



*SUCCESS* for Every Student



GRAND ERIE | 2019-20

DELHI DISTRICT  
SECONDARY SCHOOL

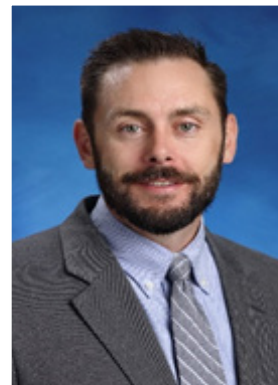


# DELHI DISTRICT SECONDARY SCHOOL

DDSS is a small secondary school that offers a comprehensive program which allows students to pursue all program pathways (apprenticeship, college, university, and workplace) with supports from our Special Education department and an outstanding teaching staff. Due to our relatively small size DDSS offers students a supportive and safe environment, and unsurpassed opportunities for involvement in an excellent extracurricular program.



Whether you are just entering high school or you are selecting courses for grades 10 – 12, this is an important step in your education. Opportunities that you create for yourself beyond high school, whether it is in college, an apprenticeship, university, or the workplace, are dependent on the courses that you decide to take at DDSS. Parents and students should use the information in this calendar to decide on courses, and should access our Student Services staff, teachers, and school administration for assistance in making these important decisions. Keep in mind that if you can stick to the deadlines for course requests you have a greater chance of getting into the courses that you need and wish.



Principal: Griffin Cobb



Vice Principal: Stephen Wills

393 James Street  
Delhi, Ontario  
N4B 2B6

519.582.0410  
519.582.0418 (FAX)

**Website:**  
[www.granderie.ca/schools/ddss](http://www.granderie.ca/schools/ddss)

**Grand Erie Administration:**

**Brenda Blancher**  
**Director of Education**

**Denise Martins**  
**Superintendent of Education**



# THE BASICS OF CHOOSING COURSES FOR GRADE 11 AND 12

## HOW DO SENIOR COURSES DIFFER FROM JUNIOR COURSES (GR 9 AND 10)?

- Senior courses are all about the **DESTINATION** they prepare you for:
  - U** University preparation courses
  - M** University and College preparation courses (Mixed courses)
  - C** College preparation courses
  - E** Courses meant to prepare you for entering Employment after HS
  - O** Open courses – for everyone, regardless of destination

## SO HOW SHOULD I DECIDE WHICH COURSES TO TAKE ?

- Begin by 'working backwards' from your goal
  - I. Using Career Cruising decide on a possible career or careers.
  - II. Using Career Cruising determine where you need to be trained for this career .... college ? university ?
  - III. Using resources like eInfo ([www.electronicinfo.ca](http://www.electronicinfo.ca) for Ontario University programs) or [ontariocolleges.ca](http://ontariocolleges.ca) (Ontario College programs) determine the prerequisite grade 12 courses you will need if you want to apply to those programs
  - IV. From the required grade 12 courses, determine the pre-requisite courses that are required in grade 11

## SO HOW DO I FILL IN MY COURSE PLANNER THEN ?

- A. Schedule into your course planner these career related – required courses
- B. Schedule into your planner any other high school diploma requirements (Refer to the Diploma & Certifications tab – above gr 10 yr choices)
- C. Fill in the rest of your electives with courses that will help prepare you for your career choice – or that interest you

## ARE THERE ANY OTHER THINGS I SHOULD BE AWARE OF WHEN PLANNING OUT MY COURSES ?

- Co op courses can be taken in grade 11 and/or 12. Co op is offered as 2 periods or 4 periods (all day)
- If you can not find a course you need or want, check Elearning options





# CAREER CRUISING

At Grand Erie we have a vision that all students leaving our secondary schools have a clear plan for their initial post-secondary 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 student's 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 student's benefits, a labour-intensive and cumbersome course selection process is automated, freeing up time for our Guidance Staff to work directly our students. A win-win for all!

Together Grand Erie 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](http://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.



# 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:

Four types of courses are offered: Academic courses emphasize theory and abstract thinking skills. These courses provide the foundation for students for the University course type in grade 11.

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

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.

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.

## GRADE 11 – 12:

Five types of program pathways are offered:

College courses are designed to prepare students for a variety of community college programs and some apprenticeships.

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

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

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

Open courses are available to all students regardless of pathway.

## 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.







# SCHOOL SERVICES AND RESOURCES

## LIBRARY:

DDSS has a full service library with a large collection of fiction, non-fiction and electronic resources. The facility also includes a fully accessible computer lab.

## COMPUTER LABS:

Students can access resources for the completion of course assignments by utilizing one of the two classroom computer labs, the library computer lab or the portable wireless laptop lab.

## EXTRA-CURRICULARS:

### ATHLETICS

Junior Football  
Football  
Hockey  
Volleyball  
Basketball  
Cross-Country  
Wrestling  
Cheerleading  
Soccer  
Tennis  
Badminton  
Tug of War  
Rugby  
Figure Skating  
Golf  
Track & Field

### CLUBS AND OTHER OPPORTUNITIES

Blue and Gold Council  
Science and Math Contest Club  
Athletic Association  
School Drama/ Musical Production  
White Pine Book Club  
ME to WE Committee  
Green Extreme Team  
ASIST Team  
Yearbook Club  
National Theater School  
Drama Festival  
Gay Straight Alliance  
Indigenous Student Association  
Ed. Tech Team



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# 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.

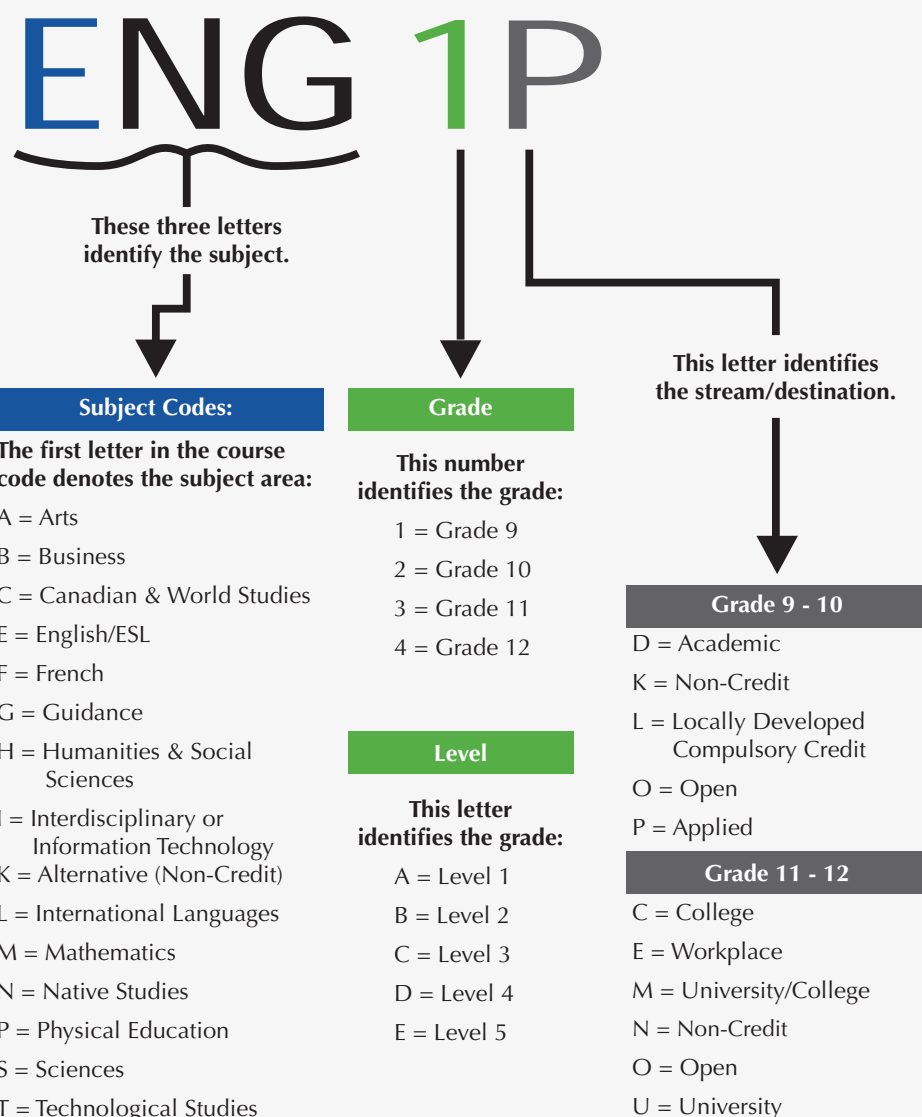
Special Education courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting and are non-credit bearing.

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)
<b>4 credits in English (1 credit per grade)</b>
<ul style="list-style-type: none"> <li>The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.</li> <li>The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.</li> <li>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.</li> </ul>
<b>3 credits in math (at least 1 credit in Grade 11 or 12)</b>
<b>2 credits in science</b>
<b>1 credit in the arts</b>
<ul style="list-style-type: none"> <li>The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.</li> </ul>
<b>1 credit in Canadian geography (Grade 9)</b>
<b>1 credit in Canadian history (Grade 10)</b>
<b>1 credit in French as a second language</b>
<ul style="list-style-type: none"> <li>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.</li> </ul>
<b>1 credit in health and physical education</b>
<b>0.5 credit in career studies</b>
<b>0.5 credit in civics</b>
<b>3 additional credits, consisting of 1 credit from each of the following groups:</b>
<p><b>Group 1:</b> 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><b>Group 2:</b> French as a second language, the arts, business studies, health and physical education, cooperative education</p> <p><b>Group 3:</b> 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"> <li>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.</li> <li>A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.</li> </ul>

## 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](http://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](http://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](http://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](http://www.edu.gov.on.ca)



349 Erie Avenue, Brantford ON N3T 5V3  
Telephone: 519.756.6301 • Toll Free: 1.888.548.8878  
Fax: 519.756.9181 • Email: [info@granderie.ca](mailto:info@granderie.ca)  
**[www.granderie.ca](http://www.granderie.ca)**



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