



SUCCESS for Every Student



GRAND ERIE | 2019-20

DUNNVILLE
SECONDARY SCHOOL

DUNNVILLE SECONDARY SCHOOL

Welcome to D.S.S.

The staff at Dunnville Secondary School is dedicated to providing positive and co-curricular experiences that offer all students the opportunity to develop their full potential and become responsible, respectful citizens.

D.S.S. offers a wide range of courses that meet the diverse career goals of our students which help support and transition them to the world of work, apprenticeship, college and university. These pathways are designed to serve the best interests and goals of our students. In addition to regular programs, we offer co-op opportunities, Specialist High Skills Major programs and a dynamic Wilderness Trailblazers Program.

This course calendar will inform you of the diploma requirements and the courses being offered. Your choice of courses should be carefully planned out based on your career goals, interests and strengths. Careful and thoughtful planning is important to your success because the decisions you make now will play a significant role in your future. Therefore, use the valuable resources at your disposal; parents/guardians, subject teachers and guidance counsellors to help you make good decisions. Once entered, your choices will not be altered without an exceptionally good reason as these choices determine the timetable and staffing at the school.

Obtaining a secondary school diploma is an important and valuable achievement. We are always happy to develop student success and encourage you to take advantage of all that Dunnville Secondary School has to offer so that you can take the next step toward achieving your Ontario Secondary School Diploma. Do not hesitate to contact us if you have any questions at 905 774 7401.

J. Chalmers
Principal



J. Chalmers
Principal

J. Benner
Vice-Principal



110 HELENA STREET,
DUNNVILLE, ON N1A2S5
TEL.(905)774-7401
FAX (905)774-9066

GEDSB Administration:

Brenda Blancher
Director of Education

Denise Martins
Superintendent of Education



TEACHING STAFF

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

SECRETARIES

Mrs. B. Richardson, Office Co-ordinator
Mrs. D. Prashaw
Mrs. C. Walton

LIBRARY TECHNICIAN

Ms A. Saunders

COMPUTER TECHNICIAN

Mr. R. Werger

HEAD CUSTODIAN

Mrs. L. Dunstall

CUSTODIAL STAFF

Mrs. E. Battle
Ms. F. Damas
Mrs. D. Moyer
Mrs. S. Nuxoll

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

EDUCATIONAL ASSISTANTS

Mrs. N. Hondula
Mrs. M. Rodgers
Mr. J. VanDyke



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.

DSS EXTRA CURRICULAR PROGRAM

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	Magazine Campaign
Sears Drama Festival	Boy's Volleyball Teams (Jr. & Sr.)	Band Night
Europe Trip	Girl's Volleyball Teams (Jr. & Sr.)	Dream Program
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	Jack.org	Customer service in Cosmetology and Transportation
		Relay for Life
		Community Closet

COURSE CALENDAR, PROGRAMS AND SERVICES

SCHOOL ORGANIZATION AND REPORTING PERIODS

D.S.S. 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 associ-

ated 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. 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 very much a co-operative venture. Parents, students, and teachers must work together to achieve the maximum benefits. The parents and students expect the school to provide the very best

in educational opportunities, and to require a reasonable amount of diligence from students. On our part, we expect students to strive to do their best on assignments and in class, and to develop a sense of responsibility for their behaviour. 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 apprenticeshipsearch.com, career cruising, ontario colleges, and electronic info.
- 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
- 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.

1. APPRENTICESHIP
2. COLLEGE
3. UNIVERSITY
4. 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 Mid-term 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.



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.

SELF-CONTAINED PROGRAM:

Non-credit courses are offered for identified students who require opportunities to develop stronger literacy and numeracy skills before being integrated into credit bearing classes. Also, focus is given to the development of personal life skills through a School to Work Transition Program where work experiences in the community are coordinated.

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 AT DSS:

SPECIALIST HIGH SKILLS MAJOR (SHSM) MANUFACTURING PROGRAM

The SHSM Manufacturing program at DSS focuses mainly on problem-solving in the areas of forming, joining and cutting many different types

of metals. The program allows students to further their skills, knowledge and expertise in the different areas of metal manipulation and include but are not limited to, sheet metal fabrication, precision machining and a number of different types of welding. Basic table drafting and Computer Aided Drafting (CAD) or Technological Design using computers is also included to aid in the process of developing possible solutions and eventually solving all problems presented. The program boasts a number of new machines funded by the Ministry of Education High Skills Initiative and include a new TIG welder, two new portable plasma cutters and an exciting new CNC Plasma cutting machine and table. Reach Ahead activities such as trips to job fairs and colleges and Experiential Learning opportunities such as guest speakers and trips to trade shows are also offered and are used to inform students of educational pathways to follow or to demonstrate cutting edge machines and/or technology used in the current manufacturing sector. A strong relationship with community and industrial partners supports this initiative and allows students to access current knowledge and information and see first hand new techniques and processes that industries are currently using. The SHSM program is an in depth program available to all students and because of the high level of concentration in a certain area, it will give them a step up on everyone else when it comes to applying for a job, for an apprenticeship, to college or even to university.

SPECIALIST HIGH SKILLS MAJOR (SHSM) CONSTRUCTION

The Specialist High Skills Major Construction program grants students an in depth learning experience and a good foundation for a wide variety of careers in the construction sector.



The program pays close attention to the building and restoration of various construction and woodworking projects such as: sheds, picnic tables, Adirondack chairs, etc. This opportunity will help students progress forward in their construction career as well as advancing towards post-secondary education. Students participating in this program will be given specific training as well as “reach ahead” experiences and various certifications in the construction sector. Projects such as sheds and outdoor furniture have been built for the Dunnville community and surrounding area that students take part in completing. The SHSM and trailblazers have been working together to promote the Eco-schools Program. Students have repaired and restored the Dunnville town clock, built various cabins for local people, and assembled a boardwalk that lies in Marshal Forest. Students have built picnic tables for Haldimand County and a shed has been built and shipped up to North Bay. Students taking the SHSM (Specialist High Skills Major) program will learn the proper and safe use of tools, machinery, building codes and regulations. The SHSM program in construction also provides an indepth look into the field of plumbing and electrical. In the electrical field, students will learn up to 8 different electrical circuits which will give them the knowledge and ability in the wiring of a residential building. In regards to the plumbing field, students will learn how to assemble a water hammer by properly cutting copper piping to length, reaming and cleaning the inside and outside of the pipe, dry assembling, and how to apply flux paste as well as how to solder the pipe together. Students must take a co-op placement in the construction field and they will gain valuable knowledge and work experience that will help them in the future. Students

will receive a red seal on their high school diploma that signifies that the Specialist High Skills Major program has been completed, which will give them a step up above others when applying for a job, an apprenticeship, college and/or university.

SPECIALIST HIGH SKILLS MAJOR (SHSM) TRANSPORTATION TECHNOLOGY

All the SHSM students will receive two grade 11 college prep credits and two grade 12 college prep credits within the Transportation Technology program. These programs include theory that is presented in note taking (Daily Note) and a lesson/lecture/dialogue including personal safety, brakes, electrical, steering, suspension, engine, and power-train systems. The students also draw/sketch various illustrations to enhance their learning. Next, the student is encouraged to challenge themselves within the shop by working on current customer vehicle repairs and tasks on our donated vehicles from the community under the teacher's supervision including verbal feedback and physical demonstration. Finally the student will print specific details of their efforts during that class including vehicle and tool/equipment identification, use of proper terminology, and step by step procedures. The SHSM student will also receive CPR/First Aid certification, other sector specific (example: ladder training, and others) certifications, and trade shows (MEGASPEED Custom Car & Truck Show and THE CANADIAN INTERNATIONAL AUTOSHOW) all at no cost to the SHSM student. The SHSM student will also complete a credited co-op that is specific to the sector. A few of the past SHSM students have also completed a job shadowing opportunity (PERFORMANCE BMW, and others) for one day. As a result of the increased funding due

to the SHSM program our facility has been upgraded including a new above ground 2 post vehicle lift, new balance weights and rack to complement the hand spin digital tire/rim balancer (SNAP ON) and the touchless tire machine with low profile capability (JOHN BEAN). The facility also has a second above ground two post and a drive on ramp style scissor lift. Also a engine hoist, transmission lift, multiple hydraulic floor jacks with safety stands, hand/power/specialty tools, various diagnostic tools including scanners, DVOM's, fuel and A/C pressure, sand blaster, torches, and plasma cutter. The SHSM student will earn the required credits in English, Math, Business, and Science to prepare the student for entry into a related college program. Upon completion the successful SHSM student will receive a “red seal” affixed to their diploma that is recognized by universities, colleges, and the workplace. Dunnville Secondary School and the Technology Department would like to thank all of those who have donated vehicles or have welcomed our students (Co-Op) into their business. A special thank you to Rick Houser of Houser's Automotive for waving the appraisal



fee so we can offer tax refundable donation receipts.

SPECIALIST HIGH SKILLS MAJOR (SHSM) HEALTH AND WELLNESS:

Dunnville Secondary School is offering a Specialist High Skills Major Program focusing on health, wellness, the environment and recreation in an outdoor setting. This program is a part of the Wilderness Trailblazers course. The outdoor portion of the course will also feature eight industry recognized certifications related to Health, Wellness, and the environment, such as wilderness first aid, CPR and fitness courses. Students will also improve overall fitness by participating in three overnight trips including winter camping, hiking on the Bruce Trail, and kayaking on the Grand River. Other environmental activities include bird banding, species identification, nest box construction, trail building and making a canoe paddle. The goal of the Wilderness Trailblazers program is to provide

an opportunity for students to learn about the environment, improve one's physical fitness and gain more experience in the health, wellness and environment field.

Program Requirements:

1. 4 Health and Wellness Major Credits
2. 1 English Credit
3. 1 Math Credit
4. 1 Science/Social Science Credit
5. 2 Co-op credits
6. 8 industry recognized certifications CPR, WHIMIS, First Aid, Infection Control, Fitness, Wilderness First Aid, AED, Waste Management

WILDERNESS TRAIL BLAZERS PROGRAM:

The Wilderness Trail Blazers program offers students an unique opportunity to enhance their academic learning by moving beyond the traditional classroom and incorporating outdoor environmental and experiential learning into the curriculum. The Wilderness Trail Blaz-

ers (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 eLearning 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 (ccEngage) is a powerful and complete, web-based solution that give students and schools an easy and effective way to develop skills and knowledge needed for success. It can be used as a single, comprehensive solution or combined with the components in any combination to meet students immediate needs.

It starts with Career Cruising Portfolio (ccSpringboard), where students answer questions like “Who am I?” - in Getting to Know Yourself, “What are my opportunities” - in the Exploring Opportunities section to “Who do I want to Become?” – in Making Decisions and Setting goals and ultimately, “What is my Plan” – in Achieving Goals and Making Transition plans. This is built upon

for every grade and phase of career development for children and adults. Once this foundation is in place, we embraced a second component called Career Cruising Planner (ccPathfinder).

Career Cruising Planner (ccPathfinder), is a course planner tool that integrates with ccSpringboard and our Students Information System (SIS), to provide the ability for our student to plan, select and modify a four-year high school plan that both aligns with their life goals and meets graduation requirements for their school. In addition to the obvious students benefits, a labour-intensive and cumbersome course selection process is automated, freeing up time for our Guidance Staff to work directly our students. A win win for all! Together GEDSB and Career Cruising work together to create an Individual Pathway Plan (IPP) for 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
- An Ontario Skills Passport used to develop Work Habits and Essential Skills for the workplace
- Co-op placement in the related sector

The Health and Wellness Program - Outdoor Education Focus

Dunnville Secondary School

The Health, Wellness, Recreation and Environment SHSM falls under the Health and Wellness section. This program gives students life-long personal skills for healthy living and career exploration.

Benefits of the Health and Wellness Program:

- Free First Aid, CPR, and WHMIS and elective certifications
- Community involvement through schools, health care, community groups
- Co-op placements in health, wellness, recreation and environmental placements within the community
- Explore career pathways through media, guest speakers, and Reach Ahead opportunities



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
- An Ontario Skills Passport to develop Work Habits and Essential Skills for the workplace
- Co-op placement in the related sector for further development of knowledge and skills



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



Choosing course types:

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

GRADE 9 – 10 PROGRAMS:

Five types of courses are offered:

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

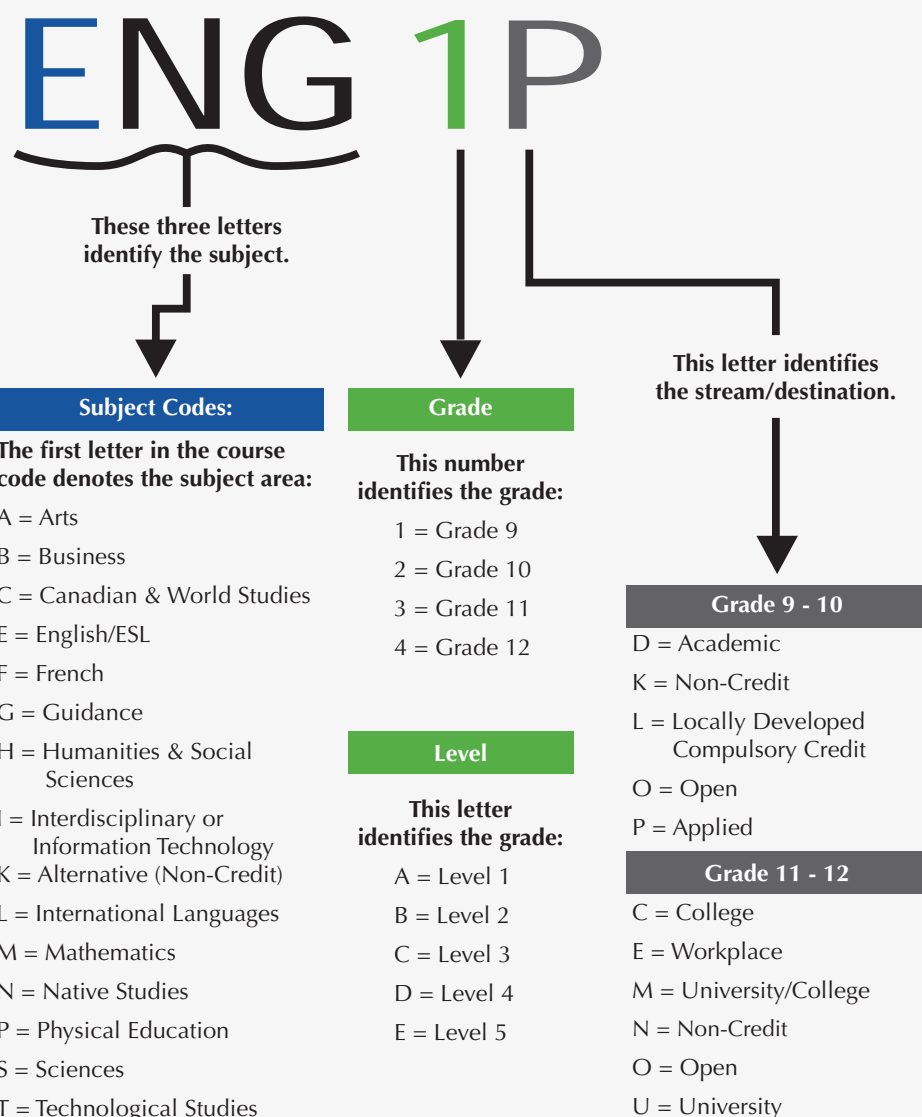
Special Education courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting and are non-credit bearing.

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

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

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

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



GRADE 11 - 12

Five types of program pathways are offered:

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

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

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

Open courses are available to all students regardless of pathway.

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

12 OPTIONAL CREDITS

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

What do you need to graduate?

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

GRADE 10 - ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

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

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

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

40 HOURS OF COMMUNITY INVOLVEMENT

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

ONTARIO SECONDARY SCHOOL CERTIFICATE

The **Ontario Secondary School Certificate** will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits as follows:

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

7 Optional Credits Selected by the student from available courses

CERTIFICATE OF ACCOMPLISHMENT

Students who are not working towards an OSSD or an OSSC may be awarded a Certificate of Accomplishment upon leaving secondary school. The Certificate of Accomplishment is a useful means of recognizing achievement for students who plan to transition directly to employment after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

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

Programs

NIGHT SCHOOL/SUMMER SCHOOL

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

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

GRAND ERIE LEARNING ALTERNATIVES (GELA)

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

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

STUDENT TRANSITION EXPERIENCE PROGRAM (STEP)

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

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

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

ADVANCED PLACEMENT (AP) AND PRE-AP

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

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

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

SPECIALIST HIGH SKILLS MAJOR (SHSM)

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

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

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

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

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

DUAL CREDITS

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

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



e-LEARNING COURSES

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

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

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

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

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

SPECIAL EDUCATION

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

CO-OPERATIVE EDUCATION (CO-OP)

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

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

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

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

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

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

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

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

TO BEGIN AN APPRENTICESHIP DURING SECONDARY SCHOOL A STUDENT MUST:

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

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

ACCELERATED OYAP

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

GRAND ERIE IS COMMITTED TO STUDENT ACHIEVEMENT.

Besides our regular secondary school programs we offer:

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



Additional Information

COMPULSORY SUBSTITUTIONS:

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

CREDITS:

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

PLAR:

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

ENGLISH LANGUAGE LEARNERS:

A maximum of 3 credits in English as a second language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English. A Grade 12 English course must be completed to earn the fourth credit.

ASSESSMENT AND EVALUATION:

The primary purpose of assessment and evaluation is to improve student learning. Information gathered through assessment helps teachers to determine students' strengths and weaknesses in their achievement of curriculum expectations. This information also serves to guide the teachers in adapting instructional approaches to students' needs and in assessing the overall effectiveness of program and classroom practices.

Assessment is the process of gathering information from a variety of sources, including assignments, quizzes, demonstrations, and performances, that accurately reflects how well a student is achieving the curriculum expectations in a course. As part of the assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement.

Evaluation refers to the process of judging the quality of student work on the basis of established criteria, and assigning a value to represent the level of achievement. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

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

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

REPORT CARD:

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

- achievement of curriculum expectations
- development of learning skills.

To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations, and for the reporting on demonstrated skills required for effective learning.

EXAMINATIONS /CULMINATING ASSIGNMENTS:

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

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



ONTARIO STUDENT RECORD AND TRANSCRIPT:

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

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

WITHDRAWAL FROM A COURSE - GRADES 11 & 12:

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

ADDITIONAL SUPPORTS THROUGH REFERRAL PROCESS:

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

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC):

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

The Indigenous Education Advisory Committee (IEAC):

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

CREDIT RECOVERY:

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



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



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
www.granderie.ca



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