



Merriam
High School

School Course Calendar

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TABLE OF CONTENTS

SCHOOL POLICIES, PRACTICES & PROCEDURES	1
Importance of Completing Secondary School Education	1
The Requirement to Remain in Secondary School	1
School Philosophy	1
School Schedule and Organization	1
Class Format and Structure	1
Attendance	2
Late Enrollment	3
Acceptable Use Policy	3
Online Learning Graduation Requirement	3
Definition of “Online Learning” for This Graduation Requirement	3
Opting Out of the Online Learning Graduation Requirement	4
Code of Conduct and Safe School Policy	5
DIPLOMA & CERTIFICATES	5
Ontario Secondary School Diploma	5
Compulsory Credits	5
The Ontario Secondary School Literacy Test (OSSLT)	6
Community Involvement Activities	6
Substitutions for Compulsory Courses	7
ONTARIO SECONDARY SCHOOL CERTIFICATE & CERTIFICATE OF ACCOMPLISHMENT	8
Ontario Secondary School Certificate	8
Certificate of Accomplishment	8
CURRICULUM & CREDIT COURSES	9
Credits	9
Course Types in Secondary School	9
Course Codes	9
Prerequisites	10
Access to Ministry Documents, Policies and Courses of Study	11
Experiential Learning and Co-operative Education	11
Withdrawal from Courses in Grade 11 and 12	12
Repetition of a Course	12
Course Changes and Course Type Changes	12

Prior Learning Assessment and Recognition (PLAR)	13
Alternate Methods of Learning and Earning Credits	13
Report Cards	13
Assessment, Evaluation and Communication	13
Reach Ahead Program	15
Ontario Student Transcript (OST)	15
Homework and Assignments	15
Accidents at the School	15
Academic Honesty	15
Plagiarism and Cheating	15
SUPPORTS, RESOURCES & SPECIAL EDUCATION	16
Accommodations and Special Provisions	16
School Support Services and Guidance	16
Individual Pathway Plan (IPP)	17
Accessibility and Accommodations	17
A List of Merriam High School Support and Community Resources	17
RESOURCES	18
Computer Software	18
Device Requirements for the Online Class	18
Internet Connectivity Recommendations	18
Google Account	18
Other Resources Required	18
Required Textbooks	18

SCHOOL POLICIES, PRACTICES & PROCEDURES

Importance of Completing Secondary School Education

The Ontario post-secondary school system provides students with a platform to explore, learn and grow. In secondary school, students will have opportunities to further their understanding of the world, society and learn about potential career paths. During their time learning, students are provided with assignments, tasks, and tests to enhance critical thinking and application.

At Merriam High School, we want every student to be given a fair and comprehensive opportunity to learn and apply all the skills needed to thrive in a post-secondary institution of their choice. With a specific focus on music, our facilities, additional programs and support give students a musical opportunity like no other. Our end goal is to provide the most enriching and inclusive learning environment, through high level engagement, with content presented by teachers who care.

The Requirement to Remain in Secondary School

Every student in Ontario is required to remain in secondary school until they reach the age of eighteen or obtain the Ontario Secondary School Diploma (OSSD). This is to encourage more students to graduate so fewer will leave school without adequate preparation for work or further studies.

School Philosophy

Merriam High School provides a comprehensive and holistic music experience through learning and application. Merriam Music's goal for over 30 years has been to give students the opportunity to apply their skills in a meaningful way, while giving them the gift of music for life, and Merriam High School will carry this forward. We provide students with state-of-the-art facilities, instruments and opportunities. Our objective is to give students the tools and skills needed to be premiere role models throughout all their endeavors while spreading the joy and love of music for future generations.

School Schedule and Organization

Merriam High School's credit courses are organized into two terms. The first term begins in September and is completed in February. The second term begins in February and is completed in June.

Class Format and Structure

Class schedules are released in July of each year for registration.

Merriam High School's credit courses require students to attend two sets of classes in order to complete the 110 hours of coursework:

1. Students will attend their private classes weekly and work one-on-one with their teacher on their specific instrument.
2. Students will attend weekly online group classes with a separate teacher to complete and participate in both individual and group work and cover non-instrument specific content of the course.

Midterm grades for the first term will be provided to students in November.

Final grades for the first term will be calculated and provided via report cards to students in early February. It is the student's responsibility to ensure the report card is taken to their home school's guidance office to be placed in their OSR.

Midterm grades for the second term will be provided to students in April. It is the student's responsibility to ensure the report card is taken to their home school's guidance office to be placed in their OSR.

Final grades for the second term will be calculated and provided via report cards to students at the end of June. It is the student's responsibility to ensure the report card is taken to their home school's guidance office to be placed in their OSR.

Attendance

Skills are taught, assessed, and given various opportunities for practice weekly in the online classroom. As such, attendance is an integral and compulsory part of all courses at Merriam High School due to the cumulative nature of our ensemble work and peer feedback sessions.

Expectations for all students:

- A minimum of 2 logins are required every week (1 login to online class and at least 1 additional login tracked via contributions to discussion areas with interaction between teacher and/or other students outside of class time).
- Attendance to instrument-specific one-on-one lessons with a private teacher required every week.

Expectations for students who are absent:

- Notify the teacher in advance that they will not be able to attend, with a reason for their absence.
- Contact their learning partner or teacher to catch up on the missed work before returning to class.
- Have the missed homework or assignments completed upon returning to class.

Any students who do not login to the class without prior notification of their absence will be emailed after class and the principal will be copied.

Expectations for late students:

- Enter the online class quietly and respectfully without disturbing others.
- Make up the missed work after class time.
- Provide a reason after the class for his/her lateness.

For consistently late students, teachers will contact the student's parents or guardians and discuss an appropriate course of action.

Makeup Classes for Exams/Tests:

- In the event that a student is absent for an in-class test or exam and is able to provide a valid reason with proof (i.e. illness, injury, death in the family), the student will be able to complete the missed exam or test on a later date. This will be scheduled outside of regular class hours.

Late Enrollment

If a student enrolls later than the starting date of a course, their teacher will create a personalized schedule with the student to complete the obligatory hours of study. In order for students to achieve a credit, they must complete 110 hours of study. There may be an additional fee for late enrollment and there is no guarantee late students will be accepted based on when they would like to enroll.

Acceptable Use Policy

The Learning Management System (LMS) and online portals at Merriam High School are designed for educational purposes only. Any use of LMS tools within a course for any objective other than the intended educational purpose is prohibited. Inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.

The administration reserves the right to review all student work to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police.

Students must remain vigilant to prevent entering into a situation whereby they may be suspected of inappropriate use. Therefore, students are reminded to:

- Protect their passwords and keep them private.
- Inform their teacher immediately upon receipt of suspicious messages or any incidents related to the Merriam High School account or personal email used for Merriam High School interactions.
- Only access content intended for student use.

Online Learning Graduation Requirement

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “Online Learning” for This Graduation Requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
 - Examinations and other final evaluations

- Occasional meetings with educators and other school staff, and
- Access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: **Up to one** secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Opting Out of the Online Learning Graduation Requirement

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the student's day school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change.

As all of our students attend regular day school, the online learning opt-out form is to be submitted to the day school. Merriam High School does not facilitate the online learning graduation requirement.

Code of Conduct and Safe School Policy

Merriam High School strictly adheres to the guiding principles of the *Ontario's Schools Code of Conduct*. It is expected that students demonstrate respect for themselves, for others, and for the staff.

A student will properly and successfully demonstrate their responsibility when they:

- Attend both online group classes and private lessons regularly, on time and ready to learn;
- Are prepared for all classes by having prepared all required material and completing homework assignments in a timely manner;
- Are responsible for completing any missed work due to absence;
- Show respect for themselves, peers, teachers, and administrative staff;
- Develop self-discipline and show courtesy toward all members of the school and the community;
- Show respect for school property and the personal belongings of others;
- Cooperate with other members of the school community; and
- Refrain from bringing anything to school that may compromise the safety of others (e.g., alcohol, illegal drugs, weapons, chemicals, objects which may be used as weapons).

DIPLOMA & CERTIFICATES

Ontario Secondary School Diploma

In order to earn the Ontario Secondary School Diploma (OSSD), a student must:

- Obtain a total of 30 credits, of which 18 are compulsory and 12 are optional
- Complete 40 hours of Community Involvement
- Pass the Ontario Secondary Literacy Test

Compulsory Credits

The 18 compulsory credits are:

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

- **Group 1:** An additional credit in one of the following areas – English, 3rd Language, Native Language****, French as a Second Language**, Social Science, Canadian and World Studies, Guidance, Cooperative Education***
- **Group 2:** An additional credit in one of the following areas – Physical Education, Arts****, Business, French as a Second Language**, Cooperative Education***

- **Group 3:** An additional credit in one of the following areas – Grade 11 or 12 Science, Grade 9-12 Technology, French as Second Language**, Computers, Cooperative Education***

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

**In groups 1, 2, and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

***A maximum of 2 credits in Cooperative Education can count as compulsory credits.

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

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

Optional Credits

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

The Ontario Secondary School Literacy Test (OSSLT)

All students must successfully complete The Ontario Secondary School literacy test (OSSLT) in order to earn a secondary school diploma. The test is based on the Ontario school curriculum expectations for reading and writing for skills developed to the end of grade 9. The test is normally targeted at grade 10 but can be written at any time before graduation. The test can be written without penalty; only successful completion of the test is recorded on the Ontario Student Transcript.

If a student has had two opportunities to take the OSSLT and has failed it at least once, the student is eligible to enroll in the Ontario Secondary School Literacy Course (OSSLC). Principals have the discretion to allow a student to enroll in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interest of the student. Mature students may enroll directly in the OSSLC. Accommodations can be granted for students with special needs as per their Individual Education Plan. Once the OSSLC is completed, students are considered to have met the literacy graduation requirements.

Please note, Merriam High School does NOT administer the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy course. Students must complete the OSSLT or OSSLC at their regular day school.

Community Involvement Activities

As part of the OSSD diploma requirements, students must complete a minimum of 40 hours of community involvement activities, in addition to academic requirements. These activities may be completed at any time during their years in the secondary school program. Community involvement activities may take place in a variety of settings, including businesses, non-profit

organizations, public sector institutions (including hospitals), and/or informal settings. Students may not fulfill the requirement through means of activities that are accounted towards a particular credit, such as cooperative education or work experience, through remunerated work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside the students' normal instructional hours; that is, the activities are to take place in the students' designated lunch hours, after school, on weekends, or during school holidays.

As all of our students attend regular day school, the community involvement requirement must be completed at the regular day school. Merriam High School does not facilitate or coordinate the community involvement requirement.

Substitutions for Compulsory Courses

In order to add flexibility in a student's program, and to ensure that all deserving students will qualify for the OSSD, substitutions may be made for up to three compulsory credits. With permission, students may replace up to three credits (or the equivalent in half-credits) with courses offered by the school that meet the requirements for compulsory credits. In all cases, the number of compulsory and optional credits will not be less than 30 to earn the OSSD. Substitutions will only be made to meet the special needs of students, and each substitution will be noted in the Ontario Student Record.

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In all 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.

The following are limitations on substitutions for compulsory credits:

- English as a second language and English literacy development courses may not be used to substitute for a compulsory credit (They may be used, however, to meet the compulsory credit requirements for three English credits in accordance with section 6.1.1.).
- No more than one learning strategies course, from the guidance and career education curriculum policy document, may be used through substitution to meet a compulsory credit requirement.
- Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements.
- A locally developed compulsory credit (LDCC) course may not be used as a substitute for a compulsory credit; it may be used only to meet the compulsory credit requirement that it has been designed to meet (see section 7.3.1).

ONTARIO SECONDARY SCHOOL CERTIFICATE & CERTIFICATE OF ACCOMPLISHMENT

Ontario Secondary School Certificate

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

Compulsory Credits (total of 7)

- English – 2 credits
- Canadian Geography or Canadian History – 1 credit
- Mathematics – 1 credit
- Science – 1 credit
- Health and Physical Education – 1 credit
- Arts or Technological Education – 1 credit

Optional Credits (total of 7)

- 7 credits from to be selected by the student from available courses

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment.

The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript.

For students who have an Individual Education Plan (IEP), a copy of the 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.

Please note, Merriam High School does not offer the Ontario Secondary School Certificate or Certificate of Accomplishment.

CURRICULUM & CREDIT COURSES

Credits

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 Minister of Education.

Course Types in Secondary School

- **Grades 9 and 10 Academic Courses (D):** Academic courses focus on the concepts of the discipline and explore related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate.
- **Grades 9 and 10 Open Courses (O):** Open courses have one set of expectations for the discipline, appropriate for all students in a given grade. These courses are designed to prepare students for further study in certain subjects and to enrich their education.
- **Grade 11 and 12 Open Courses (O):** 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 post-secondary goals, but that reflects their interests. These courses are appropriate for all students regardless of post-secondary destination. They are designed to provide students with a broad educational base and to equip them for active and rewarding participation in society. These courses are not designed with the specific requirements of university or college programs or the workplace in mind.
- **University Preparation Courses (U):** 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 be required to demonstrate that they have developed these skills.
- **University/College Preparation Courses (M):** University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs. The range of courses offered, and the content of these courses will allow students to prepare for college and university programs and related careers. Teaching and learning will emphasize both theoretical aspects and related concrete applications of the course content. All university/college preparation courses will be based on rigorous provincial curriculum expectations and will emphasize the development of both independent research skills and independent learning skills. Students will be required to demonstrate that they have developed these skills.

Course Codes

The first five characters of the course code are set out by the Ministry of Education. The sixth character is used by school boards to identify a specific characteristic of the course.

- The first three characters identify the subject, such as English, Arts, Mathematics, etc.
- The fourth character indicates the grade of a course (or the level of proficiency for ESL, Classical/International languages and Native languages only): 1 = Grade 9, 2 = Grade 10, 3 = Grade 11, 4 = Grade 12, ABCDE = level of proficiency
- The fifth character indicates the type of course: D = Academic, O = Open, U = University, M = University/College, C = College, L = Locally Developed, P = Applied, E = Workplace

Prerequisites

Courses in Grades 10, 11, and 12 may have prerequisites for enrollment. All prerequisite courses are identified in Ministry curriculum policy documents, and no courses apart from these may be identified as prerequisites. Schools must provide parents and students with clear and accurate information about prerequisites. If a parent or an adult student (a student who is eighteen years of age or older) requests that a prerequisite be waived, the principal will determine whether or not the prerequisite should be waived. A principal may also initiate consideration of whether a prerequisite should be waived. The principal will make his or her decision in consultation with the parent or the adult student and appropriate school staff. In cases where the parent or the adult student disagrees with the decision of the principal, the parent or the adult student may ask the appropriate supervisory officer to review the matter.

Courses Currently Offered at Merriam High School

The following courses are available at Merriam High School during 2023-2024 school year:

Music, Grade 9, Open (AMU1O)

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

Prerequisite: None

Music & Computers, Grade 10, Open (AMM2O)

This course emphasizes the creation and performance of music at a level consistent with previous experience. Learning inside of a state of the art recording studio, students will develop musical and technical skills working with tools and technologies consistent with current industry professional practices. With access to professional equipment, students can develop their critical listening skills and receive hands-on experience in a studio environment. Students will employ the creative and critical analysis processes in composition, recording, production and a range of reflective and analytical activities. Students will develop their understanding of musical conventions, practices, and terminology and apply the elements of music in a range of activities. They will also explore the function of music in society with reference to the self, communities, and cultures.

Prerequisite: None

Music & Computers, Grade 11, Open (AMM3O)

This course develops students' musical literacy and technical skill through performance and the preparation and presentation of music productions. Learning inside of a state of the art recording studio, students will apply tools and techniques used by industry professionals. Independently and collaboratively, students will use Ableton Live, as well as other current technologies, in addition to the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will have opportunities to work hands-on in a studio environment, recording live instruments, and assisting with various musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None

Music, Grade 11, University/College Preparation (AMU3M)

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 9 or 10, Open

Music, Grade 12, University/College Preparation (AMU4M)

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 11, University/College Preparation

Access to Ministry Documents, Policies and Courses of Study

All curriculum outlines and courses of study can be accessed on the Ministry of Education website: <https://www.dcp.edu.gov.on.ca/en/curriculum#secondary>

All Ontario curriculum policy documents can be accessed on the Ministry of Education Website: <https://www.dcp.edu.gov.on.ca/en/>

All Outlines of the Courses of Study for courses taught at Merriam High School can be found on each respective course's Google Classroom page, or can be requested by contacting highschool@merriammusic.com.

Experiential Learning and Co-operative Education

At Merriam Music and Merriam High School, we believe that some of the best learning also takes place outside of the classroom. Some of the additional learning opportunities include:

- **Monthly Sign-Up Recitals:** Relaxed opportunities to perform in our concert hall at the school.
- **Jam Nights:** Opportunities for all students to play in an ensemble. No matter what level, students have the chance to play in a band and interact with other students on stage.

- **Studiofest:** Formal performance opportunity where students are adjudicated in a non-competitive setting. They are given positive and constructive feedback on their performance from a Merriam teacher and have the chance to learn from the performances of others.
- **Competitive Festival:** Formal performance opportunity where students are adjudicated in a competitive setting. They are given positive and constructive feedback on their performance from an outside adjudicator and have the chance to learn from the performances of others. Students compete against each other for prizes, scholarships, and medal placement.
- **Keymaster Sessions:** Instrumental and vocal workshops for all students, focusing on different areas of music literacy, performance, technique and repertoire, hosted by a Merriam teacher.
- **Year-End Recitals:** Formal performance opportunity hosted by their private instructor for all students to finish the year.
- **Open Mic Nights:** A chance for each student to test their vocal and instrumental skills. They can perform with a live band or backing track.

For some more information on experiential opportunities offered by the Ministry of Education, please visit: <http://www.edu.gov.on.ca/studentsuccess/index.html>

Please note, Merriam High School does NOT offer any cooperative education or job shadowing programs.

Withdrawal from Courses in Grade 11 and 12

According to the Full Disclosure Policy of The Ontario Ministry of Education, students who withdraw from a grade 11 or 12 course more than 5 instructional days after the first report card is issued will have a “W” recorded for a withdrawal. The student’s percentage mark at the time of withdrawal will be documented in the “Percentage Mark” column. Withdrawals occurring within 5 days of the issuing of the first report card from Merriam High School will result in the mark not being recorded on the OST.

Repetition of a Course

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

Course Changes and Course Type Changes

Course changes must occur within the first five days of the semester. If a student enrolls in or is transferred to the class after the first day of the semester, it is their responsibility to catch up on all missed work and assignments. In addition, if a student decides to change his or her educational goals, changing course types may become a need. Between grades 10 and 12, given a course prerequisite is not met, students may choose to complete the prerequisites at their public or private high schools, or summer, or night school. If the principal believes that a student will be successful in the new course without the prerequisite, the principal may waive the prerequisite.

Prior Learning Assessment and Recognition (PLAR)

The PLAR process involves two components: "challenge" and "equivalency". The challenge process refers to the process whereby students' learning is assessed for the purpose of granting a credit for a course developed from a provincial curriculum policy document. The determination of equivalency credits involves the assessment of credentials from other jurisdictions. Students arriving from outside Ontario must provide documentation from their previous school – officially translated into English if necessary. After examining the documents, the principal will determine the total credit equivalency as well as the number and types of compulsory and optional credits still to be earned. Students working towards the OSSD will be required to complete the OSSD Literacy requirement, and the determined hours of community involvement. A copy of the equivalency assessment will be retained in the student's OSR.

Please note, Merriam High School does NOT conduct PLAR challenges or award credit equivalencies for PLAR.

Alternate Methods of Learning and Earning Credits

Regular day schools offer alternate opportunities to obtain credits towards the OSSD, including e-learning, the Independent Learning Centre or Continuing Education Courses for Credit.

Report Cards

During the semester, each student will receive a mid-term and a final report. The report card will include a percentage mark with supporting comments, based on the work completed.

Assessment, Evaluation and Communication

As referenced in [Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools, 2010](#), the primary purpose of assessment and evaluation is to improve student learning.

The following seven fundamental principles lay the foundation for rich and challenging practice. When these principles are fully understood and observed by all teachers, they will guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

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

1. are fair, transparent, and equitable for all students;
2. support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
3. 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;
4. 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;
5. 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;

6. provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
7. develop 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 are based on the provincial curriculum expectations and the achievement levels in the curriculum policy documents for each course. Assessment is a continuous process and will gather information from a variety of sources such as assignments, projects, demonstrations, performances, tests and exams. A final grade for each of the courses a student takes is recorded as a percentage.

The final grade will be determined as follows:

- 70% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
- 30% of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a culminating performance task, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course and will give students an opportunity to synthesize the different aspects of their learning for each course.

A credit is granted and recorded for every course in which the student's final percentage mark is 50% or higher.

Teachers will use "Assessment *for* Learning" and "Assessment *as* Learning" practices to help students identify learning goals, where they are in relation to those learning goals and next steps needed to achieve those goals. This ongoing feedback will help prepare students for "Assessment *of* Learning", the process of collecting and interpreting evidence for the purpose of summarizing learning at a given point in time, to make judgments on the quality of student learning on the basis of established criteria, and to assign a value to represent that quality. These will be based on the provincial curriculum expectations and the achievement levels outlined in the document [*Growing Success: Assessment, Evaluation, and Reporting In Ontario Schools, 2010.*](#)

Teachers and students will have constant open dialogue with one another regarding the student's learning goals and success criteria. Students will be given the appropriate support in order to achieve their academic goals and success criteria.

The grounds for communication and feedback come from specific in-class observation and academic performance. Students are continuously observed by teachers and staff in order to best determine the appropriate action plans to achieve student success.

In all their courses, students will 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.

Reach Ahead Program

The Reach Ahead program is for elementary students who wish to take high school courses. The principal of the student's elementary school, together with the principal of Merriam High School and the student's parent(s), will decide if it is appropriate for the student to enroll in high school courses. Merriam High School adheres to all standard school practices in accommodating a Reach Ahead student by recording and granting achievement as necessary. Students are typically eligible for Reach Ahead during the Grade 8 school year or the summer before Grade 9, as outlined in the [Ontario Schools: Policy and Program Requirements](#), section 2.5.2.1.

Those wishing to participate in the Reach Ahead process may complete an enrollment request and return it by email to highschool@merriammusic.com for review and approval. Approval from the principal of Merriam High School must be received prior to registration.

Ontario Student Transcript (OST)

The OST is an official summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST is included within the Ontario Student Record. All credits earned are recorded on the OST. These transcripts and records are available upon request by appointment with the principal. In Grade 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 courses, no entry will be made on the transcript.

Homework and Assignments

Punctual attendance and a readiness to work with the required materials are expected. Each student will do their best to complete all assignments on time. Each student will complete all homework assignments and prepare for tests in a diligent manner. Emergencies will arise and teachers will be respectful of this. Consistency of effort is a worthy goal. In the event of an excused and/or extended absence, it is the student's responsibility to approach and work with his/her teachers to acquire any missed instruction and assignments.

Accidents at the School

All accidents at the school must be reported to the nearest teacher or staff member. An incident report will be filed and reviewed by our school principal.

Academic Honesty

Students must be academically honest in all assignments. Students found to be academically dishonest (i.e. cheating or plagiarism) may result in a mark of zero (0) on that evaluation, and parents/guardians and/or administration will be notified.

For ESL students, tasks completed using a computer translation program will not be evaluated, as they are not student-generated work. Students are expected to be familiar with what constitutes academic dishonesty and should speak with their teachers when in doubt.

Plagiarism and Cheating

Plagiarism is the act of taking and using, as one's own, the ideas, expressions, designs, inventions, writing etc. of another whether done by direct quote or by paraphrasing.

Cheating is the act of violating the rules as outlined by the teacher in respect to essays, projects, tests, exams, quizzes, etc. Such action may result in a mark of zero (0) and parental contact.

Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

The following constitute acts of plagiarism or academic dishonesty:

- Submitting work done by others as one's own
- Failing to use references to acknowledge the ideas that have been taken from various sources, including graphs or images
- Loosely paraphrasing the original material, by not using quotation marks to indicate phrases and other pieces of language drawn from sources
- Failing to record references and sources in Works Cited
- Having another person such as a tutor or friend write an assignment that is submitted by the student

In the event that plagiarism is confirmed or suspected, our policies reflect a continuum of behavioural and academic responses and consequences, based on at least the following four factors: 1) the grade level of the student 2) the maturity of the student 3) the number and frequency of incidents 4) the individual circumstances of the student, but generally speaking, this procedure will be followed:

- The student will be advised that the teacher considers the work plagiarized
- The student will be asked to provide proof to the teacher that the work is original
- The student fails to provide proof, or the proof is unconvincing, the student will be assigned a mark of zero (0) for the plagiarized questions and given an opportunity to resubmit those questions. Marks may be awarded for resubmitted questions.
- A repeated pattern of academic dishonesty may result in escalating severity of consequences, including the possibility of a mark of zero (0) for applicable assignments or, in severe situations, the loss of this credit for this student.
- All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the Principal.
- If the teacher determines that the infraction is unintentional and very minor/technical, the teacher, at his or her discretion, may require the student to re-work or re-do the assignment with no deductions.

SUPPORTS, RESOURCES & SPECIAL EDUCATION

Accommodations and Special Provisions

Merriam High School understands that every student has very specific learning needs. In the event that a student requires any special provisions or exemptions, Merriam High School will accommodate to ensure the student has the necessary resources to achieve his or her learning goals.

School Support Services and Guidance

Education Counsellors are available 7 days a week to assist parents and students with any questions. They can be reached via telephone at 905-829-2020 x 8807, or via email at

care@merriammusic.com. Teachers are also available via email or telephone to answer course-specific questions; they will distribute their contact information in the first class.

Students who are at risk of not completing their credit courses for any reason, are asked to book an appointment with the school principal to discuss options. In addition, teachers will communicate any difficulties to the principal, in order to discuss and implement the best course of action.

Individual Pathway Plan (IPP)

Students can learn more about the IPP by reviewing [*Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12.*](#)

In addition, our Education Counsellors are available 7 days a week to assist parents and students with their IPP needs.

Accessibility and Accommodations

Our teachers will consider a range of strategies to address any students' special needs. Such strategies will include reassessing and, if necessary, modifying the student's accommodation plan, providing additional support and implementing alternative learning techniques.

The school will make lecture notes, assignments, lesson plans and homework available on the online portal. In addition to benefiting students with disabilities who use adaptive technologies to access course content, this delivery method also benefits students with learning disabilities and students who are English language learners.

The teacher will have office hours available to any student who needs additional support or guidance.

A List of Merriam High School Support and Community Resources

- **Peer Tutoring:** Students may be paired together or arranged in small groups to learn from one another.
- **Educational Counseling:** If students begin to see their academics fall below expectations, a meeting will be scheduled with the appropriate faculty to discuss methods for improvement.
- **Online Resource Centre:** Merriam High School maintains an online database of academic resources and samples for students to use however they see fit in order to prepare for tests, assignments and exams.
- **Facilities and Practice Rooms:** Should students need a room in which to practice, then a room can be arranged for them to use privately.
- **Parent Supports:** Our staff is available to assist parents with any questions or concerns within the operating hours of the school.
- **Computer Labs and Library:** Merriam High School does not have a computer lab or provide a library service.

RESOURCES

Computer Software

The following are resource materials that are essential to the course; students will be required to download the following free software:

- AMU10 and AMU3M: Online Collaborative Music Notation software
 - For both PC and Mac Users: Flat – <https://flat.io>
- AMU3M: Video editing program
 - For PC users: Lightworks – <https://www.lwks.com>
 - Once the program is downloaded, the student must register in the program. It is a free download, but if the student doesn't register, you will lose the program after 7 days
- AMM2O: [Ableton Live 11](#) (Intro version or higher)
 - Ableton offers educational discounts for [Standard and Suite versions](#)
 - [Google Chrome](#) browser

Device Requirements for the Online Class

Merriam High School's online requirements can be met through most PCs or Mac computers. The online platform does not work well on older tablets or iPads. We recommend the following device specifications:

- Windows, MacOS or ChromeOS device (with up to date OS) containing the following:
 - Quad-core processor (Intel Core i5 or better)
 - 8GB of memory (RAM) or greater with an Integrated Graphics Card (most common is Intel HD Graphics)
 - 4GB of memory (RAM) or greater with a Dedicated Graphics Card (such as NVidia, ATI, ASUS, AMD, MSI, etc.)

Internet Connectivity Recommendations

- As our online classroom features an integrated, interactive whiteboard and video feed, it requires more bandwidth than a standard video-conferencing call. Internet speeds of at least 40 mbps/download and 10 mbps/upload are highly recommended.

Google Account

In order to access Google Classroom, the student will need a Google account separate from their day school Google account (if applicable).

Other Resources Required

- A scanner, smartphone camera, or similar device to upload handwritten work, preferably in PDF format.
- A digital video camera, a web camera, or similar device to record and upload video recordings.

Required Textbooks

No textbooks are required for this course other than books required for private one-on-one instrumental lessons. For the group online class, handouts will be provided as needed.