Summer School Parent and Student Supplementary Handbook

HTS
Holy Trinity School

This guide is a supplement to the *Parent and Student Handbook 2025 - 2026* thus, it is recommended that you are familiar with the content of that document in conjunction with this *Summer School Parent and Student Supplementary Handbook*

TABLE OF CONTENTS

Communication Pathways

Effective communication is a crucial part of the mutually supportive relationship between the School, parent and student. Below is a brief list of the formal and informal opportunities for open and regular communication available during summer school between parents, teachers, students, and administrators.

Pathway	Explanation
OneLogin	Students and parents can log into OneLogin using their login credentials. Here you will have access to links and resources such as Edvance, Vision for Learning, Parent and Student Handbook, and more.
Edvance	Edvance Provides a window into key academic aspects of a student's life at HTS. You can access Edvance through OneLogin or use the following Edvance direct link
Google Classroom and Workspace	Students will have access to a Google Workspace account (Google for Education - Gmail, Drive, Calendar, and Classroom). Google Classroom (GC) is used at HTS to provide students with access to their learning - through GC, students can send their teacher a private message, turn in work, and more.
Contact with Staff	The best way to contact staff is by email. All staff are expected to check email daily and reply to email no later than the end of the next working day.
Student Progress Reporting & Report Cards	Student progress reporting occurs on a weekly basis during summer school. These reports are posted in Edvance (access Edvance through OneLogin in or the link above).

Summer Staff Contact Information

Leadership Team		
Head of School	Amanda Kennedy	HeadofSchool@hts.on.ca
Deputy Head of School	Tracy Faucher	tfaucher@hts.on.ca
Summer School Principal	Tanya Catallo	tcatallo@hts.on.ca
Academic Program Team		
Grade 9 Mathematics Teacher	Ms. Alana Sardellitti	asardellitti@hts.on.ca
Grade 9 Mathematics Teacher	Ms. Esther Kim	ekim@hts.on.ca
Grade 9 French Teacher	Ms. Elke Haugen	ehaugen@hts.on.ca
Grade 10 History Teacher		
Grade 10 History Teacher	Ms. Stephanie DeRose	sderose@hts.on.ca
Grade 10 Computer Technology and Skilled Trades	Mr. Ronny Wan	rwan@hts.on.ca
Grade 11 Biology Teacher	Mr. Matthew Iu	miu@hts.on.ca
Grade 11 Chemistry Teacher	Ms. Amanda O'Neill	aoneill@hts.on.ca
Grade 12 Advanced Functions Teacher	Ms. Jenifer Nguyen	jnguyen@hts.on.ca
Grade 12 Dual Credit ENG4U & CHI4U	Mr. Michael Peppler	mpeppler@hts.on.ca
Technology Integration Team		
Executive Director of Learning Innovation and Technology	Ms Stephanie Stephens	sstephens@hts.on.ca
Director of Teach and Design Technology	Ms. Jennifer Clarey	jclarey@hts.on.ca
Technology Integration Specialist	Mr. Jason Dickinson	jdickinson@hts.on.ca

Frequently Asked Questions

I have questions about my child's academic progress in summer school.
- For questions about progress in a particular class, parents should first contact the child's teacher and cc the Summer School Principal - Tanya Catallo tcatallo@yahoo.ca. For unresolved academic issues, please contact the Summer School Principal - Tanya Catallo tcatallo@yahoo.ca.

I have general inquiries about summer school.
- Any questions about Summer School, including your bill, general academics, logistics, and more, contact summerschool@hts.on.ca.

I have questions about summer school food.
- Questions about the food services program should be directed to food@hts.on.ca

I have a question about signing in to my HTS OneLogin account online.
- Questions regarding your login information or troubleshooting can be directed to the IT Help Desk, at helpdesk@hts.on.ca or connect through the IT Virtual Help Desk at it.hts.on.ca

I have a question regarding technology.
- Questions regarding your login information or troubleshooting can be directed to the IT Help Desk, at helpdesk@hts.on.ca or connect through the IT Virtual Help Desk at it.hts.on.ca. Alternatively, contact Ms Stephanie Stephens, Executive Director of Learning Innovation and Technology, at sstephens@hts.on.ca.

The HTS Summer School Experience

HTS Vision for Learning

HTS is a place:

> *"where every learner is seen, heard and empowered to make an impact in their communities and the world."*

To achieve this strategic aspiration, HTS has developed a deep and robust vision for learning. This vision for learning guides and centres all academic pursuits at HTS; thus, it is the cornerstone of our academic programing for Summer School.

The Vision for Learning outlines our organisational values, the profile of our HTS Graduate, the philosophy that guides our learning experiences, the factors that guide a personalised approach to learning, the moral character values underlying our learning ecosystem, and the six competencies that we strive to teach all HTS students. To read the full HTS Vision for Learning, access the document [here](#).

Community Assemblies

We are excited to announce the launch of our new Community Assembly Summer School Initiative, designed to bring us all together, regardless of the courses we're taking. This initiative aims to create a space where we can learn from one another, build meaningful relationships, and understand the value that community and belonging bring to both our lives and our learning journeys.

Through our Community Assemblies, we will have the opportunity to:
- **Connect** with fellow students from different courses and backgrounds, fostering a sense of community and support.
- **Share** knowledge, skills, and experiences to enrich our learning and broaden our perspectives.
- **Discuss** topics that matter to us, fostering empathy, understanding, and mutual respect.
- **Explore** the importance of community and belonging in our personal and academic lives, helping us thrive as individuals and as a collective.

Let's come together, learn from one another, and strengthen our bonds as a community.

Summer School Learning Program

Summer School Schedule

Dates - Tuesday June 23rd to Thursday July 23rd (inclusive) - Canada Day holiday to be observed Wednesday July 1st

Class Hours - 9:00 am - 2:30 pm

Extra Help Hours - 8:30 - 9:00 am (Monday - Friday)

- 2:30 - 3:00 pm (Monday, Tuesday, Thursday)

Daily Timetable

Period	Time
Extra Help	8:30 - 9:00 am
Community Assembly	9:00 - 9:15 am
Morning Class	9:15 - 11:30 am
Lunch	11:30 - 12:10 Lunch will be provided by the dining hall
Afternoon Class	12:15 - 2:30 pm
Extra Help	2:30 - 3:00 pm (Mon, Tues, & Thurs)

**Teachers will give breaks as needed.

Course Offerings

The following are the courses that will be running in the 2026 summer session.

Grade 9
Mathematics - MTH1W
This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

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

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

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

process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

Computer Technology and Skilled Trades - TEJ2O

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisite: None

Grade 11

Chemistry - SCH3U

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

Prerequisite: Science, Grade 10, Academic

Biology - SBI3U

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. Prerequisite: Science, Grade 10, Academic

Prerequisite: Science, Grade 10, Academic

Grade 12

Advanced Functions - MHF4U

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

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

Advisory Note: Students should be aware that they will need a thorough grasp of the concepts and content of Grade11 mathematics as evidenced by a MINIMUM grade of 70% in MCR3U, if they expect to be able to meet the requirements of this course. It is suggested that students that have not met the minimum grade of 70% should meet with their Student Success Counsellor prior to attempting this course to determine the best plan of support.

English (ENG4U) and Canada: History, Identity, and Culture (CHI4U) - Dual Credit

General Course Description:
Explore the powerful intersection of literature and history in Canadian Voices: Literature and Identity in Historical Context. This dynamic course examines how marginalized communities—including Indigenous, Black, Asian, Franco-Canadian, 2SLGBTQIA+, and immigrant groups—have shaped Canada's identity through resistance, storytelling, and activism. You'll analyze novels, poems, and historical documents to uncover erased narratives and critique systemic injustices, from colonialism to modern racism. Through creative projects, debates, and media analysis, you'll develop critical thinking, writing, and advocacy skills while connecting past struggles to present-day movements like Black Lives Matter and reconciliation. Whether crafting podcasts, art, or policy proposals, you'll engage with Canada's complex legacy and your role in fostering equity. Perfect for students passionate about social justice, storytelling, and understanding the forces that define our nation.

Ministry Course Descriptions: ENG4U
This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular

purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

CHI4U
This course traces the history of Canada, with a focus on the evolution of our national identity and culture as well as the identity and culture of various groups that make up Canada. Students will explore various developments and events, both national and international, from precontact to the present, and will examine various communities in Canada and how they have contributed to identity and heritage in Canada. Students will investigate the development of culture and identity, including national identity, in Canada and how and why they have changed throughout the country's history. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate the people, events, and forces that have shaped Canada.

Summer School Policies and Procedures

Attendance

Summer School attendance is compulsory to receive the course credit. Students can only be absent **one day** in total. Missing more than one day could put earning the credit in jeopardy. Attendance will be taken and tracked every day by the Summer School teacher.

Parents are required to inform the school if a student will be absent. Notification is requested as early as possible. Absences must be emailed to the classroom teacher and the Summer School Principal (Tanya Catallo - tcatallo@hts.on.ca). Parents should include the student's name, course missed, and reason for the absence. If a student is marked absent and the school is not previously aware of this absence, parents will receive an email or phone call.

Arriving Late for School

Students who arrive late must go directly to their class and the teacher will mark them late. Parents are encouraged to schedule appointments outside of Summer School hours particularly due to the fast paced nature of Summer School learning.

If a student has an appointment during school hours, they must sign out with the Summer School Principal, with proof of permission from a parent by email or phone. Students who return to school must return to their class where their teacher will take their attendance. Parents will be contacted if a student's tardiness becomes an ongoing issue.

Leaving Campus

Students must sign out with the Principal when they are leaving campus. There will be a space in the sign-out binder for students to check if they are leaving for the day or if they are planning to return.

Information Technology

A computer is required for our Summer School program. Please note that phones or tablets (Android or iOS) will not provide enough capacity for the work that typically

needs to be done. If you are continuing at HTS in the fall, please also note that there are specific device expectations for our full-year program that can be found [here](#).

HTS technology resources are available for instruction and research by students, teachers and administrators. The use of these facilities is a privilege and must be in support of the educational objectives of HTS.

The Information Technology Policy sets out the conditions for students to use HTS technology resources. It is designed to govern safe and appropriate use of these tools. HTS technology resources are defined as, but not limited to:

- School network resources (e.g. use of School Wifi, and associated hardware such as cables, access points, servers etc.).
- School owned devices (e.g. laptops, iPads, desktop computers, laptops, microphones, headphones, etc.).
- School issued accounts and software (e.g. Edvance, Google Workspace for Education).
- Third party accounts created through the use of HTS credentials (e.g. an Instagram account created using a School email address).

For further information governing the rules for technology use at HTS, the consequences for the violation of technology privileges, the place of Artificial Intelligence at HTS, digital resources to support learning at HTS, and parameters around devices and digital photography, please refer to the [Parent and Student Handbook.](#)

For any assistance with regard to technology, please reach out to our teAch team or the Executive Director of Learning Innovation and Technology, Ms. Stephanie Stephens.

Code of Conduct

The School's philosophy is to focus on developing a love of learning while guiding and challenging every student at all stages of learning. The School is dedicated to the education of students in a safe and caring community that fosters the development of character, courage, creativity and a passion for learning.

The School promotes responsibility, respect, personal integrity, civility and academic excellence in a safe learning and teaching environment. A positive school climate exists when all members of the School community feel safe, included and accepted, and actively promote positive behaviours and interactions.

For a full description of our code of conduct including the standards of behaviour, roles and responsibilities, progressive discipline policy, and bullying prevention and intervention, please refer to our Academic Calendar 2026-2027

It is important to note for Summer School the following rules:

1. Students are expected to be familiar with and adhere to the school's Dress Code, Code of Conduct, Commitment to Inclusion and School policies as outlined in the Parent and Student Handbook at all times and in all circumstances.
2. Students are expected to be respectful and kind to others, as well as themselves in person and online. In this way, they learn the norms of good citizenship and live by our Character Creed.
3. Students are expected to behave respectfully in the hallways and other places on campus where students are learning. No one has the right to disrupt or interfere with another person's learning.
4. Students are expected to arrive for class with the materials and tools required for success.
5. Students are expected to abide by the dress code.
6. Senior School students who drive, or who are passengers in vehicles, must be familiar with and adhere to the rules, school expectations and traffic bylaws when driving on school property. They should use extreme caution when driving in and out of the property, and failure to do so may result in the loss of parking privileges.
7. There are to be no public displays of affection between students.
8. Students are not permitted to have visitors at school at any time without the written consent of the Summer School Principal.
9. Food and drink are not to be brought into classes, libraries, Chapel or the theatre except for water in a reusable container with a lid.
10. No food delivery is allowed on campus, this includes services from Uber Eats and DoorDash, just to name a few. Students are to eat the food from the Dining Hall, and or bring their own from home. This included both students ordering and parents ordering food for their children to be delivered at school.
11. Students are expected to be familiar with and adhere to the IT Acceptable Use Policy. This includes, but is not limited to, respecting the privacy and dignity of teachers, students, visitors and guests by neither recording nor photographing anyone without their permission.
12. Students are expected to safeguard their privacy and property by never sharing passwords, locker combinations, or personal information over the Internet.

13. No student shall subject another person to verbal, physical, or emotional intimidation, or cyberbullying or any form of harassment. We do not tolerate these behaviours in any form.
14. All school equipment and students' personal belongings are private property and are to be cared for and respected as such.
15. The school will uphold the law in any circumstances involving criminal activity.
16. Smoking and vaping of any substance will not be tolerated. Being in possession of cigarettes or vaping materials, or being in the presence of other students engaged in this activity is forbidden and acts against our school policies.
17. Possession or use of alcoholic beverages or illegal drugs in school, on school trips or at school-related activities is illegal and will not be tolerated.
18. Weapons, replica or real, are not permitted at school. Police will be notified and students will be asked to leave the school.

Students who fail to comply with our Code of Conduct and School Rules, either on occasion or repeatedly, will be referred to the Summer School Principal who will then decide on the appropriate action to take.

Dress Code

All students must adhere to the HTS Dress Code. Students are expected to dress appropriately to demonstrate respect for self and others at all times.

During the summer, students are not required to wear a uniform. However, appropriate summer school dress is expected. The following outline both what is acceptable and unacceptable to wear:

Acceptable:
- Any type of t-shirt or polo shirt
- Sleeveless tops
- Shorts, skirts and dresses with a 3" inseam or greater
- Jeans and yoga pants
- Shoes, sandals and flip flops

Unacceptable:
- Crop tops
- Strapless or spaghetti strap tops or dresses
- Shorts, skirts or dresses shorter than a 3" inseam
- No hats in the building

Students in violation of these guidelines will be asked to change into appropriate clothing. If they cannot do so, they will be sent to the Summer School Principal and their parents will be contacted.

Food Services

Students in Summer School will have their meals provided in the dining hall. Our staff works hard to create healthy menus that also provide options and choices for our students.

Some children are severely allergic to peanuts and/or nuts and nut by-products. HTS is a nut-aware facility and, as such, the School lunch is a nut-aware program. Should a child have a packed lunch or snack, please ensure that all food is free of peanuts, nuts and nut by-products. These foods must be for individual consumption only. Parents must refrain from giving children peanut products to bring to school. This includes cakes or cupcakes to celebrate birthdays.

Any food that is to be served or sold in School will be ordered through or approved by HTS Food Services, with the exception of canned pop.

Parking

The parking lot is available to staff, parents and students. There are no assigned spaces with the exception of the ones that are designated as accessible, those that are auctioned off as fundraisers and denoted as such, and carpooling spaces.

In the mornings and afternoons, there is a great deal of traffic on the campus. Everyone must exercise extreme caution when driving on and around the School grounds. Drivers should note that traffic flows one way, and no U-turns are permitted.

When cars are parked and left unattended, the area impedes traffic flow and is a safety hazard should an emergency vehicle need to access this lane. By-law officers have the right to stop by anytime and they have advised us that no ticket will be issued if the driver remains in the car and is able to move the vehicle in the case of an emergency. However, a ticket will be issued if a car is left unattended in a no-parking zone.

Assessment and Evaluation

Guiding Principles

The purpose of assessment and evaluation is to improve student learning and inform educator practice. It informs the next steps for both the student and the teacher. All of our classroom practices are grounded in research. Evidence of a student's learning is collected through observations, conversations and products, this triangulation of data allows for a more holistic approach to assessing students.

Additionally, we collect evidence within the four assessment criteria: knowledge, thinking, communication and application in a balanced manner in order to support higher-order thinking and deep understanding, and application of concepts and disciplinary material. All evidence (formative and summative) of a student's learning matters is part of our collection of data. Feedback attributed to attitude, effort, participation and attendance are reported separately through learning skills. Lastly, grades are organised around Term work (70% of overall grade) and Summative Evaluations (30% of the overall grade).

For a full description of our Assessment and Evaluation guidelines, refer to our Academic Calendar 2026-2027

Reporting Timelines

There are four official reporting periods during Summer School. Students and parents will have access to their reports each week, beginning the week of June 29th on Thursday by 5:00pm through Edvance. These reports will indicate both a grade and a comment to support student development and growth. Final reports will be available on Friday July 24th after 5:00pm.

Parents are encouraged to connect with their child's teachers if they have questions or concerns about their child's progress throughout Summer School.

Late and Missed Assignments

Teachers will communicate clearly established due dates with students. Students are expected to submit all work in their courses. Submitting assignments late or missing assignments results in students providing insufficient evidence for evaluation. This has a direct impact on how teachers report on student achievement.

- Students should speak to their teacher in advance of a due date if they have concerns about meeting it.
- Teachers will communicate home that a student has missing work and the impacts of not turning that work in. If that work is not turned in by the end of a semester, the zero will be factored into that report card.
- Teachers will use a placeholder of 0% in their grade book until a student submits their late assignment as a last resort and to ensure that the student and their parents understand the lasting effect of not completing the assignment.

Support

Teachers will employ a variety of strategies to help prevent the submission of late or missed assignments. These support strategies include:
- Scaffolding assignments to include student-teacher check-ins;
- Providing extra help;
- Sharing assigned due dates on test boards and the course Google Calendar within the appropriate timelines and
- Extending the deadlines when necessary and appropriate to do so.

Consequences

The consequences a teacher may employ when a student fails to fulfil their academic responsibilities include:
- Requiring the student to complete missing work or an alternate assignment;
- Requiring the student to come in during a different scheduled time to complete the assignment and
- Applying a mark of 0% for any work not handed in by the end of a semester.

Final Assessments/Examinations

As part of a process that prepares students thoroughly for post-secondary academics, all students from Grades 9 to 12 will engage in final evaluations, which may or may not include an examination. In following Ministry of Education expectations, the final

evaluation tasks compromise 30% of the students total final mark. At HTS we include triangulation in this 30% which means that students will have more than one part to complete in their final evaluation of the course.

Academic Integrity

It is expected that all students will make an honest effort in all that they do. In all disciplines, students are taught the skills necessary to produce honest academic work. Please note that Academic Integrity also applies in situations when students have used AI to create work against the expectations of their teacher, the particular assignment, and/or is passing the AI-generated work off as their own.
Examples of academic dishonesty include, but are not limited to, the following:

- Prior dissemination: Supplying of information from any of a variety of sources by a student or group of students, which gives an unfair advantage.
- Theft: Taking of another student's work for personal use or to disadvantage the rightful owner.
- Aiding and/or abetting academic misconduct: allowing work, from home or during tests, to be utilised by others; procuring unauthorised materials. If students share their own work with others via any electronic means and another student then uses this work, then both students will be considered to have broken the rules.
- Cheating: Using information in any form, paper or electronic, during a test or exam that the subject teacher has not approved. This includes having answers written on the student's own person or test approved materials (calculator, eraser etc.).
- Plagiarism: Representing another's words or thoughts as one's own. Also purchasing and/or presenting another's work or doubling (without permission) of assignments over more than one subject.
- Copying: Replicating homework (with due recognition that homework is often done in groups), major assignments/essays, tests or exams.

For a description of the consequences of an academic integrity violation, and additional information regarding Assessment and Evaluation, please see the *Parent and Student Handbook* and in the Academic Calendar.