



SUCCESS for Every Student



GRAND ERIE | 2019-20

CAYUGA
SECONDARY SCHOOL

CAYUGA SECONDARY SCHOOL

To all students new to the C.S.S. community, "Welcome" and to all those returning, "Welcome Back." C.S.S. is a dynamic and friendly school that provides meaningful education for all students.

Cayuga Secondary has a long tradition of combining academic excellence with extra-curricular activities and community involvement. As a Cayuga Warrior, you will benefit from the host of activities offered to you by a caring staff, who are always prepared to volunteer their time so that your high school experience is memorable. Whether you are in grade nine or graduating, it is important that you "GET INVOLVED" so you can get the most out of your time at C.S.S.

So please remember that Cayuga Secondary School has something for everyone, both academically and socially. Now it is up to you to make wise choices and take full advantage of all the opportunities that are provided.

Mr. David Lloyd
PRINCIPAL

Mr. Rob Wong
VICE PRINCIPAL

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MISSION STATEMENT

Cayuga Secondary School is one of the high schools operated by the Grand Erie District School Board. It is a composite school providing a variety of educational programs to suit the needs of all students in the communities it serves.

The educational objectives of Cayuga Secondary School are consistent with those of the Ontario Ministry of Education, the Grand Erie District School Board. Specifically, our objectives are:

- To provide a relevant and challenging educational experience for all students who come within our care.*
- To provide opportunities for students to develop their physical, mental and social potential.*
- To ensure that graduates from all programs are well prepared to meet their goals, whether they involve further education or employment.*



Grand Erie Administration:

Brenda Blancher
Director of Education

Denise Martins
Superintendent of Education



TEACHERS

Mrs. Rebecca Brooks
Mr. Randy Brown
Mr. Kevin Byrnes
Mr. Mike Calder
Ms. Meghan Cameron
Mr. Darryl Collin
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Ms Christine Kononiuk
Mr. Evan Kenney
Mrs. Jacqy Kiefer
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Mr. Jonathan Mann
Mr. Todd Martindale
Ms. Erika Massimi
Ms. Penny Medeiros-Wilkins
Ms. Rebecca Menon
Mrs. Kelly Millar
Mr. Derek Morrison
Mr. Adam Passfield
Ms. Adrienne Roberts
Mr. John Skerrett
Mrs. Siobhan Slade
Mrs. Ann Smith
Miss Melissa Stevenson
Mrs. Sandra Stewart
Mr. Geordie Thompson
Mr. Darren Wise
Mrs. Roberta Woodcroft
Mrs. Lori Yager
Mr. Daniel Zin

PATHWAY PLANNER

Every student in Grades 9-12 will prepare a pathway planner with assistance from parents and teachers. The planning process will help students set goals, review and assess their achievements and progress. The plan will identify:

- the student's goals for academic achievement
- course selections for the following year and future destinations
- co-curricular activities and ways of exploring careers that are of interest to the student (including cooperative education and work experience programs)
- possible post-secondary education or work goals

GUIDANCE AND CAREER EDUCATION

All Ontario high schools have student services staff. Guidance counsellors can provide students with detailed information about various careers and about the course selections that will prepare them for entry into those careers. In addition, students will be required to take one half-semester career studies course in order to graduate. The Guidance Department will facilitate opportunities for students to obtain information on post-secondary destinations. These opportunities include:

- visits from college and university representatives
- conference involvement
- additional career information

SPECIAL EDUCATION

A student who participates in special education programs and services in Grade 8 can continue to do so in high school. As in elementary school, an Individual Education Plan (IEP) will be developed and maintained, based on a thorough assessment of the student's strengths, needs, and interests. It will identify what the student is expected to learn and will explain how the special education program and services will help him or her achieve the learning goals and expectations set out in the plan. The student's annual education plan will be developed on the basis of the IEP. For students with disabilities who are fourteen years of age or older, the IEP will include a coordinated plan to help prepare the student for living independently in the community and to facilitate the transition to post-secondary education or the workplace.

REMEDIAL HELP

Students in Grade 8 who are not receiving special education services but need additional help to meet curriculum expectations will continue to receive remedial help in high school. It is very important for students and their parents to review all the programs and services offered through the board and, with the help of their elementary and high school principals, to arrange to participate in the programs that best suit their needs.

Parents of students who continue to find course work too difficult can ask for a review to determine whether special education services are needed. If a student is identified with specific learning needs, an Individual Education Plan (IEP) will be developed.

LIBRARY INFORMATION CENTRE

At C.S.S., students are encouraged to use the library to improve their information skills and enjoy the leisure reading area. Skills such as accessing, gathering, analyzing, synthesizing and communicating information are becoming increasingly necessary in the world today. The teacher-librarian is available to assist students when accessing the electronic catalogue to locate books, films, magazines. There is a computer lab available in the library for online research. We subscribe to several online databases, which allow students to access hundreds of magazines, newspapers, encyclopedias, maps, transcripts and photos. The service is available from any internet-ready computer in the school and there is a home-user licence as well. White Pine Book Club runs during second semester. The library also hosts visiting authors and poets from time to time. Listen to the announcements for contests.

ELEARNING AT CSS

Is eLearning for me?

- Do you work well alone, with minimal need for supervision?
- Are you self-motivated?
- Do you have the self-discipline to complete work on a schedule?
- Are you reasonably comfortable with computers (email, internet research, etc.)?



ACTIVITIES AT CAYUGA SECONDARY SCHOOL

STUDENTS' COUNCIL

Is elected each year by the student body. Council offers leadership opportunities in executive and representative positions. Students' Council is a great way to get involved in high school life; students plan activities for the school and organize fundraisers to support the various clubs, sports, and events at C.S.S. Students' Council members also have the opportunity to attend leadership camps and conferences.

THE DRAMA CLUB

Is large and welcoming to all. Students are able to gain self confidence through performing in the school play or musical production. Cayuga Secondary School Students are able to participate in all aspects of theatre production including acting, producing, stage crew and technical crew.

YEAR BOOK

Writers, photographers, and creative minds are welcome to join.

SPORTS

Intramural Sports are held during the lunch periods. All students are encouraged to participate.

INTER SCHOOL SPORTS

Involve school teams that train and compete against other schools. Some of the activities are:

Golf
Football
Tennis
Cross country Running
Field Hockey
Soccer
Badminton
Cheerleading
Girls' and Boys' Hockey
Track and Field
Lacrosse
Basketball
Skiing
Volleyball
Baseball
Wrestling



SPECIAL EVENTS

Grade 9 Orientation
Hoops for Heart
High School Challenge
Christmas Assembly
Pep Rallies
Spring Prom
School Dances
School Assemblies
Relay For Life
Haunted Hallways
Semi Formal
Love Week
Film Festival
Buyouts for Sports Events
Movie Nights
Dance-a thons
Cabaret
Memorial Baseball Tournament
Band Concerts
Talent Shows
Terry Fox Run
Winter Carnival

CLUBS

Vocal Ensemble
Concert Band
Bunch Of Believers
Book Club
Yearbook Club
Drama Club

THE PARENTS, THE STUDENT, THE SCHOOL

We believe that education is a partnership between the student, the parents, and the school. The student's educational goals will be communicated to the parent to ensure that they are supported at home as well as at school.

Involvement and participation as a parent is vital to the success of all our efforts.

- Parents may call the school at any time to discuss a student's progress.
- Interviews can be arranged with teachers in areas of particular concern.
- Parent interviews are held one week after each report is issued.
- All course selections must meet with parent approval.
- Notes or a phone call are required from a parent to explain absences.
- Students who must be excused early during the day, require a signed note from a parent.

STUDENT EXPECTATIONS

Education is a process of learning that requires continuity in and exposure to learning experiences. Students must learn to work as individuals and with others. This involves the student in listening, cooperating, sharing, interacting, and experiencing mutual evaluation. Students should be able to individually and in groups, investigate, analyze, synthesize, and make occasional intuitive leaps in the pursuit of knowledge. Regular student attendance is an important component of this process and of the evaluation of student achievement.

A student who fails to attend classes is at risk for not achieving the course credit.

With the assistance of students, parents and teachers, a school policy on STUDENT BEHAVIOUR has been developed. This policy outlines the general expectations we have for Cayuga students, the specific requirements, and consequences that may be involved for infractions.

THE BASICS OF CHOOSING COURSES FOR GRADE 11 AND 12

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

- *there are no more 'academic', 'applied' or 'locally developed' courses in gr 11/12*
 - *most courses are all about what DESTINATION they prepare you for:*

- U *University preparation courses*
- M *University and College preparation courses (aka 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 ?

- *by 'working backwards' from your goal*
 - I. *Using career research (eg Career Cruising) , decide on a possible career or careers.*
 - II. *Using career research (eg Career Cruising) , determine where you need to be trained for this career college ? university ?*
 - III. *Using resources like eInfo (www.electronicinfo.ca for ontario university programs) or ontariocolleges.ca (Ont college programs) determine the pre-requisite [gotta have] grade 12 courses you will need if you want to apply to those C or U programs*
 - IV. *From the needed grade 12 courses, determine their pre-requisite courses (that is, gr 11 courses needed)*

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 gr 11 and/or 12. Co op is offered as 2 periods or 4 periods (all day) . If you want co op for 2 credits in gr 11 AND in grade 12 as well, just enter the 2 period co op code in each year column*
- *if you can not find a course you need or want, check the Elearning discipline (remember discipline means department).*
- *pay attention to the blue and red dots 2 blue are information / reminders 2 red are deal breakers. Usually you do not have the required prerequisite or it is being offered every other year*

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

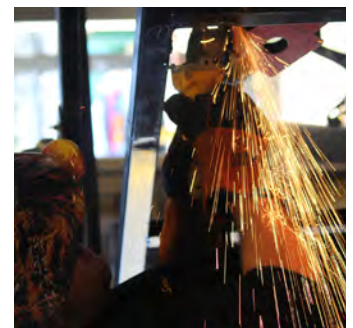
The Construction Program Woodworking Focus Cayuga Secondary School

This is a Construction/Woodworking program with an emphasis on essential and employable skills. Students have access to a wide range of senior level courses stretching across all aspects of the Construction industry.

"I didn't really know what I wanted to do until I learned about apprenticeships and the Construction SHSM. I was able to get a co-op with the training I learned in class and now I'm enrolled in a college cabinet making program and working part time at a Cabinet Making Shop."
 CSS Student

Benefits of the Construction Program:

- Students receive training in: Ladder Safety, Fall Protection, Chain Saw Safety, WHMIS, CPR, First Aid, Fork Lift Training, and Propane Safety
- Students can take a focus course in electrical, sheet metal, and plumbing
- Students learn all stages of the lumber milling process, including the safe use of an actual lumber mill
- Co-ops are available for students looking to pursue an apprenticeship and a potential career in the construction/woodworking industry





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

The Manufacturing Program Welding Focus

Cayuga Secondary School

A skills based program, Cayuga Secondary School's Manufacturing SHSM specializes in welding techniques and machining skills.

"Getting to do some hands-on work and the customized projects like creating a trailer lift, an ATV basket, and a hook for pulling trees has been my favourite part of the program. I'd like to pursue a career in welding after high school." - Wyatt Edwards (Grade 11)

Benefits of the Manufacturing Program:

- Students will be prepared for the workplace, apprenticeship or post-secondary
- Complete First Aid, CPR and WHMIS training
- Earn certification for Propane Safety, and Canadian Welding Bureau training
- Students are exposed to fall protections, hoisting and rigging and lift truck safety and training

The Transportation Program Automotive Service Focus

Cayuga Secondary School

Students in the Transportation SHSM learn the fundamentals of vehicle systems, safe and proper tool use and develop practical skills for the service and repair of vehicles.

"I enjoy working on cars and I've had a long-time interest in parts merchandising. While in co-op, I learned a lot of different aspects about the job and want to continue with it after I graduate." - Tressia Sommer (Grade 12)

Benefits of the Transportation Program:

- A focused approach to a career pathway
- Three senior credits (English, Math, and Science or Business) with units contextualized to the transportation industry
- A chance to work in the trade and apply skills and knowledge in a Co-operative work placement (two credits)
- Trade related certifications such as First Aid, CPR, WHMIS, Propane Handling, Lockout/tagging, customer service, and more, paid for by the SHSM program

"Working on cars in the Transportation Program has shown me that I do want to be a mechanic once I graduate high school." Calvin Sanderson (Grade 12)

CAYUGA SECONDARY SCHOOL

Notes:

[illegible]

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.

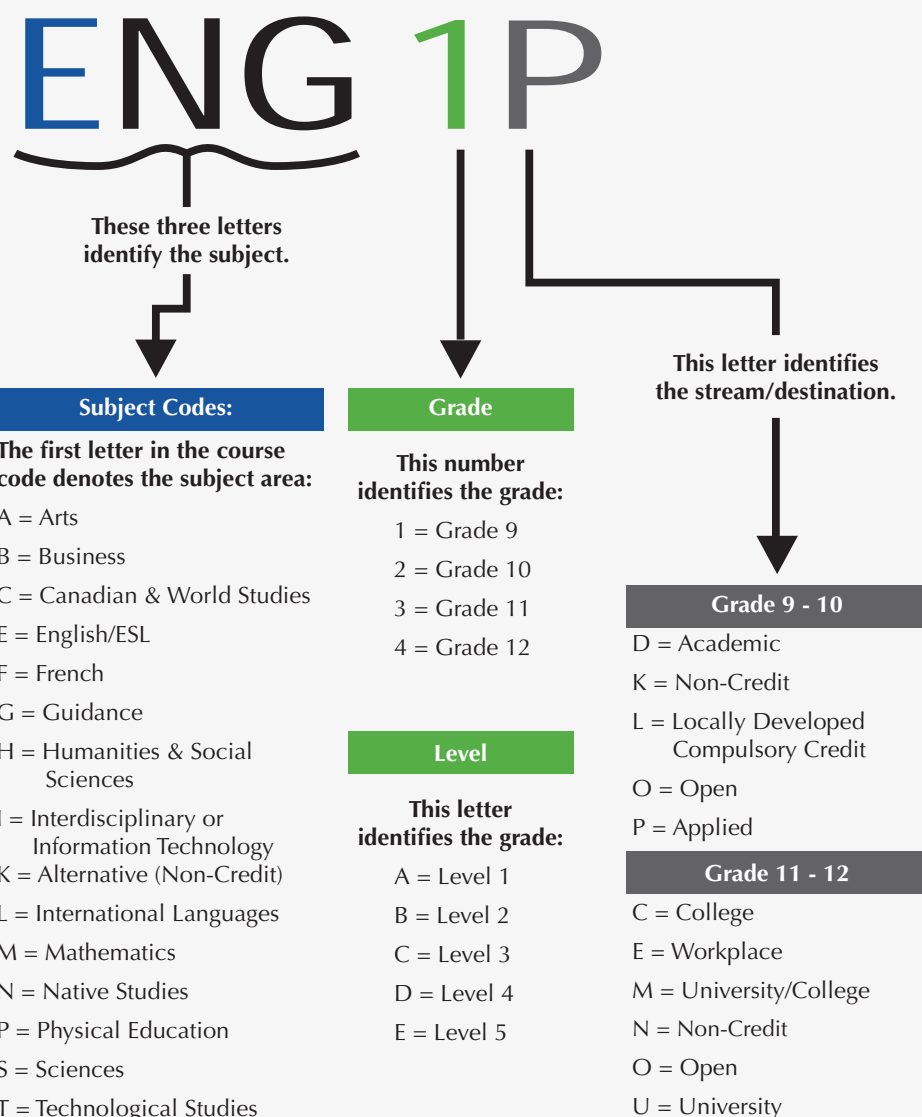
Special Education courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting and are non-credit bearing.

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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