



Hill Academy Handbook  
2019-2020

Academic Excellence  
Athletic Excellence  
Personal Growth

# The Hill Academy

~ A School for Dedicated Student Athletes ~

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## **GENERAL INFORMATION**

### **A Hill Academy Education**

The Hill Academy is a university preparatory school. Accordingly, our courses focus on the development of academic skills necessary for entry to university programs. It is our goal to present course material in a logical and organized fashion in order to develop students’ knowledge of a subject and to expose them to the various teaching methods best suited for each discipline. In addition, students will be expected to meet realistic standards that have been established by the Ministry of Education of Ontario.

Our curriculum meets and exceeds the requirements of the Ontario Ministry of Education. We offer a comprehensive and carefully selected complement of courses that will allow our students to follow diverse educational paths in preparation for the rigorous demands of university.

### **The Importance and Value of Completing a Secondary Education**

Education is ultimately the vehicle that drives societies and communities to prosper and succeed. We live in a knowledge-based society, where the continuous collection and understanding of information is essential to succeed in this ever-changing global economy. One has to constantly update his/her skills and abilities of interpreting and understanding information. Secondary education allows an individual to obtain the fundamental skills and abilities necessary to understand complex information. It provides students with the analytical skills necessary to pursue a wide-range of career objectives.

### **The Requirement to Remain in Secondary School until 18 or Obtained OSSD**

The Requirement to Remain in Secondary School until 18 or Obtained OSSD According to Bill 52 entitled, The Education Amendment Act, Learning to Age 18, 2006, students cannot withdraw from pursuing secondary education before the age of 18 unless they have already graduated. This is to encourage more students to graduate and fewer to leave school without adequate preparation for work or further studies.

### **The HILL Way**

The Hill Way is the basis of student and staff life and government at The Hill Academy. A student who comes to The Hill Academy must be willing to accept this responsibility.

The Hill way is based on the following principles, the basic characteristics of a Hill student:

- H – highest level of achievement;
- I – independent thought;
- L – leadership;
- L – legacy.

**Daily Schedule 2019-2020**

<b><u>2019-2020 SECONDARY SCHOOL SCHEDULE</u></b>		
	Regular Day (78 Minute Periods)	Non-Athletic Day (no practice)
Sport	Practice – time as per coaches direction	No practice on these days
Period 1	9:50am – 11:08am	8:40am – 10:15am
Period 2	11:10am – 12:28pm	10:17am – 11:52am
Lunch	12:30pm - 1:05pm	11:52am – 12:30pm
Period 3	1:05pm - 2:23pm	12:30pm – 2:05pm
Period 4	2:25pm – 3:43pm	2:08pm – 3:43pm
<b><u>2019-2020 JUNIOR SCHOOL SCHEDULE</u></b>		
	Daily Schedule	
Period 1	8:40am – 9:25am	
Sport	9:40am – 10:35am	
Nutrition #1	10:35am-11:05am	
Period 2	11:05am-11:50am	
Period 3	11:50am-12:35pm	
Nutrition #2	12:35pm-1:05pm	
Period 4	1:05pm-1:50pm	
Period 5	1:50-2:35pm	
Snack	2:35pm-2:45pm	
Period 6	2:45pm – 3:30pm	

# 2019-20



## SEMESTER ONE

SEPTEMBER 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Sept. 2nd - Labour Day  
 Sept. 3rd - First day of school  
 Sept. 6th - PD Day  
 Sept. 13th - PD Day

OCTOBER 2019						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Oct. 10th-14th - Thanksgiving/Fall Break

NOVEMBER 2019						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Nov. 8th - PD Day  
 Nov. 15th - PD Day  
 Nov. 28-29th American Thanksgiving Break

DECEMBER 2019						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Dec. 23rd-Jan 3rd Winter Break

JANUARY 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Jan. 6th - Classes Resume  
 Jan 20th—Last Day of Class Semester 1  
 Jan. 21st-24th - EXAMS  
 Jan. 27th - PD Day  
 Jan. 28th—First Day Semester 2

\* Blue = non-athletic days

# 2019-2020



## SEMESTERTWO

FEBRUARY 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

January 28th—First Day Semester 2  
 Feb. 17th - Family Day

MARCH 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Mar. 11th-20th Spring Break  
 Mar. 23—Classes Resume

APRIL 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

Apr. 3rd - PD Day  
 April 10th - Good Friday  
 April 13th—Easter Monday  
 April 24th - PD Day

MAY 2020						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

May 1st—PD Day  
 May 8th - PD Day  
 May 18th - Victoria Day

JUNE 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June 10th—Last day of class Semester 2  
 June 11th-16th - EXAMS  
 June 17th—PD Day  
 June 19th—Graduation Day

\* Blue = non-athletic days

## Dress Code

The school uniform is:

- Collared Hill Academy shirt / sweater
  - Male student-athlete shirts must be tucked into their slacks
- Beige / Black dress pants/shorts/capris/belt
  - All shorts for male student-athletes must meet the top of the knee
  - All shorts for female student-athletes must be of a professional and appropriate length (6"-10" preferred)
  - Will be left to the discretion of Hill Staff
  - Shorts cannot be plaid or have cargo pockets
- Dress shoes / dress sandals / sneakers
  - All shoes must be presentable, clean and professional
  - No thong flip flops
  - During winter months: boots can be worn, as long as they are professional, and are not taller than mid-calf
- **Hill Hoodie**
  - **Only to be worn on Fridays**
- Hill Track Suit
  - Mandatory for bus trips
  - Can be worn on Fridays
- Workout Periods
  - Hill work-out shirt and shorts must be worn during strength and conditioning classes
- Hats
  - **Baseball hats are not permitted at any time during the school day**
  - In the winter, Hill toques can be worn in between classes

## Medical Alerts, Allergies and Anaphylaxis

**It is the parent's responsibility to notify the school yearly about their child's medical condition or severe allergy and any changes to his/her condition.** Parents will work with the school to create an emergency plan for their child. In the case of a severe allergy the parents will provide the child with an epinephrine injector and it is recommended that a second one be left in the office.

## Code of Conduct

The Hill Academy is deeply committed to developing students who live with integrity and have an abiding respect for others. This dedication to developing sound character motivates the School to pay close attention to student behaviour as guided by the expectations outlined in this Code of Conduct. Each section of Code of Conduct outlines particular aspects of those expectations.

**Students must be aware that their actions on or off of school property could be considered when discussing a breach of the code of conduct. Students who are seen participating in activities that are in contradiction to any of the following (social media, pictures, videos, security footage, etc) could be facing the same or similar consequences as discussed in this [handbook](#).**

### Respect for People and Property

One of the strengths of The Hill Academy is the respectful and positive atmosphere that exists in the school community. One of the main reasons that the school is a vibrant and supportive community is that there is a commitment from students and teachers to approach each other in a respectful manner.

### Respect for the School

The faculty and administration of The Hill Academy are charged with the duty of creating a positive and safe learning environment. To fulfill that duty, teachers and administrators must ensure that students do not engage in behaviours that will have a detrimental effect on school life. All students are expected to follow the rules of the school, respond to direction from teachers and administrators, and approach their interactions in a courteous and considerate manner.

### Language

Every member of The Hill Academy community has a responsibility to use appropriate language. This responsibility is an extension of the fundamental obligation to treat all persons with respect and dignity. Everyone must refrain from using offensive or inappropriate language that is profane or derogatory to any person or group based on ethnicity, religion, gender, race, or sexual orientation.

### **Violence**

All students at The Hill Academy are expected to manage their behaviour so that no one else comes to physical harm as a result of their actions. This includes deliberate acts or physical force intended to hurt or intimidate another person, acts of carelessness that could result in physical harm, and any threat of violence. Students must also ensure that they never bring a weapon or a replica of a weapon to school.

### **Harassment**

Harassment occurs when an individual or group engages in behaviour that is hurtful or offensive to another person. Harassment could involve gestures, comments, jokes, stories or related actions. The most common forms of harassment in a school setting are verbal and written comments that occur in person or over a form of electronic such as a cell phone or the internet. The school regulates this kind of behaviour actively to ensure that The Hill Academy is an environment where everyone feels welcome.

In certain circumstances, a harassing behaviour that occurs outside of school may have a detrimental effect on the learning environment of the school. In those cases, the school will assess the circumstances and may, at the discretion of the Administration, investigate the incident. This would include the investigation of incidents involving harassing content sent electronically, regardless of where and when those messages were created.

### **Bullying**

Recurring and deliberate acts of harassment are sometimes classified as bullying. The Ontario Ministry of Education defines bullying as “a form of repeated, persistent, and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known to cause) fear and distress and/or harm to another person’s body, feelings, self-esteem, or reputation. Bullying occurs in a context where there is a real or perceived power imbalance.” This kind of behaviour is forbidden at The Hill Academy, and if the school Administration concludes that a student has engaged in a persistent pattern of targeted harassment, the administrators involved will respond accordingly.

### **Damage or Theft of Property**

Students must ensure that they treat all personal and school property with respect. In any case where students are involved in causing some kind of damage to personal or school property, students are expected to come forward and resolve the situation by taking responsibility for their actions. If a student vandalizes school property or the personal property of another student, or if a student is involved in any kind of theft, the student will meet with a Guidance counsellor or Administrator who will review the situation and apply appropriate consequences.

### **Punctuality**

In order to effectively participate fully in school life, it is essential that students are consistently on time for their activities. Lateness indicates a lack of regard for other people’s time and energy and creates disruptions in activities that undermine the effective functioning of the school. Consistent punctuality is a sign of the self-discipline a student requires to be successful in school and in life.

### **Academic Integrity**

One of the primary academic expectations of The Hill Academy is that student approach their work honestly and complete and submit work that is their own best effort. At times, students are tempted to use inappropriate resources or supports in an effort to improve their grades or avoid completing their work independently. These behaviours jeopardize the integrity of the learning process and limit students’ ability to develop proper learning skills. As always, students who are overwhelmed by the expectations of any given evaluation should seek help from a teacher or counsellor rather than resorting to academic dishonesty.

## **Cheating**

Cheating is a form of academic dishonesty that students must avoid. It occurs when a student copies directly from another student's work or uses electronic communication over the Internet or a cell phone to collect answers. If a student copies material from another person and submits it to a teacher as if it is their own, even on daily homework assignments, there will be consequences for the student. In most cases, there will be a conversation with an Administrator and the student will receive a mark of zero on the evaluation, but in serious cases, the student may face more severe consequences such as a suspension.

## **Plagiarism**

Plagiarism occurs when a student takes information from a published course or another person and presents that material as her/his own work. If a student is completing an assignment in which research was a part of the process, and the student has not used proper citations to give credit to the source of the information, then the teacher will likely penalize the student for inappropriate citation. If an assignment is designed to be completed exclusively without research of any kind, and a student uses print or electronic materials to complete the work, the student will receive a mark of zero on the entire assignment. The student may also be suspended from school depending on the particular circumstances of the incident and whether or not this is a repeat offence.

## **Assistance**

Receiving help from a friend, a parent or a tutor on a school assignment can be an important and productive part of the learning process, but this is also a way that students risk developing work that is not wholly their own. Any student who is receiving assistance from another party needs to ensure that they avoid having the other person's ideas, phrases or words in the work. Any student who uses a tutor is encouraged to arrange for the tutor to speak to the given teacher so that the additional support offered by the tutor can be coordinated with what is happening in the class.

## **Use of Technology**

The school is responsible for helping students develop appropriate skills and attitudes toward the use of various technologies in their learning. The school must also ensure that students' use of technology does not hinder their own learning or the learning of others.

### **iPads**

Every student who uses an iPad at school is expected to use it for school-related purposes only. This means that prohibited activities include playing games, searching for inappropriate material on the internet, and engaging in online activities of any kind that are not appropriate for the school environment. While the school's network and internet connection are closely monitored and regulated, it is the responsibility of the students to ensure that they do not attempt to engage in inappropriate activities of any kind.

### **Cell Phones**

Cell phones are an unnecessary intrusion on the school environment, and it is expected that students not use these devices during instructional time or while participating in athletic activities. All students and their families are expected to establish routines for communication that do not involve the use of cell phones during instructional time. Students are permitted to bring a cell phone to school, but they must not use the device during instructional time. **At the start of every academic period students will be asked to place their cellphones in holders provided by the teachers. In any case that a student is using a cell phone during instructional time or while participating in athletic activities, a teacher or coach will confiscate the device and bring it to the administration. Administration will then return the device to the student at the end of the school day.**

### **Cameras**

In order to protect the privacy of all members of the school community and to ensure that every member feels safe from the intrusive use of image technology, students are not permitted to have a camera at school without permission. Permission is granted when a student needs to take pictures for a school-related purpose or when there is a special event that warrants the use of a camera.



## **Lunch**

Lunch is only 35 minutes on regular days and 38 minutes on non-athletic days and is to be eaten in the restaurant. Lunch is not to be eaten in change rooms. Mis-use of the change rooms is an offence of the code-of conduct.

Junior school students are **not permitted** to leave school premises at any point in the day.

## **Drugs, Alcohol Vape and Tobacco**

The Hill Academy is deeply committed to ensuring that all school events and the school itself are free from the influence of harmful substances such as alcohol, tobacco, vape paraphernalia and illicit drugs. It is the school's belief that the presence of these products undermines the fabric of the school, the vision of a student-athlete, and promotes an atmosphere of harm and conflict.

In any case that a student is under the influence or in possession of illicit drugs, alcohol vape paraphernalia or tobacco while at school, a school event or in the school residences, an administrator and/teacher/coach/residence don will investigate and address the situation with the student. For alcohol, vape and tobacco related offences; students typically face a suspension from school(first offences). For drug-related offences, students will automatically be suspended pending a disciplinary hearing and, if it is determined that they were involved in a drug related offence, will be expelled from school.

## **Vehicles**

A private vehicle is only be used to transport the student athlete to The Hill Academy or practice fields upon the commencement of the school day and from the school when proceeding home following the completion of his/her daily obligations. Use of the vehicle for other than the purposes stated above requires a student to sign out in the office. A violation of this regulation is a serious breach of the rules.

All vehicles must be locked when parked. They are not to be used as "common rooms" while parked on campus; vehicles are OUT OF BOUNDS during the school day. Under no circumstances is the student to transport any other student without permission of the student's parents/guardian. It is an obligation of the driver to know who is authorized to travel in his/her vehicle.

The student is not to exceed the posted on-campus speed limit and all vehicles must be driven with care and courtesy at all times. Any breach of common sense with regard to the use of the vehicle will be regarded as a breach of these regulations.

## **Discipline Process**

While the specific details of the school's approach to discipline is restorative, all discipline issues at The Hill Academy are dealt with on a case-by-case basis. Teachers, coaches and administrators correct student behaviour on an ongoing basis to help students develop the skills and self-discipline necessary to be effective and contributing members of society. In cases when a student has broken the Code of Conduct, the administrator will work with the student to help her/him develop an understanding of the issue so that the behaviour can change in the future. As needed, the administrator may apply consequences ranging from conversations or detentions for minor infractions, to suspensions and expulsions for serious offences.

In extreme cases when a student has failed to meet the school's expectations several times or has committed a major infraction of some kind, the student's enrolment at the school may be called into question. In these cases, the school may convene a discipline hearing. A discipline hearing is a meeting between the student, the parents, the teacher / residence don / coach, and the administration. At the hearing, all relevant issues and information will be shared and discussed so that the process is fair and equitable for the student. If, at the end of the hearing process, the school concludes that a student's actions warrant an expulsion, the student will be asked to withdraw from the school immediately. In these cases, the school will

offer as much support as possible to assist the student in her/his transition to a new school setting. In the event that a student is asked to leave the school due to non-compliance to code of conduct please refer to refund policy.

**Please note that students are expected to adhere to the code of conduct as outlined in this handbook on and off of school campus. Students who are seen engaging in activities that are in contradiction to this handbook could face the same or similar consequences even if said activities were off-site (ex: students seen on social media with banned substances will face consequences that are in-line with The Hill Academy code of conduct)**

**Please see Appendix A-C for details on Discipline Procedures.**

## **ACADEMICS**

### **School Support Services**

The Hill Academy offers extensive support to its students to help them to achieve academic, athletic and personal wellbeing.

The **Guidance** Department faculty and staff are available to help each student in all areas of academic, social and emotional development. Each student has a Mentor Group to help reach goals and achieve balance in life. Guidance also oversees the course selection process, post-secondary education and career planning, community service hours and academic support.

The Guidance Department also supports students and their families in researching, selecting and applying to post-secondary institutions. Please contact Mrs. Christy Flynn at [cflynn@thehillacademy.com](mailto:cflynn@thehillacademy.com) or Mr. Kyle Kallay at [kkallay@thehillacademy.com](mailto:kkallay@thehillacademy.com), if you have any questions or concerns.

**Technology** is a vital component of student learning and support at The Hill Academy. In a wireless academic environment, students utilize their computers/ipads to support research projects, in the understanding of online resources, and in developing new and creative modes of presentation and communication of knowledge and information. All students must have access to an iPad for the duration of the school year and it must be charged and ready for class use daily.

### **Course Selection Process**

The Hill Academy's course calendar is found on our website and is designed to assist students and parents with the process of selecting courses for the 2019-2020 school year. We have provided a complete description of all courses, presented by department. **Students at The Hill Academy are expected to take a full course load every school year.**

It is important to note that we create student timetables based entirely on each student's selections. We always attempt to accommodate a student's first choice of subjects, however, as a small independent school with typically only one or two sections of each course, this may not always be possible. Priority is to make sure all core courses are covered. The master timetable is created after this first round of selections, and therefore, it is harder to change a student's timetable once the master timetable is in place. When making their first selections, students should weigh their options carefully.

### **Course Change and Withdrawal**

Students may change courses or withdraw from a course once the school year has begun. Changes of any kind must be considered very carefully and such decisions need to involve parents and the guidance department and/or administration. Students must make sure that these changes do not compromise their ability to meet diploma requirements. Students who wish to change a course or add a course must notify the guidance department by **September 27th, 2019** for first semester and **February 21<sup>st</sup> 2020** for second semester. Students who wish to withdraw from a course must notify the guidance

department by **November 18th, 2019** for first semester and **April 21<sup>st</sup>, 2020** for second semester. Failure to do so results in full disclosure.

## **Types of Courses Offered**

The Hill Academy is a university preparatory school, and as such it offers mainly academic (grades 9 and 10) and university preparation (grades 11 and 12) courses in the high school. In order for students to enjoy a rich and personal experience, there are some “Open” courses offered in areas of special interest.

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

## **Course Coding**

Courses offered at The Hill Academy are designated by a course code common throughout the province. The first three characters of the Common Course Code are assigned by the Ontario Ministry of Education and represent the discipline, the subject and the course. The fourth character refers to the grade of the course (1 for grade nine, 2 for grade ten, 3 for grade eleven, 4 for grade twelve). The fifth character indicates the course type or stream:

- D for academic
- P for applied
- O for open
- U for university
- M for university/college
- C for college
- E for workplace

## **Courses of Study**

The school retains up-to-date outlines of all courses of study. These outlines can be found on our website and are based on requirements specified by the Ontario Ministry of Education and contain the following information:

- Name of the Ministry guideline on which the course is based.
- The stream of the course (Academic, Open, University or University/College)
- The credit value of the course.
- The expectations of the course.
- The content of the course in the sequence in which it will be studied.
- The evaluation practices to be used.
- Teaching strategies.
- The names of textbooks and other resources used.

These courses of study are available from the Senior School for parents and students to examine.

## **Substitutions for Compulsory Courses**

The Principal can substitute a compulsory credit course with one of the remaining courses offered by The Hill Academy that meet the requirements for compulsory credits. The sum of compulsory and optional credits will not decrease for students in this situation. This is a rare circumstance, and each request is treated as a unique and individual one. The Ontario Ministry of Education allows a maximum of 3 substitutions.

## Prerequisite Courses

Courses in Grades 11 and 12 may have prerequisites as a requirement for enrollment. In a rare circumstance, the Principal may waive a prerequisite for an individual student. Each situation is treated on a case-by-case basis.

## Definition of a Credit

A credit is a means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the Principal of a secondary school on behalf of the Ontario Ministry of Education.

## Diploma Requirements

In order to receive an **Ontario Secondary School Diploma (OSSD)**, a student must have 18 compulsory credits and 12 elective credits, for a total of 30 credits.

### Students must earn the following compulsory credits:

- 4 English (1 credit per grade)
- 3 Mathematics (1 credit in grade 11 or 12)
- 2 Science
- 1 Canadian History
- 1 Canadian Geography
- 1 Arts
- 1 Health and Physical Education
- 1 French as a Second Language
- 0.5 Career Studies
- 0.5 Civics

### Plus one credit from each of the following groups:

Group One: additional credit in English **or** French as a Second Language **or** Social Science **or** Canadian and World Studies **or** Guidance and Career Education.

Group Two: additional credit in Health and Physical Education **or** the Arts **or** Business **or** French as a Second Language.

Group Three: additional credit in Science (grade 11 or 12) **or** technological education **or** French as a Second Language

### In addition to obtaining 30 credits in total,

- Students must have completed a minimum of 40 hours of community service, and
- Students must have passed the Ontario Secondary School Literacy Test.

## Community Service

These hours may be completed at any time during their years in the Senior School program. At The Hill Academy, we recommend that students do not leave this entire requirement until their final year. A regular commitment to community service over the four years of high school is recommended.

The community service requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. Students, in collaboration with their parents, will decide how they will complete their community service requirement. To assist students, the guidance department may provide you with ideas for community service opportunities.

## Ontario Secondary School Literacy Test (OSSLT)

All students must successfully complete the provincial secondary school literacy test in order to earn a secondary school diploma. The test will serve to determine whether students have acquired the reading and writing skills considered essential for literacy. Grade ten students will be writing the test on **March 27, 2019**.

### The Adjudication Process for the OSSLT:

School boards may establish adjudication panels at the end of the school year to provide students with an additional opportunity to meet the literacy graduation requirement. The process is designed for students who, through no fault of their own, have not been able to take advantage of the normal opportunities to write the Ontario Secondary School Literacy Test

(OSSLT) and/or students who have not been able to enroll in or complete the Ontario Secondary School Literacy Course (OSSLC) because of unforeseen circumstances. Every spring, the ministry sends boards the procedures and timelines for the adjudication process for that school year. Students who are *otherwise eligible to graduate in June of a given school year* are eligible for adjudication to obtain their graduation literacy requirement if they meet one or more of the following criteria:

- The student was never able to write the test because of illness, injury, or other extenuating circumstances.
- The student was eligible to enroll in the OSSLC, but the student's school did not offer the OSSLC or make arrangements for the student to take the OSSLC in another school.
- The student was enrolled in the OSSLC but, as a result of illness, injury, or other extenuating circumstances, was not able to complete the OSSLC.

## **Ontario Secondary School Certificate (OSSC)**

**(Not offered at The Hill Academy)**

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 also apply to the Ontario Secondary School Certificate.

## **The Certificate of Accomplishment**

**(Not offered at The Hill Academy)**

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

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

## **Prior Learning Assessment**

Students who have been schooled outside Ontario and are now enrolled at The Hill Academy may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma.

## **Ontario Student Transcript**

The Ontario Student Transcript is a comprehensive record of a student's overall high school achievement and is included in each student's Ontario School Record folder.

## **Full Disclosure**

The Ontario Ministry of Education has a policy of full disclosure that applies only to Grade 11 and Grade 12 courses. This policy states that if a student does not withdraw from a course by the official withdrawal date, then an entry of a "W" for

withdrawal will be placed on the transcript if the student does not finish the course. Also, if a student takes a course multiple times, each final grade is recorded on the transcript.

### **Ontario Student Records (OSRs)**

The student record shows the progress of each student by recording such facts as schools attended, courses undertaken, and results achieved in these courses. These facts are noted in the Student Record folder on the Student Report Cards and the Ontario Student Transcript. Any other information may be inserted in the Student Record folder if, in the opinion of the Principal, it will benefit teachers in planning instruction for the student.

### **Right of Access to Ontario Student Records**

Students and their parents or guardians may examine these records during regular school hours with a member of the administration or guidance department by appointment.

1. Every student is entitled to examine his/her records.
2. A parent or guardian of a student who has not yet reached the age of majority (18 years of age) is entitled to examine the record.
3. A student record is available to the administration and teachers of the school for the improvement of instruction for the student.
4. Any other person who wishes to have access to information contained in the Ontario Student Record must have written authorization from the student's parents, or from the student, if he/she has attained 18 years of age.

**All absences or late arrivals must be reported by a parent/guardian by emailing [attendance@thehillacademy.com](mailto:attendance@thehillacademy.com)**

### **Assessment and Evaluation**

The primary purpose of assessment and evaluation is to improve student learning.

To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers 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, 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
- Develops students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning

Assessment and evaluation at The Hill Academy are cumulative, with greater emphasis on the most consistent, most recent achievement. This method provides a realistic picture of how a student is progressing and permits the school to gauge his/her standing at the time a report is issued.

Students are evaluated both on term work (projects, assignments, labs, essays and tests) and on culminating task(s) and formal examination. The policy is to have the term result, the culminating task(s) and the exam result each count toward the reported mark.

There are two sets of examinations – one in January and another in June. Teachers work with students to help them acquire the skills required to prepare for and write successful examinations. There are no exemptions from the writing of examinations. The examination dates are published in the school calendar of events in September **Students must complete exams and/or culminating activities during the scheduled exam period. We will not accommodate requests for students to write exams at alternate times so do not make appointments/travel plans until after the completion of the exam period. Students who fail to complete culminating tasks and/or exams will receive a grade of zero, and unless a related doctor's note is provided no alternative arrangements will be provided.**

**ALL EXAMS will be written at The Hill Academy. The exam days are published at the beginning of the school year so as to avoid any conflicts. Please plan accordingly.**

When student achievement is reported, either letter grades or percentages may be used. The mark equivalents for letter grades used in Ontario schools are as follows:

<b>A</b>	80 - 100
<b>B</b>	70 - 79.9
<b>C</b>	60 - 69.9
<b>D</b>	50 – 59.9
<b>R</b>	Less than 50 The student has not demonstrated the required knowledge and skills.
<b>I</b>	Insufficient evidence to assign a grade

Please note that both the letter grade and percentage formats are acceptable on report cards. However, only percentages are permitted on the Ontario Student Transcript.

## **Attendance**

Consistent attendance is vital to the process of uninterrupted learning, and students are expected to be present for all classes. Absence does not excuse a student from the completion of work and additional assignments may be given to make up for missed work. **While there may be exceptional circumstances that may cause a student to miss class, The Hill Academy reserves the right to withhold a credit in any course where more than 15% of the class time has been missed for non-school related reasons.** In these cases, the school's Administration will call for a meeting with the family to discuss the withdrawal process. Tests may be made up at a later date or prior to a planned absence, as per arrangements between the teacher and the student. The school keeps a record of absences and late arrivals. These are noted on each of the four student reports. Students late for school **MUST** report to the office first and receive a late slip. Those late between periods will be tracked by teachers and those habitually late will be dealt with by administration. Persistent absence from school will result in a meeting with administration and may lead to dismissal from school.

## **Late Assignment Policy**

As per Growing Success, students are responsible for providing evidence of their achievement of the overall expectations within the time frame specified by the teacher, and in a form approved by the teacher. There are consequences for not completing assignments for evaluation or for submitting those assignments late.

\*If a student is not present to submit an assignment on the day it is due, they must either send their work to their teacher electronically and/or have a classmate submit a hard copy for them. Being absent does not extend deadlines.

\*\*If an assignment due on a Friday is not submitted on time, consequences will apply for submitting an assignment late.

### *Missed Tests:*

If a test is missed for a valid reason, students must notify the teacher immediately and bring a note (Doctor's or parent's) with them on the first day back explaining why that specific test or assignment was missed. At the teacher's discretion, the student may be given the same test, a different test or a replacement assignment. The student must be prepared to do the test on the first day they return to class.

## **Reporting of Student Achievement**

There are four reports issued during the school year for Secondary Students:

### **Mid November: Semester One Midterm**

This report has descriptive comments for each subject, a record of attendance and the student's overall mark to date. Subject grades are reported as a percentage on this report.

### Early February: Semester One Final

This report has descriptive comments for each subject, a record of attendance and the student's final mark. Subject grades are reported as a percentage on this report.

### Mid April: Semester Two Midterm

This report has descriptive comments for each subject, a record of attendance and the student's overall mark to date. Subject grades are reported as a percentage on this report.

### June: Semester Two Final

This report has descriptive comments for each subject, a record of attendance and the student's final mark. Subject grades are reported as a percentage on this report.

There are three reports issued during the school year for Elementary Students:

**Mid November: Progress Report** – no marks are given on this report but rather an update on their progression in the subjects

**Early February: Term 1 Report** - This report has descriptive comments for each subject, a record of attendance and subject grades are reported as a percentage on this report.

**June: Term 2 Report** - This report has descriptive comments for each subject, a record of attendance and the student's final mark.

Reports are but one way for teachers to communicate achievement to both students and parents. Teachers may call home to discuss academic concerns and parents or guardians are encouraged to attend parent-teacher interview evenings to discuss the progress of their son or daughter. **Parents will be able to request interviews with the teachers for our November 20th and April 22nd parent-teacher interview dates.** Parents are free to call the school at any time to discuss their concerns and arrange meetings with teachers, guidance services or with members of the administration.

### SAT and ACT Tests

The SAT and ACT are the two standardized tests available to high school students applying to American colleges and universities. Most American universities require either the SAT or the ACT as part of their application process. Canadian and overseas universities do not expect to receive an SAT or ACT score from Canadian students.

### Ontario University Requirements

Ontario universities require that Ontario students complete the Ontario Secondary School Diploma (OSSD), including at least six university entrance courses, one of which must be English (ENG4U). The average for university admission is calculated using six university entrance courses, one of which is English, which means that students who take more than six credits can submit their best six averages (so long as those six courses contain the requirements for the individual program of the student's choice).

Listed below are common requirements for Ontario university programs. However, students need to check the specific requirements for their preferred program at any university to be sure they have the required courses.

<b>Arts / Social Studies / Humanities</b>	<b>Engineering</b>
ENG4U	ENG4U, MCV4U, MHF4U, SCH4U, SPH4U
<b>Business / Commerce</b>	<b>Physical Education / Kinesiology</b>
ENG4U, MCV4U, MHF4U	ENG4U, SBI4U, MHF4U
<b>Computer Science</b>	<b>Life Sciences</b>
ENG4U, MHF4U, MCV4U	ENG4U, MCV4U, MHF4U plus 2 4U sciences



## **ATHLETICS**

### **High Performance Physical Education Program**

The goal of this program is to provide student-athletes an exceptional opportunity to gain additional credits in Physical Education and Health through a modified program based on the Ontario Curriculum.

All student-athletes participate in our Phys. Ed. Program, and this compliments their sport of choice. The strength and conditioning team ensures there is a balance between training demands, growth and development and goal setting. Students are assessed and provided with written feedback two to three times per year.

We also offer a unique opportunity to create a fitness profile to be given to coaches at US and Canadian schools to assist in their decision-making about athletic scholarships. The fitness tests chosen are an adaptation of tests that are administered by high school, university and national teams across North America.

### **Athletic Assessments and Evaluations**

This year all athletes will be receiving an evaluation based on their progress and performance in their sports program and the physical education program. These reports will be sent out in tandem with the academic reports, and will summarize each athlete's athletic and personal growth throughout the course of the year.

### **Quiet Time / Mindfulness**

This year we are incorporating a compulsory mindfulness/quiet time (5 minutes) at the end of lunch period. There are many studies supporting the effectiveness of this practice for athletes of all ages. It is intended to teach our student athletes to connect with the present, to focus, away from all the "noise of their lives", to deal with stress responses, and to recharge in their packed schedules. Exercises are simple and are breathing based.

### **Concussion Policy**

The Hill Academy is committed to keeping all of our students safe and has developed and implemented a concussion policy following the direction of the Ministry of Education. Our academic and athletic departments, with guidance from the Holland Bloorview Kid's Rehabilitation Hospital and the Vaughan Sport's Medicine Institute, will make sure our students are being educated on concussion prevention, and are receiving the best care, and appropriate accommodations as they return to learn and play. A vital part of our policy is the parent's involvement. We will be providing parents with resources on concussions throughout the year, and encourage you to reach out if you do have any questions.

### **Dressing Rooms**

Dressing rooms are for getting changed and unchanged promptly. We expect the rooms to be left the way they were found. NO food will be permitted in the dressing rooms. Drinks are allowed in the dressing rooms. Please ensure that all garbage is disposed of, and it is expected that no student athletes will be late for class after practice. Any equipment that requires storage overnight is to be left in one of the designated STORAGE rooms. Student athletes will be assigned their dressing rooms and storage rooms by their coaches.

## **APPENDIX**

### **APPENDIX A: Disciplinary Procedure Philosophy**

The Hill Academy has the responsibility to see that an appropriate educational program is available to each student-athlete in our school. Rules and regulations are established to ensure a proper environment in which students may pursue their studies and their athletic training. School personnel will endeavour to carry out these rules in a friendly, firm and fair manner in order to safeguard each student's right to the finest education we can provide. The Hill further feels that good standards of student conduct are necessary for effective learning to occur, for the safety of others, and for the smooth operation of the school. School discipline is a shared responsibility. Students, parents, teachers, and administrators all share in this endeavour and responsibility. Students and parents will be aware that this booklet only describes the major areas of unacceptable behaviour. At anytime, students may be disciplined and/or counselled by teachers, coaches, administrators or other staff members regarding their behaviour and/or referred to other authorities in special circumstances.

Our goals are to keep in line with our 4 **H.I.L.L. Non-Negotiables** acronym that define our values.

**H      Highest Level of Achievement (Do your Best!)**

**I      Independent Thinking (Do the Right thing!)**

**L      Leadership (When you see something needs to be done, you do something about it!)**

**L      Legacy (Show others you care. Leave things better than they were!)**

Our staff will consider these character qualities and work to develop attitudes and skills that further help our students and school get to the NEXT LEVEL.

### **APPENDIX B: Infractions**

A discipline committee comprised of the administration, teachers and coaches has met to determine school discipline policies. It is intended that all discipline policies are in compliance with all HILL policies and guidelines. There will be little tolerance for infractions that are severe enough to warrant removal from school and recommendations for expulsion. These include drug offenses, violence, and other offenses that put the safety of students, teachers and the school environment at risk. Hazing, bullying, or any forms of intimidation cannot be tolerated.

*The list of disciplinary infractions and consequences follows and are by no means an exhaustive list. Students are expected to conduct themselves in a manner conducive to learning and teaching. This chart is a list of infractions. You will note that repeat offenders affect a progressively more serious disciplinary response than the initial violation. In most instances, continued violations of the same offense will result in suspensions or recommendation for expulsion. Every attempt will be made to follow the chart displayed below. However, the administration does reserve the right to objectively determine consequences based upon the seriousness of a particular infraction and the previous discipline record of the student who commits the offense.*

## **APPENDIX C: The Hill Academy Discipline Procedures**

**Infraction**

**Minimum Penalty**

**Maximum Penalty**

2.1	Skipping Class	Detention, 1-3 day ISS (In-school Suspension), Parent contact	1-3 OSS (Out of School Suspension), Parent Conference, recommendation for expulsion
2.2	Damage property: Vandalism to school or personal property	1-3 days ISS, restitution and possible referral to Police	5 days OSS, restitution, expulsion, referral to Police
2.3	Disrespect, disruption, wilful defiance, refusal to obey	1-3 days ISS, Parent contact	1-5 days OSS, Parent Conference, recommendation for expulsion
2.4	Use of inappropriate Language at school	Corrective warning, 1-3 day ISS, Parent contact	1-5 days OSS, Parent conference, recommendation of expulsion
2.5	Disturbing the class	Corrective warning, 1 day period suspension, 1-3 day ISS, parent contact	1-5 days OSS, possible removal from class, parent conference.
2.6	Dress Code Violations	Corrective warning, Parent contact, change/removal of objectionable items/clothing.	1-5 OSS, Parent conference
2.7	Parking/Driving Infractions	Loss of parking privileges, parent contact, referral to Police.	Loss of parking privileges for remainder of year, 1-5 days suspension, referral to Police
2.8	Drug Paraphernalia: Possessed, offered, arranged, or negotiated to sell	3-5 days OSS, suspension, and referral to Police.	5 days OSS, recommendation for expulsion, and referral to Police
2.9	Failure to report to Principal or VP when sent by Teachers	1 -3 days ISS, parent contact	1-5 days OSS, recommendation for expulsion
2.1	Failure to serve assigned discipline (detentions, ISS)	Corrective warning, 1-3 day OSS	3-5 days OSS
2.11	False Fire Alarm	5 days OSS and referral to Police	5 days OSS, recommendation for expulsion, and referral to Police
2.12	Forgery / Altering Notes / Impersonations / Lying	1-3 days ISS, parent contact	3-5 days OSS, Parent conference
2.13	Graffiti / Tagging: Significant or Permanent Damage	3-5 days OSS, restitution	5 days OSS, recommendation for expulsion, restitution, and referral to Police
2.14	Harassment, threats, bullying or intimidation against a pupil or group of pupils	1-3 days ISS, Parent contact	3-5 days OSS, recommendation for expulsion, and referral to Police
2.15	Cheating or Plagiarism	Test/assignment receives Zero, parent contact, meet with Administration	1-3 days ISS or OSS, restitution assignment, Parent Conference
2.16	Hate Crimes / Violence: Caused, attempted to cause, threatened to cause, or participated in an act of Hate Violence	5 days OSS and referral to Police	5 days OSS, recommendation for expulsion, and referral to Police
2.17	Hazing	1-3 days ISS, parent contact	3-5 days OSS, recommendation for expulsion, and referral to Police
2.18	Littering	Corrective warning, 1-3 days ISS, parent contact	1-5 days OSS, parent contact, referral to Police
2.19	Inappropriate use of Cell phone/Inappropriate use of Ipad	Cell phone is confiscated, turned off, put in basket, parent contact	Parent contact, cell phone confiscated, further consequences as determined by Administration
2.2	Inappropriately Out of Class / Late for Class	Corrective warning, 1-3 day ISS, parent contact	1-5 days OSS, parent conference