

GRAND ERIE DISTRICT SCHOOL BOARD



DUNNVILLE SECONDARY SCHOOL

2020-21 SCHOOL PROFILE

2019 Graduates

Where are they now?

Mechanical Technician **HVAC Program**

Educational Assistant

Communications **Steam Fitter**

Environmental Technician

Marine Engineering Technology

Game Development **Medical Science**

Concurrent Education

Electrical Engineering Technician

Computer Engineering Technician

Aviation Technician **Nursing**

Kinesiology **Excavating**

Business Administration **Office Administration**

Construction

Social Work **Honours Physics**

Crime & Intelligence Analysis

DUNNVILLE SECONDARY SCHOOL

Welcome to Dunnville Secondary School. Home of the Panthers.

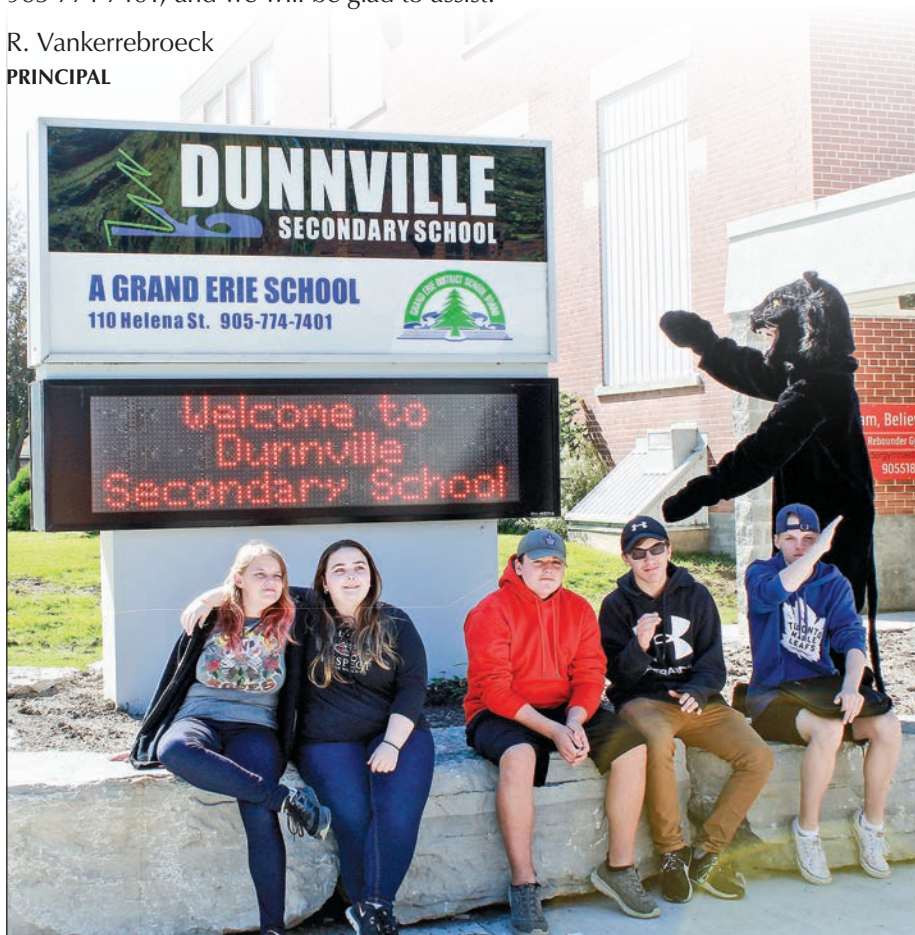
The staff at Dunnville Secondary School are dedicated to providing a positive and inclusive learning environment. We work diligently to support students' growth academically and socially. DSS offers a wide range of programming to prepare, and transition, students into the post-secondary pathway of their choice whether it be apprenticeship, college, university, or the world of work. DSS is unique in that we offer Specialist High Skills Majors to students whom are interested in the areas of manufacturing, construction, transportation or outdoor active living.

This school profile will provide you with a general overview of the engaging activities offered to students at D.S.S. As well, the profile provides detailed information on requirements to earn your Ontario Secondary School Diploma, as well as some of the unique programs that we offer. As a Panther, we encourage you to get involved during your time at D.S.S via a club, team or committee, whether you are entering grade nine or are a returning student. Not only does being involved assist you as a student to gain valuable skills for your future, but each person's contribution makes DSS the vibrant and inclusive school that it is.

We at Dunnville Secondary take pride in being an active member of the Dunnville and surrounding community. Events such as our volunteer fair, financial literacy workshops, scholarships and bursaries for graduates, experiential learning opportunities and attending the Mudcat parade are just a few examples of how we connect to the community around us.

If you or your parent have further questions, please contact the school at 905-774-7401, and we will be glad to assist.

R. Vankerrebroeck
PRINCIPAL



GRAND ERIE DISTRICT SCHOOL BOARD



R. Vankerrebroeck
PRINCIPAL



P. O'Halloran
VICE PRINCIPAL

DUNNVILLE SECONDARY SCHOOL

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905.774.7401
905.774.9066 (FAX)

Website:
www.granderie.ca/schools/dss

GRAND ERIE ADMINISTRATION:

Brenda Blancher
DIRECTOR OF EDUCATION
Denise Martins
SUPERINTENDENT OF EDUCATION

ADMINISTRATIVE STAFF

TEACHERS

- Ms L. Booker
- Ms A. Calloway
- Mr. P. Cline
- Ms. R. Dykstra
- Mr. M. Ens
- Mrs. J. Green Johnson
- Mrs. K. Greenhalgh
- Mr. K. Lohrum
- Mr. J. Lyle
- Mrs. J. MacLeod
- Mr. M. McCormack
- Mrs. M. McCormack
- Mrs. D. McMahon
- Mr. A. Preston
- Ms. J. Priestman
- Mr. W. Reynolds
- Ms. L. Rockefeller
- Mr. M. Shoup
- Mr. A. Spence
- Mrs. L. Stewart
- Mrs. L. Thomas
- Mrs. K. Todorovic
- Ms. S. Vickers
- Ms. K. Weaver
- Mr. D. Wise

EDUCATIONAL ASSISTANTS

- Mrs. N. Hondula
- Mrs. M. Rodgers

SECRETARIES

- Mrs. B. Richardson, Office Co-ordinator
- Mrs. J. Taylor

LIBRARY TECHNICIAN

- Ms. A. Saunders

COMPUTER TECHNICIAN

- Mr. R. Werger

HEAD CUSTODIAN

- Mrs. L. Dunstall

CUSTODIAL STAFF

- Mrs. E. Battle
- Ms. F. Damas
- Mrs. S. Hamilton

EDUCATIONAL OBJECTIVES AT DUNNVILLE SECONDARY SCHOOL

Our objectives at Dunnville Secondary School are:

- to give **all** students a variety of educational opportunities
- to give **all** students an equal chance to take courses, provided they have the **prerequisite**
- to help students:
 - observe
 - inquire
 - create
 - evaluate
 - analyse
- to **help** students get the basic knowledge, skills and attitudes needed in society
- to **help** students find a sense of self worth
- to show tolerance and understanding



ROLES AND RESPONSIBILITIES

STUDENTS

ROLES AND RESPONSIBILITIES

Respect and responsibility are demonstrated when a student:

- comes to school prepared, on time and ready to learn;
- shows respect for themselves, others and those in authority;
- refrains from bringing anything to school that may compromise the safety of others;
- follows the established rules and takes responsibility for his or her own actions.

PARENTS

ROLES AND RESPONSIBILITIES

- Parents support a safe and respectful learning environment when they:
- show an active interest in their child's school work and progress;
- communicate regularly with the school;
- help their child be neat, appropriately dressed and prepared for school;
- ensure that their child attends school regularly and on time;
- promptly report to the school their child's absence or late arrival;
- become familiar with the Code of Behaviour and school rules;
- encourage and assist their child in following the rules of behaviour;
- assist school staff in dealing with disciplinary issues involving their child.

DUNNVILLE SECONDARY SCHOOL EXTRA CURRICULAR PROGRAMS

CLUBS AND GROUPS	SPORTS	MORE STUFF
Photography Club	Cross Country Team	Prom Committee
Yearbook Committee	Track & field Team	Commencement
Student Council	Badminton Team	Dances
Community Construction Projects	Boy's Varsity Hockey Team	Spirit Days
Crimestoppers	Girl's Basketball Teams (Jr. & Sr.)	Sugar Rush Week
Environmental/Outdoor Club	Boy's Basketball Teams (Jr. & Sr.)	Tabloid Day
Arts Night	Girl's Field Hockey Team	High School Challenge
Allies Group	Girl's Varsity Hockey team	Buyouts
Reach for the Top (Jr. & Sr.)	Girl's Baseball Team	Twelve Days of Christmas
Daily Announcement Group	Girl's Soccer Team	Semi-formal
DSS Powerlifting Club	Boy's Soccer Team	Community Closet
Sears Drama Festival	Boy's Volleyball Teams (Jr. & Sr.)	Band Night
Europe Trip	Girl's Volleyball Teams (Jr. & Sr.)	Relay for Life
Earth Day Activities	DSS Boy's and Girl's Golf Team	Skills Ontario Hairstyling Comp.
Audio/Sound Crew	DSS Powerlifting Team	Pamper Nights
Day of Dignity Team	Tennis Team	School Plays
Badminton Club		Customer service in Cosmetology and Transportation

PROGRAMS AND SERVICES

SCHOOL ORGANIZATION AND REPORTING PERIODS

Dunnville Secondary School is a semestered school. Students take four courses per semester and earn credit for up to eight courses over the school year. Provincial Report Cards are issued at the mid semester and end of each semester.

STUDENT FEES

There will be no fees or cost charged to students to participate in the regular day school program. Fees may be charged where the student chooses

to upgrade the material or where purchase of material is optional. Students enrolled in Grand Erie District School Board schools can expect to be provided with the basic classroom learning resources that are required in order to complete the course expectations.

It is recognized there may be optional resources that students may purchase to enhance their program; e.g. field trips, workbooks, upgrading materials in courses such as construction technology and visual arts. Students may choose enhanced program options where fees are required to

recover associated costs. Students are expected to come to school ready and willing to participate actively in their own learning. To that end, students are expected to bring materials with them for their own personal school work.

Teachers will communicate the basic materials needed to complete learning tasks in each class; e.g., pencils, pens, pencil crayons, markers, erasers, rulers, calculators, etc. Students are encouraged to pay the student activity fee. This pays for costs associated with all activities outside of the classroom. Financial assistance is available for those who need it.



PROGRAMS AND SERVICES

The activity fee includes but is not limited to the co-instructional program (sports, dances and other school activities).

Students involved in these activities will be made aware of any additional fundraising obligations or participation fees prior to making a commitment to participate.

EXPECTATIONS RE: STUDENT ACHIEVEMENT, RESPONSIBILITY AND ATTENDANCE

Education is a co-operative venture. Parents, students, and teachers must work together to achieve the maximum benefits. It is our expectation that students contribute to a positive environment, and to create an inclusive culture at Dunnville Secondary School. We also encourage and expect regular attendance, as the relationship between good attendance and successful achievement is obvious.

Once a student is 18 years old, the school cannot give out information to

parents regarding attendance or marks without student authorization. The Dunnville Secondary School Code of Conduct is available in the Student Agenda. The Grand Erie District School Board's Safe Schools Policy is available at granderie.ca.

COURSES OF STUDY

The courses of study taught at Dunnville Secondary School have been developed according to the requirements of the Ontario Ministry of Education. Course outlines and Ontario curriculum Policy documents are available on the Ministry of Education website at edu.gov.on.ca.

THE SCHOOL'S POLICY GOVERNING COURSE CHANGES DURING THE YEAR

We believe that parents, students, and the school should work together to select a program of studies that meets diploma requirements, the student's strengths, and career choice or post secondary requirements. This process should occur with considerable

deliberation. Courses selected may only be changed under the following circumstances:

- a) counsellor initiation,
 - b) failure of a prerequisite,
 - c) a failed course,
 - d) teacher request to adjust level,
 - e) correction for career path change.
- Students may not drop courses from their timetable in the final four weeks of a semester.

PREREQUISITE COURSES

Most courses are sequential and require the completion of a previous course before attempting them. Prerequisites are clearly listed after each course description in this calendar.

GUIDANCE PROGRAM

Guidance is an educational process designed to help students to a better understanding of themselves, to relate effectively with others, to develop appropriate educational plans, and to design personal career paths. To meet these goals we offer the following services:

- planning timetables, changes and special placements
- use of many online resources such as apprenticesearch.com, Career Cruising, Ontario Colleges, and ontariouniversityinfo.ca
- keeping Ontario Student Records (OSRs) complete and correct
- student admissions, transfers, and retirements
- staff consultation
- parent consultation
- processing referrals to School Board and community support services
- apprenticeship information
- assist with University and College applications



PROGRAMS AND SERVICES

- maintaining liaison with post-secondary institutions
- liaison with elementary schools
- correspondence, e-learning, summer school, night school information
- peer tutoring
- scholarship, bursary information and applications
- OSAP (Ontario Student Assistance Program)
- co-op education service
- individual and group counselling
- and any other Educational, Vocational and/or personal concerns presented by a student or parent

PLANNING AFTER HIGH SCHOOL

Students' plans regarding future educational and career goals may undergo many changes. For this reason, students should attempt to leave open as many future alternatives as possible when selecting their courses. For further

information regarding qualifications for the following see your guidance counsellor.

- APPRENTICESHIP
- COLLEGE
- UNIVERSITY
- WORKPLACE

SUPPORT SERVICES STAFF

DSS has many counsellors who students are able to access as needed. Our school board provides each school with access to a behaviour counsellor, a child and youth worker and a social worker. Local community agencies provide our students access to a public health nurse, addictions counsellor and a healthy relationship (STAR) counsellor.

LIBRARY RESOURCE CENTRE

The DSS Learning Commons provides a safe, friendly environment and offers a balanced collection to meet both curricular and personal interest needs. In partnership with classroom teachers, the Teacher Librarian teaches guided

research skills, whereby students learn to define problems, form questions, explore ideas, analyse, synthesize and evaluate information and communicate new understandings.

We strive to challenge students to think critically about the information they find, instill in them a passion for reading, and equip them with the skills for success in life after high school.

STUDENT SUCCESS

As part of the province wide Student Success initiative DSS offers many supports for students at risk. Students may require an individualized timetable, a strength/needs profile and career pathway support.

Credit Recovery, Save A Credit, Pre Midterm Boost and Success Teacher support are additional programs offered that assist students at risk. Students and parents/guardians are contacted as these programs are required by students. Parents are encouraged to contact the school to enquire about student success support initiatives.



PROGRAMS AND SERVICES

SPECIAL EDUCATION PROGRAM

The Special Education Program at Dunnville Secondary School is dedicated to providing opportunities for all students to consolidate or enrich their skills as they prepare to exit secondary school.

For students who have been formally identified as an exceptional student, an IEP (Individual Education Plan) is constructed to ensure that accommodations or modifications are implemented into their classes to promote successful learning experiences. Their strengths and needs are carefully factored into the overall design of the IEP. Each year an annual review is conducted by an Identification, Placement and Review Committee to assess the status of the Identified Students. These

accommodations may range from simple to more extensive depending on the individual needs of the exceptional student

RESOURCE PROGRAM

Identified students with learning disabilities and/or weak organizational skills may receive assistance.

RESOURCE WITHDRAWAL

After consultation with the classroom teacher, students are given the opportunity to work in the Resource Room where Educational Assistant or Teacher support is provided to complete various assigned tasks.

IN-CLASS ASSISTANCE AND ACCOMMODATIONS

Students receive assistance in their regular class setting.

ALTERNATIVE EDUCATION PROGRAM

Students, for whom the traditional school setting has become inappropriate, may benefit from a program offered elsewhere. Our Turning Point Program may be of assistance to some students who are between 18 and 21 years of age. See Guidance for specific information about this program.

SPECIAL PROGRAMS

WILDERNESS TRAIL BLAZERS PROGRAM

The Wilderness Trail Blazers program offers students an unique opportunity



SPECIAL PROGRAMS AT DSS

to enhance their academic learning by moving beyond the traditional classroom and incorporating outdoor environmental and experiential learning into the curriculum. The Wilderness Trail Blazers (WTB) offers students in grade 11 and 12, the opportunity to earn two credits in Environmental Resource Management (CGR4M) and Outdoor Activities (PAD 4O).

These courses focus on environmental science and outdoor education activities. The WTB program will be using a variety of unique opportunities for the students to enhance their environmental awareness and experiences. The outdoor trips will include a winter camping trip to Blue Springs Scout Camp in March, a hiking trip on the Bruce Trail in April and a canoe trip on the Grand River in June. Students will also have the chance to participate in workshops, we have

unique environmental centred guest speakers, volunteering opportunities at restoration and naturalization projects in the community.

GRAND ERIE E-LEARNING COURSES:

Students of the Grand Erie School Board may access e-learning courses. If interested, please see a Guidance Counsellor. The successful students are self-directed, familiar with email communications and are active participants.

All course content and assessments are based on curriculum expectations and the achievement charts in the Ontario curriculum policy documents. Students are expected to spend an equivalent amount of time each day for an online class as a face-to-face class in the school. Make arrangements with Student Services if you are interested to take an e-learning course.

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 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



CAREER CRUISING

components in any combination to meet students immediate needs.

It starts with Career Cruising Portfolio, 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.

Career Cruising Planner, is a course planner tool that integrates with 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 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 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 TRANSPORTATION PROGRAM, AUTOMOTIVE SERVICE FOCUS

DUNNVILLE SECONDARY SCHOOL

The Transportation Program allows students to focus their learning on the automotive service industry. It features community involvement, personal projects, maintenance and repair and includes experience with safety, tool and equipment skills, terminology, problem solving, industry updates, and theory from tires to turbos.

"My enthusiasm for anything automotive has only grown over the years. I actually take safety much more seriously and watch out for others."

Austin Gray (Grade 12 student)

BENEFITS OF THE TRANSPORTATION PROGRAM:

- Gain auto service skills
- Learn the theory and knowledge of the industry
- Build network with industry contacts
- Create school-to-work possibilities through references and experience

THE CONSTRUCTION PROGRAM - WOODWORKING FOCUS

DUNNVILLE SECONDARY SCHOOL

The SHSM for Construction is a bundle of credits of Construction, Woodworking and Technological Design Grade 11 and 12 courses. It covers Architectural Drafting using AutoCAD, various areas of Construction such as framing, residential electricity and plumbing, roofing and the use of numerous other building materials as well as numerous woodworking skills and techniques.

"This program allows me to get my WHMIS and First Aid training free of charge. All the trips have allowed maximum learning experiences, and because of this program, I've received co-op credits, which have given me more additional job specific experience."

Justin Kubiak

BENEFITS OF THE CONSTRUCTION PROGRAM:

- High concentration of sector related skills and knowledge
- Free certifications in CPR, First Aid, WHMIS, Basic Health & Safety and more
- Free bus trips to trade shows, colleges and related industries
- Sector-partnered contextualized experience
- Co-op placement in the related sector

DUNNVILLE SECONDARY SCHOOL



Student Success
 A Grand Erie Program

Grand Erie... *SUCCESS* for Every Student

SPECIALIST HIGH SKILLS MAJOR

THE MANUFACTURING PROGRAM, WELDING/FABRICATION FOCUS

DUNNVILLE SECONDARY SCHOOL

The Manufacturing SHSM is a bundle of credits of Manufacturing Technology and Technological Design Grade 11 and 12 courses. It covers Architectural, Mechanical, Electrical and Civil Drafting using AutoCAD, Precision Machining, Sheet Metal Fabrication and various types of Welding and Cutting for metal. The program also uses a CNC Plasma Cutter for numerous projects.

"In the Manufacturing SHSM, I had the chance to go into a job placement as a co-op student learning lots of new tasks, preparing me for the future as a welder. I also sat in on a CWA Education/Industry dinner forum where guest speakers talked about the welding industry and types of jobs available, which was very beneficial."

Josh Griffin

BENEFITS OF THE MANUFACTURING PROGRAM:

- High concentration of sector related skills and knowledge
- Free certifications in CPR, First Aid, WHMIS, Basic Health & Safety and more
- Free bus trips to trade shows, colleges and related industries
- Co-op placement in the related sector for further development of knowledge and skills





ARE YOU INTERESTED IN AN APPRENTICESHIP?

Apprenticeship is an education and training program for people who enjoy learning by doing and who want to work in a skilled profession.

Once education and training is complete, you can receive a Certificate of Qualification, which identifies you as a skilled professional. This can lead to a career in a trade sector such as construction, industrial, motive power and service.

HOW TO ENROLL?

Students, 16 years of age or older, who are enrolled full-time in secondary school with 16 completed credits can speak with a Guidance Counselor. Be sure to also ask about Specialist High Skills Major, Co-op and Dual Credit, three additional programs that feature OYAP.



Student Success
A Grand Erie Program
granderie.ca
oyap.com

Grand Erie... *SUCCESS* for Every Student

ONTARIO YOUTH APPRENTICESHIP PROGRAM

Join the thousands of high school students throughout Ontario who have chosen to take control of their future.

Earn high school credits while exploring the world of a skilled trade profession through the Ontario Youth Apprenticeship Program (OYAP). Discover the educational opportunities that can give you an advantage.

HOW DOES OYAP WORK?

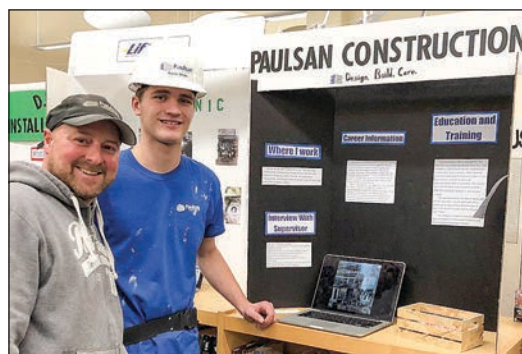
As an OYAP student, you will earn Co-op credits for work experience in an apprenticeship occupation while completing the requirements for your Ontario Secondary School Diploma. You may be formally registered as an apprentice while attending secondary school.

WHAT ARE THE BENEFITS OF OYAP?

- Gain a head start towards a chosen career
- Ease the transition from school to work
- Increase opportunities for post-secondary training and employment
- Earn work experience hours in addition to secondary school credits
- Develop general and specialized job skills
- Understand employer expectations
- Significant reduction in post-secondary tuition costs
- Increase of employable opportunities

"OYAP was the right program for me. After I completed my two construction technology credits, I applied to the four credit accelerated carpentry OYAP for semester two. My construction classes taught me so much about building. We were able to help build a house for Habitat for Humanity. It was awesome; we were doing the things that we had been taught about, a real hands-on experience."

Grand Erie OYAP student



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.**

ENG 1P

These three letters identify the subject.

SUBJECT CODES

The first letter in the course code denotes the subject area:

A = Arts
B = Business
C = Canadian & World Studies
E = English/ESL
F = French
G = Guidance
H = Humanities & Social Sciences
I = Interdisciplinary or Information Technology
K = Alternative (Non-Credit)
L = International Languages
M = Mathematics
N = Native Studies
P = Physical Education
S = Sciences
T = Technological Studies

GRADE

This number identifies the grade:

1 = Grade 9
2 = Grade 10
3 = Grade 11
4 = Grade 12

LEVEL

This letter identifies the grade:

A = Level 1
B = Level 2
C = Level 3
D = Level 4
E = Level 5

This letter identifies the stream/destination.

GRADE 9 - 10

D = Academic
K = Non-Credit
L = Locally Developed Compulsory Credit
O = Open
P = Applied

GRADE 11 - 12

C = College
E = Workplace
M = University/College
N = Non-Credit
O = Open
U = University

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.

CHOOSING COURSE TYPES

COMPULSORY CREDITS (TOTAL OF 18)

4 CREDITS IN ENGLISH (1 CREDIT PER GRADE)

- 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

- 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

- 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:

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

GROUP 2: French as a second language, the arts, business studies, health and physical education, cooperative education

GROUP 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- 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 standards.
Below 50%		Insufficient achievement of curriculum expectations. 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.

PROGRAMS

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 pre-placement 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.

ADDITIONAL 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 focuses 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.





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