



SUCCESS for Every Student



GRAND ERIE | 2019-20

**SIMCOE
COMPOSITE SCHOOL**

SIMCOE COMPOSITE SCHOOL

Welcome to Simcoe Composite School!

Our guide will demonstrate all that SCS has to offer you both inside and outside the classroom as you plan your high school experience. We trust that you will find all of the information you need and we are happy to answer any questions you may have about our school, programs, support services and navigating high school in general. Please contact us any time.

We look forward to helping you plan your pathway to success!



SCS Website:
www.granderie.ca/scs
Follow us on Twitter
@SimcoeSabres and @SCSStuCo



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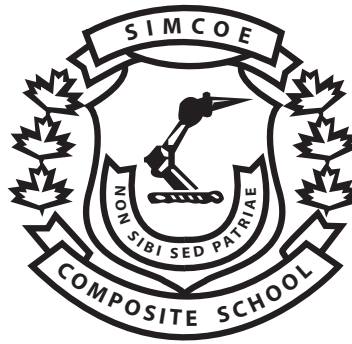
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SPECIAL EDUCATION

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VISION

It is our vision to be able to inspire all students to reach their full potential academically, creatively, physically, and socially

SCHOOL MISSION STATEMENT

We will deliver a quality program by promoting:

- a safe, inclusive environment
- differentiated programming
- character development
- support for individual needs
- responsible, respectful behaviour
- a sense of community caring

SCHOOL SUPPORT SERVICES AND RESOURCES

GUIDANCE AND CAREER EDUCATION

The Guidance program offers opportunities for students to acquire the skills, knowledge, and attitudes necessary to:

- Know and appreciate themselves.
- Relate effectively to others.
- Develop appropriate educational plans.
- Counsellors provide an opportunity to meet with every student during the school year to discuss their progress. Students can also request interviews at any time by making an appointment in the guidance office.
- Explore post-secondary plans. Current information is provided on careers, apprenticeships, Universities and Colleges.
- Information is provided to assist students in completing course selection sheets.
- The Public Health nurse, STAR counsellor, and Addictions counsellor are available in the school once each week. Students must have signed parental consent to meet with outside counsellors.
- Referrals may be made, with parental consent, to services provided by the Board or by outside agencies e.g. Educational testing, speech and language testing, Social Worker, Child Youth Worker, psychometric testing, Mental Health services and Community and Social services.

If you have any questions, concerns or comments, please telephone 426-4664 to arrange an appointment.

SPECIAL EDUCATION

SCS offers the services of qualified Special Education teachers. Students identified by an Identification, Placement and Review Committee (IPRC) as “exceptional”, have the support of the special services they require to meet their needs and goals. SCS delivers special education programs from self-contained programming for Certificates of Education and Resource support in regular classroom for credit towards an Ontario Secondary School Diploma.

Our self-contained programs include: Life Skills, for students with Developmental Disabilities; Bridge, a program for students with Developmental Disabilities; Pathways, a program for students with mixed exceptionalities who may obtain courses for credit towards a diploma or will obtain a Certificate of Accomplishment. Access to placement in a self-contained program is determined at system IPRC's. Exceptional pupils are reviewed annually through an Identification, Placement and Review Committee. An Individual Education Plan (IEP) is designed for each exceptional pupil based on the individual's needs. The IEP is developed by the Learning Resource Teacher in co-operation with regular program teachers, parents and the student and contains specific strategies to meet an individual's needs as identified by an IPRC. IEP's are sent home within the first 30 school days each year and during each reporting period for the self-contained classes.

GEDSB SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C)

Contact the Grand Erie District School Board Office at (519) 756-6301 for committee information including: special education plan, parent guide, policies and programs.

SCS LIBRARY / RESOURCES

The SCS Library is open each day from 8:15 a.m. until 3:15 p.m. or later with the Librarian's consent. Students are able to sign-out books for school and personal use. All materials are catalogued and assistance is available to locate reference materials. The Library has 26 computers that can be used for school assignments, database and internet research. The school Librarian offers seminars on bibliographic format, reputable websites and periodical databases. SCS has four computer labs that are fully networked and connected to the internet. All classrooms now have sets of Netbooks or tablets which can be connected to the school's Wi-Fi. Students may also bring in their own personal devices and connect to Wi-Fi.

STUDENT SUCCESS/SABRE ZONE

The Student Success Teacher monitors student progress and intervenes when necessary, offering one-on-one assistance to students working on overdue assignments and providing extra support to students requiring it. Students are typically referred to Student Success by classroom teachers, or administration; some self-advocate by requesting the extra support they need in order to be more successful. Academic support is available throughout most of the school day.

SPECIAL PROGRAMS: *HEALTH SCIENCE*

This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation (IDP4U), with expectations from Science, Grade 12, University/College Preparation (SNC4M). The program provides students with multiple opportunities to investigate careers in a health care setting by exposing them to the structure and organization of Canada's Health Care system including an analysis of the challenges and issues affecting health care delivery, studying the human body systems in a normal and diseased state, exploring medical technologies available, and examining the role of ethics and confidentiality in health care. Students will collaboratively investigate 8 case studies delivered by health care practitioners at Norfolk General Hospital and in the community. They will prepare both written and oral presentations. Each student will also have the opportunity to spend a morning in the operating room. Individually, students will perform an in-depth investigation of a health care profession of their choice by arranging to spend one day with a health care provider and prepare verbal and written presentations. Students will collaborate to prepare a summative round-table report to Norfolk General Staff at the conclusion of the course. Students will earn two credits: IDP4U and SNC4M.

THE ADVANCED PLACEMENT PROGRAM AT SIMCOE COMPOSITE SCHOOL

WHAT IS AP?

- The College Board's Advanced Placement Program offers motivated high school students the opportunity to take challenging university-level courses while still in high school.
- Each spring, Students are offered the opportunity to demonstrate their knowledge and skills on subject-specific Advanced Placement Examinations.
- Successful completion of an Advanced Placement Examination can result in university credit, advanced standing, or both depending on the university a student chooses to attend.
- AP courses are recognized by 90% of post-secondary institutions in North America and in over 60 other countries around the world.

WHY TAKE AP?

1. Enrichment and Challenge
2. Enhancement of Individual Strengths
3. Become Active Learners
4. Be a Step ahead at University – exams and projects
5. Advanced Placement/Credit/increased options at University
6. Stand out in Admissions Process and International Recognition

SCS OFFERS:

1. AP Biology at the Grade 12 level.
2. AP Physics at the Grade 12 level.
3. AP Calculus as an afterschool club for students who are strong in math and interested in advancing their knowledge. Students should have a minimum mark of 80% in MCR3U and be highly self-motivated.

Advanced Placement Exams will be written in May of the school year.



TURNING POINT...TAKING CHARGE OF YOUR FUTURE.

- *Did you leave high school before you graduated?*
- *Are you between 16 and 20?*
- *Are you currently working full-time or part-time?*
- *Have you earned 20 or more high school credits?*
- *Are you ready and willing to learn in order to complete your high school diploma?*

If you answered “Yes” to all of the above question, then the SCS Turning Point program may be just what you are looking for.

The SCS Turning Point Program is offered in an alternate “non-school” learning environment. Students attend at the Turning Point location twice a week to complete the in-class portion of the program.

On their in-class days, the students work at their own pace on independent study courses in order to earn the high school credits that they need to receive their OSSD. Teachers and educational assistants provide the students with individual one-to-one support as they work on their courses.

On the days when they are not in class, the students use their current job experiences to earn co-op credits toward their high school diploma.

DOES THIS SOUND INTERESTING TO YOU? DO YOU WANT MORE INFORMATION ABOUT THE SCS TURNING POINT PROGRAM?

CONTACT:

SCS Turning Point Programs:
Port Dover Campus 519-410-1201



WHAT IS AVAILABLE TO YOU AT SCS???

Simcoe Composite School provides a wide range of extra-curricular activities. It is important to become involved in some activity whether it be a club, team or group. It will make your high school experience much more enjoyable. You will meet new people, learn new things and create lasting memories.

EXTRA-CURRICULAR SPORTS AND ACTIVITIES

Athletic Council
Badminton
Basketball
Cheerleading
Cross Country
Figure Skating
Football
Golf
Hockey
Rugby
Soccer
Swimming
Tennis
Track & field
Volleyball
Wrestling

CLUBS AND COMMITMENTS

Band
Breakfast Program
Drama and Musical
Environmental & Recycling
Gaming Club
Gay Straight Alliance
Health Council
Norfolk Fair Committee
Prom
Students' Council
Wellness Club
Yearbook

SIMCOE COMPOSITE SCHOOL COMMUNITY EXPECTATIONS

RESPONSIBILITY

- Do what you are expected to do.
- Persevere: keep on trying.
- Always do your best.
- Think before you act - consider the consequences.
- Be accountable for your choices.



RESPECT

- Treat everyone with respect: treat everyone as you would want to be treated.
- Accept differences in others: be considerate of feelings of others.
- Use polite manners: use language that does not offend community standards. (ie. No obscenities, no profanities, etc.)
- Deal peacefully with anger, insults and disagreements; do not threaten, hit or hurt anyone.



TRUSTWORTHINESS

- Have the courage to do the right thing.
- Be honest; don't lie, cheat or steal.
- Be reliable-do what you say you'll do.
- Build a positive reputation.



FAIRNESS

- Act according to the rules.
- Be open-minded; listen to others.
- Be fair; don't take advantage of others.
- Take responsibility for your own actions.

CARING

- Be kind; be compassionate and show you care.
- Express gratitude; say thank you.
- Forgive others.
- Help others in need.

COMMUNITY MEMBERSHIP

- Respect authority.
- Stay informed; get involved.
- Be a good neighbour.
- Respect and protect the environment.

***DO YOUR SHARE TO
MAKE YOUR SCHOOL
AND COMMUNITY BETTER.***



CAREER CRUISING

At GEDSB we have a vision that all students leaving our secondary schools have a clear plan for their initial postsecondary destination, and have confidence that they can revise their plans as they and the world around them change. We support students with the tools needed so that they become architects of their future.

As a result, we have been working with Career Cruising to assist students in this planning. Career Cruising (ccEngage) is a powerful and complete, web-based solution that give students and schools an easy and effective way to develop skills and knowledge needed for success. It can be used as a single, comprehensive solution or

combined with the components in any combination to meet students immediate needs.

It starts with Career Cruising Portfolio (ccSpringboard), where students answer questions like “Who am I?” - in Getting to Know Yourself, “What are my opportunities” - in the Exploring Opportunities section to “Who do I want to Become?” – in Making Decisions and Setting goals and ultimately, “What is my Plan” – in Achieving Goals and Making Transition plans. This is built upon for every grade and phase of career development for children and adults. Once this foundation is in place, we embraced a second component called Career Cruising Planner (ccPathfinder).

Career Cruising Planner (ccPathfinder), is a course planner tool that integrates with ccSpringboard and our Students Information System (SIS), to provide the ability for our student

to plan, select and modify a four-year high school plan that both aligns with their life goals and meets graduation requirements for their school. In addition to the obvious students benefits, a labour-intensive and cumbersome course selection process is automated, freeing up time for our Guidance Staff to work directly with our students. A win win for all!

Together GEDSB and Career Cruising work together to create an Individual Pathway Plan (IPP) for all students. This plan becomes a valuable archive of student learning and a catalogue of resources they will need as they continue to plan for the future.

www.careercruising.com

MINISTRY OF EDUCATION PRE-REQUISITE PATHWAY CHARTS

The charts contained in this link map out all the courses in each discipline and show the links between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course, but rather serve as a pathway planning tool.

View the flow charts by visiting the Course Calendar section under the Student Tab at www.granderie.ca





What is a Specialist High Skills Major (SHSM)?

An SHSM allows students to customize their high school experience to fit career interests. Offered in grade 11 and 12, an SHSM allows students to receive a specialized high school diploma that is recognized in various economic sectors in all four pathways.

What does an SHSM look like?

An SHSM is a bundle of 8 to 10 grade 11 and grade 12 credits that include two Experiential Learning (Co-op) credits.

What do you get by taking an SHSM?

- Sector-recognized certifications and training
- Real workplace experience
- Learning experiences connected with post-secondary opportunities
- Skills and work habits required for employment success



Student Success
A Grand Erie Program

Grand Erie... **SUCCESS** for Every Student Specialist High Skills Major

The Communication Technology Program Cinema Focus

Simcoe Composite School

The Communication Technology SHSM provides students with a strong foundation for a wide variety of careers in the cinematography industry. Students focus on storyboarding, composition, editing, script writing, filming and directing as well as the process of making a video from start to finish.

"I like that the Communication Technology program allows me to do what I think of with my mind in a relaxed and creative environment." - Nick Belisle (Grade 12 student)

Benefits of the Communication Technology Program:

- Learn use of professional equipment and software
- Learn essential skills for careers in the cinematography industry
- Reach Ahead opportunities available including trips to tour different facilities, recording studios, broadcasting departments and trade shows
- Gain specific training and certifications in the industry

The Transportation Program, Automotive Service Focus

Simcoe Composite School

The Transportation SHSM provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems.

"The SHSM program gives students an advantage in the future when pursuing a trade career because of the extra training they gain in high school." - Brandon Gee

Benefits of the Transportation Program:

- Customize their secondary school education to suit their interests and talents
- Develop specialized knowledge and skills
- Earn credits that post-secondary educational institutions and the sector recognize
- Gain sector-recognized certification and career-relevant training
- Develop Essential Skills and work habits documented through the Ontario Skills Passport

Learn more information about Specialist High Skills Majors, visit www.granderie.ca



Choosing course types:

In order to ensure student success, Grand Erie encourages all students to give careful consideration to the course type chosen in each subject area.

GRADE 9 – 10 PROGRAMS:

Five types of courses are offered:

Academic courses emphasize theory and abstract thinking skills. These courses provide students the foundation for the University course type in grade 11.

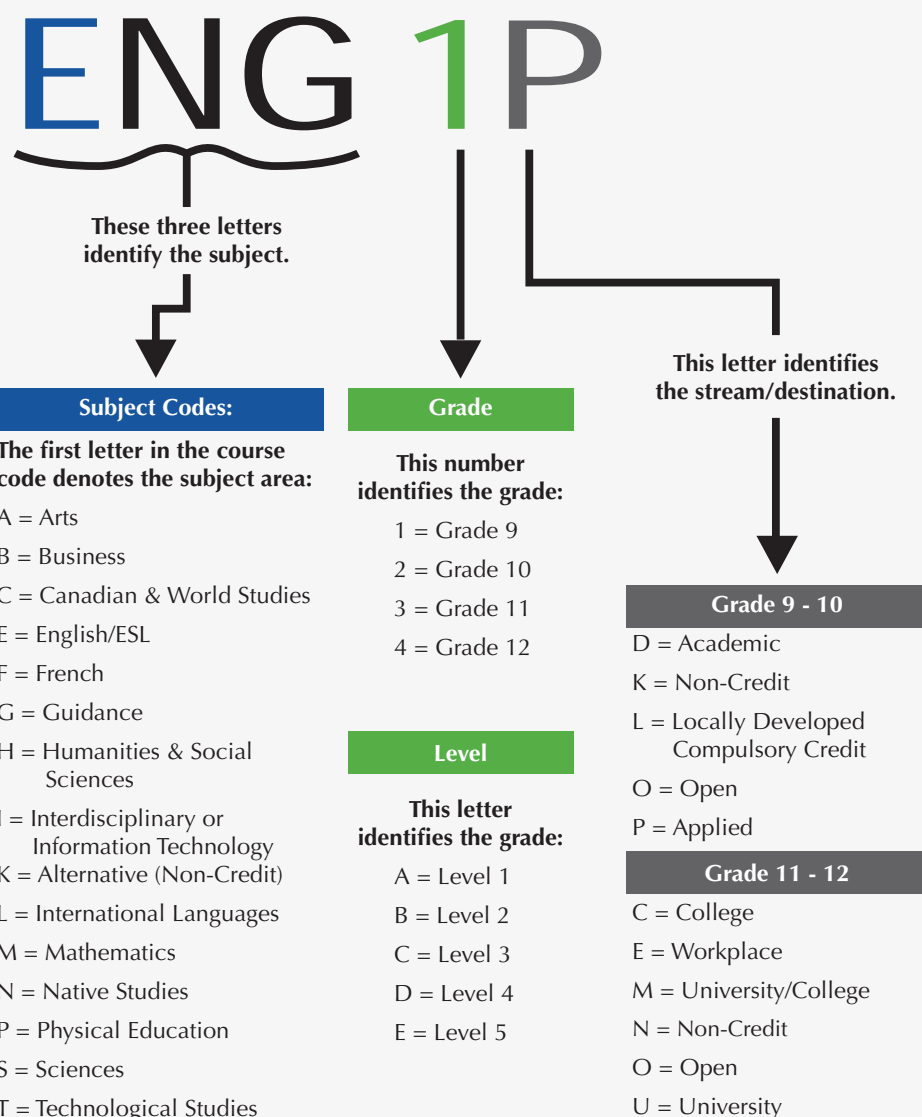
Special Education courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting and are non-credit bearing.

Locally Developed compulsory courses are designed to remediate students who are working below grade level and prepare students for the Workplace course type in grade 11.

Open courses are available to all students regardless of their destination after secondary school. These courses often present a balance of theory and practical work and offer an opportunity for students to explore particular areas of interest or skill.

Applied courses focus on practical applications and concrete examples. These courses prepare students for the College course type in grade 11.

Every course in secondary school has a unique COURSE CODE.
All courses have the first five characters as mandated by the Ministry of Education.



GRADE 11 - 12

Five types of program pathways are offered:

College courses are designed to prepare students for college programs and apprenticeships.

Workplace courses are designed to prepare students for entry to the workplace and/or apprenticeship.

University/College courses are designed to prepare students for either community college or university programs.

Open courses are available to all students regardless of pathway.

University courses are designed to prepare students for transition to a variety of university programs or apprenticeship.

12 OPTIONAL CREDITS

Optional credits may be earned in all subjects, including those named in the compulsory credit list, provided that such optional credits are additional to the compulsory credits. The optional credits allow for concentration in a curriculum area of special interest.

What do you need to graduate?

COMPULSORY CREDITS (TOTAL OF 18)	
4 credits in English (1 credit per grade)	
<ul style="list-style-type: none"> The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course. 	
3 credits in math (at least 1 credit in Grade 11 or 12)	
2 credits in science	
1 credit in the arts	
<ul style="list-style-type: none"> The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts. 	
1 credit in Canadian geography (Grade 9)	
1 credit in Canadian history (Grade 10)	
1 credit in French as a second language	
<ul style="list-style-type: none"> 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. 	
1 credit in health and physical education	
0.5 credit in career studies	
0.5 credit in civics	
3 additional credits, consisting of 1 credit from each of the following groups:	
<p>Group 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, Native studies, social sciences and humanities, guidance and career education, cooperative education</p> <p>Group 2: French as a second language, the arts, business studies, health and physical education, cooperative education</p> <p>Group 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education</p> <p><i>Note:</i> The following conditions apply to selections from the above three groups:</p> <ul style="list-style-type: none"> A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3. A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3. 	

GRADE 10 - ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

All students must successfully complete this test which will be administered by the EQAO (Education Quality and Accountability Office). Students will first write this test in the spring of their grade ten year. Unsuccessful candidates will be given the opportunity for remediation at the school and will be able to rewrite the test. Students identified through an IPRC (Identification, Placement, and Review Committee) will be allowed accommodations for writing of the test. Students not working towards an OSSD (Ontario Secondary School Diploma) may be exempted from writing the test.

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

Students who have written the OSSLT (Ontario Secondary School Literacy Test) once and were unsuccessful are eligible to take the OSSLC (Ontario Secondary School Literacy Course). Successful completion of the OSSLC satisfies the secondary school literacy graduation requirement.

40 HOURS OF COMMUNITY INVOLVEMENT

Forty hours of Community Involvement is a requirement for graduation. Community Involvement is a set of self-directed activities in the community that do not involve remuneration and do not replace a paid worker. A pamphlet entitled "Information on Community Involvement for Students and Parents" is available from the guidance office. The pamphlet will provide all the details concerning the Community Involvement requirement.

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 that they have earned a minimum of 14 credits as follows:

7 Compulsory Credits (2 English, 1 Canadian Geography or Canadian History, 1 Mathematics, 1 Health and Physical Education, 1 Science, 1 Arts or Technological Education or Computer Studies)

7 Optional Credits Selected by the student from available courses

CERTIFICATE OF ACCOMPLISHMENT

Students who are not working towards an OSSD or an OSSC may be awarded a Certificate of Accomplishment upon leaving secondary school. The Certificate of Accomplishment is a useful means of recognizing achievement for students who plan to transition directly to employment 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.

% Grade Range	Achievement Level	Summary Description
80 – 100%	Level 4	A very high outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below provincial standard.
Below 50%		Insufficient achievement of curriculum expectations. A credit will not be granted.

Programs

NIGHT SCHOOL/SUMMER SCHOOL

Night school classes are offered in Brantford, Haldimand and Norfolk. They are offered Tuesday and Thursday evenings. A wide variety of compulsory courses are offered. For additional information call Grand Erie Learning Alternatives (GELA) 519 753-6079.

Grand Erie District School Board will be offering summer school for grades 9 - 12 credits during the month of July. Locations will be sent to each school in the spring. For additional information call 519-753-6079.

GRAND ERIE LEARNING ALTERNATIVES (GELA)

GELA provides an alternate opportunity for secondary school students who, for various reasons, are not experiencing success in a regular school setting or who want to re-enter school after leaving.

Scheduled day programs, booklet and e-Learning are available.

STUDENT TRANSITION EXPERIENCE PROGRAM (STEP)

The STEP program is designed to engage students by ensuring that their individualized strengths, needs and interests are addressed in an alternative setting within the school.

The program provides students with the opportunity to earn credits, engage in experiential learning activities, explore career opportunities, and develop pathway plans and personal life management skills.

For more information, contact your school's Guidance Counsellor.

ADVANCED PLACEMENT (AP) AND PRE-AP

The Advanced Placement Program allows students to pursue university level studies while still attending secondary school. In May of each year, students may wish to write the standardized AP challenge exam in the course offered by their school. Students have an opportunity to receive advanced credit at many universities across Canada, the United States, and around the World.

Advanced Placement Exams train students in taking high level tests, get a head start on university-level work and develop the study habits necessary for tackling rigorous course work essential for success at the tertiary level of education. Students wishing to write the exam should contact their guidance department for more information.

Due to the rigorous nature of the AP exam, some schools will be offering a Pre-AP program for students prior to grade 12. A Pre-AP program allows students the time to expand and enhance their understanding of the subject material being tested during the exam while still meeting the requirements of the Ontario Curriculum. These programs may begin as early as grade 9 via enhanced classes and/or club formats. For more information, please talk to the guidance department at the secondary school you are attending.

SPECIALIST HIGH SKILLS MAJOR (SHSM)

Grand Erie District School Board, in conjunction with the Ontario Ministry of Education, offers SHSM programs to secondary school students.

Students enrolled in a Specialist High Skills Major program are required to complete a bundle of classroom courses, workplace experiences and sector certifications to receive a special designation on their Ontario Secondary School Diploma.

Grand Erie District School Board has programs in the following sectors:

- **Arts & Culture** – Performance and Production, Journalism and Media
- **Construction**
- **Environment**
- **Health & Wellness** – Fitness, Healthy Living, Health Care, Hairstyling
- **Horticulture & Landscaping**
- **Hospitality & Tourism**
- **Information & Communications Technology**
- **Manufacturing**
- **Sports**
- **Transportation**

Participation in an SHSM program can help students prepare for apprenticeships, college, university or transition to work.

DUAL CREDITS

Grand Erie District School Board has partnered with Conestoga College, Fanshawe College and Mohawk College to allow students to earn college credits before they graduate secondary school. These credits are delivered in three different ways within the Board.

- **School Within A College (SWAC)** - Is offered by Conestoga in Brantford (Fit and Wellness / Media), Fanshawe in Simcoe (Human Services / Intro to Trades) and Mohawk in Ohsweken (Intro to Trades). If you are between the ages of 17 and 20 years old and need 5 – 10 credits to graduate, speak to your guidance counsellor about this program.
- **Team Taught** - Is taught in combination with a college instructor and secondary school teacher during a student's regularly scheduled class.
- **After School** - Is taught by a college instructor (and supported by a secondary school teacher) after school in one of the local secondary schools. Students from other schools are welcome to enrol. Speak with your guidance counsellor for further information.



e-LEARNING COURSES

Virtual Courses are often called e-Learning courses. e-Learning courses use a virtual classroom and are accessed by a computer, tablet or smart phone. Your teacher may be a teacher from a school in the Grand Erie District School Board, or he/she may be in another city somewhere across Ontario.

e-Learning courses are typically taken by senior students. e-Learning courses provide opportunities for students to be able to access courses that they might not otherwise be able to take in a face to face class. As well, e-Learning is a now commonly found at the post-

secondary level (apprenticeships, college, or university), and is often used in workplace training.

In order to register for an e-Learning course you need to see your guidance counsellor. You will need to have a "Change of Program" form completed and signed by your parents and the school Principal.

More information, including what e-Learning is all about, the characteristics of successful e-Learning students, and the technological requirements for taking an e-Learning course can be found under the Secondary tab at granderie.ca

SPECIAL EDUCATION

Grand Erie believes in providing an inclusive culture for students on a continuum from "most enabling" to "least restrictive". Each one of our secondary schools has a Special Education department with Learning Resource teachers ensuring Individual Education Plans are in place and implemented. Our schools have Self-Contained programs to support the learning needs of individuals that require intensive support. In addition, we have a system Student Support Services that offer services such as, Psychological Consultation, Behaviour Counselling, Child and Youth Work and Social Work.

CO-OPERATIVE EDUCATION (CO-OP)

Co-op is a planned learning experience that integrates classroom theory and learning experiences at a workplace which enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course.

Co-op courses include a classroom component comprised of preplacement and integration activities and a placement component. Students earn co-op credits by integrating classroom theory with planned learning experiences in the community. Students are assessed and evaluated on their demonstration of tasks linked to curriculum expectations of the related course(s) as outlined in Students' Cooperative Education Learning Plan.

Students interested in Co-op Education must apply for the program and complete an interview. Successful candidates will be notified and the recruitment process of an appropriate placement will follow.

There is no formal restriction on the total number of co-op credits that students may earn in secondary school.

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Students gain knowledge and experience in an apprenticeable trade while working at an eligible work placement. Students acquire hours toward the completion of their apprenticeship while earning credits. An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the school, the employer (who teaches the skills) and the Students' Cooperative Education Learning Plan.

Students will get a head start on becoming a fully qualified journey person with a skill set that is in demand. Apprenticeships are an excellent way of learning valuable work skills and are a viable alternative to traditional post secondary programs.

For more information speak to your school's Co-op or OYAP teacher. Visit www.apprenticesearch.com

TO BEGIN AN APPRENTICESHIP DURING SECONDARY SCHOOL A STUDENT MUST:

- successfully complete 16 credits and be enrolled full-time in school
- be 16 years of age or older
- successfully complete the Ontario Secondary School Literacy Requirement

- complete all compulsory credits required for an Ontario Secondary School Diploma

ACCELERATED OYAP

Accelerated OYAP is a specialized program being offered in partnership with local post-secondary institutions, the MTCU and other local school boards. This program is offered to senior students from every secondary school in GEDSB. In Dual Credit programs, students can earn up to 4 credits toward their OSSD. The in-school component is facilitated by a post-secondary instructor.

GRAND ERIE IS COMMITTED TO STUDENT ACHIEVEMENT.

Besides our regular secondary school programs we offer:

- Special Education • e-Learning
- Alternative Education • Cooperative Education • Ontario Youth Apprenticeship Program • Specialist High Skills Major Programs
- Credit Recovery



Additional Information

COMPULSORY SUBSTITUTIONS:

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses. To meet individual student needs, principals may substitute up to three compulsory credits with courses from other subject areas that meet compulsory credit requirements, including all Guidance and Career Education courses. Substitutions will be made to promote and enhance student learning or to meet special needs and interests.

CREDITS:

A credit is granted in recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. Scheduled time does not include additional time spent on a course, for example time spent on homework.

PLAR:

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma. The PLAR process involves two components: "equivalency" and "challenge". For more information on PLAR procedures, see your secondary school principal.

ENGLISH LANGUAGE LEARNERS:

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. A Grade 12 English course must be completed to earn the fourth credit.

ASSESSMENT AND 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 curriculum expectations. This information also serves to guide the teachers in adapting instructional approaches to students' needs and in assessing the overall effectiveness of program and classroom practices.

Assessment is the process of gathering information from a variety of sources, including assignments, quizzes, demonstrations, and performances, that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of the 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 the level of achievement. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement charts. For more information on specific course curriculum expectations go to www.edu.gov.on.ca

As of September 2010, assessment, evaluation, and reporting in Ontario schools is based on the policies and practices described in Growing Success. (also available on the above website)

REPORT CARD:

The report card focuses on two distinct but related aspects of student achievement:

- achievement of curriculum expectations
- 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 the reporting on demonstrated skills required for effective learning.

EXAMINATIONS /CULMINATING ASSIGNMENTS:

Summative evaluations take place at the end of a unit or period of time. The purpose is to assess the student's achievement in relation to the course curriculum expectations. Formally scheduled examinations and/or culminating tasks shall be held in all courses. The precise weighting of final examinations/culminating activities will be communicated to students the first week of the course. The only acceptable reasons for failure to write a formally scheduled examination and/or culminating assignment are illness, bereavement or subpoena. Supporting documentation must be presented.

**SEE YOUR GUIDANCE
COUNSELLOR FOR MORE
INFORMATION.**



ONTARIO STUDENT RECORD AND TRANSCRIPT:

The Ontario Student Record (OSR) is the official, on-going educational record for each student and is stored in the school most recently attended by the student. Teaching staff, each student, and the parent(s) or guardian(s) of a student are entitled to have access to the student's OSR. Supervised access can be arranged by appointment during normal business hours. Transcripts of marks are issued on written or personal request. Once a student reaches the age of 18, by law, they control access to the OSR by anyone not mentioned above. Parents of adult students will only have access to a student's academic records upon written authorization from the student. All senior level courses remaining on a student's timetable five days after the first provincial report will be recorded on the transcript.

Transcripts requested after a student has graduated and is no longer attending secondary school are subject to a charge of \$5.00 per copy.

WITHDRAWAL FROM A COURSE - GRADES 11 & 12:

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is recorded on the OST by entering a 'W' in the 'Credit' column. The student's percentage grade at the time of the withdrawal is recorded in the 'Percentage Grade' column.

ADDITIONAL SUPPORTS THROUGH REFERRAL PROCESS:

While the focus of Guidance and Career Education is to assist students with the development of the entire student, some families and students may require additional social support from Board employees. Students under the age of 18 must have their parent/guardian sign the referral form for the student/support intervention.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC):

SEAC is an advisory committee mandated through the Education Act as a standing committee of each school Board. The committee reports to the school Board and makes recommendations to the board on special education programs and services. The committee is comprised of Trustees, Board personnel, community members, and associations representing a wide variety of interests related to students with exceptional needs.

The Indigenous Education Advisory Committee (IEAC):

IEAC is an advisory committee mandated by the Ministry of Education in September of 2017. The mandate of the committee is to enhance and improve Indigenous Education for all students. The committee reports to the board on the Board Action Plan and programming for both Elementary and Secondary panels. The committee is comprised of board personnel, community members and organizations with an interest in Indigenous Education, including parents.

CREDIT RECOVERY:

Our provincially-recognized Credit Recovery program is an in-school program for students who have not successfully completed some of their courses. In a credit recovery classroom, students work on recovering previously failed courses and have the opportunity to get their credit accumulation back on track. Credit Recovery offers students a supportive environment that focusses on the key expectations of a course and also assists students with pathway planning and developing improved learning skills that will help them in earning their Ontario Secondary School Diploma.



FOR MORE INFORMATION ON
SPECIFIC COURSE CURRICULUM
EXPECTATIONS GO TO
www.edu.gov.on.ca



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