



*SUCCESS* for Every Student



**GRAND ERIE | 2018-19**

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**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](http://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

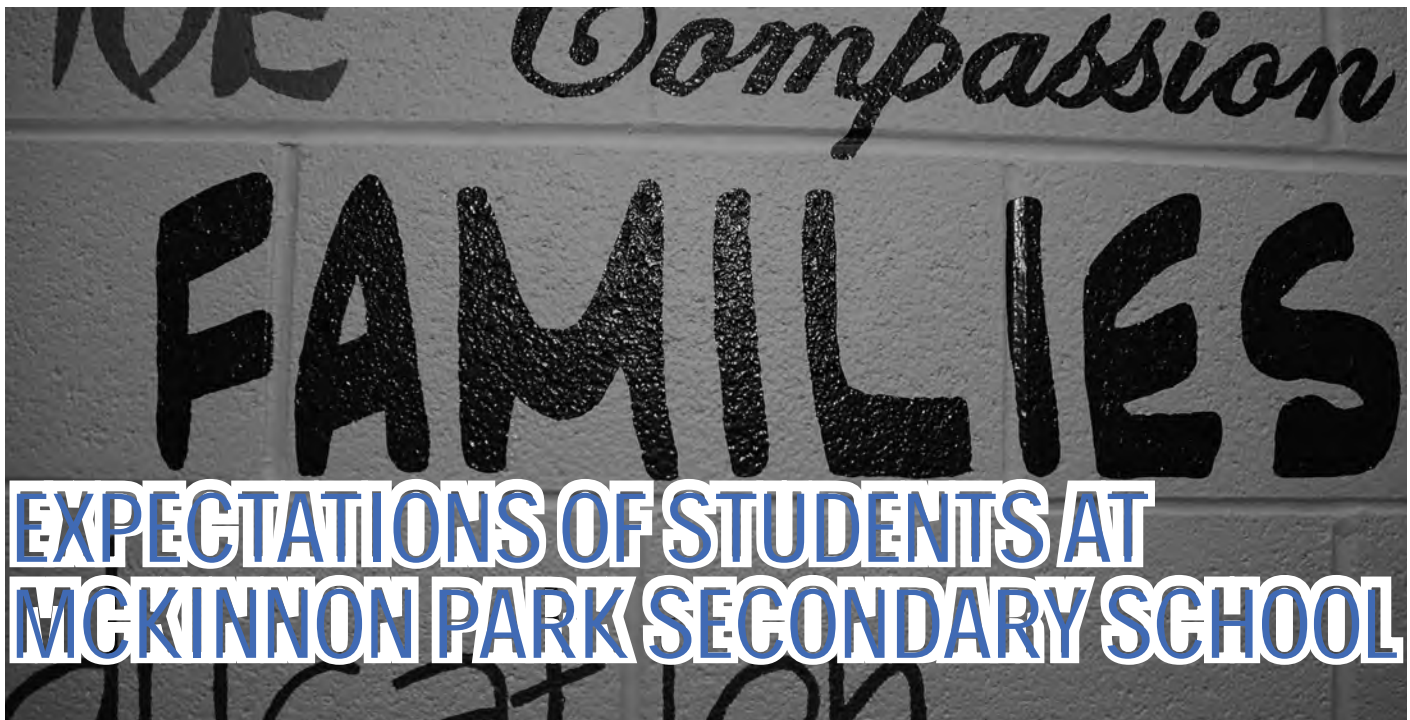
## STUDENT SUCCESS

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 been 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 for 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](http://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](http://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

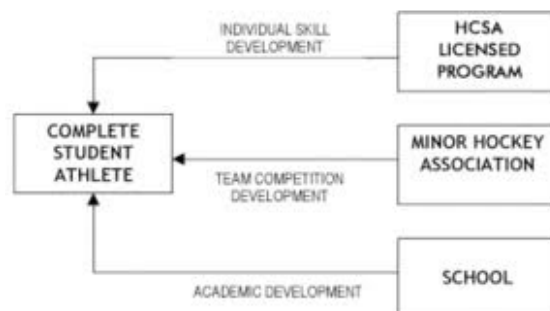
## SPORTS

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.

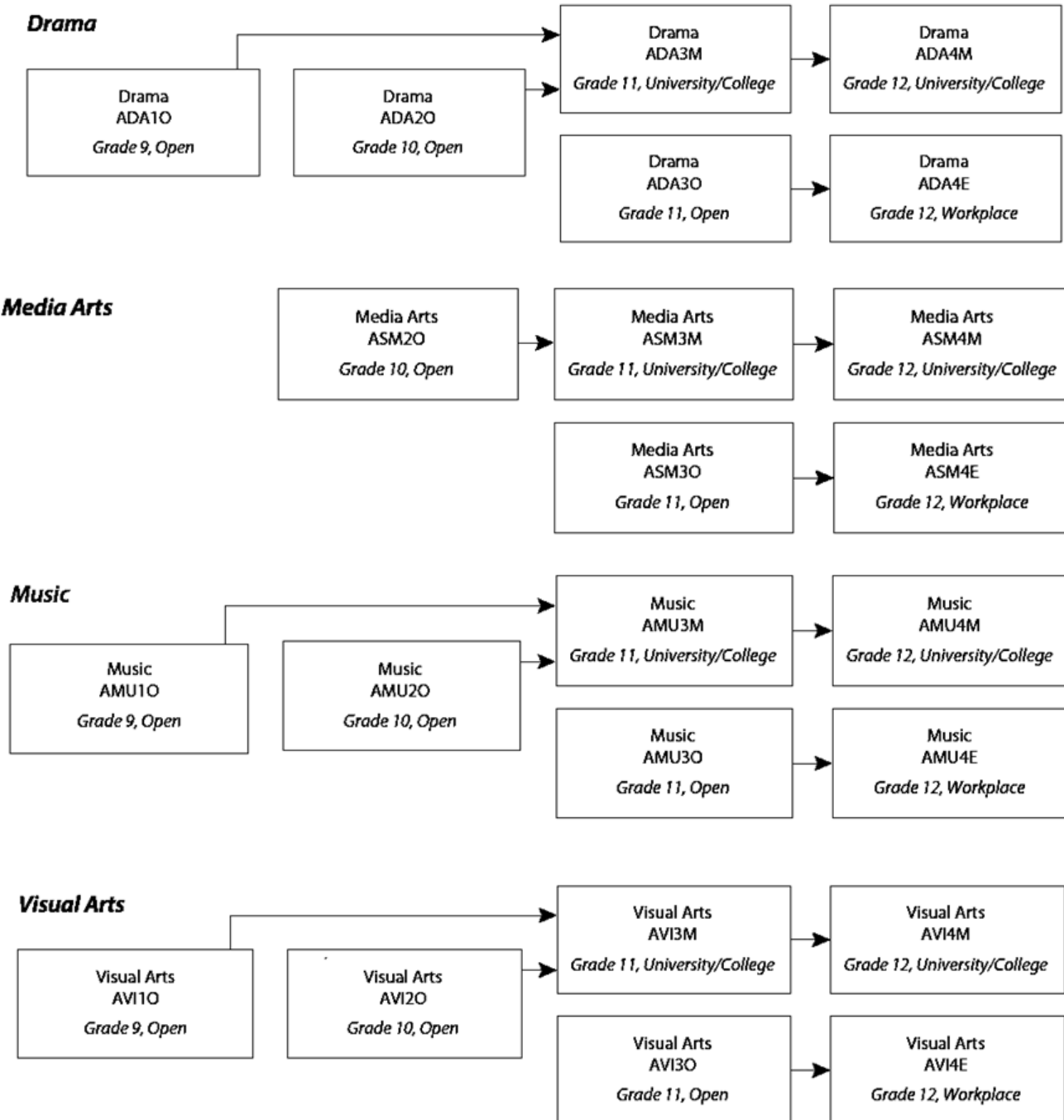
# MPSS HOCKEY CANADA SKILLS ACADEMY



# 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.

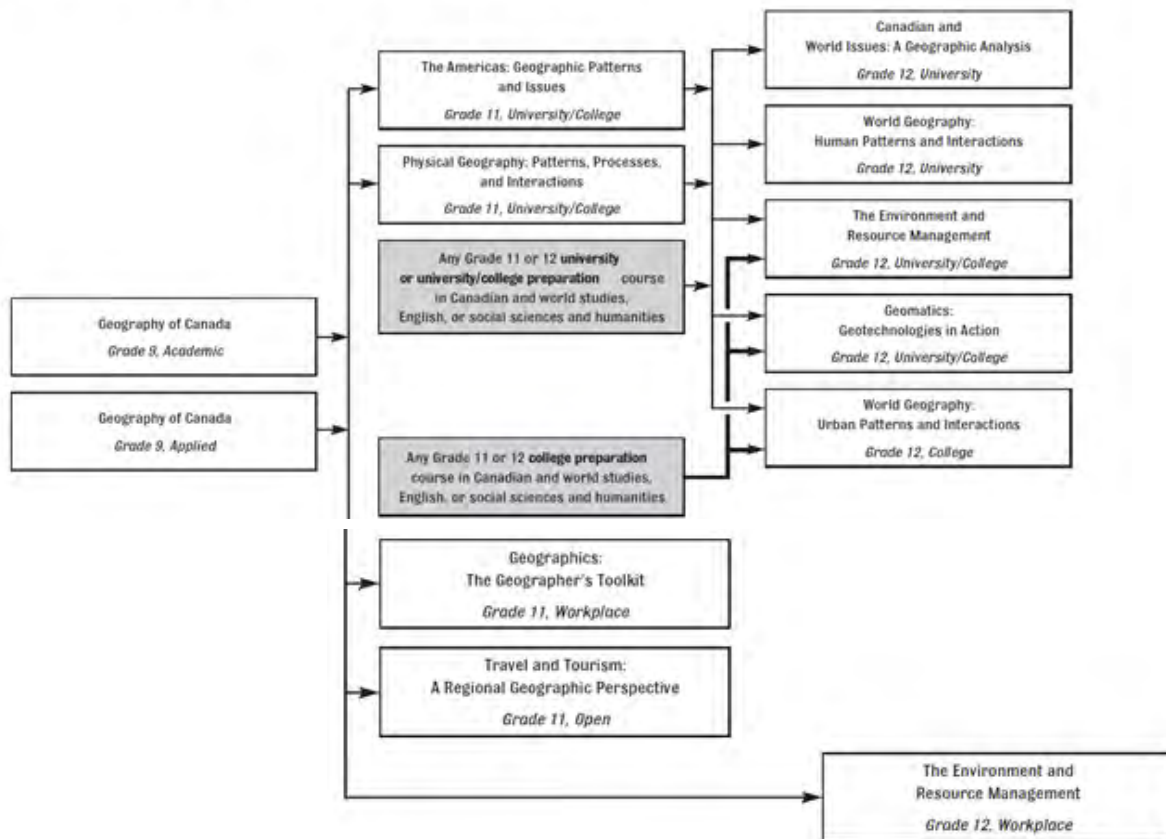
You can view the pre-requisite charts by visiting the board website at [www.granderie.ca](http://www.granderie.ca) under the Secondary Tab, click on school profile.





### 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.



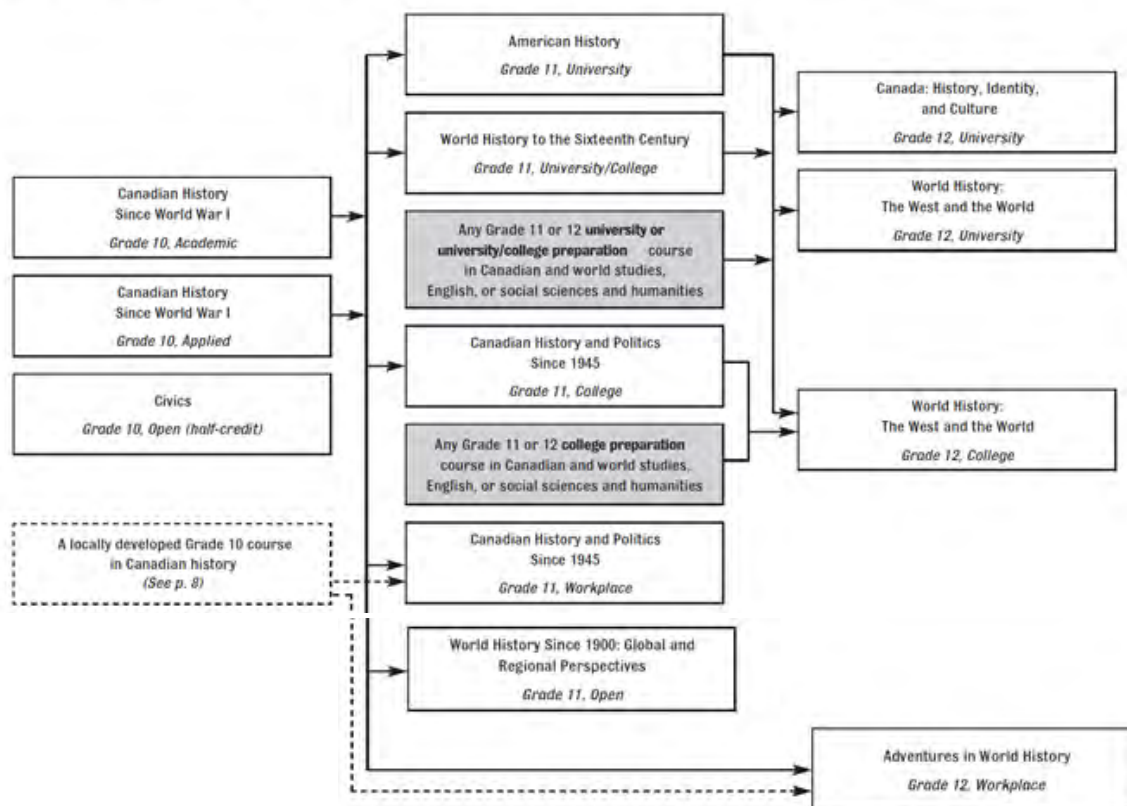
### Prerequisite Chart for Business Studies, Grades 9–12

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.



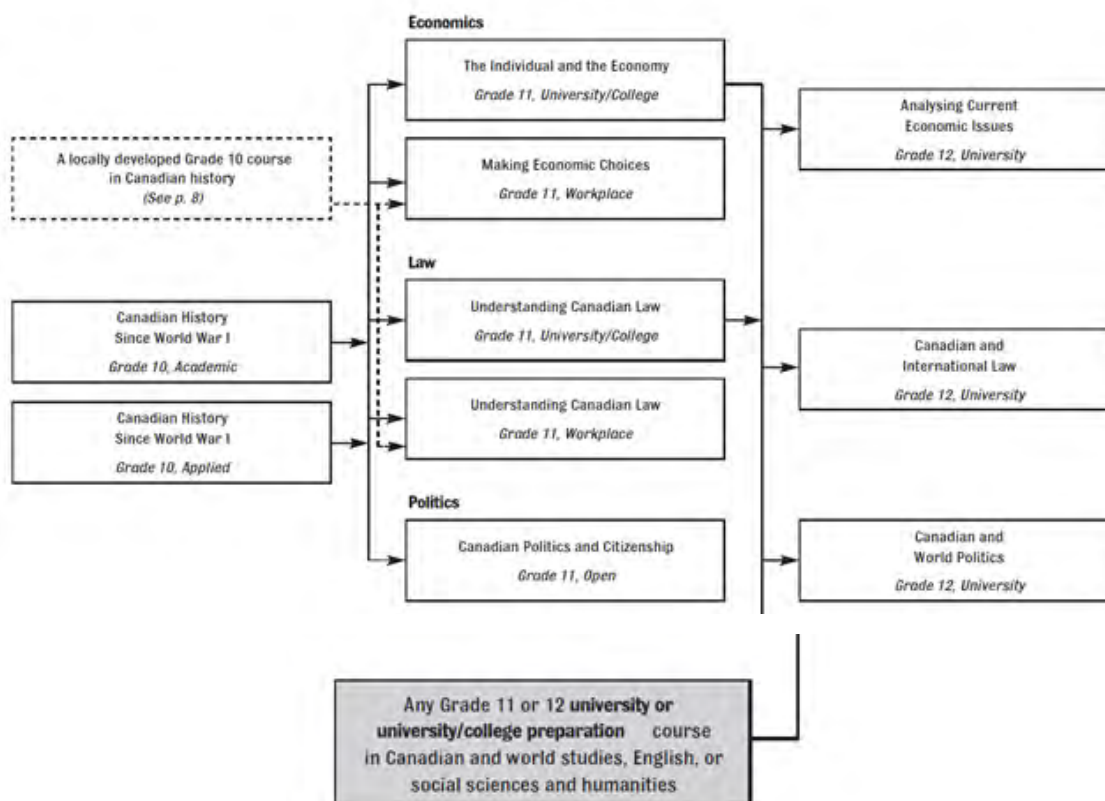
### Prerequisite Chart for Canadian and World Studies, Grades 9–12 – History

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

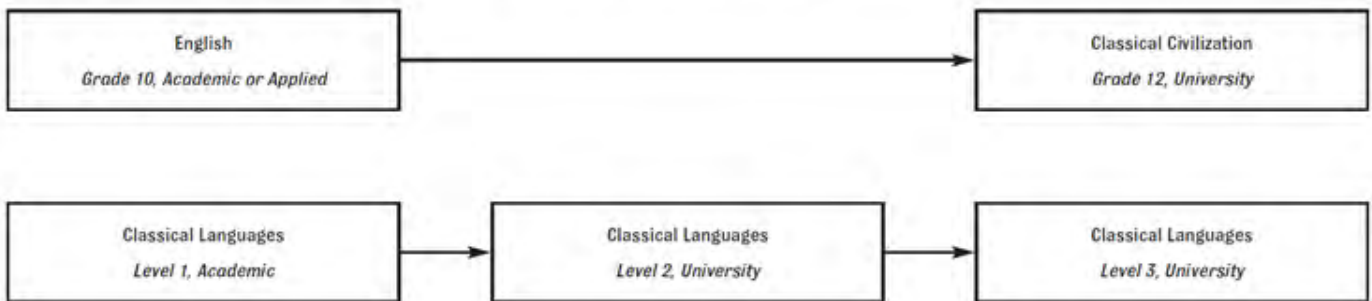
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.





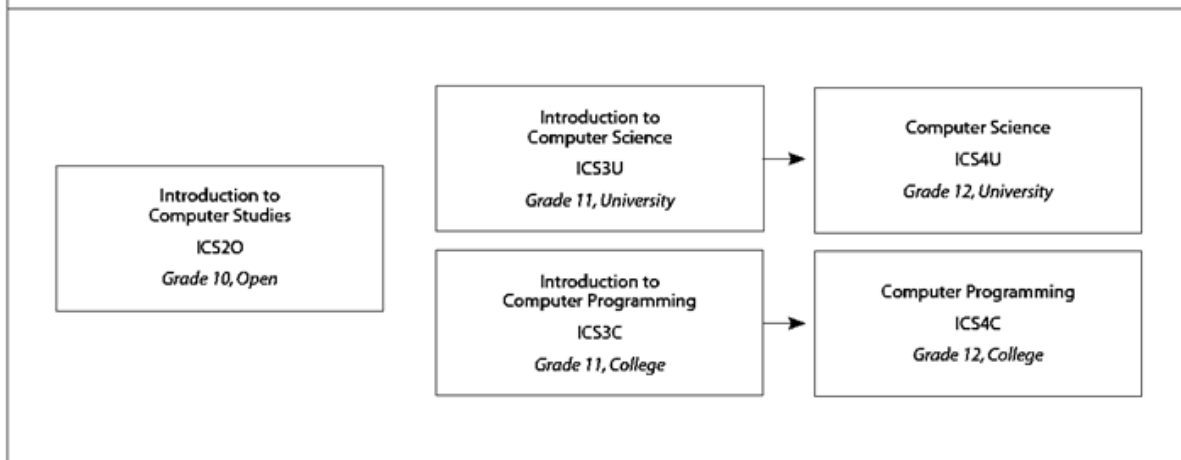
## Prerequisite Chart for Classical Studies

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

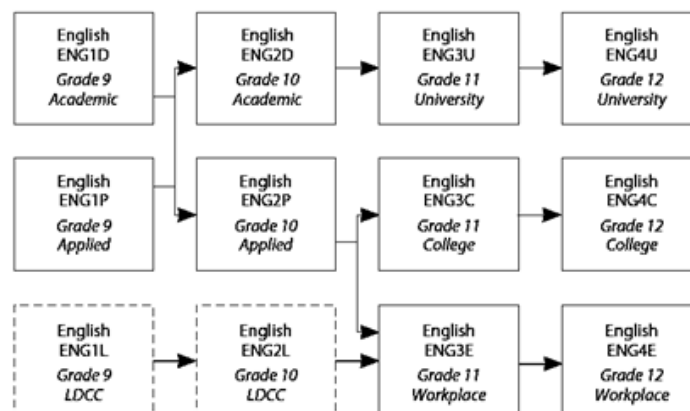
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them.



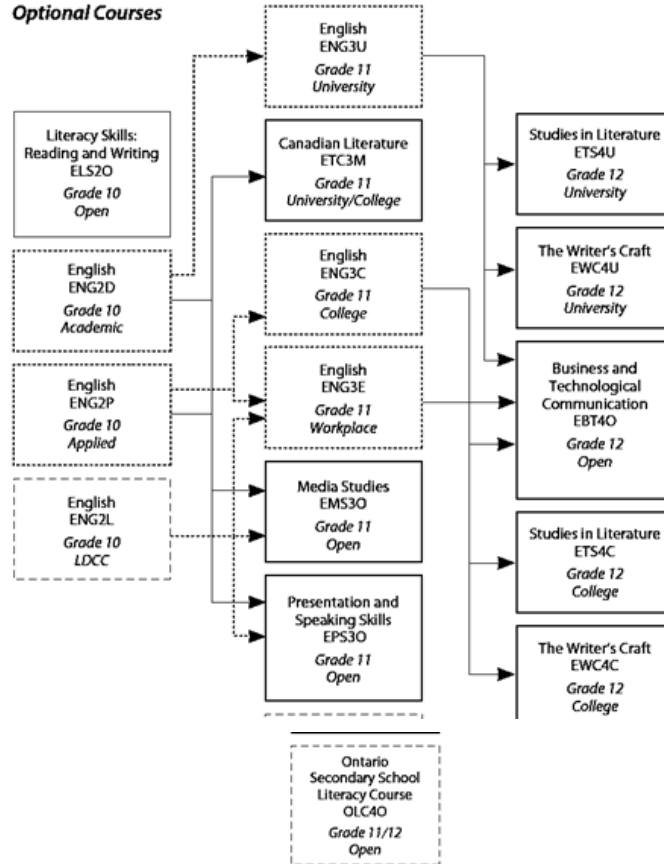
## Prerequisite Charts for English, Grades 9–12

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

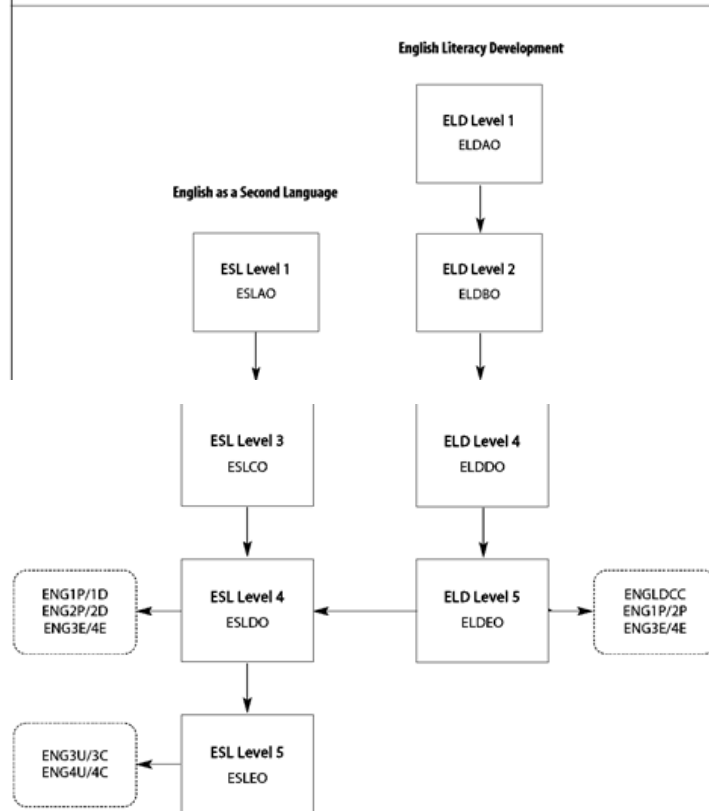


## Optional Courses



## Pathways to English

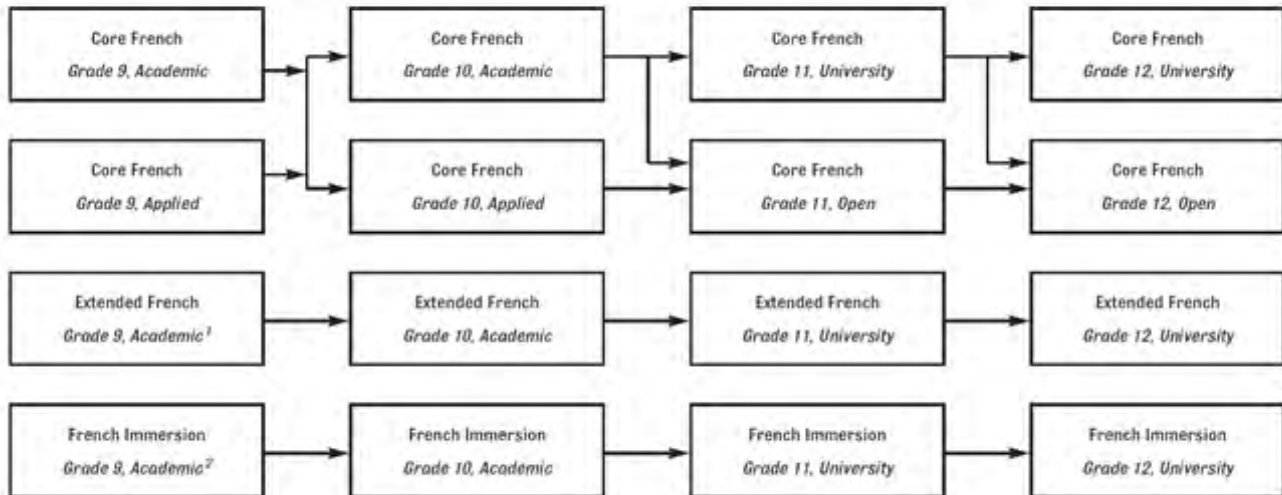
The chart below shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels.



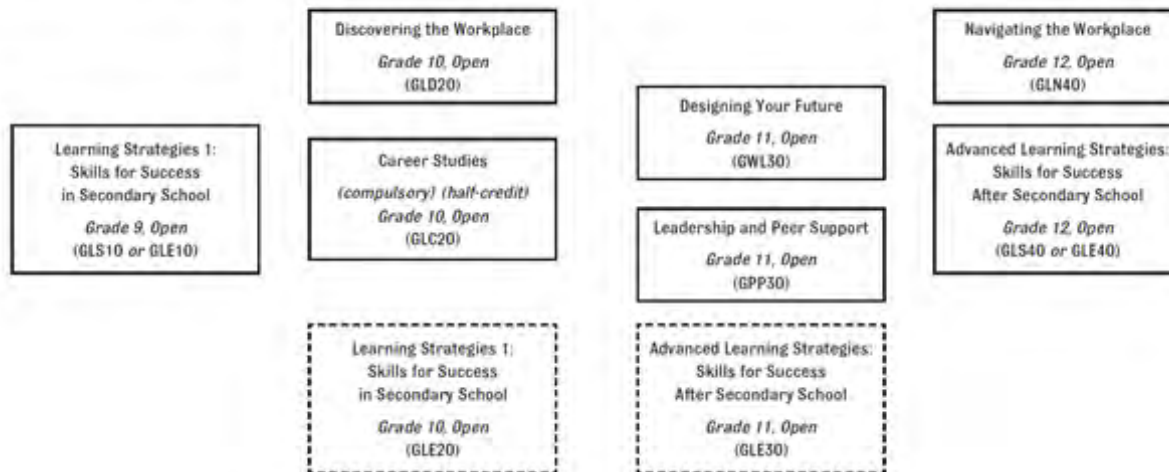


### Prerequisite Chart for French As a Second Language, Grades 9–12

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

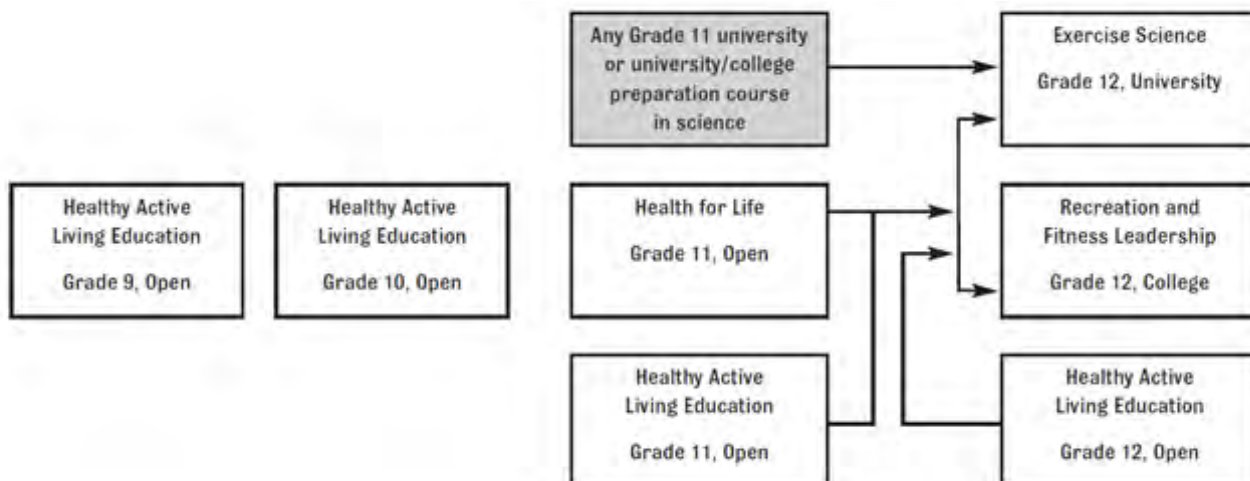


### Course Chart for Guidance and Career Education, Grades 9–12



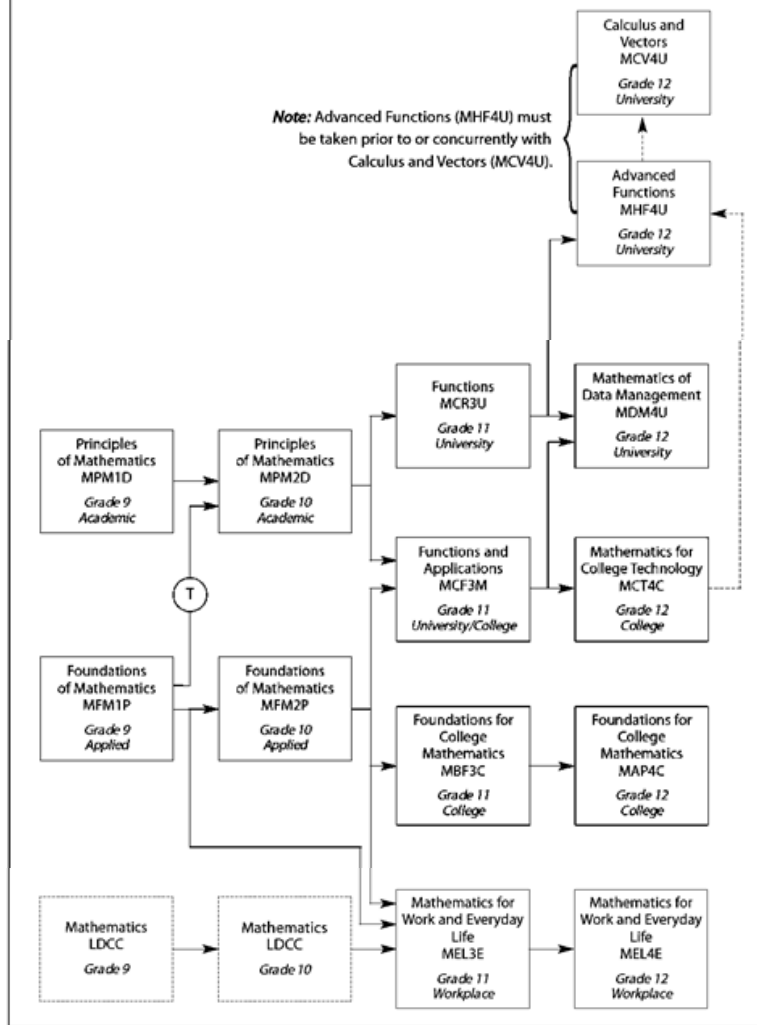
### Prerequisite Chart for Health and Physical Education, Grades 9–12

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

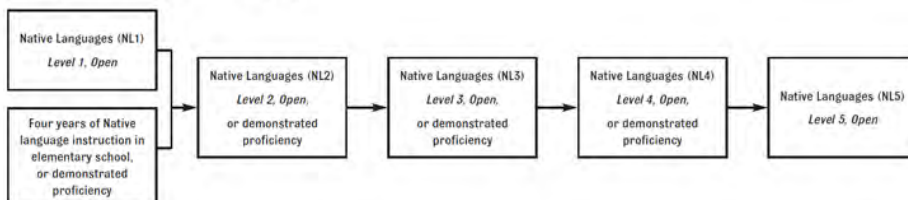


## Prerequisite Chart for Mathematics, Grades 9–12

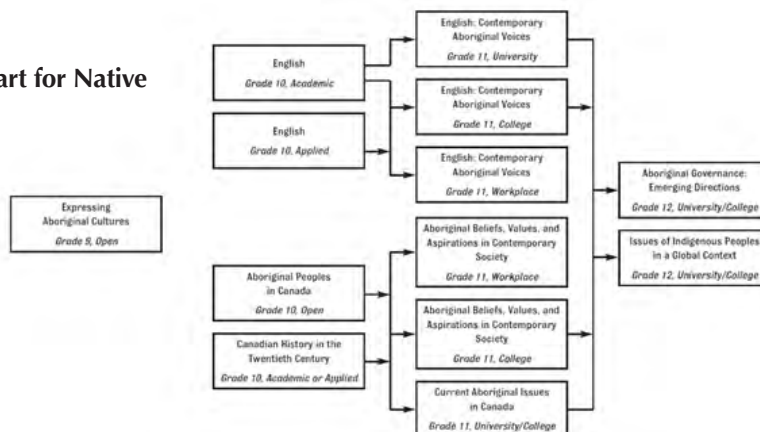
This chart maps out all the courses in the discipline and shows the links between courses and the possible prerequisites for them. It does not attempt to depict all possible movements from course to course.



## Prerequisite Chart for Native Languages

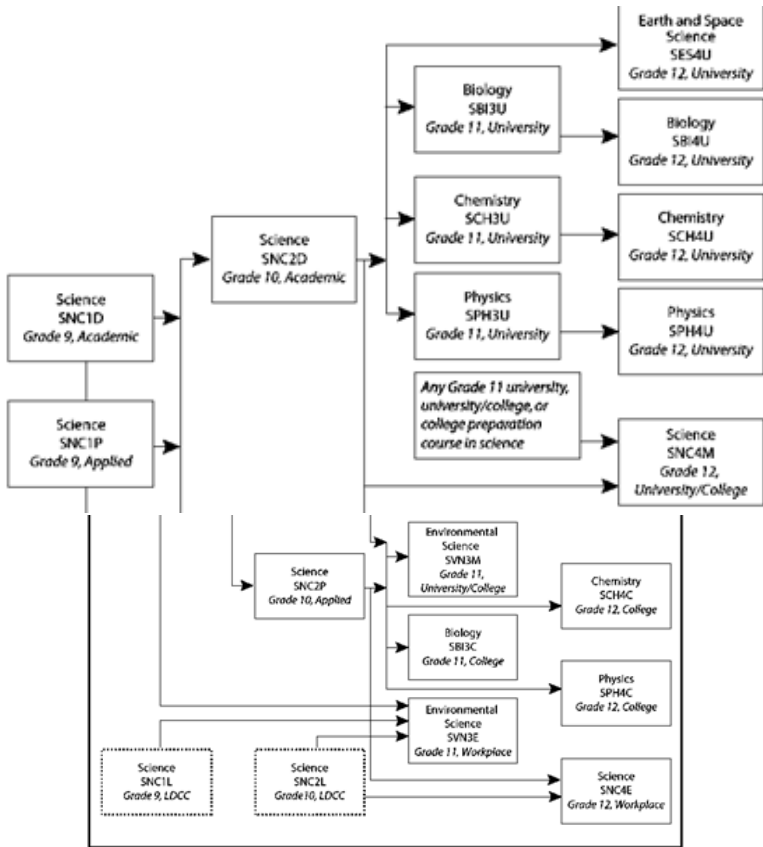


## Prerequisite Chart for Native Studies



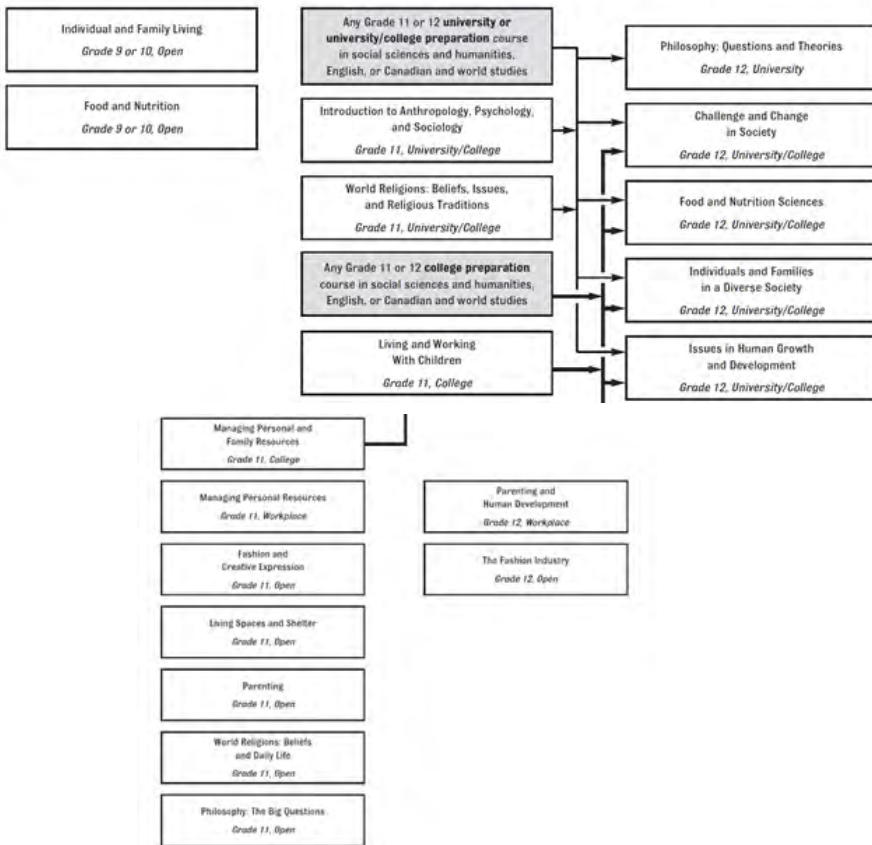


## Prerequisite Chart for Science, Grades 9–12



### 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

Exploring Technologies /  
Exploring Communications  
Technology  
TU10 / TGJ10  
Grade 9, Open

Communications  
Technology  
TGJ20  
Grade 10, Open

Communications  
Technology  
TGJ3M  
Grade 11, University/College

Communications  
Technology  
TGJ4M  
Grade 12, University/College

Communications  
Technology:  
Broadcast and Print  
Production  
TGJ3O  
Grade 11, Open

Communications  
Technology:  
Digital Imagery and  
Web Design  
TGJ4O  
Grade 12, Open

## Computer Technology

Exploring Technologies /  
Exploring Computer  
Technology  
TU10 / TEJ10  
Grade 9, Open

Computer  
Technology  
TEJ20  
Grade 10, Open

Computer Engineering  
Technology  
TEJ3M  
Grade 11, University/College

Computer Engineering  
Technology  
TEJ4M  
Grade 12, University/College

Computer  
Technology  
TEJ3E  
Grade 11, Workplace

Computer  
Technology  
TEJ4E  
Grade 12, Workplace

## Construction Technology

Exploring Technologies /  
Exploring Construction  
Technology  
TU10 / TCJ10  
Grade 9, Open

Construction  
Technology  
TCJ20  
Grade 10, Open

Construction Engineering  
Technology  
TCJ3C  
Grade 11, College

Construction Engineering  
Technology  
TCJ4C  
Grade 12, College

Construction  
Technology  
TCJ3E  
Grade 11, Workplace

Construction  
Technology  
TCJ4E  
Grade 12, Workplace

Custom  
Woodworking  
TWJ3E  
Grade 11, Workplace

Custom  
Woodworking  
TWJ4E  
Grade 12, Workplace

## Green Industries

Exploring Technologies /  
Exploring Green Industries  
TU10 / THJ10  
Grade 9, Open

Green  
Industries  
THJ20  
Grade 10, Open

Green Industries  
THJ3M  
Grade 11, University/College

Green Industries  
THJ4M  
Grade 12, University/College

Green Industries  
THJ3E  
Grade 11, Workplace

Green Industries  
THJ4E  
Grade 12, Workplace

## Hairstyling and Aesthetics

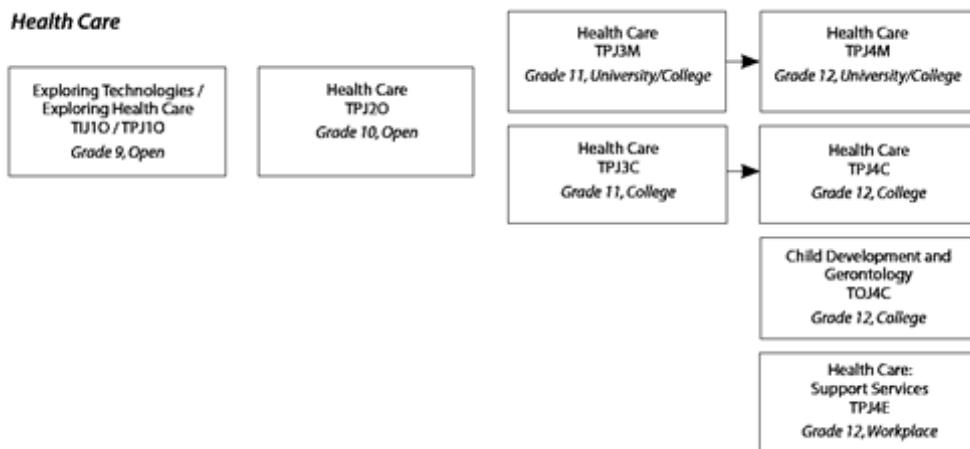
Exploring Technologies /  
Exploring Hairstyling and  
Aesthetics  
TU10 / TXJ10  
Grade 9, Open

Hairstyling and  
Aesthetics  
TXJ20  
Grade 10, Open

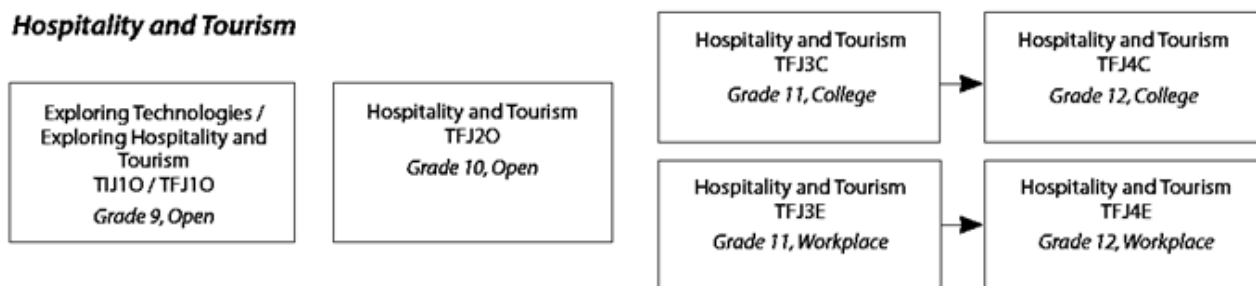
Hairstyling and  
Aesthetics  
TXJ3E  
Grade 11, Workplace

Hairstyling and  
Aesthetics  
TXJ4E  
Grade 12, Workplace

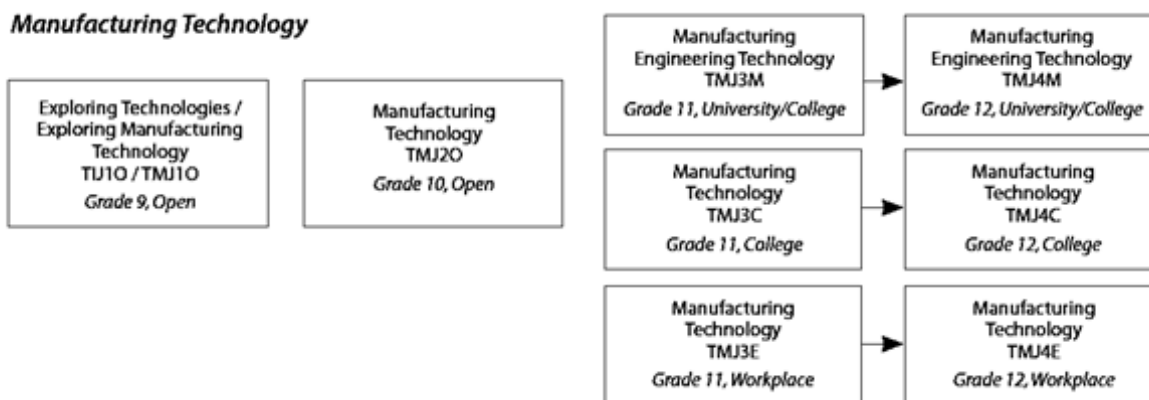
## Health Care



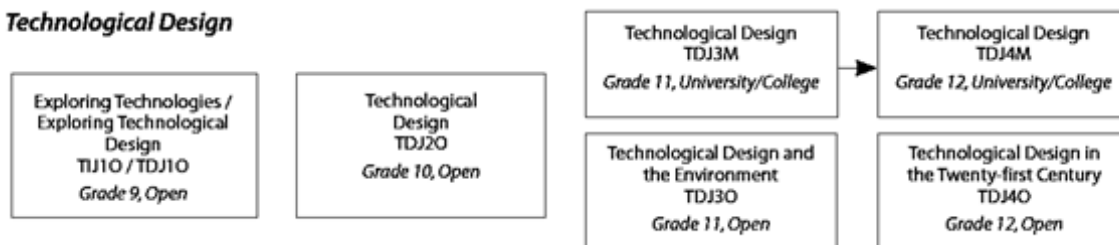
## Hospitality and Tourism



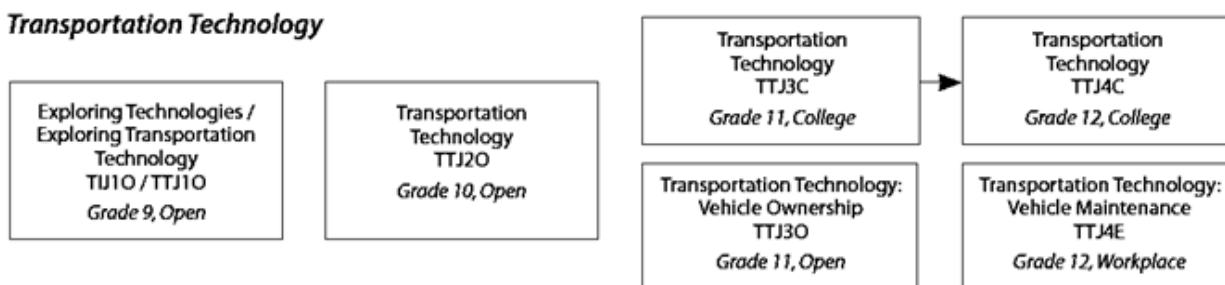
## Manufacturing Technology



## Technological Design



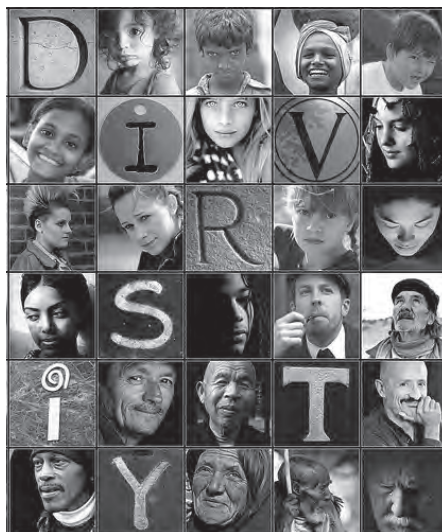
## Transportation Technology





# 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...

# **SUCCESS** for Every Student

**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



# 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)



Learn more information about Specialist High Skills Majors, visit [www.granderie.ca](http://www.granderie.ca)



## Notes:

## Notes:

# Choosing course types:

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

## GRADE 9 – 10 PROGRAMS:

Four types of courses are offered:

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

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

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

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

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

## GRADE 11 - 12

Five types of program pathways are offered:

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

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

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

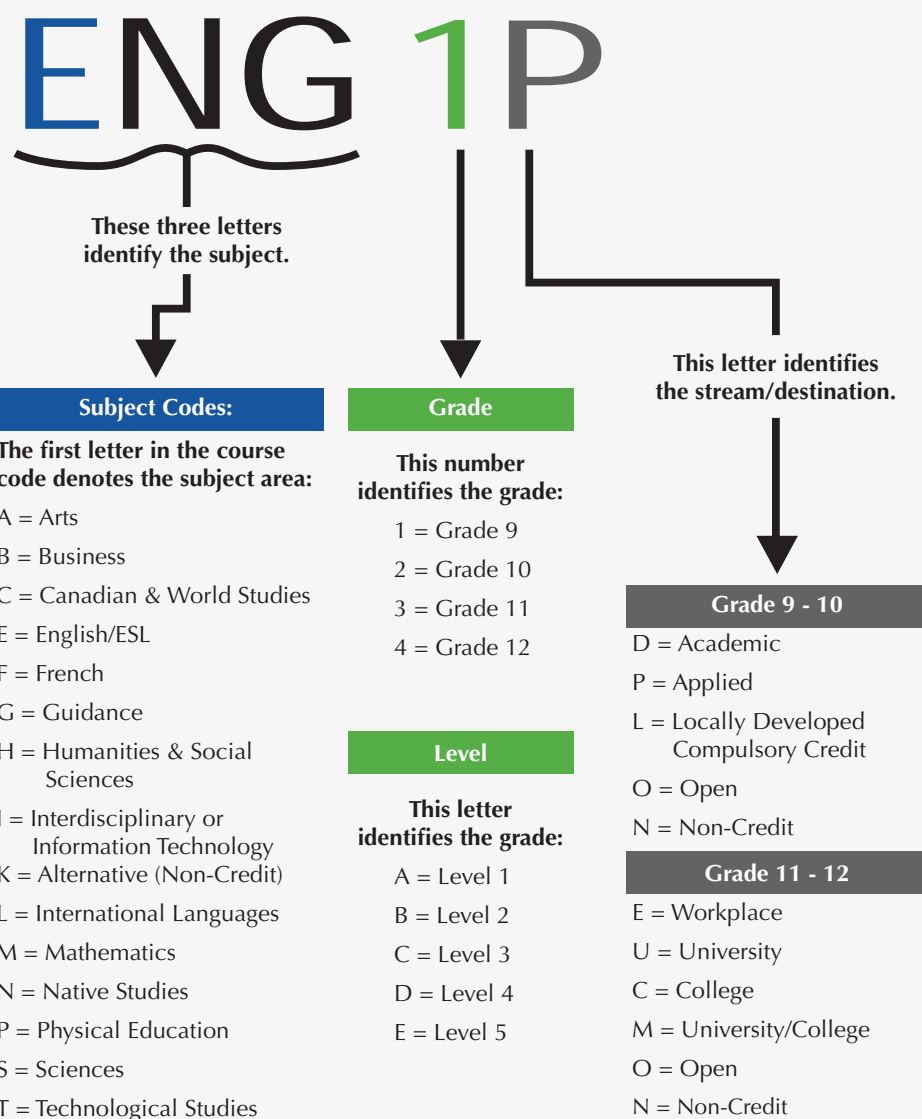
University courses are designed to prepare students for transition to a variety of university programs or apprenticeship.

Open courses are available to all students regardless of pathway.

## 12 OPTIONAL CREDITS

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

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



# What do you need to graduate?

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

## GRADE 10 - ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

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

## ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

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

## 40 HOURS OF COMMUNITY INVOLVEMENT

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

## ONTARIO SECONDARY SCHOOL CERTIFICATE

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

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

**7 Optional Credits** Selected by the student from available courses

## CERTIFICATE OF ACCOMPLISHMENT

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

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



# Programs

## NIGHT SCHOOL/SUMMER SCHOOL

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

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

## GRAND ERIE LEARNING ALTERNATIVES (GELA)

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

Scheduled day programs and Independent Learning Courses (ILC) and e-Learning are available.

## STUDENT TRANSITION EXPERIENCE PROGRAM (STEP)

The STEP program provides students with the opportunity to earn credits, gain work experience and develop a career plan. The STEP Program is designed for students transitioning to work upon completion of secondary school. The program is appropriate for students that experience difficulty in an academic timetable and who may be at-risk of not completing their secondary school diploma.

The program consists of training in health and safety for the workplace, workplace literacy, reading and numeracy. In addition, students will participate in a wide variety of experiential learning activities.

STEP programs are uniquely designed to meet the needs of students in a particular setting or community. For more information contact your 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** – Brantford Collegiate Institute and Vocational School: Performance and Production; Pauline Johnson Collegiate & Vocational School: Journalism and Media;
- **Construction** – Cayuga Secondary School, Dunnville Secondary School, McKinnon Park Secondary School, North Park Collegiate-Vocational School, Waterford District High School
- **Environment** – Pauline Johnson Collegiate & Vocational School and Paris District High School
- **Health & Wellness** – Brantford Collegiate Institute and Vocational School: Fitness; Dunnville Secondary School: Healthy Living; North Park Collegiate-Vocational School: Health Care; Waterford District High School: Fitness; Tollgate Technological Skills Centre: Hairstyling
- **Horticulture & Landscaping** – McKinnon Park Secondary School
- **Hospitality & Tourism** – Hagersville Secondary School, McKinnon Park Secondary School and Tollgate Technological Skills Centre
- **Information & Communications Technology** – North Park Collegiate-Vocational School, Paris District High School and Simcoe Composite School
- **Manufacturing** – Cayuga Secondary School, Dunnville Secondary School, Valley Heights Secondary School and Brantford Collegiate Institute and Vocational School

- **Sports** – North Park Collegiate-Vocational School
- **Transportation** – Cayuga Secondary School, Delhi Secondary School, Dunnville Secondary School, Hagersville Secondary School, Simcoe Composite School and Valley Heights Secondary School, Tollgate Technological Skills Centre

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 now commonly found at the post-secondary level (apprenticeships, college, or university), and is often used in workplace training.

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

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

## SPECIAL EDUCATION

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

## CO-OPERATIVE EDUCATION (CO-OP)

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

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

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 Ministry of Advanced Education and Skills Development (MAESD) (Apprenticeship Branch).

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

For more information speak to your school's Co-op or OYAP teacher.  
Visit [www.apprenticesearch.com](http://www.apprenticesearch.com)

## TO BEGIN AN APPRENTICESHIP DURING SECONDARY SCHOOL A STUDENT MUST:

- successfully complete 16 credits and be enrolled full-time in school
- be 16 years of age or older
- successfully complete the Ontario Secondary School Literacy Requirement
- complete all compulsory credits required for an Ontario Secondary School Diploma

## ACCELERATED OYAP

Accelerated OYAP is a specialized program being offered in partnership with local post-secondary institutions, the MAESD 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

*Grand Erie...*

**More Programs,  
More Choices**



# 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".

## ENGLISH LANGUAGE LEARNERS:

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

## ASSESSMENT AND EVALUATION:

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

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

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

Assessment and evaluation will be based on the provincial curriculum expectations and the achievement charts. For more information on specific course curriculum expectations go to [www.edu.gov.on.ca](http://www.edu.gov.on.ca)

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

## REPORT CARD:

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

- achievement of curriculum expectations
- development of learning skills.

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

## EXAMINATIONS /CULMINATING ASSIGNMENTS:

Summative evaluations take place at the end of a unit or period of time. The purpose is to judge the student's achievement in relation to the course curriculum expectations. Formally scheduled examinations and/or culminating assignments shall be held in most if not 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.

## CREDIT RECOVERY:

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

FOR MORE INFORMATION ON SPECIFIC COURSE CURRICULUM EXPECTATIONS GO TO  
[www.edu.gov.on.ca](http://www.edu.gov.on.ca)







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