

# Hamilton Hebrew High

## School Course Calendar 2017-2018



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## ***School Policies, Practices & Procedures***

### ***Overall Goals and Philosophy***

Hamilton Hebrew High is an after-school, for-credit, Judaic Studies program designed for students attending grades 9-12 in an Ontario public school. Hamilton Hebrew High aims to educate and engage Jewish high school students with the beauty and relevance of their heritage. Hamilton Hebrew High offers an amazing way to earn Ontario Secondary School credits by exploring relevant and intriguing concepts within a dynamic Jewish environment. Classes are supplemented by engaging events & retreats that develop course concepts and promote social connections between teen members of Hamilton's Jewish community.

HHH is open to all Jewish teens attending public high school regardless of religious affiliation, background, or prior Jewish education or experience. HHH promotes the importance and value of completing a secondary education, and is committed to helping each and every student in achieving successful outcomes from secondary school experiences. HHH promulgates the requirement for students to remain in secondary school until a student has either reached the age of eighteen or obtained an Ontario Secondary School Diploma.

### ***Time & Location of Classes***

- LYIBD will take place daily from 11:00 AM until 11:50 AM at 125 Cline Ave. South.
- All other courses will take place on Tuesday afternoons from 5:00 PM until 7:30 PM at the Hamilton Hebrew High (235 Bowman St., Hamilton, ON L8S-2T9)
- For a comprehensive annual school calendar, please visit our website.

Period	Monday	Tuesday	Wednesday	Thursday	Friday
<b>Morning Period</b> 11:00 – 11:50	LYHBD	LYHBD	LYHBD	LYHBD	LYHBD
<b>Afternoon Period I</b> 5:00 – 6:15		HRE13, HRE23, HRE33, HZT4U			
<b>Break</b> 6:15 – 6:30					
<b>Afternoon Period II</b> 6:30 – 7:30		HRE13, HRE23, HRE33, HZT4U			

### ***Student Roles and Responsibilities***

HHH students are expected to participate regularly in all weekly scheduled classes, and in all programs, classes and events scheduled on the school calendar which take place outside of the regularly scheduled weekly classes and are part of the 110 hour requirement to complete the course. Classes begin in September and continue through June.

Students are required to come on time and maintain proper discipline and decorum. Students arriving late or who will be absent from class may not enter the classroom unless the school has been notified by the parent or guardian to explain any absence or late arrival. Students must report to the school office upon arrival to the school after being absent or late in order to be readmitted to the class.

Any student failing to comply with HHH course requirements and standards of behaviour will be in jeopardy of losing his/her credit and will be asked to leave the program.

Students are expected to complete all work assignments and tests by or on the due date unless prior arrangements for extensions have been made and approved by the teacher or principal. Where, in the teacher's or principal's judgement, a student's failure to comply with the course requirements is jeopardizing his or her successful achievement and completion of a course, the teacher or principal should meet with the student and the parents to explain the potential consequences, including failure to gain credits, and discuss steps that could be taken to improve the student's achievement.

### ***Code of Student Behaviour & School Policies***

All members of the HHH school community are expected to contribute towards the goal of creating a safe school environment. The objective is to develop a school committed to, responsible behavior, mutual respect, concern for others, cooperation with others, and personal excellence.

#### Procedures in the event of Disruptive Behaviour:

- **First Offense:** A verbal warning is given to the student.
- **Second Offense:** A parent is called.
- **Third Offense:** The Principal may ask that the parents withdraw their child from HHH. No refunds will be given in such a case.

In the following areas, HHH adheres to a **Zero Tolerance** policy. Drugs, smoking, alcohol and weapons are strictly prohibited at HHH, and the Principal may ask that the parents withdraw their child from HHH. No refunds will be given in such a case.

Parents are invited to visit or attend any class, as long as arrangements are made with the office prior to the visit.

### ***Reporting Periods to Home Schools***

In December, Hamilton Hebrew High reports to students' home schools the course they are currently enrolled in, and will submit a final grade at the end of June for Grade 12 students and in July for Grade 8-11 students. For students in Grade 12 applying to OUAC or OCAS, students will

submit their application numbers to Hamilton Hebrew High and we will submit to OUAC and OCAS directly at Midterm (February), any updates in April and final grades in June.

### ***School Policy Regarding Prerequisites***

Courses may have prerequisites as a requirement for enrolment. All prerequisite courses will be identified in ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information on prerequisites. If a parent or an adult student 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 adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

If it is determined that a prerequisite is waived, Hamilton Hebrew High will notify the student's home school with the following consent form:

<p style="text-align: center;"><b><u>Hamilton Hebrew High</u></b> 125 Cline Avenue South, Hamilton, Ontario, L8S 1X2 Phone: 416-230-0242      BSID#: 883788</p> <p style="text-align: center;"><b>Consent to Waive a Prerequisite</b></p> <p>Permission to waive the prerequisite _____ in order to be allowed to take _____ has been granted to _____ upon assessment by the Department Head and Principal that _____ has met the necessary requirements in order to take _____.</p> <p>Signature of Department Head: _____ Signature of Principal: _____ Dated: _____</p>
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## ***Diploma & Certificates***

### ***The Ontario Secondary School Diploma (OSSD)***

In order to earn an Ontario Secondary School Diploma, a student entering grade 9 must complete a minimum of 30 credits, **including:**

- 18 compulsory credits
- 12 optional credits
- 40 hours of community involvement activities
- a passing mark on the provincial secondary school literacy test.

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

### ***Compulsory Credits***

Students must earn a total of 18 compulsory credits. Students must earn the following compulsory credits in order to obtain the Ontario Secondary School Diploma:

- 4 credits in English (1 credit per grade)
- 1 credit in French as a Second Language
- 3 credits in Mathematics (at least 1 credit in grade 11 or grade 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
- .5 credit in Civics
- .5 credit in Career Studies

#### ***plus one credit from each of the following groups:***

- 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
- 1 additional credit in French as a second language, or the arts, or health and physical education, or the arts, or business studies, or Cooperative Education
- 1 additional credit in French as a second language, or science (grade 11 or 12), or computer studies, or technological education, or cooperative education

#### ***In addition to the compulsory credits, students must complete:***

- 12 optional credits (Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar.)
- 40 hours of community involvement activities (Hamilton Hebrew High provides opportunities for community involvement throughout the year. It is the student's responsibility to arrange for approval of the volunteer opportunity from his/her home school, and to have the proper form as required by the home school completed and signed by the supervisor of the community involvement activity, and handed back to the home school. The community involvement requirement is supervised and recorded at the home school.)
- the Provincial literacy requirement

### ***Grade 10 Ontario Secondary School Literacy Test***

The Grade 10 Ontario Secondary School Literacy Test is a means of ensuring that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. All students in public and private schools who are working toward an Ontario Secondary School Diploma are required to write the OSSLT in Grade 10. Students who have been eligible to write the OSSLT at least twice and have been unsuccessful at

least once are eligible to fulfill the requirement through the Ontario Secondary School Literacy Course (OSSLC). Successful completion of the OSSLT or OSSLC is a graduation requirement. Students must write the OSSLT at their HOME school, (the school holding their OSR), not through the Hamilton Hebrew High School.

### ***Community Involvement Requirements and Procedures***

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities during their four years in high school. This diploma requirement is designed to encourage civic responsibility, promote community values, support students' career explorations, develop their interests and skills, and reinforce the importance of volunteering. It will encourage students to develop an understanding of the various roles they can play in their communities, help them to develop a greater sense of belonging within these communities, and recognize the positive effects they can have on their communities.

Community involvement must occur outside of scheduled instructional time that is part of the normal school day and may include a broad range of "unpaid" activities. These activities may be completed at any point of their four years in secondary school. It is the student's responsibility to collect the appropriate forms from their home school and to ensure proper completion of them. The students' home schools will record all submitted forms that have been approved by the students' home schools on a master sheet, and later record them on the OST and OSSD. Opportunities are made available to students through Hamilton Hebrew High to fulfill community hours.

### ***Policies on Substitutions of Compulsory Credits***

Compulsory credits are those secondary school credits, prescribed by Ministry of Education policy, which a student must earn in order to satisfy the requirements for an Ontario Secondary School Diploma. There are eighteen compulsory credits. (See above)

In the case of a student whose educational interests would best be served by the substitution of a compulsory credit, the student's home school principals may make such a substitution of up to three compulsory credits to be replaced by additional courses from the compulsory list. Such substitutions are made in consultation with the parents and the student during the time of course selection. Requests for substitution can be initiated in writing by the parent, or an adult student, or the home school principal after consultation with the appropriate staff. The decision as to whether a substitution is allowed rests with the home school principal, and will be in accord with the Ministry of Education Guidelines. When such substitutions are made, the student is still eligible for the OSSD. Each substitution will be noted on the student's transcript.

### ***Ontario Secondary School Certificate***

The Ontario Secondary School Certificate will be granted upon request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

#### **Compulsory credits (total of 7)**

2 credits in English

1 credit in Canadian Geography or Canadian History  
1 credit in Mathematics  
1 credit in Science  
1 credit in Health and Physical Education  
1 credit in The Arts or Technological Education

**Optional credits (total of 7)**

7 credits selected by the student from available courses

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

***The Certificate of Accomplishment***

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school. The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript.

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

***Co-operative Education***

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. Hamilton Hebrew High does not offer cooperative education.

## ***Curriculum***

***Credits***

Credits are granted in recognition of the successful completion of courses. The Ministry of Education defines a credit as the successful completion of a course for which a minimum of 110 hours has been scheduled. The principal grants credits for courses that have been developed or approved by the Ministry of Education.

***Course Coding Information***

The types of courses offered and their organization provide for a graduated streaming of courses in Grades 9 to 12 that will keep options open for all students in the earlier grades and prepare



students in senior grades for their future destinations. The types of courses available in the secondary school program are described below.

In Grades 9 and 10, three types of courses are offered: **academic courses**, **applied courses**, and **open courses**.

- **Academic courses** emphasize theory and abstract problems;
- **Applied courses** focus on practical applications and concrete examples. Both types of courses set high expectations for students while preparing them for studies in the senior grades;
- **Open courses** offered in all secondary school grades, are designed to prepare students for further study in certain subjects and to enrich their education generally

In Grades 11 and 12, courses offered to prepare students for their post secondary destinations include:

- **University preparation courses**, developed in close collaboration with universities.
- **University/college preparation courses**, developed in close collaboration with both universities and colleges;
- **College preparation courses**, developed in close collaboration with colleges;
- **Open courses** in Grades 11 and 12 allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their postsecondary goals, but that reflects their interests. These courses are appropriate for all students regardless of postsecondary destination. These courses are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. They are not designed with the specific requirements of university or college programs or the workplace in mind.
- **Workplace preparation courses**, developed in close collaboration with representatives from a variety of workplaces.

Students who are successful in any academic or applied Grade 9 course will have the opportunity to enter either the academic or applied course in the same subject in Grade 10. However, Grade 10 academic and applied courses will prepare students for specific Grade 11 courses in accordance with the prerequisites for Grade 11 courses specified in various curriculum policy documents.

Courses are identified by 3 letters, followed by a number and a letter. For example, 'ENG2D' means English for grade 10 students, an academic course.

- The first character indicates the subject area:
  - A - Arts
  - B - Business Studies
  - C - Canadian and World Studies
  - E - English
  - F - French
  - G - Guidance and Career Education
  - H - Social Sciences and the Humanities
  - L - Classical Studies
  - M - Mathematics
  - P - Health and Physical Education
  - S - Science
  - T - Technological Studies

- The next two characters differentiate between subjects within the subject area (e.g. CGC - Geography of Canada, CHC - Canadian History in the 20th Century.)
- The first number indicates the grade level of the course
  - 1 - Grade 9
  - 2 - Grade 10
  - 3 - Grade 11
  - 4 - Grade 12
- The letter following the first number indicates the nature of the course or the level of difficulty:
  - D - Academic
  - P - Applied
  - U - University
  - M - University / College
  - C - College
  - E - Workplace
  - O - Open
  - 3 - Locally developed course
- A 6<sup>th</sup> letter or number is used when necessary to distinguish between courses offered at the same grade level.

### ***List of Available Courses: School Year 2017-2018***

#### **International Languages: Hebrew**

Course Code: LYHBD (Academic)

Prerequisites: None

This course will equip students with the skills necessary to communicate with native speakers of modern Hebrew. In addition to reading age & language appropriate passages, students will explore various aspects of Israeli culture, social customs & native arts. Students will participate in cultural events and activities, and utilize technology to link language with culture.

#### **The Jewish Identity (Open)**

Course Code: HRE13 (Locally Developed)

Prerequisites: None

Students enrolled in this course will investigate concepts around dedication to Judaism and Jewish studies. Students will explore what it means to be Jewish, the importance of each individual within Judaism, and how to interact with the Jewish community. Students will explore how Jewish ideals, such as Chesed (kindness) and Tzedakah (charity), are of paramount importance to the Jewish people and the global community. Students will work to develop an appreciation for their respective communities and for their community leaders.

#### **Theoretical & Applied Ethics (Open)**

Course Code: HRE23 (Locally Developed)

Prerequisites: None

This course invites learners to inquire around the timeless relevance of Jewish ideals. Students will be introduced to foundational Jewish beliefs, and will discover relevant applications of Jewish theology to modern social and ethical dilemmas. Students will be challenged to apply critical thinking and problem-solving skills to observe how Judaism relates to the fields of medicine,

business, law, as well as the family unit. Students will also explore the significance of classical Rabbinical Judaism as it relates to past, present and future.

### **Scriptures through History (Open)**

Course Code: HRE33 (Locally Developed)

Prerequisites: None

This course will provide students with a deeper understanding of the Hebrew Bible and its Rabbinic commentaries. Through the study and application of classical Jewish texts to modern experiences, students will succeed in forming an attachment to their heritage. A secondary course focus will include an exploration on Jewish history, geographical-specific Jewish cultures, and traditions associated with everyday Jewish life.

### **Philosophy: Questions and Theories (University Preparation)**

Course Code: HZT4U

Prerequisites: Any university or university/college preparation course in Social Sciences and Humanities, English, or Canadian and World Studies.

This course addresses three (or more) of the main areas of philosophy: metaphysics, logic, epistemology, ethics, social and political philosophy, and aesthetics. Students will learn critical-thinking skills, the main ideas expressed by philosophers from a variety of the world's traditions, how to develop and explain their own philosophical ideas, and how to apply those ideas to contemporary social issues and personal experiences. The course will also help students refine the tactics they use in researching and investigating topics in philosophy.

Students can access Ontario curriculum policy documents online at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html>

To access an outline of a locally-developed course of study, kindly email your request to [director@hcubed.ca](mailto:director@hcubed.ca).

### ***Experiential Education & Independent Study***

Hamilton Hebrew High courses comply with Ministry of Education policies and guidelines, in which there is a minimum of 110 hours of instruction, in accordance with Ontario Secondary Schools Program Diploma Requirements (OSSR). 80 of these hours are designated to be completed through classroom sessions, while the remaining 30 hours are to be completed through course-relevant experiential learning programs. Examples of these programs include independent study projects, seminars, scheduled community events and weekend retreats. In order to receive credit for an enrolled course, attendance at such programs is mandatory. After completing an experience, students will complete summaries of their experiences, and share their learning via a written report that connects the experience to the course expectations.

### ***Course Withdrawals***

Any student who withdraws from a Hamilton Hebrew High course before April 15, 2018 will have the course recorded as "W" for withdrawal. According to the full disclosure policy of The Ontario Ministry of Education, students who withdraw from a Grade 11 or 12 course more than five instructional days after the second report card is issued in a non-semestered school, which is after

April 15, 2018, will have the course recorded a “W” for withdrawal and the student’s percentage mark at the time of withdrawal in the “Percentage Mark” column.

### ***Changing Courses***

A student may apply to change courses, provided he/she has the appropriate prerequisites, within the first four weeks of classes.

### ***Policies on Prior Learning Assessment and Recognition (PLAR)***

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

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

The PLAR process developed by a school board in compliance with ministry policy involves two components: “challenge” and equivalency. The “challenge process” refers to the process whereby students’ prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions.

For students who are under the age of eighteen, or who are eighteen or over but have never left high school for a year or more, a maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Equivalency credits are granted to these students for placement only. Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario.

The decision as to whether to grant credit through the challenge process or through equivalency credits rests with the home school principal, in consultation with the Principal of Hamilton Hebrew High, and will be in accord with the Ministry of Education Guidelines. The decision of the home school principal is the binding and final decision.

### ***Reach Ahead Credits***

A student in grade 8, with parental consent, may be given permission by the Principal of Hamilton Hebrew High, in consultation with their Elementary School Principal, to take a ***reach ahead*** secondary school course, during the school year prior to entering Grade 9. The Principal of Hamilton Hebrew High assumes responsibility for evaluating the student’s achievement and for

granting and recording the credit. Hamilton Hebrew High is offering **reach ahead** courses to elementary school students for the 2017-2018 school year.

### **Assessment & Evaluation**

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. Assessment is the process of gathering information from a variety of sources (including assignments, demonstrations, projects, performances, and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. 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 Ontario secondary schools, the value assigned will be in the form of a percentage grade.

**Growing Success (2010)**, the Ministry of Ontario Education's document around how to utilize assessment states the following around what assessment may take shape as: ***Teachers use a variety of assessment strategies to elicit information about student learning. These strategies are triangulated, and include observations, student-teacher conversations, and student products. Teachers gather information about learning by: designing tasks that provide students with a variety of ways to demonstrate their learning; observing students as they perform tasks; posing questions to help students make their thinking explicit; engineering classroom and small-group conversations that encourage students to articulate what they are thinking and further develop their thinking. Teachers then use the information gathered to adjust instruction and provide feedback.***

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels outlined in this document and in the curriculum policy document for each discipline. In order to ensure that assessment and evaluation are valid and reliable, and that they lead to the improvement of student learning, teachers must use assessment and evaluation strategies that:

- address both what students learn and how well they learn;
- are based both on the categories of knowledge and skills and on the achievement level descriptions given in the achievement chart that appears in the curriculum policy document for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- accommodate the needs of exceptional students, consistent with the strategies outlined in their Individual Education Plan;
- accommodate the needs of students who are learning the language of instruction;
- ensure that each student is given clear directions for improvement;
- promote students' ability to assess their own learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;

- are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

If an assignment is not submitted on the deadline, the student must make arrangements with the subject teacher to submit the assignment. Other arrangements may include:

1. An extension of the original deadline.
2. An alternate assignment assigned by the teacher with a second deadline.
3. An alternate assignment designed by the student in consultation with the teacher and with a second deadline.
4. Other arrangements that allow for a second opportunity for the student to demonstrate the expectations.

Late marks will NOT be deducted for any of the other arrangements; however, failure to submit the assignment means the student has lost the opportunity to demonstrate the subject expectations and may result in a mark of ZERO for the assignment.

Students who are absent (explained or unexplained) for written evaluations (tests, quizzes, etc.) must make arrangements with the teacher upon return to school. Repeated missed evaluations may result in a referral to the school administration and a mark of ZERO assigned for the evaluation.

If a student knows he or she will be absent during a regularly scheduled class (due to home-school trips, medical appointments, athletic events, vacation, religious holiday, etc.), but not during an exam or culminating activity:

1. It is your responsibility to let the teacher know you are going to be away. You must fill out a **Notice of Prolonged Absence form** if the absence is for more than one week.
2. Get your work for the missed days and ensure it is completed.
3. Plan with the teacher when you will make up the class work/evaluation you missed.
4. It is your responsibility to finish the work by the assigned deadline.
5. If you are away for a long time and are able to complete assignments, contact the school for missed work.

If an absence is not planned (due to family emergency, illness, etc.):

1. See your teacher as soon as possible upon your return to school.
2. Your teacher may require you to complete your evaluation on the day you return to school or they may negotiate another date for you to complete missed class work/evaluations.
3. If you are going to be away for a number of days and are able to complete assignments, contact the school for missed work. If you are unable to contact the school for the missed work during your absence, speak with your teachers upon your return.

If you've been suspended or are undergoing other disciplinary action:

1. It is your responsibility to contact the school and request your work.
2. It is your responsibility to complete your work while on suspension.
3. Your teacher may require you to complete your evaluation on the date you return to school or they may negotiate another date for you to complete missed class work/evaluations. You and your teacher will establish new deadlines for missed assignments.

Any time you are away, you will be responsible for completing missed assignments, tests, and evaluations, or you may be asked to complete alternate assignments, tests, evaluations at the discretion of the teacher.

### ***Final Grades***

A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

- Seventy per cent of the grade will be based on assessments conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- Thirty per cent of the grade will be based on a final assessment in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.
- In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills. The balance of the weighting of the categories of the achievement chart throughout the course is:
  - Knowledge: 25%
  - Communication: 25%
  - Thinking/Inquiry: 25%
  - Application: 25%

### ***Levels of Achievement***

The Ministry of Education has published benchmark levels of achievement in an attempt to standardize grading across the province. The levels of achievement associated with percentage grades are as follows:

- **A** 80-100% - Level 4: A very high to outstanding level of achievement. Achievement is above the provincial standard.
- **B** 70-79% - Level 3: A high level of achievement. Achievement is at the provincial standard.
- **C** 60-69% - Level 2: A moderate level of achievement. Achievement is below, but approaching the provincial standard.
- **D** 50-59% - Level 1: A passable level of achievement. Achievement is below the provincial standard.
- **E** 0 - 50% - Insufficient achievement of the curriculum expectations. The student will not receive a credit for the course.

Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

### ***Learning Skills and Work Habits***

The development of learning skills and work habits is an integral part of student learning. Assessing, evaluating, and reporting on the achievement of curriculum expectations and on the demonstration of learning skills and work habits separately allows teachers to provide information to the parents and student that is specific to each of the two areas of achievement.

The learning skills and work habits are evaluated and reported as follows:

- E – Excellent,
- G – Good,
- S – Satisfactory,
- N – Needs Improvement

<b>Learning Skills and Work Habits</b>	<b>Sample Behaviours</b>
Responsibility	The student fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour.
Organization	The student devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.
Independent Work	The student independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision.
Collaboration	The student accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.
Initiative	The student looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; • demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others.
Self-regulation	The student sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges.

### ***Missed Final Tasks & Evaluations***

Thirty percent of your final grade will be based on the final task(s) and/or evaluation(s). Final tasks and evaluations are those activities that take place in the last three to four weeks of the semester. You are expected to be in class on all final task and/or evaluation days. There will be no exemptions from the final task and/or evaluation.



If you have circumstances that you feel require you to be absent for the final evaluations, you must see a member of the school administration. Please be advised that students who miss these evaluations for reasons not approved by the school administration may be assigned a ZERO for the parts of the evaluation that are missed. Alternate arrangements will only be made in exceptional circumstances.

If you are away or know you are going to be away (for medical or bereavement only) the day of the evaluation, it is your responsibility to contact the school administration, regardless of the reason, in order to make sure that you are not assigned a zero. If you do not call in, you will be assigned a grade of zero.

In all cases, if you are away for any portion of the final evaluation, you will be referred to the school administration. You may not be given the opportunity to negotiate alternative arrangements because time is limited at the end of the semester. If you do not complete the final task and/or evaluation, you will receive a ZERO on the part that has not been completed, unless the absence is substantiated with a doctor's note or a note indicating that the family has suffered a significant emergency.

### ***Plagiarism***

HHH follows the same guidelines on plagiarism/academic dishonesty as the HWDSB. Teachers will report incidents of plagiarism to the student's parent/guardian. The teacher will report the incident to the school administration and inform the student of next steps.

### ***Mark Clarification***

If you have questions about your marks, you are encouraged to seek feedback from your teacher. If you wish further clarification after a discussion with your teacher, you should then discuss the matter with school administration.

### ***Full Disclosure***

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits earned for successfully completed credit courses;
- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned (including failing grades) and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)
- If a student withdraws from a course after five instructional days following the issue of the mid-semester report card, the withdrawal is recorded on the Ontario Student Transcript (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. Withdrawals prior to that time are not recorded.

### ***Report Cards***

Student achievement must be communicated formally to students and parents by means of the Provincial Report Card, Grades 9–12. The report card focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations and the development of learning skills. To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

There are two marking periods. Report cards will be issued at the end of January and at the end of June. The June report card will reflect whether the student has completed the courses the student is enrolled in, and will disclose the final grades for the course and the credit earned. Failing grades will appear on the transcript.

Parents are asked to read all reports carefully, as soon as possible. Feel free to contact the school if you have any questions regarding your child's report card. Questions about specific courses should be referred to the course teacher, while questions about the report in general may be referred to the principal.

### ***The Ontario Student Record (OSR)***

The Ontario Student Record (OSR) is the record of a student's educational progress through schools in Ontario and moves with the student from school to school.

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

The OSR of students enrolled at Hamilton Hebrew High are held at the students' home schools. Every student has the right to have access to his or her OSR. The parents of a student have the right to have access to the student's OSR, until the student becomes an adult (age eighteen).

### ***The Ontario Student Transcript (OST)***

The Ontario Student Transcript (OST) provides an official and consistent record of the Ontario secondary school credit courses successfully completed by a student. 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.

All credits earned at Hamilton Hebrew High are sent to the students' home schools and the home school adds the Hamilton Hebrew High credits to the Ontario Student Transcripts. A copy of the Hamilton Hebrew High report card is submitted to the home school in order for it to be included in the OSR.

## ***Supports & Resources***

### ***School Support Services, Guidance, Remedial & Music Programs***

Resource materials will be provided by the teachers, as there is no school library. Hamilton Hebrew High does not offer school support, guidance and remedial services. Hamilton Hebrew High does not offer credits for music programs. All guidance and career education programs are provided by the students' home schools.

### ***Technology***

There is limited internet access and students may bring their own laptops to the classes. School **I-Pads** have been designated for students to be used as study-resources, and may be signed out from the principal's office prior to the commencement of class.

HHH will provide each student with a dedicated email address through **G-suite for Education**. Students will use these addresses for communication with teachers, access to online classrooms and assignments, and monitored collaboration between group members during assignments (where applicable).

### ***Students with IEPS***

Hamilton Hebrew High will accommodate students who have an official IEP (Individual Education Plan) from their home school or school board, though it cannot guarantee that all allowances will be accommodated. General guidelines for these accommodations are as follows:

- Students must submit an official copy of their IEP to the HHH office.
- Information in the IEP will be shared with the teachers.
- Any student who is granted an appropriate accommodation will only receive that accommodation once. For example, for students who are granted extra time to complete their exam, they will only receive that accommodation the day of the exam. If they miss the exam or need to retake the test, Hamilton Hebrew High cannot guarantee that it will be able to accommodate those special needs a second time.
- It is highly recommended that parents submit their children's IEP as soon as they register, or contact the Hamilton Hebrew High office well in advance of any quiz, test, midterm or project and discuss any necessary accommodations.

***We look forward to a terrific year of learning with you!***