



# **SIMCOE COMPOSITE SCHOOL**

**2020-21 SCHOOL PROFILE**

# SIMCOE COMPOSITE SCHOOL

*Welcome to Simcoe Composite School!*

Our guide will demonstrate all that SCS has to offer you both inside and outside the classroom as you plan your high school experience. We trust that you will find all of the information you need and we are happy to answer any questions you may have about our school, programs, support services and navigating high school in general. Please contact us any time.

We look forward to helping you plan your pathway to success!



**SCS WEBSITE:**

[www.granderie.ca/scs](http://www.granderie.ca/scs)

**FOLLOW US ON TWITTER**

@SimcoeSabres

@SCSStuCo



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## SIMCOE COMPOSITE SCHOOL

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## GEDSB ADMINISTRATION:

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Director of Education

**Denise Martins**  
Superintendent of Education

# DEPARTMENT HEADS

## ARTS

Arjan Lamers

## BUSINESS

Scott Mann

## CANADIAN AND WORLD STUDIES

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## ENGLISH

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## FAMILY STUDIES/LIBRARY

Amanda Van Schyndel

## GUIDANCE

Pam Robinson

## LANGUAGES

Joanne Defreyne

## MATHEMATICS

Patricia Misner

## PHYSICAL EDUCATION

Greg Pajor  
Teresa Dockx (Asst. Head)

## SCIENCE

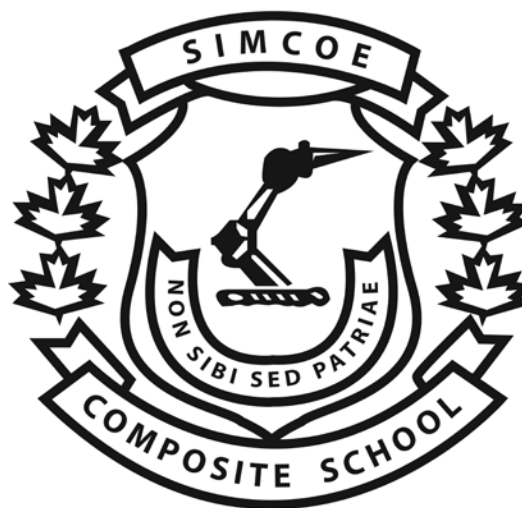
Brian Snow

## SPECIAL EDUCATION

Jennifer Reid  
Ryan Nightingale (Asst. Head)

## TECHNICAL EDUCATION

Anne Busk



## OUR VISION

It is our vision to be able to inspire  
all students to reach their full  
potential academically, creatively,  
physically, and socially

## SCHOOL MISSION STATEMENT

We will deliver a quality program  
by promoting:

- a safe, inclusive environment
- differentiated programming
- character development
- support for individual needs
- responsible, respectful behaviour  
a sense of community caring



# SCHOOL SUPPORT SERVICES AND RESOURCES

## GUIDANCE AND CAREER EDUCATION

The Guidance program offers opportunities for students to:

- Develop appropriate educational plans. Information is provided to assist students in completing course selection sheets.
- Meet with Guidance teachers during the school year to discuss their progress and receive academic counsel. Students can also request interviews at any time by making an appointment in the guidance office.
- Explore post-secondary plans. Current information is provided on future Careers, Apprenticeships, Universities and Colleges: along with information about bursaries and scholarships.
- Students can make an appointment

in the Guidance office to see the following: Addictions Counsellor; S.T.A.R. Counsellor; and/or School Nurse. Students must have signed parental consent before meeting with outside counsellors.

- Referrals may be made, with parental consent, to services provided by the Board or by outside agencies e.g. Educational testing, Social Worker, Mental Health services and Community and Social services.

## SCS LEARNING COMMONS (LIBRARY)

The SCS Learning Commons is open each day from 8:15 a.m. until 3:45 p.m. Students are able to sign-out books for school and personal use. The Library has 26 computers and 20 tablets that can be used for assignments, database inquiries and internet research. The

school Librarian offers seminars on bibliographic format, reputable websites and periodical databases.

The Learning Commons also has a cafe seating area where the students are able to bring a drink or eat their lunch while reading, studying or chatting with friends.

## STUDENT SUCCESS

The Student Success Teacher monitors student progress and intervenes when necessary, offering assistance to students working on overdue assignments and providing extra support to students requiring it. Students are typically referred to Student Success by classroom teachers, or administration; some self-advocate by requesting the extra support they need in order to be more successful. Support is available throughout most of the school day.



## SPECIAL PROGRAMS:

### HEALTH SCIENCE

This course combines the expectations for Interdisciplinary Studies, Grade 12, University Preparation (IDP4U), with expectations from Science, Grade 12, University/College Preparation (SNC4M).

The program provides students with multiple opportunities to investigate careers in a health care setting by exposing them to the structure and organization of Canada's Health Care system including an analysis of the challenges and issues affecting health care delivery, studying the human body systems in a normal and diseased state, exploring medical technologies available, and examining the role of ethics and confidentiality in health care.

Students will collaboratively investigate 8 case studies delivered by health care practitioners at Norfolk General Hospital and in the community. They will prepare both written and oral presentations. Each student will also have the opportunity to spend a morning in the operating room.

Individually, students will perform an in-depth investigation of a health care profession of their choice by arranging to spend one day with a health care provider and prepare verbal and written presentations. Students will collaborate to prepare a summative round-table report to Norfolk General Staff at the conclusion of the course. Students will earn two credits: IDP4U and SNC4M.

## SPECIAL EDUCATION

SCS offers a wide range of services for students with a variety of abilities and needs. Qualified Special Education teachers deliver special education programs from self-contained programming (working towards a Certificate of Accomplishment or an Ontario Secondary School Certificate) and Resource support to students in credit-bearing courses who are working towards an Ontario Secondary School Diploma.

### SPECIALTY CLASSROOMS

Our self-contained programs include: Life Skills and Bridge, both programs for students with Developmental Disabilities; Transitions, a program for students with a mix of exceptionalities who may obtain credit courses, but who are also building life and work skills; and Pathways, a program for students with mixed exceptionalities who spend half of their day earning credit-bearing courses. Access to a placement in a self-contained program is determined at system IPRC's.

We also offer an On-Track Program, that supports students with complex needs from mental health to behaviour. It is designed to offer support in other credit-bearing classes, as well as the possibility of earning a credit within the class. It is not a self-contained class, but a placement that allows students to build confidence, skills and connections. The program runs for two periods each semester.

### THE IEP AND IPRC

An Individual Education Plan (IEP) is designed for each exceptional pupil based on the individual's needs. The IEP is developed by the Learning Resource Teacher in co-operation with regular program teachers, parents and the student and contains specific strategies to meet an individual's needs as identified by an IPRC. IEP's are sent home within the first 30 school days of each semester.

Students identified by an Identification, Placement and Review Committee (IPRC) as "exceptional", have the support of the special services they require to meet their needs and goals. Exceptional pupils are reviewed annually through an Identification, Placement and Review Committee. More information about this process can be found at [www.granderie.ca](http://www.granderie.ca).

### GEDSB SPECIAL EDUCATION ADVISORY COMMITTEE (S.E.A.C)

Contact the Grand Erie District School Board Office at (519) 756-6301 for committee information including: special education plan, parent guide, policies and programs.





# TURNING POINT... TAKING CHARGE OF YOUR FUTURE.

- Did you leave high school before you graduated?
- Are you between 16 and 20?
- Are you currently working full-time or part-time?
- Have you earned 20 or more high school credits?
- Are you ready and willing to learn in order to complete your high school diploma?

If you answered "Yes" to all of the above question, then the SCS Turning Point program may be just what you are looking for.

The SCS Turning Point Program is offered in an alternate "non-school" learning environment. Students attend at the Turning Point location twice a week to complete the in-class portion of the program.

On their in-class days, the students work at their own pace on independent study courses in order to earn the high school credits that they need to receive their OSSD. Teachers and educational assistants provide the students with individual one-to-one support as they work on their courses.

On the days when they are not in class, the students use their current job experiences to earn co-op credits toward their high school diploma.

## DOES THIS SOUND INTERESTING TO YOU? DO YOU WANT MORE INFORMATION ABOUT THE SCS TURNING POINT PROGRAM?

### CONTACT:

SCS Turning Point Programs:  
Port Dover Campus  
519-427-4397



## WHAT IS AVAILABLE TO YOU AT SCS?



## EXTRA-CURRICULAR SPORTS AND ACTIVITIES

- Athletic Council
- Badminton
- Basketball
- Cheerleading
- Cross Country
- Figure Skating
- Football
- Golf
- Hockey
- Rugby
- Soccer
- Swimming
- Tennis
- Track & field
- Volleyball
- Wrestling

## CLUBS AND ACTIVITIES

- Band
- Breakfast Program
- Drama and Musical
- Environmental & Recycling
- Gaming Club
- Gay Straight Alliance
- Health Council
- Norfolk Fair Committee
- Prom
- White Pine Book Club
- Yearbook

# BIENVENUE: ICI ON PARLE FRANÇAIS!

Simcoe Composite School is proud to announce that a French Immersion Program will be introduced during the 2020-2021 school year!

Students currently enrolled in a FI (French Immersion) program in our elementary feeder schools, Walsh, Lakewood and River Heights are encouraged to continue to develop their French language skills at SCS.

The French Immersion Program requirements at the secondary level is comprised of 10 credits.

There are four compulsory French language credits: FIF1D, FIF2D, FIF3D, and FIF4U, as well as 6 optional credits en français. The SCS staff are excited about the inception of this latest program offering!

## SIMCOE COMPOSITE SCHOOL COMMUNITY EXPECTATIONS

### RESPONSIBILITY

- Do what you are expected to do.
- Persevere: keep on trying.
- Always do your best.
- Think before you act - consider the consequences.
- Be accountable for your choices.

### RESPECT

- Treat everyone with respect: treat everyone as you would want to be treated.
- Accept differences in others: be considerate of feelings of others.
- Use polite manners: use language that does not offend community standards. (ie. No obscenities, no profanities, etc.)
- Deal peacefully with anger, insults and disagreements; do not threaten, hit or hurt anyone.

### TRUSTWORTHINESS

- Have the courage to do the right thing.
- Be honest; don't lie, cheat or steal.
- Be reliable-do what you say you'll do.
- Build a positive reputation.

### FAIRNESS

- Act according to the rules.
- Be open-minded; listen to others.
- Be fair; don't take advantage of others.
- Take responsibility for your own actions.

### CARING

- Be kind; be compassionate and show you care.
- Express gratitude; say thank you.
- Forgive others.
- Help others in need.

### COMMUNITY MEMBERSHIP

- Respect authority.
- Stay informed; get involved.
- Be a good neighbour.
- Respect and protect the environment.

**DO YOUR SHARE TO  
MAKE YOUR SCHOOL AND  
COMMUNITY BETTER!**





# SIMCOE COMPOSITE SCHOOL CAREER CRUISING

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

As a result, we have been working with Career Cruising to assist students in this planning. Career Cruising (ccEngage) is a powerful and complete, web-based solution that give students and schools an easy and effective way to develop skills and knowledge needed for success. It can be used as a single, comprehensive solution or combined with the components in any combination to meet students immediate needs.

It starts with Career Cruising Portfolio (ccSpringboard), where students answer questions like “Who am I?” - in Getting to Know Yourself, “What are my opportunities” - in the Exploring Opportunities section to

“Who do I want to Become?” – in Making Decisions and Setting goals and ultimately, “What is my Plan” – in Achieving Goals and Making Transition plans. This is built upon for every grade and phase of career development for children and adults. Once this foundation is in place, we embraced a second component called Career Cruising Planner (ccPathfinder).

Career Cruising Planner (ccPathfinder), is a course planner tool that integrates with ccSpringboard and our Students Information System (SIS), to provide the ability for our student to plan, select and modify a four-year high school plan that both aligns with their life goals and meets graduation requirements for their school. In addition to the obvious students benefits, a labour-intensive and cumbersome course selection process is automated, freeing up time for our Guidance Staff to work directly our students. A win-win for all!

Together GEDSB and Career Cruising work together to create an Individual

Pathway Plan (IPP) for all students. This plan becomes a valuable archive of student learning and a catalogue of resources they will need as they continue to plan for the future.

[www.careercruising.com](http://www.careercruising.com)

## MINISTRY OF EDUCATION PRE-REQUISITE PATHWAY CHARTS

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

View the flow charts by visiting the Course Calendar section under the Student Tab at

[www.granderie.ca](http://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... *SUCCESS* for Every Student

## SPECIALIST HIGH SKILLS MAJOR

### THE COMMUNICATION TECHNOLOGY PROGRAM CINEMA FOCUS

#### SIMCOE COMPOSITE SCHOOL

The Communication Technology SHSM provides students with a strong foundation for a wide variety of careers in the cinematography industry. Students focus on storyboarding, composition, editing, script writing, filming and directing as well as the process of making a video from start to finish.

"I like that the Communication Technology program allows me to do what I think of with my mind in a relaxed and creative environment."

**Nick Belisle (Grade 12 student)**

#### Benefits of the Communication Technology Program:

- Learn use of professional equipment and software
- Learn essential skills for careers in the cinematography industry
- Reach Ahead opportunities available including trips to tour different facilities, recording studios, broadcasting departments and trade shows
- Gain specific training and certifications in the industry

### THE TRANSPORTATION PROGRAM, AUTOMOTIVE SERVICE FOCUS

#### SIMCOE COMPOSITE SCHOOL

The Transportation SHSM provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems.

"The SHSM program gives students an advantage in the future when pursuing a trade career because of the extra training they gain in high school."

**Brandon Gee**

#### Benefits of the Transportation Program:

- Customize their secondary school education to suit their interests and talents
- Develop specialized knowledge and skills
- Earn credits that post-secondary educational institutions and the sector recognize
- Gain sector-recognized certification and career-relevant training
- Develop Essential Skills and work habits documented through the Ontario Skills Passport

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



## ARE YOU INTERESTED IN AN APPRENTICESHIP?

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

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

## HOW TO ENROLL?

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



**Student Success**  
A Grand Erie Program  
[granderie.ca](http://granderie.ca)  
[oyap.com](http://oyap.com)

Grand Erie... *SUCCESS* for Every Student

## ONTARIO YOUTH APPRENTICESHIP PROGRAM

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

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

## HOW DOES OYAP WORK?

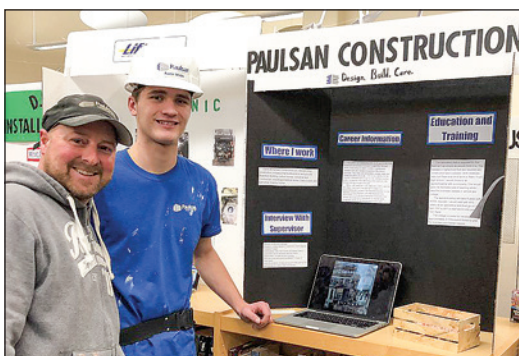
As an OYAP student, you will earn Co-op credits for work experience in an apprenticeship occupation while completing the requirements for your Ontario Secondary School Diploma. You may be formally registered as an apprentice while attending secondary school.

## WHAT ARE THE BENEFITS OF OYAP?

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

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

**Grand Erie OYAP student**





# CHOOSING COURSE TYPES

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

## GRADE 9 – 10 PROGRAMS:

Five types of courses are offered:

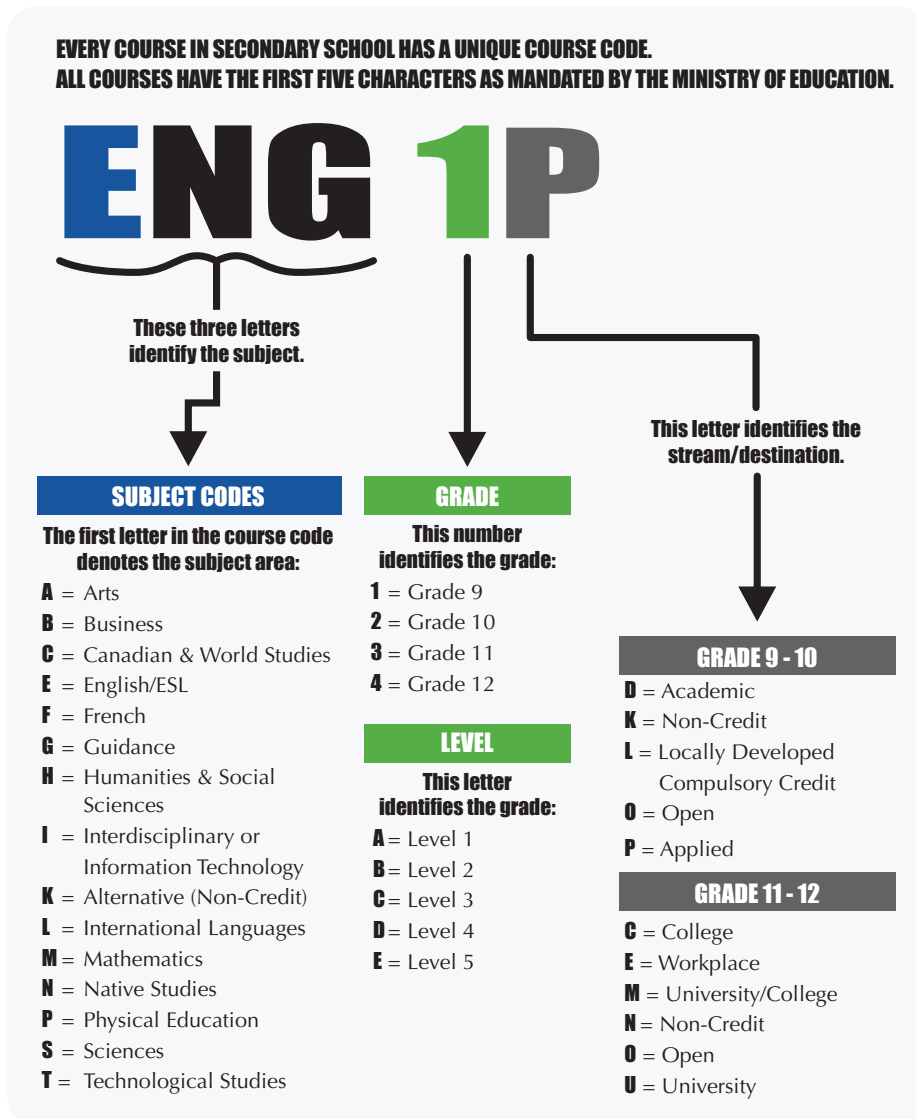
Academic courses emphasize theory and abstract thinking skills. These courses provide students the foundation for the University course type in grade 11.

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

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

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

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



## GRADE 11 - 12

Five types of program pathways are offered:

- **COLLEGE COURSES** are designed to prepare students for college programs and apprenticeships.
- **WORKPLACE COURSES** are designed to prepare students for entry to the workplace and/or apprenticeship.
- **UNIVERSITY/COLLEGE COURSES** are designed to prepare students for either community college or university programs.
- **OPEN COURSES** are available to all students regardless of pathway.
- **UNIVERSITY COURSES** are designed to prepare students for transition to a variety of university programs or apprenticeship.

## 12 OPTIONAL CREDITS

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

# CHOOSING COURSE TYPES

COMPULSORY CREDITS (TOTAL OF 18)
4 CREDITS IN ENGLISH (1 CREDIT PER GRADE)
<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>
3 CREDITS IN MATH (AT LEAST 1 CREDIT IN GRADE 11 OR 12)
2 CREDITS IN SCIENCE
1 CREDIT IN THE ARTS
<ul style="list-style-type: none"> <li>The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts.</li> </ul>
1 CREDIT IN CANADIAN GEOGRAPHY (GRADE 9)
1 CREDIT IN CANADIAN HISTORY (GRADE 10)
1 CREDIT IN FRENCH AS A SECOND LANGUAGE
<ul style="list-style-type: none"> <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>
1 CREDIT IN HEALTH AND PHYSICAL EDUCATION
0.5 CREDIT IN CAREER STUDIES
0.5 CREDIT IN CIVICS
3 ADDITIONAL CREDITS, CONSISTING OF 1 CREDIT FROM EACH OF THE FOLLOWING GROUPS:
<p><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 standards.
Below 50%		Insufficient achievement of curriculum expectations. Credit will not be granted.



# PROGRAMS

## NIGHT SCHOOL/SUMMER SCHOOL

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

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

## GRAND ERIE LEARNING ALTERNATIVES (GELA)

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

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

## STUDENT TRANSITION EXPERIENCE PROGRAM (STEP)

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

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

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

## ADVANCED PLACEMENT (AP) AND PRE-AP

The Advanced Placement Program allows students to pursue university level studies while still attending secondary school. In May of each

year, students may wish to write the standardized AP challenge exam in the course offered by their school. Students have an opportunity to receive advanced credit at many universities across Canada, the United States, and around the World.

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

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

## SPECIALIST HIGH SKILLS MAJOR (SHSM)

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

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

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

### ■ ARTS & CULTURE

Performance and Production,  
Journalism and Media

### ■ CONSTRUCTION

### ■ ENVIRONMENT

### ■ HEALTH & WELLNESS

Fitness, Healthy Living, Health Care,  
Hairstyling

### ■ HORTICULTURE & LANDSCAPING

### ■ HOSPITALITY & TOURISM

### ■ INFORMATION & COMMUNICATIONS TECHNOLOGY

### ■ MANUFACTURING

### ■ SPORTS

### ■ TRANSPORTATION

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

## DUAL CREDITS

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

### ■ SCHOOL WITHIN A COLLEGE (SWAC)

Is offered by Conestoga in Brantford (Fit and Wellness / Media), Fanshawe in Simcoe (Human Services / Intro to Trades) and Mohawk in Ohsweken (Intro to Trades). If you are between the ages of 17 and 20 years old and need 5 – 10 credits to graduate, speak to your guidance counsellor about this program.

### ■ TEAM TAUGHT

Is taught in combination with a college instructor and secondary school teacher during a student's regularly scheduled class.

### ■ AFTER SCHOOL

Is taught by a college instructor (and supported by a secondary school teacher) after school in one of the local secondary schools. Students from other schools are welcome to enrol. Speak with your guidance counsellor for further information.

# PROGRAMS

## E-LEARNING COURSES

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

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

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

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

More information, including what e-Learning is all about, the characteristics of successful e-Learning students, and the technological requirements for taking an e-Learning course can be found under the Secondary tab at [granderie.ca](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 pre-placement and integration activities and a placement component.

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

Students interested in Co-op Education must apply for the program and complete an interview. Successful candidates will be notified and the recruitment process of an appropriate placement will follow. There is no formal restriction on the total number of co-op credits that students may earn in secondary school.

## ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Students gain knowledge and experience in an apprenticeable trade while working at an eligible work placement. Students acquire hours toward the completion of their apprenticeship while earning credits.



An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the school, the employer (who teaches the skills) and the Students' Cooperative Education Learning Plan.

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

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

Visit [www.apprenticesearch.com](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 MTCU and other local school boards. This program is offered to senior students from every secondary school in GEDSB. In Dual Credit programs, students can earn up to 4 credits toward their OSSD.

The in-school component is facilitated by a post-secondary instructor.



# ADDITIONAL INFORMATION

## ONTARIO STUDENT RECORD AND TRANSCRIPT

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

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

## WITHDRAWAL FROM A COURSE - GRADES 11 & 12

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is not recorded on the Ontario Student

Transcript (OST). If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is recorded on the OST by entering a 'W' in the 'Credit' column. The student's percentage grade at the time of the withdrawal is recorded in the 'Percentage Grade' column.

## ADDITIONAL SUPPORTS THROUGH REFERRAL PROCESS

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

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

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



## THE INDIGENOUS EDUCATION ADVISORY COMMITTEE (IEAC)

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

## CREDIT RECOVERY

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





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