be printed or maintained electronically. This current copy must be copied onto an official OST form when it is issued to the student, when it is required for external use, or when it is placed in the OSR of a student who transfers to another school in Ontario. Upon graduation or retirement, a current and

accurate copy of the student's OST must be stored in the OSR folder for internal school use.

Issue

Since September 1, 1984, OSTs have been issued for students who were enrolled in an Ontario secondary school course and who earned a credit for the course. Since September 1, 1999, an OST has been issued for any student enrolled in an Ontario secondary school course, in accordance with the requirements and the directions set out in the Ontario Student Record (OSR): Guideline, 2000, whether or not the student has taken the course for credit. When a student transfers to another school, an official OST containing a summary of course work and diploma requirements completed will be issued and placed in the OSR. An official OST containing a summary of all course work and diploma requirements completed will be issued to any student who requires a transcript, regardless of his or her last date of attendance at school.

Storage

The OST is an official component of the OSR and should be stored in the student's OSR folder.

Supports and Resources for Students

Mentoring Program: Nurturing Dreams and Aspirations

Our school is committed to providing a holistic and enriching educational experience for every student, and our Mentoring Program stands as a cornerstone of this commitment. Tailored to individual career interests, this program fosters close-knit communities where students are grouped with dedicated mentor teachers. These mentorship groups meet regularly, dedicating time in the morning to explore, discuss, and research current trends in their chosen fields. By encouraging students to equip themselves with the necessary skills and knowledge, the program empowers them to pave their own path towards achieving their goals.

Mentor teachers play an integral role in guiding students along their educational journey. Beyond imparting academic knowledge, mentors engage in daily conversations that encompass not only academic progress but personal growth as well. They serve as invaluable guides, offering insights to navigate the challenges of school life and beyond. Through their extensive experience and expertise, mentors provide valuable perspectives that assist students in making informed decisions regarding their academic and extracurricular pursuits.

The Mentoring Program is a testament to our commitment to nurturing well-rounded individuals who are equipped to thrive in their chosen careers. By providing a platform for students to connect with mentors and peers who share similar aspirations, we cultivate a supportive environment that encourages collaboration, critical thinking, and continuous learning. This program embodies our belief in the power of mentorship and community to inspire and guide students towards realizing their full potential, both academically and personally.

Intervention Strategies, Supports and Programs

Heritage Innovation School utilizes the Brightspace online management system for teachers to input student grades and for parents to access and view them. This system is also used to keep parents updated on school activities, daily assignments, attendance, and behavioral issues. All teachers at HIS use Brightspace to ensure that parents are well-informed and can easily access information about their child's progress in school.

Online Learning

Heritage Innovation School may offer courses through the Online Learning center using the Brightspace management system. Although the school values classroom learning, course availability is dependent on student enrollment and interest. In such cases, the school may offer courses online and provide a tutor to support student learning. The online courses follow the Ministry of Education guidelines, with a passing grade of 50% and a required learning time of 110 hours. Course materials adhere to the subject curriculum guidelines, with students completing videos, assignments, and interacting with peers and teachers online. Final evaluations occur twice a year, in January and June.

Attendance is taken through Brightspace, with prolonged absences resulting in warnings and eventual enrollment termination. Brightspace encourages independent studying skills necessary for postsecondary education, with high success rates demonstrated by past students with the help of professional tutors.

ESL Program

ESL at Heritage Innovation School provides extra support for students who are learning English as an additional language to help them succeed in their academic pursuits. The decision to provide this support is made by the school principal based on data collected during student registration or recommendations from classroom teachers. The principal submits a Request for ESL support to the Superintendent for approval, and a suitable instructor is then assigned by the principal of Continuing Education. The need for ongoing ESL support is evaluated by the principal and classroom teacher at least twice a year, and recommendations are forwarded to the Superintendent.

Guidance

Heritage Innovation School offers a range of activities and services to help students with their personal, social, educational, and career development at every grade level. The school provides various types of support, including individual counseling, group instruction, consultations, and referrals. These services aim to help students and their families make informed decisions and plans that are responsible and appropriate for their needs.

Heritage Innovation School provides a variety of programs and services to support the personal, social, educational, and career development of students at all grade levels. Students can access personal counselling on an individual or short-term basis.

Educational-vocational counselling is also available to help students choose courses that meet high school graduation requirements and plan for postsecondary admission requirements. Our nationally-registered counselling team offers step-by-step tests to help students with personality and career planning, academic support, and life coaching.

Students can also access a wide range of information through print materials or internet resources related to post-secondary planning and other topics. Parents and guardians are encouraged to communicate with the school's home-school liaison to discuss student progress, plans, and postsecondary opportunities. Additionally, Heritage Innovation School liaises with universities and colleges through University Day, Community College Day, and individual school visits.

To assist with decision-making, the school provides a variety of resources to help students make informed choices about their future. Students who require academic assistance can also request peer tutoring.

The HIS school Office is an important and helpful resource that is available to both students and parents. We welcome and encourage visits from anyone who needs assistance or has questions. If you would like to speak with a counselor, please make an appointment with us. We are here to support you and help you achieve your goals.

Pastoral Counseling

HIS provides a pastoral counsellor for students who may need support on their journey through life. It's important to have a safe and trusted person to talk to, especially during difficult times. It's also good to know that counselling is voluntary and that students or parents may request an appointment or drop by the Pastoral Office at any time during the day. This can help make counselling more accessible to students who may be hesitant to seek help.

Resource Center and Computer Labs

It's important for students to take good care of any technology or equipment provided to them by the school. If a student damages or losses school-provided technology, they may be charged a fee to cover the cost of repairs or replacement. It's important for students to be responsible and mindful when using school equipment to ensure that it remains in good condition for the benefit of all students.

Course Selections

	ESL	1st Year	2nd Year	3rd Year	4th Year
ESL Courses Scheduled					
English as a Second Language, ESL Level 1	ESLAO				
English as a Second Language, ESL Level 1	ESLBO				
English as a Second Language, ESL Level 1	ESLCO				
English as a Second Language, ESL Level 1	ESLDO				
English as a Second Language, ESL Level 1	ESLEO				
ENGLISH					
English		ENG1D	ENG2D	ENG3U	ENG4U
Presentation and Speaking Skills			EPS3O		
English Literature				ETS4U	
Writer's Craft					EWC4U
POLITICS / GEOGRAPHY / HISTORY / ECONOMICS / LAW / BUSINESS STUDIES / GUIDANCE AND CAREER EDUCATION					
Issues in Canadian Geography		CGC1D			
Civics and Citizenship		CHV2O			
Career Studies		GLC2O			
Designing Your Future			GWL3O		
Financial Accounting Fundamentals			BAF3M,		
Canadian History Since World War I			CHC2D		
The Individual and the Economy				CIE3M	
Canadian & International Law					CLN4U
Blockchain Technology					IDC4U
International Business Fundamentals					BBB4M

	ESL	1st Year	2nd Year	3rd Year	4th Year
MATH					
Mathematics		MTH1W			
Principles of Mathematics		MPM2D			
Functions			MCR3U	MDM4U	
Advanced Functions				MHF4U	
Calculus & Vectors					MCV4U
SCIENCE					
Science		SNC1W			
Science			SNC2D		
Biology			SBI3U		
				SBI4U	
Chemistry				SCH3U	SCH4U
Physics				SPH3U	SPH4U
Environmental Science					SVN3M
TECHNOLOGY					

Course Descriptions and Prerequisite

The following descriptions apply courses offered by the HIS and have been developed according to the requirements of the Ontario Ministry of Education. Curriculum documents detailing each course are available from the Ministry of Education website at http://www.edu.gov.on.ca/eng/curriculum/secondary.

Since it is not possible to offer all courses at HIS, the Administration of HIS decides what courses will be offered each year in their school. These decisions are based on the needs and interests of the students. If a course does not have sufficient demand to run, it may not be possible to offer that course in a specific year. If a course does not run, students will be notified and asked to select an alternate course.

Course of study outlines for all courses taught HIS are available at the school for examination by parents and students. The course outlines will provide more information than can be included in the brief description in the course calendar. Information such as the objectives of the course, the core content of the course and the evaluation practices to be used in the course will be included in these outlines. Students and parents may examine these outlines at the school in our Guidance area or by making arrangements with the School principal in which any particular course is offered.

The ARTS

Visual Arts
Visual Arts, Grade 10, Open (AVI2O)
This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

Media Arts, Grade 10, Open (ASM2O)
This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art works.

Prerequisite: None

Business Studies

Financial Accounting Fundamentals, Grade 11, University/College Preparation (BAF3M)
This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Prerequisite: None

International Business Fundamentals, Grade 12, University/College (BBB4M)
Preparation 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

Computer Studies

Introduction to Computer Science, Grade 11, University Preparation (ICS3U)

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Computer Science, Grade 12, University Preparation (ICS4U)

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

English

English, Grade 9, Academic (ENG1D)

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

Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Prerequisite: None

English, Grade 10, Academic (ENG2D)
This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An Important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation
course.

Prerequisite: English, Grade 9, Academic or Applied

English, Grade 11, University Preparation (ENG3U)
This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

English, Grade 12, University Preparation (ENG4U)
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media

texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

The Writer's Craft, Grade 12, University Preparation (EWC4U)
This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

Studies in Literature, Grade 12, University Preparation (ETS4U)
This course is for students with a special interest in literature and literary criticism. The course may focus on themes, genres, time periods, or countries. Students will analyse a range of forms and stylistic elements of literary texts and respond personally, critically, and creatively to them. They will also assess critical interpretations, write analytical essays, and complete an independent study project.

Prerequisite: English, Grade 11, University Preparation

French

Core French, Grade 9, Academic (FSF1D)
This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their

understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

Guidance and Career Education

Career Studies, Grade 10, Open (GLC2O)
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

Canadian and World Studies

Geography
Issues in Canadian Geography, Grade 9, Applied (CGC1P)
This course focuses on current geographic issues that affect Canadians. Students will draw on their personal and everyday experiences as they explore issues relating to food and water supplies, competing land uses, interactions with the natural environment, and other topics relevant to sustainable living in Canada. They will also develop an awareness that issues that affect their lives in Canada are interconnected with issues in other parts of the world. Throughout the course, students will use the concepts of geographic

thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: None

History
Canadian History Since World War I, Grade 10, Academic (CHC2D)
This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Civics
Civics and Citizenship, Grade 10, Open (CHV2O)
This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance 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. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

Economics

The Individual and the Economy, Grade 11 University/College Preparation (CIE3M)

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. Students will explore the economic role of firms, workers, and government as well as their own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. Students will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied Law

Canadian and International Law, Grade 12, University Preparation (CLN4U)

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

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

Mathematics

Mathematics, Grade 9, Destreamed (MTH1W)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical

processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

Principles of Mathematics, Grade 10, Academic (MPM2D)
This course enables students to broaden their understanding of relationships and extend their problem solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics, Academic

Functions, Grade 11, University Preparation (MCR3U)
This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic

Mathematics of Data Management, Grade 12, University Preparation (MDM4U)
This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a

culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

Advanced Functions, Grade 12, University Preparation (MHF4U)
This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation

Calculus and Vectors, Grade 12, University Preparation (MCV4U)
This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: MHF4U, Advanced Functions, Grade 12, University Preparation

Science

Science, Grade 9, De-streamed (SNC1W)
This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Prerequisite: None

Science, 10 Academic (SNC2D)
This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

Biology
Biology, Grade 11, University Preparation (SBI3U)
This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation.

Prerequisite: Science, Grade 10, Academic

Biology, Grade 12, University Preparation (SBI4U)

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

Prerequisite: Biology 11 University preparation.

Chemistry

Chemistry, Grade 11, University Preparation (SCH3U)

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

Prerequisite: Science, Grade 10, Academic

Chemistry, Grade 12, University Preparation (SCH4U)

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

Prerequisite: Chemistry, Grade 11, University Preparation

Physics

Physics, Grade 11, University Preparation (SPH3U)

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

Physics, Grade 12, University Preparation (SPH4U)

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

Prerequisite: [SPH3U, Physics, Grade 11, University Preparation](#) University Preparation.

Environmental Science, Grade 11, University/College Preparation (SVN3M)

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Grade 10 Science, Applied or Academic

Technological Education

Exploring Technologies, Grade 9, Open (TIJ10)
This course enables students to further explore and develop technological knowledge and skills introduced in the elementary science and technology program. Students will be given the opportunity to design and create products and/or provide services related to the various technological areas or industries, working with a variety of tools, equipment, and software commonly used in industry. Students will develop an awareness of environmental and societal issues, and will begin to explore secondary and postsecondary education and training pathways leading to careers in technology-related fields.

Prerequisite: None

Exploring Communications Technology (TGJ1O)
This exploratory course introduces students to concepts and skills in communications technology, which encompasses television/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Exploring Computer Technology (TEJ1O)
This exploratory course introduces students to concepts and skills in computer technology, which encompasses computer systems, networking, interfacing, and programming, as well as electronics and robotics. Students will develop an awareness of related environmental and societal issues, and will begin to explore secondary and postsecondary pathways leading to careers in the field.

Technological Design, Grade 10, Open (TDJ2O)
This course provides students with opportunities to apply a design process to meet a variety of technological challenges. Students will research projects, create designs, build

models and/or prototypes, and assess products and/or processes using appropriate tools, techniques, and strategies. Student projects may include designs for homes, vehicles, bridges, robotic arms, clothing, or other products. Students will develop an awareness of environmental and societal issues related to technological design, and will learn about secondary and postsecondary education and training leading to careers in the field.

Prerequisite: None

Computer Technology
Computer Engineering Technology, Grade 11 University/College Preparation (TEJ3M)
This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

Computer Engineering Technology, Grade 12 University/College Preparation (TEJ4M)
This course extends students' understanding of computer systems and computer interfacing with external devices. Students will assemble computer systems by installing and configuring appropriate hardware and software, and will learn more about fundamental concepts of electronics, robotics, programming, and networks. Students will examine related environmental and societal issues, and will explore postsecondary pathways leading to careers in computer technology.

Prerequisite: Computer Engineering Technology, Grade 11, University/College Preparation

Physical Health Education

Healthy Active Living Education, Grade 9, Open (PPL1O)

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

Prerequisite: None

Healthy Active Living Education, Grade 10, Open (PPL2O)

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

Prerequisite: None

English as a Second Language

English as a Second Language, ESL Level 1, Open (ESLAO)

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada

English as a Second Language, ESL Level 2, Open (ESLBO)

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country

English as a Second Language, ESL Level 3, Open (ESLCO)

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

English as a Second Language, ESL Level 4, Open (ESLDO)

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts.

English as a Second Language, ESL Level 5, Open (ESLEO)

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and

apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts.

Appendix 1. Community Involvement Guide

https://drive.google.com/drive/u/0/folders/1C8NtnvkYyce3yo25R8TscxwxepYAZhJ1

Appendix 2. Course Change / Withdrawal Form

https://docs.google.com/document/d/1PRj68JFN5L0JInh4StL75TNE_Tp0Dgpy/edit?usp=sharing&ouid=104041631182150588054&rtpof=true&sd=true

Appendix 3. Compulsory Credit Substitution and Application Form

https://docs.google.com/document/d/1yb-G5Dd5II1PTb2F2Tzf7ZISRenaX968/edit?usp=sharing&ouid=100096312697844046310&rtpof=true&sd=true

Appendix 4. Provincial Report Card - Midterm/ Final

- **Midterm**
  Provincial Report Card - Midterm.pdf

- **Final**
  Provincial Report Card - Final.pdf