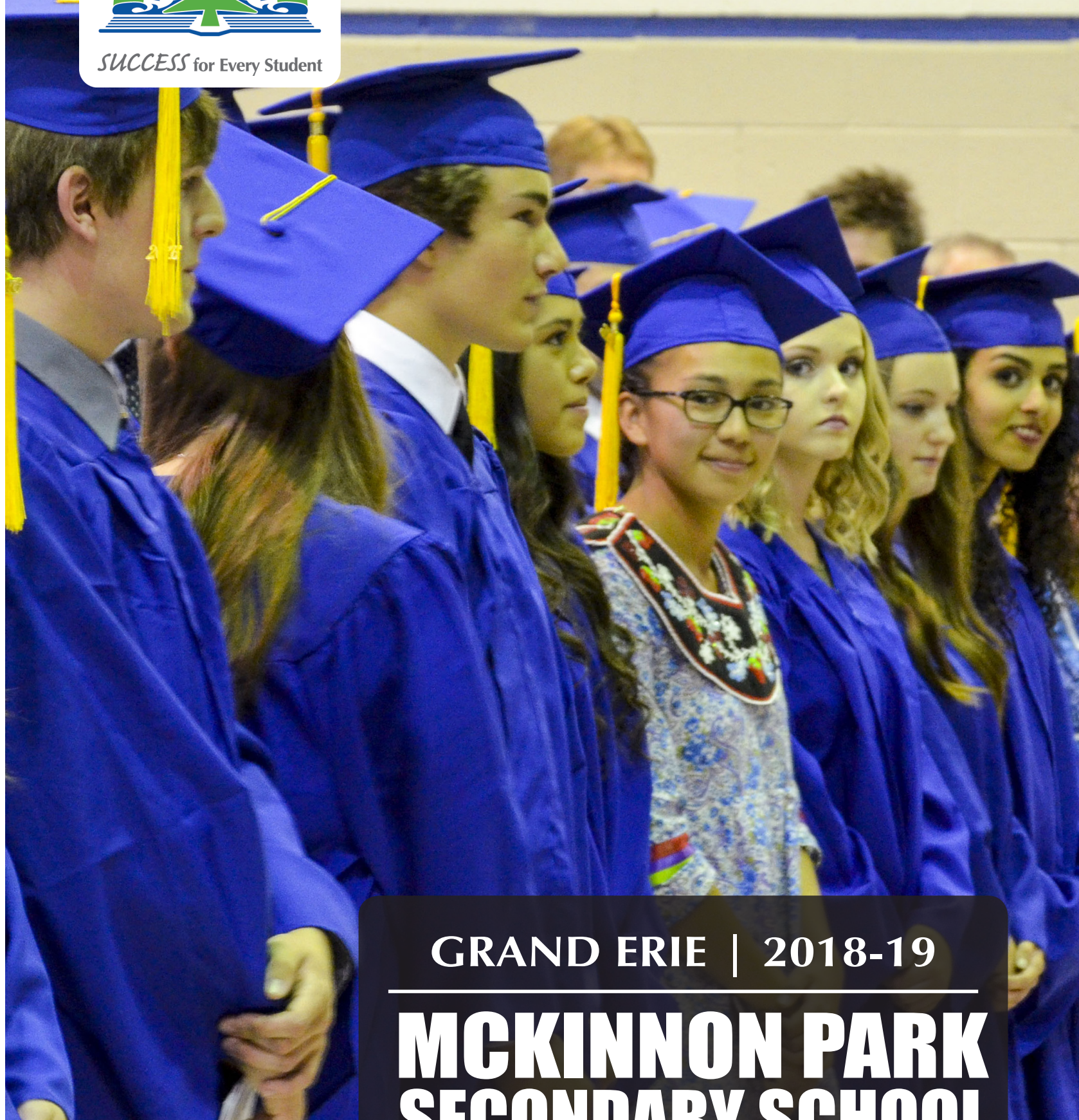




SUCCESS for Every Student



GRAND ERIE | 2018-19

MCKINNON PARK SECONDARY SCHOOL

MCKINNON PARK SECONDARY SCHOOL

At McKinnon Park Secondary School, students have the right to attend school and be educated in an environment that is challenging, supportive and free from discrimination, harassment or inappropriate behaviour.

As citizens, students need to prepare for meaningful and fulfilling lives as responsible and contributing members of their communities, both locally and globally. We accept the reality and power of lifelong learning. Students who demonstrate a commitment to excellence in their studies, volunteerism and an active physical life, will develop themselves fully in mind, body and spirit.



Principal: Dave MacDonald
Ext. 732201

SCHOOL MISSION STATEMENT

“McKinnon Park Secondary School: developing confidence, resourcefulness and integrity in a respectful, responsible school community.”



Vice-Principal: Cathi Krueger
Ext. 732202

McKinnon Park Secondary
91 Haddington Street
Caledonia, ON. N3W 2H2
(905) 765-4466
www.granderie.ca/schools/mpss

GEDSB Administration:

Brenda Blancher
Director of Education

Denise Martins
Superintendent of Education

TEACHING STAFF:

Ms. R. Amos	Mr. T. LaFrance
Ms. M. Anderson	Ms. H. Laidlaw
Mr. S. Baxter	Mr. J. Love
Ms. T. Bergan	Mr. B. Lucier
Mrs. N. Bothwright	Mrs. M. Maas
Mrs. C. Bouw	Mr. J. McIntosh
Mr. G. Cameron	Mr. B. McPherson
Mr. R. Caterini	Mr. A. Moores
Mrs. W. Clarke	Mrs. D. Nesbitt
Mrs. S. Cloutier	Mr. R. Oppertshauser
Mr. D. Collin	Mr. D. Panagakos
Mrs. J. Curtis	Ms. K. Persall
Mr. P. Dalimonte	Mr. J. Pudwill
Mrs. S. Davey	Ms. C. Quinto
Ms. A. deMontfort	Ms. L. Rockerfeller
Mr. M. Douglas	Mr. J. Runhart
Ms. K. Downey	Ms. L. Stafford
Mrs. J. Duff	Mrs. A. Steinbach
Ms. J. Elder	Mr. J. Steinbach
Mrs. A. Flowers	Mr. L. Stevenson
Mr. M. Forster	Ms. M. Stevenson
Mr. J. Gerritsen	Mr. J. Vandervlist
Mr. S. Holjak	Ms. R. Vaslijevic
Mrs. S. Houwer	Ms. M. Ward
Ms. C. Jacobs	Ms. L. Werezak
Mrs. K. Johnson	Ms. H. Westenberg
Mr. S. Keillor	Mr. A. Williams
Ms. Mrs. L. King-MacDonald	
Mr. M. Kissner	
Mrs. S. Kowalsky	
Mrs. T. Lacey	

DEPARTMENT HEADS:

Mr. Baxter	Library, English and Modern Languages
Ms. T. Bergan	Science
Mrs. S. Cloutier	Learning Services
Mrs. J. Curtis	Arts/Dramatic Arts, Music and Visual Art
Mrs. J. Duff	Guidance and Student Services
Mr. M. Forster	Student Success
Mr. S. Keillor	Business Studies
Mr. M. Kissner	Technological Education
Mr. J. McIntosh	Geography/Canadian and World Studies
Mr. B. McPherson	Health and Physical Education
Mr. J. Steinbach	Social Sciences and Humanities/ Canadian and World Studies
Ms. L. Werezak	Mathematics

SECRETARIES

Mrs. S. Fehrman
Mrs. A. Hoskin
Mrs. C. Nash
Ms. K. Weller

EDUCATIONAL ASSISTANTS

Mrs. J. Fehrman
Mrs. T. Robinson
Mrs. L. Bottenfield

NATIVE COUNSELLORS

Mrs. S. Williams
Mrs. P. Davis

ACADEMIC COUNSELLORS

Mrs. J. Duff
Mrs. N. Bothwright

LIBRARY TECHNICIAN

Ms. S. Arnold

FOOD TECHNICIANS

Mrs. S. Foster
Ms. K. Martin

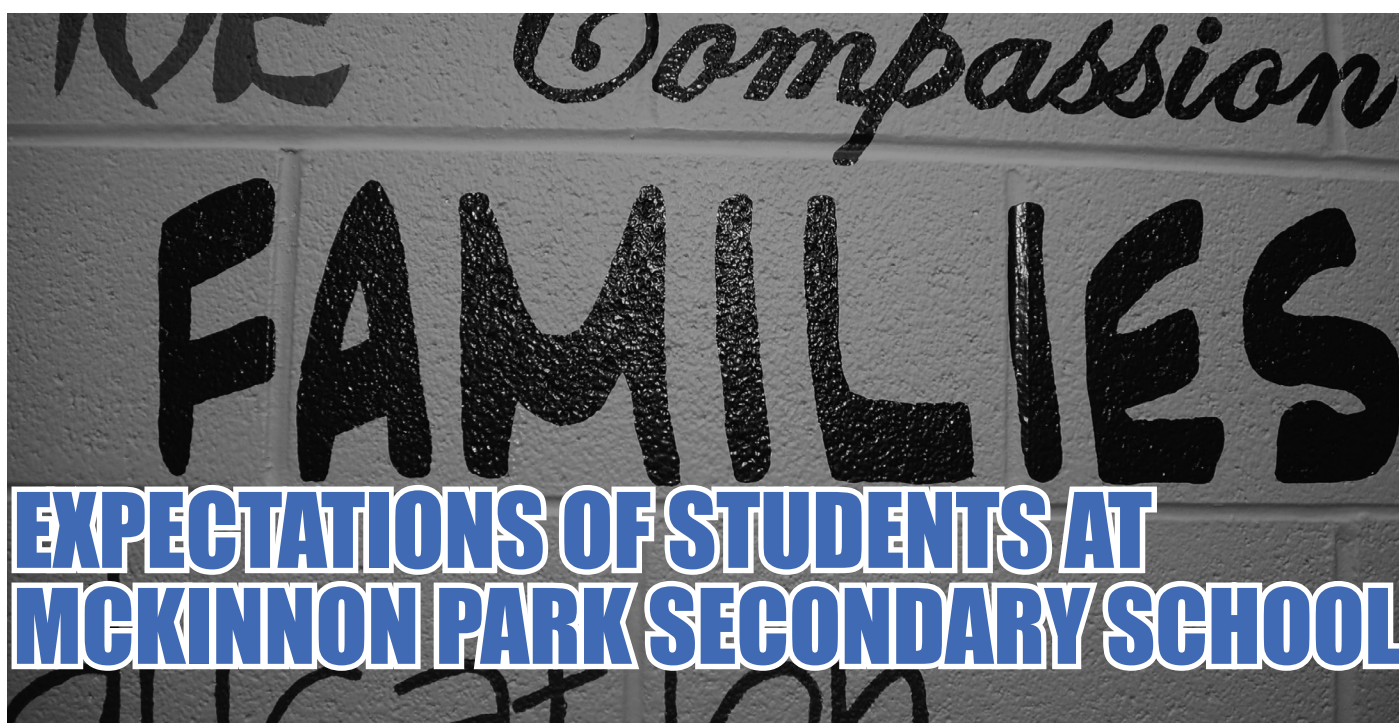
STUDENT SUCCESS

Mrs. M. Forster

CUSTODIAL STAFF

Mrs. S. Brown
Mr. L. Brown
Mr. P. Brandon
Mrs. C. Downey
Mrs. D. Hawke





All Students at McKinnon Park Secondary School will be treated with consideration and respect. Students will be presented with opportunities for varied learning experiences through classes and extended curricular and co-instructional activities. The educational experience requires certain attitudes and behaviour from students.

The following is an excerpt from the Education Act:

- Attend classes punctually and regularly
- Be diligent in attempting to master such studies as are part of the program in which the pupil is enrolled
- Exercise self-discipline
- Accept such discipline as would have exercised by a kind, firm and judicious parent
- Show respect for school property

Using the Education Act and “Expectations for Conduct in Grand Erie District Schools” as guides, a committee of staff, students and parents have developed a Code of Behaviour of McKinnon Park Secondary School. In brief, at McKinnon Park Secondary School, students are expected to:

- Attend classes regularly and work diligently every day
- Be punctual for classes, equipped and prepared to participate
- Complete all assigned work
- Submit their own work on assignments, projects, tests, etc.
- Abide by the requirements of the “Acceptable Computer Use Policy”
- Conduct themselves properly in school and on school buses
- Show respect for all students, staff and self
- Treat all school property and property of others with respect
- NO smoking on school property (use only areas that are designated in front of school)
- NO inappropriate or violent behaviour, harassment, use of restricted or banned substances, unacceptable language, sexist/racist behaviour and language and illegal activities
- Refrain from bringing anything to school that may compromise the safety of others

Students who fail to meet these obligations will follow through a course of progressive discipline with the intent to ensure their academic success.



A PAGE FOR PARENTS & GUARDIANS

The identification and achievement of the goals of education are the shared responsibility of students, teachers and parents. Parents & Guardians can greatly assist in the education of their children.

1. The amount of homework students have depends on their work habits and the classroom expectations. Please contact your son/daughters teachers if you have any questions relating to homework.
2. Encourage and facilitate good study habits.
3. Limit out-of-school activities/commitments during school evenings.
4. The staff and administration at McKinnon Park Secondary School encourage regular communication with parents. If you want a counsellor or teacher to contact you regarding your son/daughter, please call the school at (905-765-4466).
5. Parent-teacher nights will occur in October and March. This is an opportunity for parents to meet and discuss a student's progress.
6. Ensure that your child attends school punctually & regularly. If your child will be absent, or has been absent, notify the school by phone or with a note. If notification is not received, the school will record this as an unexplained absence or truancy.
7. If a student takes ill during the day, parents will be contacted. If parents cannot be contacted during school hours, please advise the school with an EMERGENCY CONTACT who can assume responsibility for your son/daughter. Please remember to update any changes (home/work phone numbers, address, emergency contact, medical information).
8. Join the parent council to take part in the school based initiatives to increase parental engagement in your child's school.
9. Attend parent council meetings to learn about the Code of Conduct and school rules to assist your child in following these rules of behaviour.
10. ***The Freedom of Information and Protection of Privacy Act*** (Province of Ontario) states that when a student reaches the age of 18 they are adults. We may no longer communicate with the student's parents regarding such things as academic performance or attendance **unless the student provides the school with a signed consent form.**



SCHOOL SUPPORT SERVICES & RESOURCES

GUIDANCE & CAREER EDUCATION

The Primary goal of MPSS Guidance and the Career Education is to enhance and promote student learning through three broad and inter-related domains: academic development, career development and personal/social development.

Counsellors consult with parents/guardians, teachers, other educators and community agencies regarding strategies to help students.

Personal Counselling is provided on a small-group or individual basis for students who express difficulties dealing with relationships, personal concerns, or normal development tasks. Personal counselling assists students in identifying problems, causes, alternatives, and possible consequences so the appropriate action is taken

Crisis counselling and support are provided to students and their families who face emergency situations. Such counselling is normally short-term and temporary in nature. When necessary, appropriate referral sources are used.

Guidance counsellors may use referral sources to deal with crises such as anxiety/depression, self-harm, illness, abuse, bullying/violence, unhealthy relationships and suicide. These referral sources may include GEDSB employees and community partners such as, Child and Youth Worker, Public Health and Sexual Health Nurse, School Social Worker, Addiction Services, REACH/COAST.

GEBEWell CAMPAIGN

1 in 5 people are affected by mental illness. Grand Erie cares deeply about the 1 but we also care about the support provided to all 5! In doing so, we recognize that everyone has mental health and everyone's wellness is different.



Wellness is defined as "being in a good state of mental or physical health." It's not about getting by, but rather thriving in our environments and social world.

Wellness is made up of positive connections with others and how we take care of ourselves; it includes our emotional, spiritual and physical well-being.

LEARNING RESOURCE CENTRE AND REMEDIAL HELP

All Students at MPSS are encouraged to take advantage of Learning Services in order to receive additional support to meet the curriculum expectations in their courses. Students who are finding their course work too difficult can ask about special education services that are available to assist them.

Learning Services is open every morning before school begins and on certain lunch breaks for students to receive additional assistance in order to achieve their academic potential. After school, students can utilize Homework help on most Tuesday's, Wednesday's, and Thursday's. Information on the board's Special Education Advisory Committee (SEAC) and other Special Education resources are available on the board's site: www.granderie.ca under "Parents" tab.

Parents who have questions and/or concerns about their child's Special Education Services are encouraged to contact Mrs. Cloutier at 905-765-4466 ext. 732214.

LIBRARY RESOURCE CENTRE

The Library Resource and Learning Centre is a friendly, safe and welcoming environment that is perfect for students who are looking for a quiet place to study, read or complete assignments. In addition to the many current and historical books that populate the shelves, the library also provides students with access to e-books as well as multiple databases which can provide them with both recreational and academic reading opportunities. These electronic resources are available through the library's computer lab or students' own devices. These resources can be accessed from school or home at <http://destiny.granderie.ca>.

The Library Resource and Learning Centre provides information, resources, and opportunities for skill development that support classroom learning at McKinnon park. The teacher librarians and library technician are available to help students with their specific

project needs and to provide assistance to students who need to access the electronic catalogue, database, online encyclopedia's, books, e-books, and/or magazines. The library staff also enhance student learning by assisting them with editing, brainstorming, and project development and assembly.

Finally, those students who enjoy recreational reading are encouraged to join the MPSS Book Club which offers lively and insightful conversation about literature from a variety of genres.

STUDENT SUCCESS

Student Success at McKinnon Park is committed to supporting all students in achieving success. We offer such opportunities as one to one monitoring, mentoring and regular after school homework help. If a parent or student is concerned about academic success, please contact Mr. M. Forster at 905-765-4466 ext. 732223

CAREER CRUISING

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

As a result, we have been working with Career Curising to assist students in this planning. Career Curising (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 Curising portfolio (ccSpringboard), where students answer questions like "Who am I?"

-Getting to Know Yourself, "What are my opportunities?" – in the Exploring Opportunities section to "what do I want to become?" – in Making Decisions and Setting Goals and ultimately, "What is my Plan?"

- 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 Curising planner (ccPathfinder), is a course planner tool that integrates with ccSpringboard and our Students Information System (SIS), to provide the ability for our students to plan, select and modify a four-year high school plan that both aligns with their life goals and meets graduation requirements for their school. In addition to the obvious students' benefits, a labour-intensive and cumbersome course selection process is automated, freeing up time for our Guidance Staff to work directly with our students. A win win for all! Together GEDSB and Career Curising work together to create an Individual Pathway Plan (IPP) for all students. This plan becomes a valuable archive of student learning and a catalogue of resources they will need as they continue to plan for the future.

Students can login using our Grand Erie link to Career Curising on the school website www.granderie.ca/mckinnon

STUDENT FEES

There Will be no fees or cost charged to students to participate in the regular school program. Fees may be charged where the student chooses to upgrade the material or where purchase of materials is optional. Students enrolled in the Grand Erie District School Board Schools can expect to be provided with the basic classroom learning resources that are required in order to complete their course expectations. It is recognized there may be optional resources that students may purchase to enhance their program; field trips, workbooks, upgrading materials in courses such as construction technology and visual arts. Students may choose enhanced program options where fees are required to recover associated costs. Note: A uniform is required for students participating in physical education courses.

EXTRA-CURRICULARS

Participation in co-curricular activities:

- It is our belief that participation in co-curricular activities enhances the school experience for each student. We encourage participation in sports, clubs, and student organizations but never at the expense of academic achievement.
- It is our expectation that students who participate in co-curricular activities will have regular attendance and good work habits.
- Should a student fail to meet the school's performance expectations, the

following will occur: The Vice Principal will warn the student that he/she may lose the opportunity to participate in designated co-curricular activity. The Vice-Principal will remove the student from the activity. The removal may be temporary or permanent depending on the situation.

EXTRA-CURRICULAR ACTIVITIES:

- Ultimate Frisbee
- Basketball
- Track & Field
- Lacrosse
- Yearbook
- Art Club
- Student Council
- Badminton
- Soccer
- Drama Club
- Book Club
- Softball
- Eco- Club
- Football
- Golf
- Field/Ice Hockey
- Anime Club
- Cross-Country
- safeTALK
- Volleyball
- Tennis
- Devils for Diversity
- Interact Club
- Concert/Intermediate Band

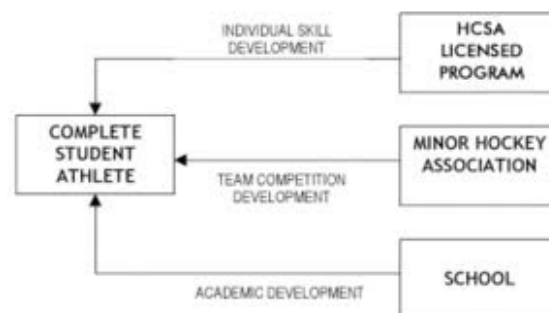
SPORTS

Any student who wishes to participate in a school sport is eligible to pay provided they have not exceeded five years of eligibility. (Five consecutive years from the date that started grade 9.)

Note: Students cannot be excused from class to spectate sports during class.

Students planning to change schools or who have already changed schools will be advised of their risk to their athletic eligibility. Once a student has changed schools he/she is considered a Transfer Student, even if he/she returns to the original school. Students in this position must complete a Transfer Eligibility Form. Note: not all students who transfer to our school are eligible to participate. There are 1 of 4 reasons or criteria for the transfer must be met by the student. Refer to the Transfer Eligibility Form. Participation in a sport will only be granted by the Transfer Committee after reviewing the transfer form and the reason criteria for the transfer. Forms can be picked up in the Phys. Ed. Office or the Main Office.

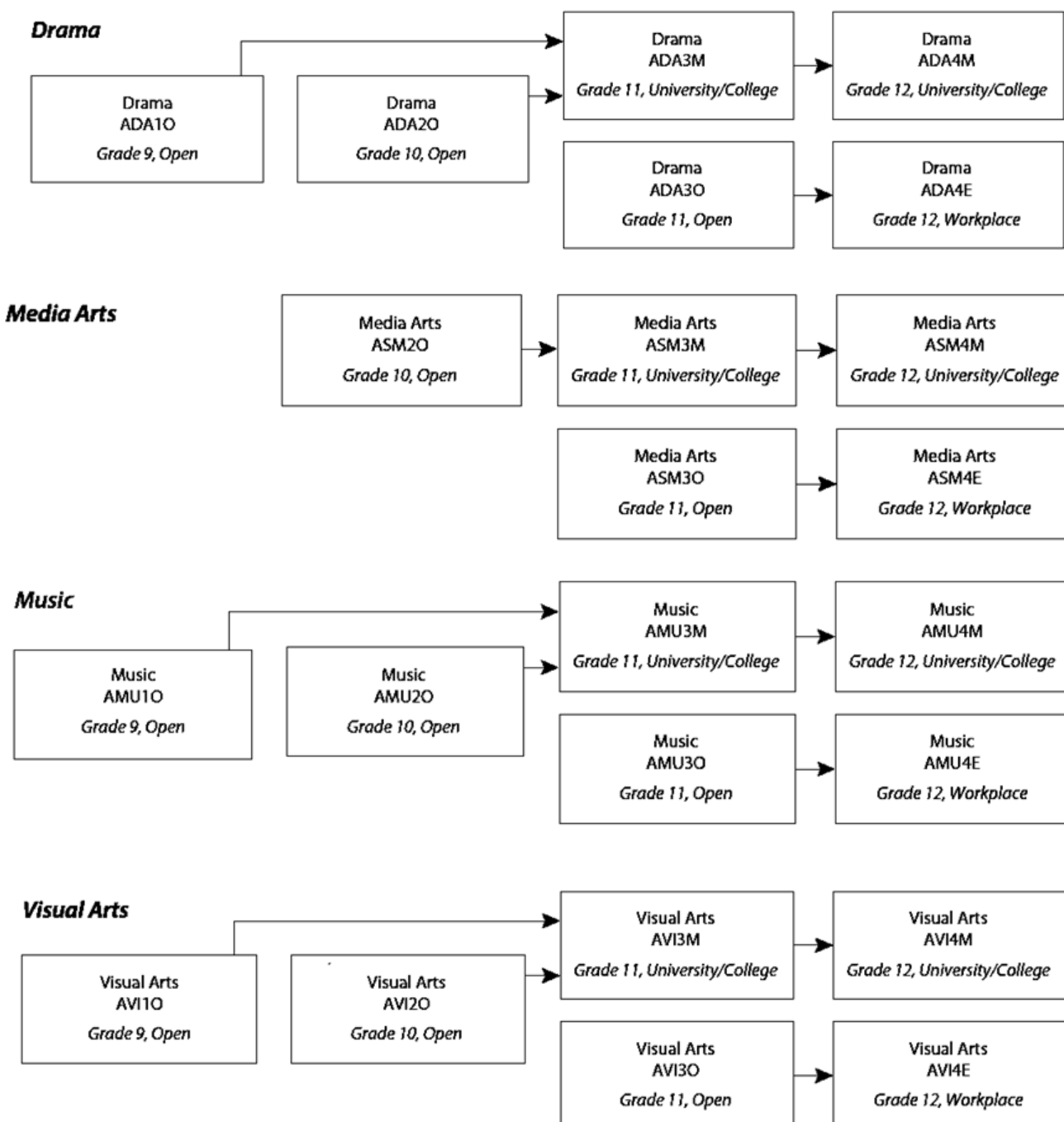
MPSS HOCKEY CANADA SKILLS ACADEMY



MINISTRY OF EDUCATION PRE-REQUISITE PATHWAY CHARTS

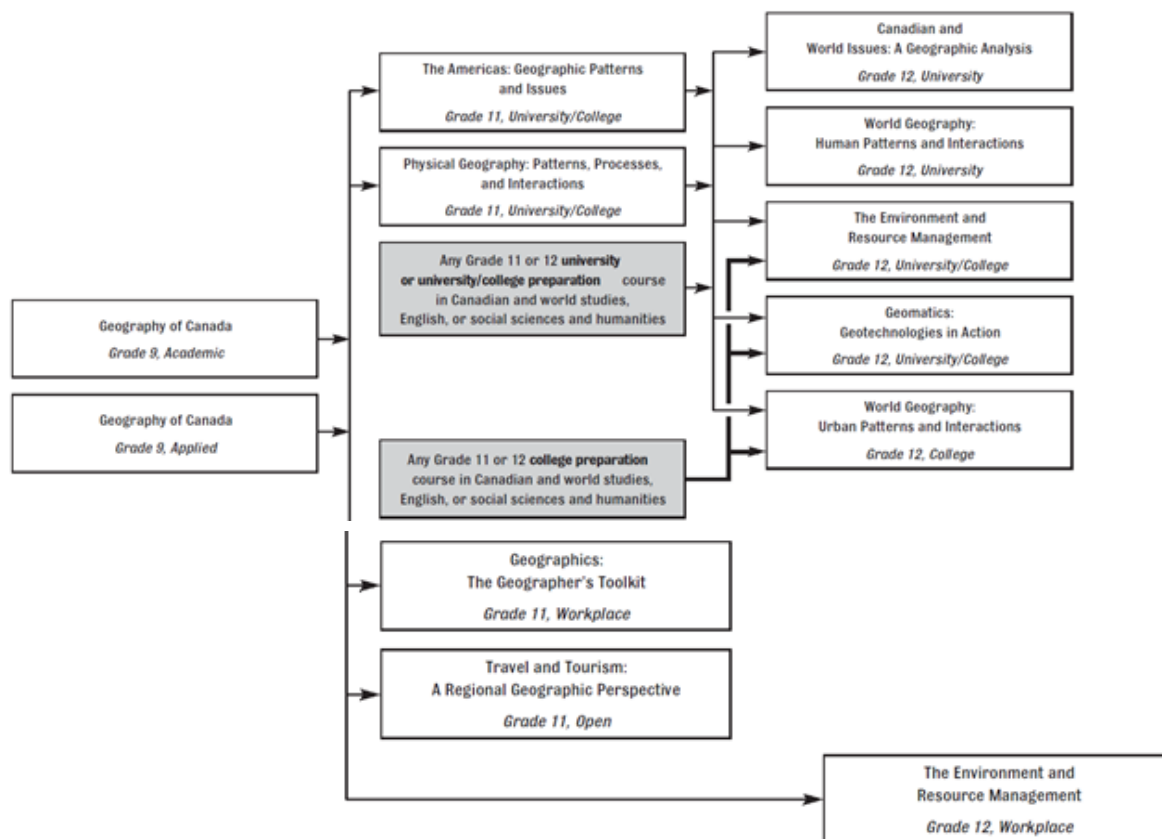
The charts contained in this link map out all the courses in each discipline and show the links between courses and the possible prerequisite for them. They do not attempt to depict all possible movements from course to course, but rather serve as a pathway planning tool.

You can view the pre-requisite charts by visiting the board website at www.granderie.ca under the Secondary Tab, click on school profile.



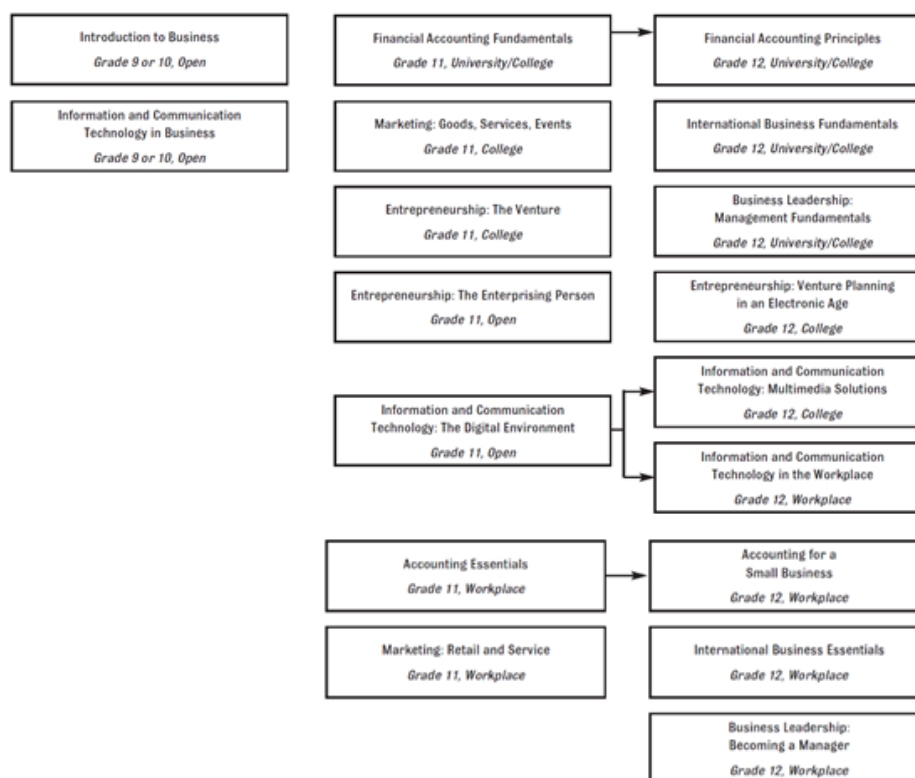
Prerequisite Chart for Canadian and World Studies, Grades 9–12 – Geography

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



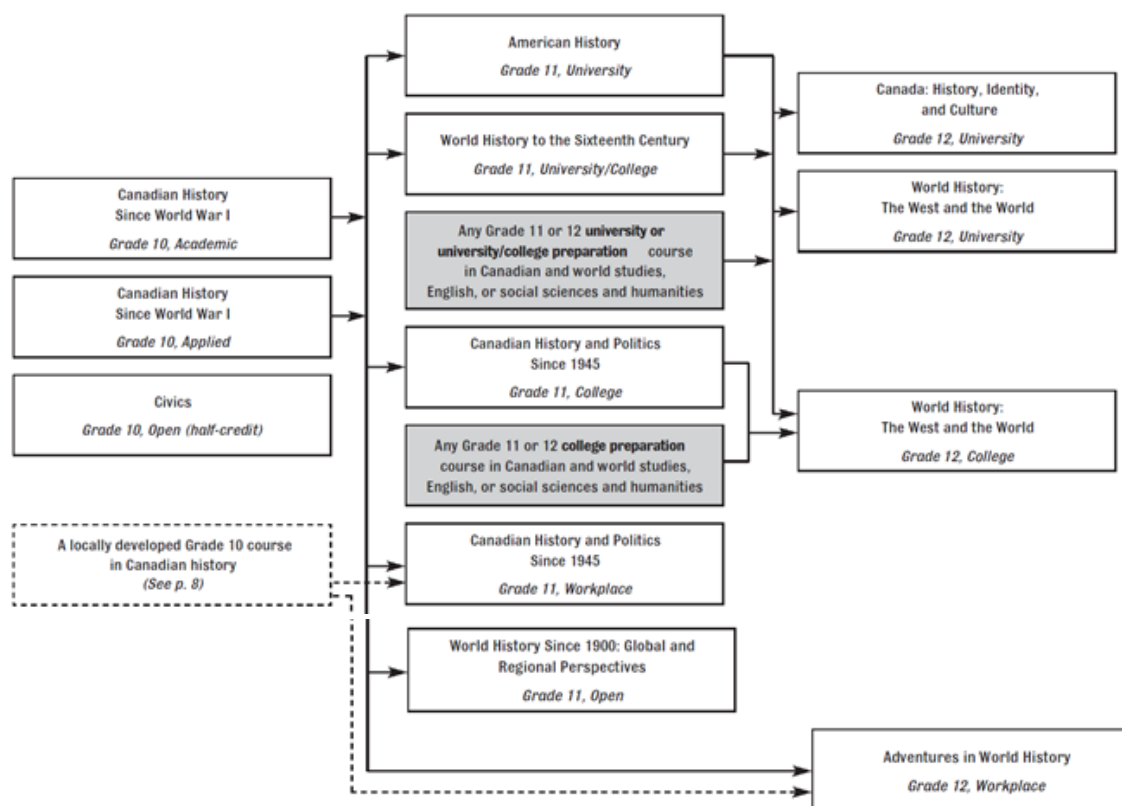
Prerequisite Chart for Business Studies, Grades 9–12

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



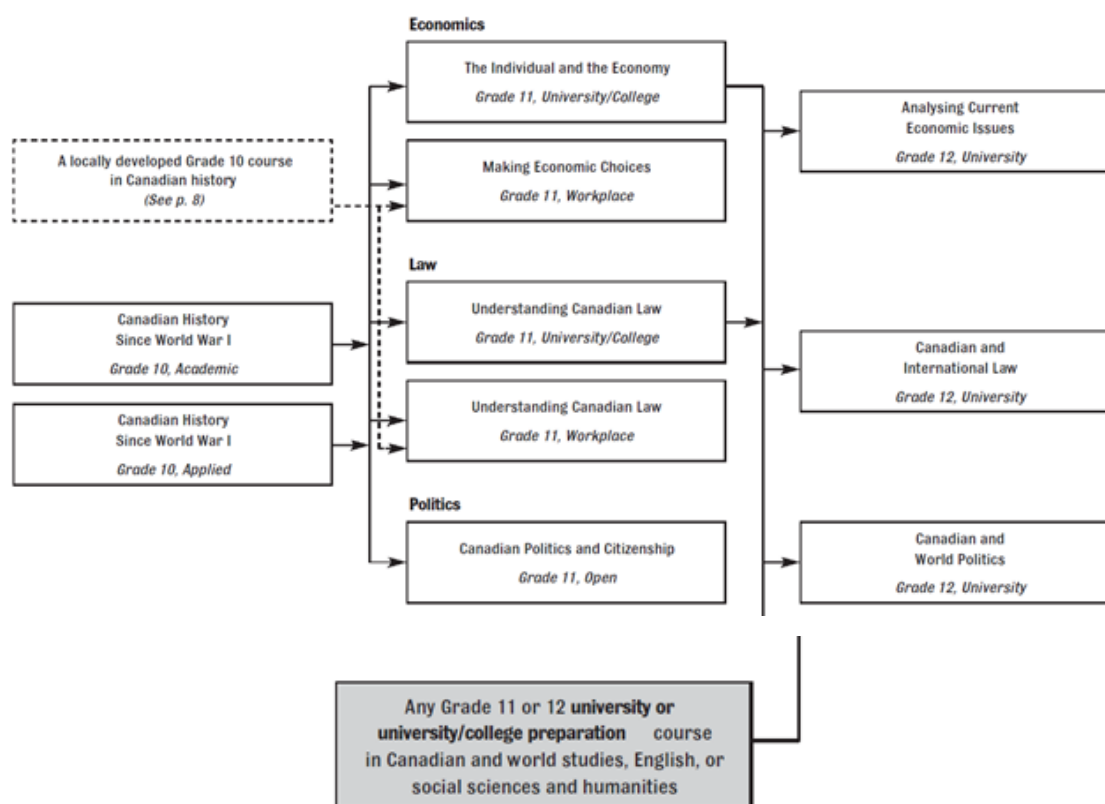
Prerequisite Chart for Canadian and World Studies, Grades 9–12 – History

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



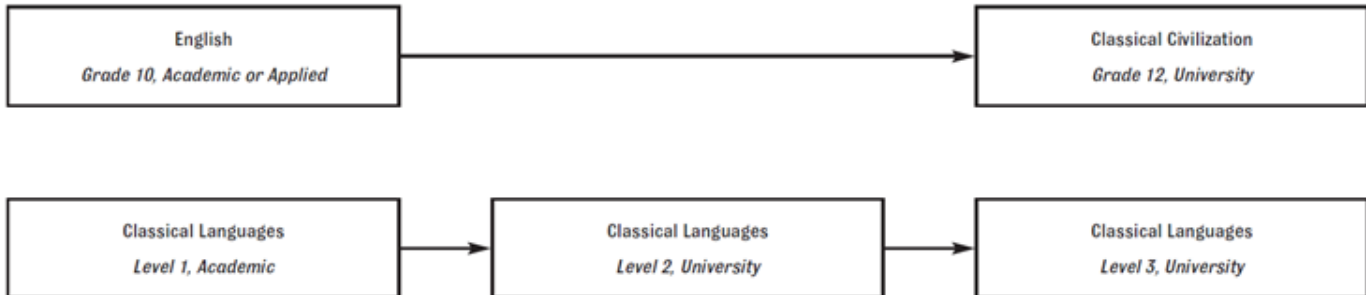
Prerequisite Chart for Canadian and World Studies, Grades 9–12 – Economics, Law, and Politics

This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



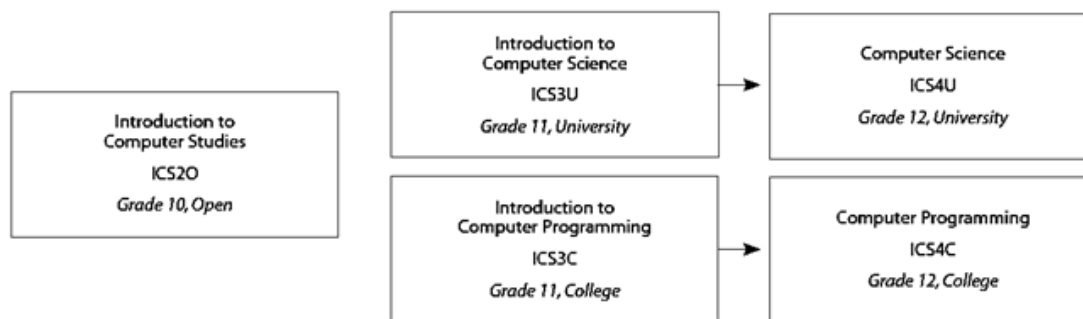
Prerequisite Chart for Classical Studies

This chart maps out all the courses in the classical studies program and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



Prerequisite Chart for Computer Studies, Grades 10–12

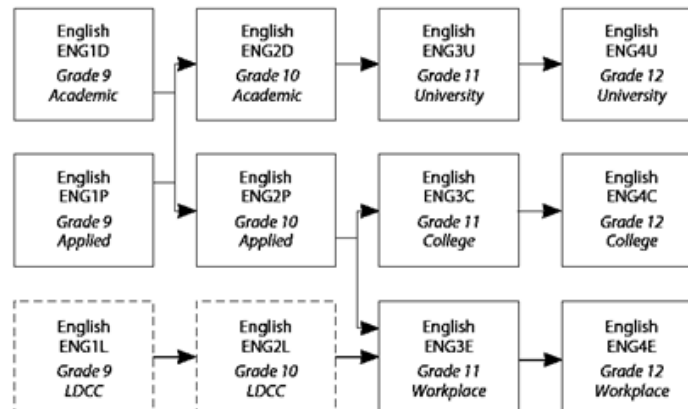
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them.



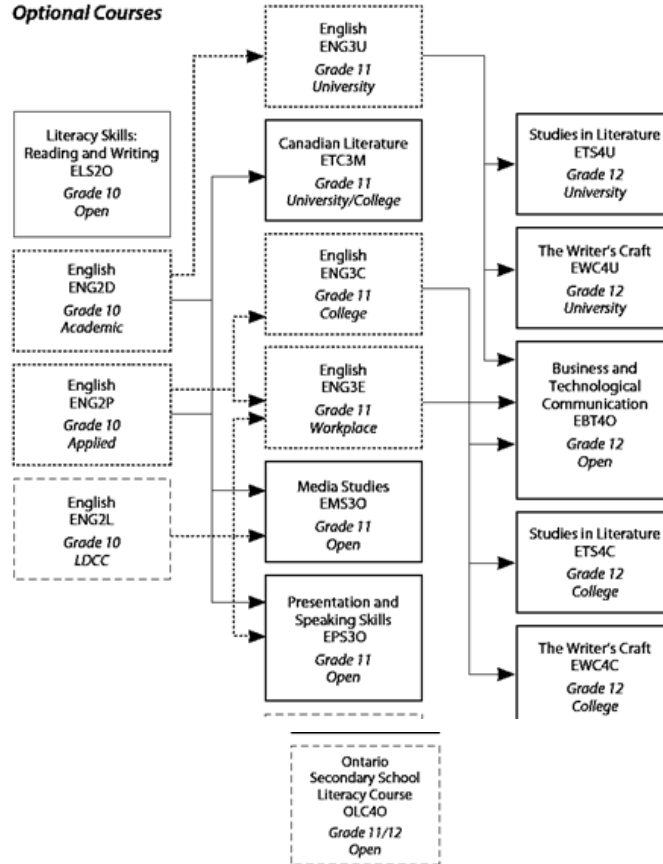
Prerequisite Charts for English, Grades 9–12

These charts map out all the courses in the 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.

Compulsory Courses

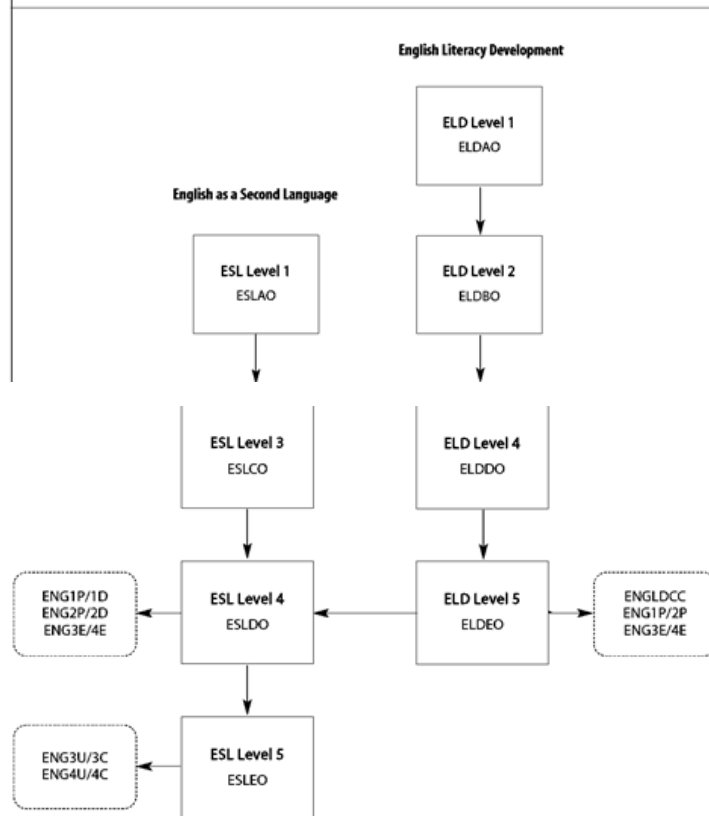


Optional Courses

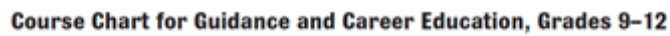


Pathways to English

The chart below shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.

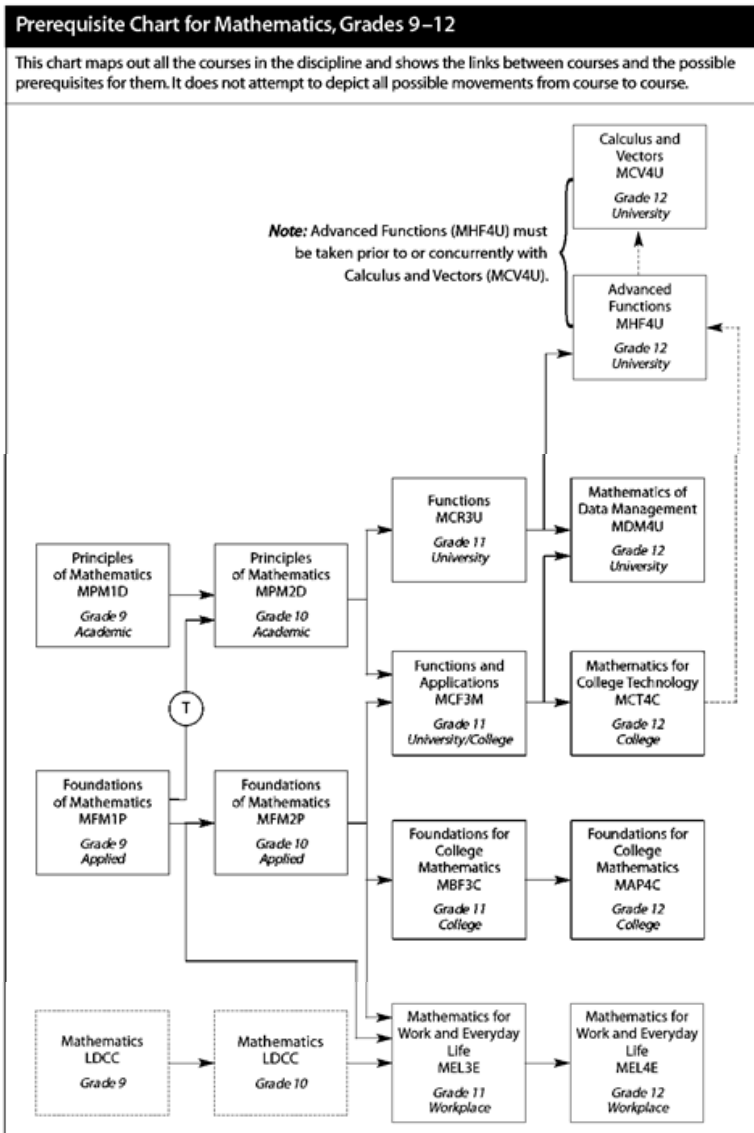


This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them.

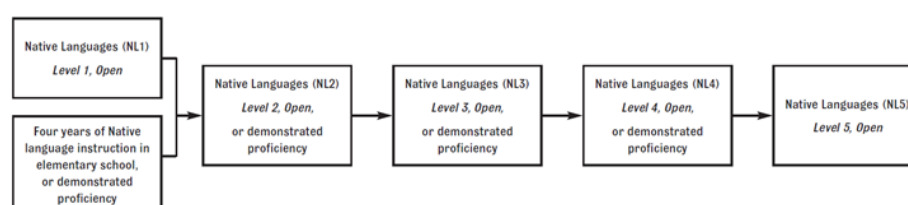


This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course

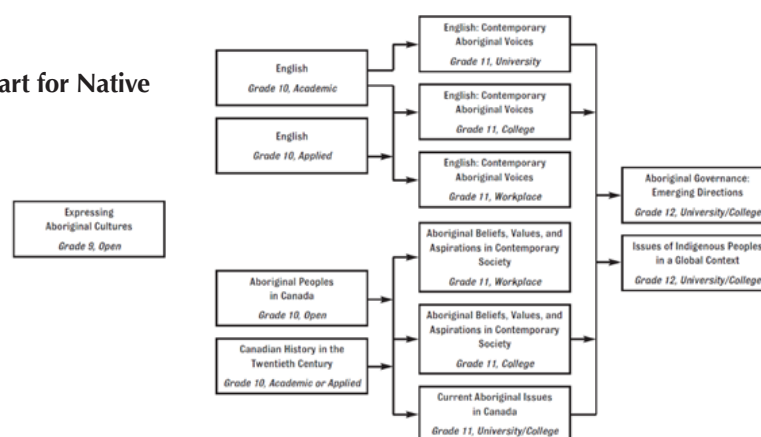




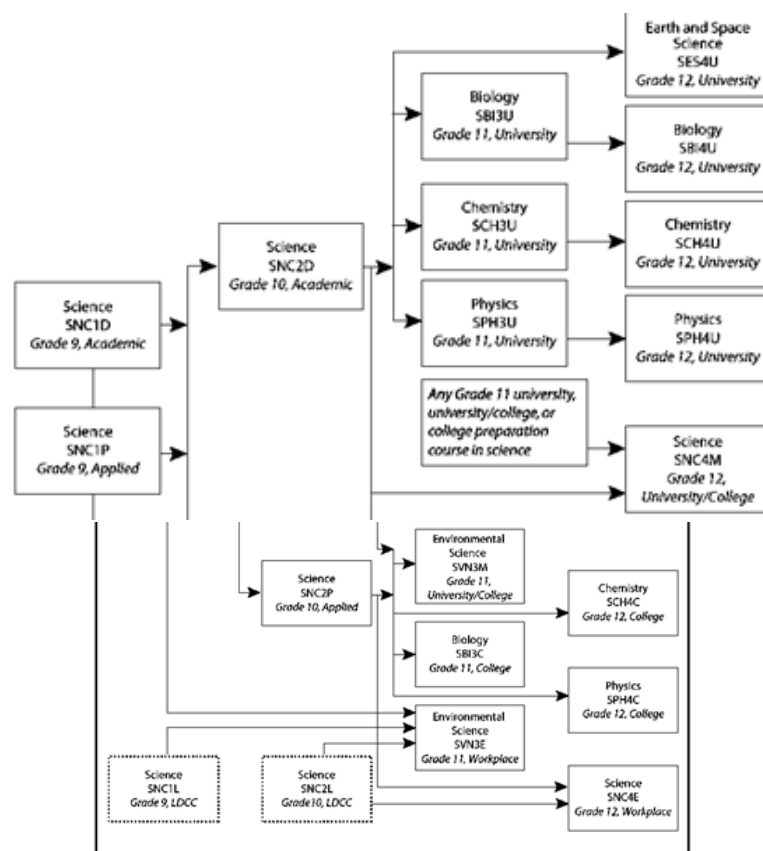
Prerequisite Chart for Native Languages



Prerequisite Chart for Native Studies

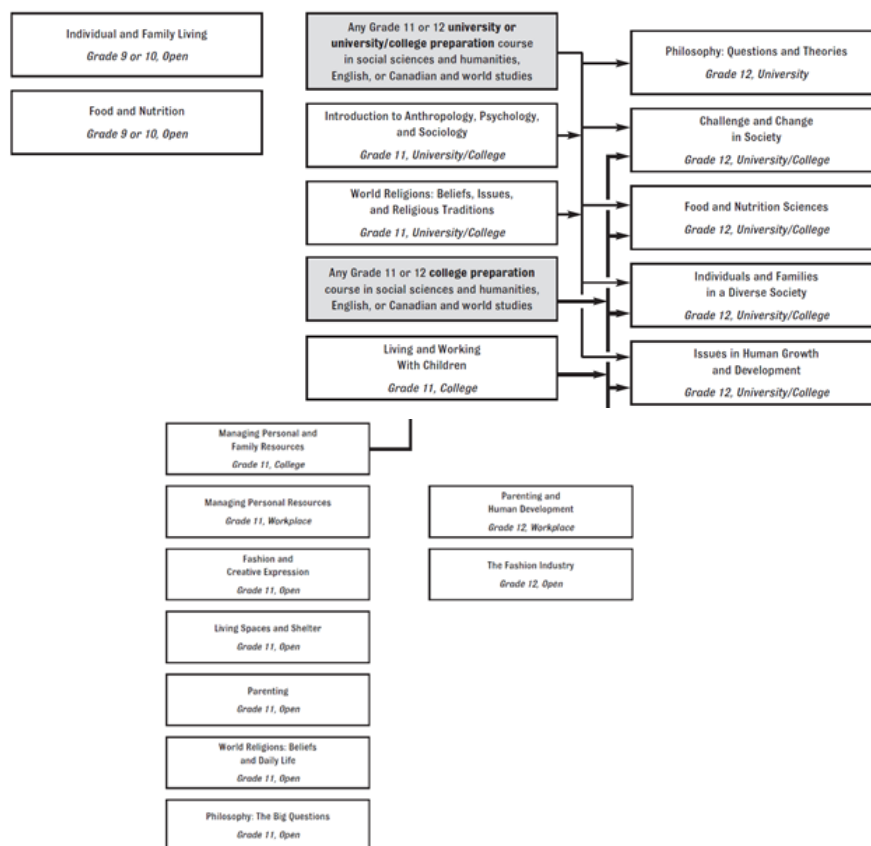


Prerequisite Chart for Science, Grades 9–12

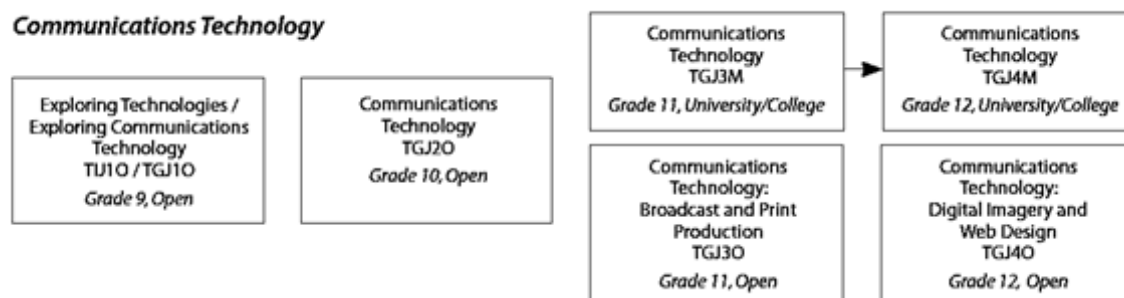


Prerequisite Chart for Social Sciences and Humanities, Grades 9–12

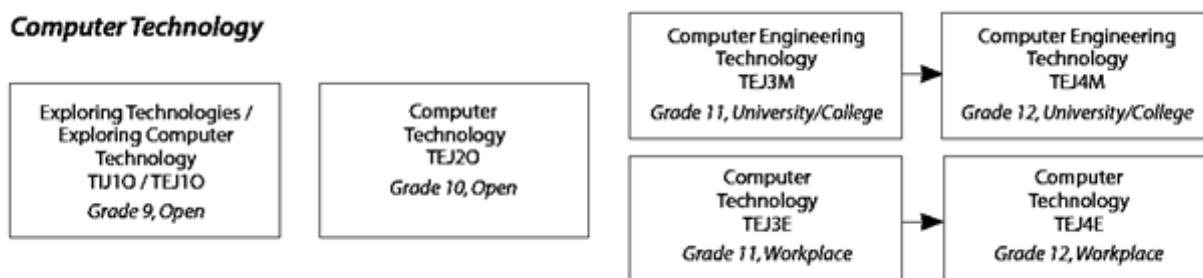
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



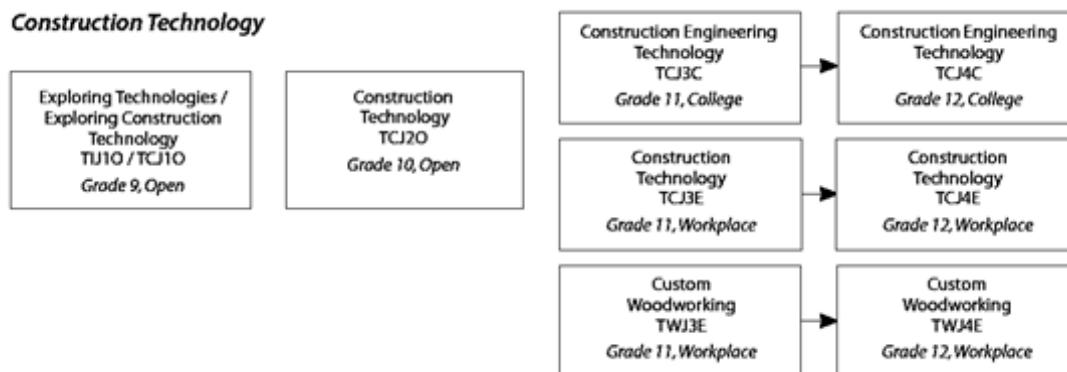
Communications Technology



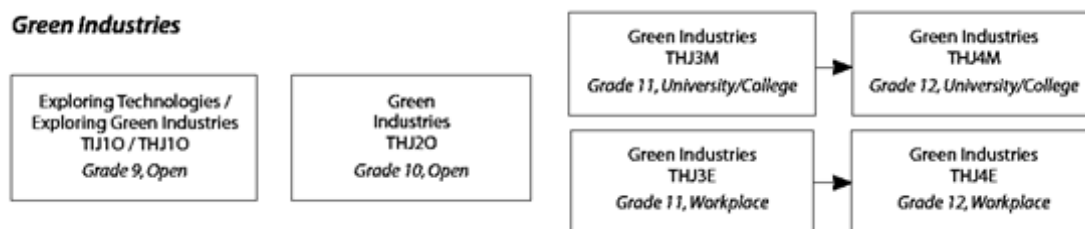
Computer Technology



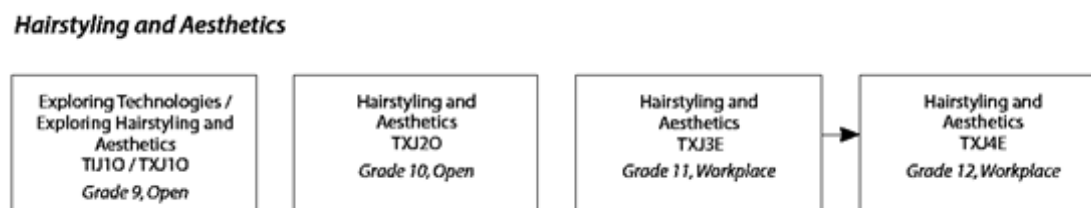
Construction Technology



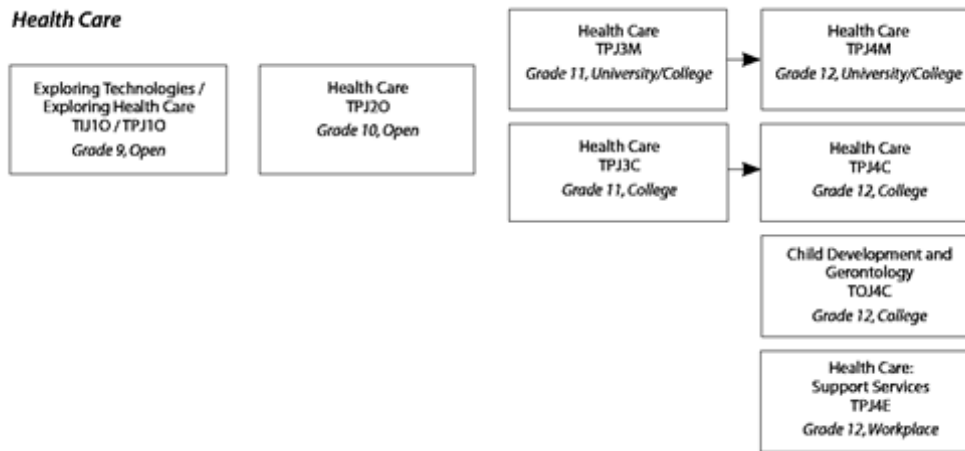
Green Industries



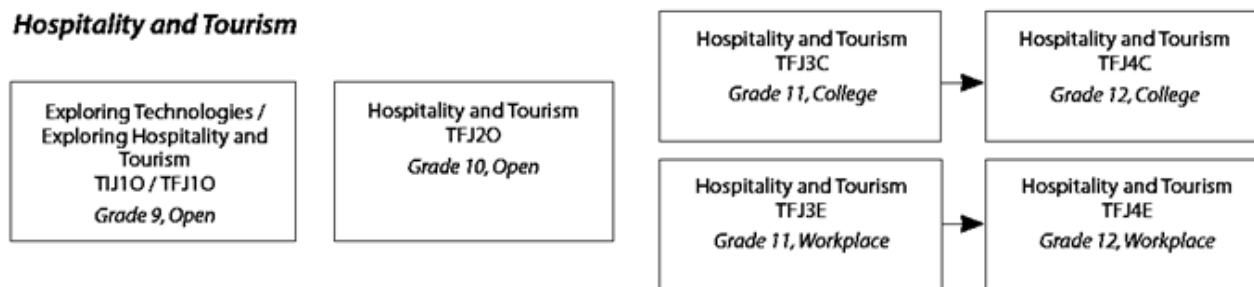
Hairstyling and Aesthetics



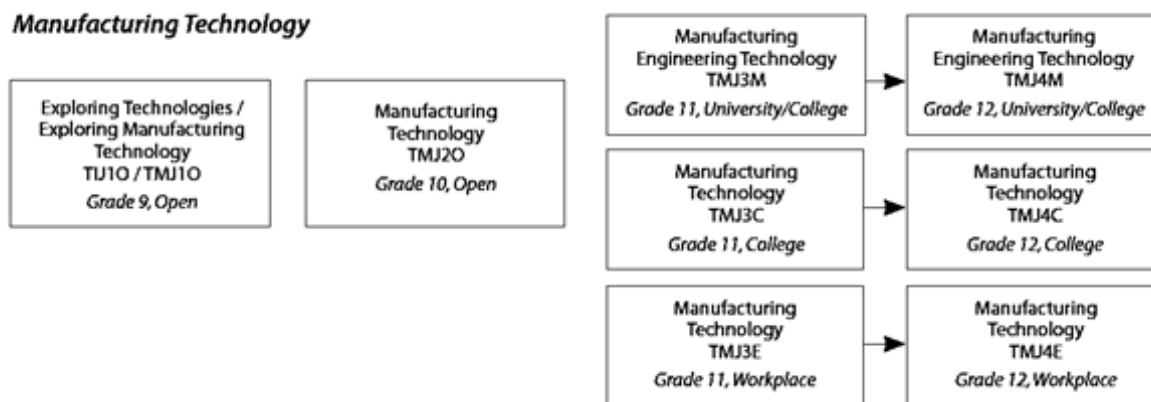
Health Care



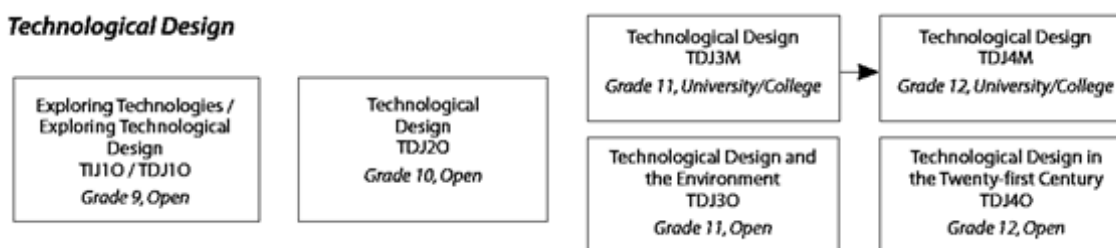
Hospitality and Tourism



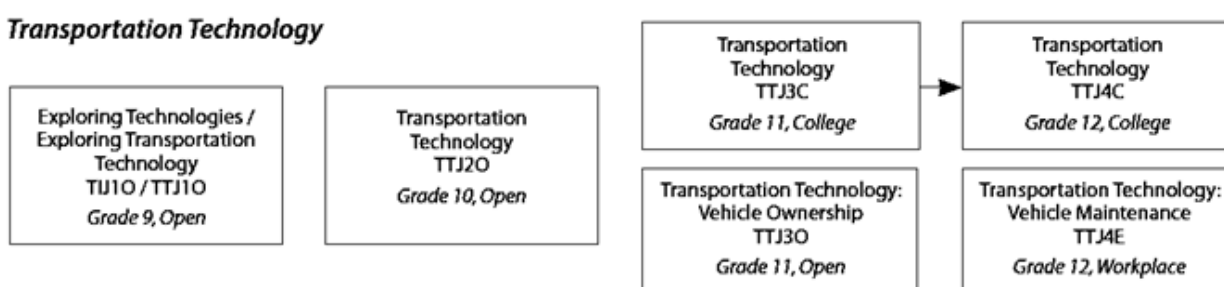
Manufacturing Technology



Technological Design

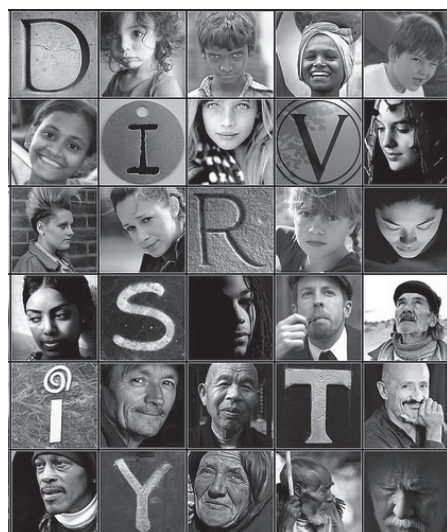


Transportation Technology



EQUITY & INCLUSIVE EDUCATION

Devils for Diversity is a school Club that promotes and fosters inclusivity and celebrates diversity. Through various campaigns run throughout the school year, we aim to make everyone feel welcome and safe, regardless of sexual orientation, religion, race, gender, or ability. We are a group based in tolerance and acceptance to cultivate an attitude towards others marked by generosity of spirit and acceptance. All are welcome!



INDIGENOUS STUDIES: A FOCUS FOR ALL STUDENTS

Our goal at MPSS is to create learning environments that are engaging, inclusive and culturally relevant to First Nations, Metis and Inuit (FNMI) students, parents and community members. Our Indigenous Studies courses help students better understand Aboriginal issues of public interest discussed

at the local, regional and national levels. PSS students will be encouraged to develop the skills necessary to discuss these issues and participate in public affairs. Through involvement in Indigenous Studies, students will increase their awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada. At MPSS we take pride in the success of our Native Studies, Native Art and our newly added Cayuga Language programs.



MCKINNON PARK SECONDARY SCHOOL'S CHARACTER ATTRIBUTES INCLUDE:

COMPASSION

Demonstrate kindness, care and thoughtfulness. Empathize with others.

COOPERATION

Recognize and appreciate how you and others contribute to the overall effort and success of your organization or group. Recognize contributions, applaud effort and work.

HUMILITY

Be humble and recognize your limitations. Strive for mutual benefit.

INCLUSIVENESS

Create an environment where we honour differences and diversity. Be fair and equitable.

INTEGRITY

Be honest, sincere, trustworthy and reliable. Ensure actions and words align.

PERSEVERANCE

Act with courage, tenacity, determination and with a commitment to hard work. Never give up. Believe in yourself and try your best.

RESPECT

Treat yourself, others and the environment with dignity.

RESPONSIBILITY

Be accountable to yourself, family and friends. Share, give and volunteer in your community. Be dependable.



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...

More Programs, More Choices

Specialist High Skills Major

The Construction Technology Program Home Building Focus

McKinnon Park Secondary School

The Construction SHSM enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. The program focuses on the design and construction of residential structures.

"I feel that the program has prepared me for my future studies as an electrician. The courses that were offered within the SHSM have allowed me to gain knowledge of career areas that I may not have taken if not in the program. I feel that the certifications and safety training have given me a good base for my future career aspirations"
- Tyler Clause

Benefits of the Construction Technology Program:

- Design and develop a residential construction project
- Attain sector specific certifications such as First Aid, CPR and Fall Protection
- Experience the design or construction environment through work placements via co-ops
- Relate their studies in core subject areas to chosen interest area
- Graduate with a SHSM seal of designation on your secondary school diploma
- Gain valuable industry-specific work experience and knowledge



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





What is a Specialist High Skills Major (SHSM)?

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

What does an SHSM look like?

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

What do you get by taking an SHSM?

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



Student Success
A Grand Erie Program

Grand Erie...

More Programs, More Choices

Specialist High Skills Major

The Hospitality and Tourism Program Culinary Arts Focus

McKinnon Park Secondary School

Practically-based, the Hospitality and Tourism SHSM focuses on the French culinary arts. The double-credit program puts students in the restaurant setting serving tables, cooking, money handling and learning customer service.

"It's been a great program. With new equipment, like a smoker, I've learned new techniques in cooking. It's fun to experiment with different foods and cooking methods. I'm excited to pursue a career in culinary after high school." - Clara Garrow (Grade 11 student)

Benefits of the Hospitality and Tourism Program:

- Learn life skills
- Increase self-confidence
- Make students employable after building work experience in the field
- Learn life knowledge (media propaganda, new foods, nutritional information)
- Learn how to problem solve

The Horticulture and Landscaping Program Green Industry Focus

McKinnon Park Secondary School

The Horticulture and Landscaping SHSM covers all aspects of green industry. Students focus on marketing, floristry and design, landscape design, greenhouse production, small engines and equipment maintenance. All equipment is up to industry standards.

"I love learning all of the different things about plants and how they can benefit us, like a healing garden. I plan on going to college for floristry or for greenhouse technician and then open my own business." - April Hill-Skye (Grade 12 student)

Benefits of the Horticulture and Landscaping Program:

- Students take ownership of accomplishments within program
- Portfolio gain (personal photo record of all work)
- Learn what to use for seasonal decorating (Fall, Christmas, Easter)
- Numeracy skills learned
- All four pathways available and offered

"I love working with my hands rather than bookwork, and through the Horticulture program, I've learned how to build gardens and landscape professionally." - Andrew Orosz (Grade 12 student)

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