



GRAND ERIE | 2018-19

WATERFORD DISTRICT
HIGH SCHOOL

WATERFORD DISTRICT HIGH SCHOOL

Waterford District High School has a very friendly and welcoming atmosphere. You are an important part of that environment. We welcome you whether you are just entering grade nine or if you are a returning Wolf. We pride ourselves in all of the opportunities for you to get involved with school life. Please consider joining a team, club or committee. Your involvement enriches your school experience and benefits our community. This magazine is provided to highlight some of the opportunities at WDHS for you to be involved with. Be sure to get all your questions answered before you make your final decision.

When selecting your courses it is important to consult with teachers, student services and/or administrators to ensure you are on the path to success within secondary school and beyond. Investigate the various pathways (Apprenticeship, College, University, and Work) to discover differences between them, as well as the opportunities each provides. No one pathway is right for all students. If you or your parents have any questions, please contact the school at 519-443-8657, Waterford District High School is committed to ensuring you reach your full potential.



OUR MOTTO:
PREPARING SKILLED CITIZENS
FOR THE 21ST CENTURY

WDHS HAS SERVED THE WATERFORD
& DISTRICT COMMUNITY FOR SINCE 1892



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Director of Education

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SCHOOL SUPPORT SERVICES AND RESOURCES

WDHS LIBRARY

Come on into the library ! You can get work accomplished - or relax on our leather recliners. Newspaper deliveries arrive daily to keep you connected with the community and the world. We subscribe to many high interest magazines. Do you like reading? We have many fiction and non-fiction books to please every reader - if you don't see something you like, let us know and we'll try to accommodate your requests. Finally, if you are interested in using print material to support your studies, we have many books on curriculum related topics. Just ask us!

COMPUTER LAB IN THE LIBRARY:

At lunch time, please feel free to play your favourite video games. Or, if you are in a more industrious mood, use the computers to assist you in your research and learning. We can point you in the right direction by showing you how to access academic databases - or perhaps you need help writing a bibliography. Let us know what you need. We aim to be helpful.

Priority access for computer usage is given to academics.

BOOK AND MAGAZINE LOANS:

Books may be borrowed for a period of three weeks. Please ask for an extension if you need more time. Magazines may be loaned for a period of one week. Late fines will accrue at 10 cents per item per day. You have a one week grace period. The fine cap is 3 dollars. Students with overdue, or lost materials may not sign out further items until their account is cleared. Reference books are for in-library use only. Video-tapes, DVD's and vertical file materials are one week loan items.

VIDEOS, DVD'S AND KITS:

Students may order videos from the Board's AV Centre. Catalogues of resources are available through the GEDSB website.

COMPUTER PRINTING POLICY:

Printing is free.

We ask that you follow a few rules when printing your work in the library. Use the printer for academic purposes only. If you are copying something from the internet, copy and paste it into a word document and then proceed with printing. Do not print directly from the internet. Do not make multiple copies of something, instead, use a photocopy machine.

OTHER:

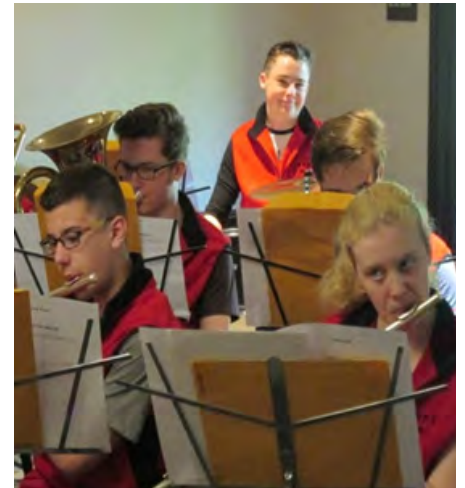
We stock some project supplies for when you are in a pinch. Please ask us for whatever you need. If you have a club meeting, ask to reserve our seminar room for extra privacy. Or use it for a quiet space in which to study. Come to the library to participate in our White Pine reading club which extends from January

through to April every year.

Come in to try our "Question of the Week" and perhaps win a prize.

COMPUTER LABS

There are four well-maintained computer labs at WDHS. Three of the labs are used for specific computer-based courses such as: business, communication and design technologies, and synchronous e-learning. The fourth lab is designated as an "open access" lab available for classes that occasionally require the use of computers during a semester.



WDHS SPORTS AND ACTIVITIES

WDHS has many diverse clubs that operate before and after school, as well as during the lunch hour. Whether it's trying to finish layout pages for the Wolf'n Mail, trying to finish a phrase during the band practice or lines for the spring production, there's something for everyone.

Students pay an activity fee to receive a Student Card. The card entitles the student to participate in extracurricular activities, attend dances, and to enjoy the events and activities planned throughout the year by the Students' Council and other teams and clubs that the fee supports. If you want to be involved, there are activities at Waterford District High School.

SPORTS

- Badminton
- Basketball
- Cheerleading
- Cross Country
- Football
- Golf
- Ice Hockey
- Rugby
- Soccer
- Tennis
- Track & Field
- Volleyball

SCHOOL CLUBS

Join a Club! Have Fun! Be Part of the School! Make a Difference!

LIFELINE

Lifeline is a Christian group. Come out to meet new people and discuss issues from a Christian point of view. The members of Lifeline help to organize the yearly 30-Hour Famine for World Vision Canada.

MUSIC AT WDHS

Room 209 has lots of music hap-

pening! Concert Band, and Choir rehearse throughout the year and perform at the Christmas and Spring Concerts as well as the Norfolk County Fair and local elementary schools.

SPRING MUSICAL

* "Catch Me if you Can", "Footloose", "The Wizard of Oz" and "My Fair Lady" have all been performed at WDHS. Students can do set design, backstage or on stage. See Mrs. Dickson for more information.

STUDENTS' COUNCIL EXECUTIVE

The Students' Council Executive is a group of students who are elected to represent WDHS by planning school activities throughout the year. There are also Grade Rep and Council Assistant positions that are selected by the executive from applicants. Elections are held in mid-April. It is a great deal of work, but it is very rewarding and fun as well as an excellent leadership experience to add to your resume!

safeTALK

safeTALK is a three and a half hour training program that prepares anyone 15 years of age and over to identify people with thoughts of suicide and connect them to suicide first aid resources. aaaaid.resources.

YEARBOOK

If you like writing, computer layout design or photography, then yearbook may be the club for you! Every year, students from every grade put together a book of events and memories that will be remembered for a lifetime. It requires a lot of hard work and dedication, but is very rewarding.

FAIR COMMITTEE

Every year, local high schools compete at the Norfolk County Fair and try to outdo each other with the decoration of the grandstands and an array of other events. If you have a lot of school spirit, come on out and help in September.

BADMINTON CLUB

For those who can't get enough badminton! This club runs once a week after school or in the evenings. The main emphases are on learning how to play, improving your skills and having a good time.

PROM COMMITTEE

If you want to help make prom a night to remember, then this is the club for you! A group of dedicated students thoroughly plans the most memorable night of the year. Talk to any Students' Council member for details.

STUDENTS' COUNCIL GRADE REPRESENTATIVES

If you would like to represent your grade on Students' Council, here is a great opportunity for you. You will attend monthly meetings and have the chance to voice your opinion and the concerns of your peers. Each grade will have a few representatives and these representatives will be voted on by the grades early in September. For more information speak to any Students' Council executive member.

INTERACT CLUB

The WDHS Interact Club is a student-run organization dedicated to making the world a better place through fundraising and volunteering. We take action on social justice issues, develop leadership skills, and form a vital part of our school

and community. If you're interested in helping people, saving lives, raising awareness, and taking action on the issues that you care about, then Interact is the place for you.

PRIDE OF THE PACK

If you're looking to make positive social change within your school and community, then join Pride of the Pack. This committee's goal is to create a dignified, kind and helpful school environment for all students within our pack. We help plan school wide events, fundraise for important social topics, and talk about life as a high school student. We meet every Tuesday in Mr Mayo's room (214).

SEAR'S FESTIVAL

If you're looking to act or be part of a stage crew, then Sear's is the club for you. Students get together to work on a play that is up to 50 minutes long and student driven. The play goes on to compete at the annual Sear's festival and has a chance to move on to compete at a provincial level! This is a great opportunity to develop acting and theatre skills.

ANIME CLUB

Anime club is a group of students who come together at lunch to watch anime and talk about the culture behind it. We organize a yearly trip, where we get to cosplay and meet actors and artists that are involved in making these creations come to life. If this sounds good to you then come out and join us on Wednesdays at lunch!

PUMPKINFEST COMMITTEE

Would you like an opportunity to show your pride in your community? The Pumpkinfest committee is in charge of setting up and running the float for the annual Pumpkinfest

parade. This is a great opportunity to interact with the community, hand out candy to children, and develop a positive image of the school! This is an ideal opportunity for anyone with a strong work ethic, community focus, and art skills.

UNITED NATIONS

United Nations is a club that holds yearly assemblies to debate about issues affecting the world today. Students represent a variety of countries and tackle issues that range from poverty, to immigration, and global warming. If you have a keen interest in discussion world issues then this is the perfect club for you!

LINK CREW

Link Crew is a team of senior students who work together to welcome our incoming grade 9s to WDHS each year. We run an Orientation for incoming Grade 9s the week before school starts, and organize various events throughout the year, such as Grade 9 Day, Grade 9 Dance, exam study days and monthly school and academic related activities. If you are interested in applying to join Link Crew, pay attention to announcements in April each year for application details, or talk to Ms Mercey or Ms Swierniak.

STUDENT RESPONSIBILITIES

ACHIEVEMENT

Students are expected to commit themselves to their academic and other school responsibilities as outlined in the Ontario School Code of Conduct and the Student Handbook.

ATTENDANCE

Regular attendance on the part of students is vital to success in school. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. Students who habitually miss classes will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Therefore, if after counselling, consultation with parents, and time to improve, a student is still unwilling to attend regularly, that student will normally fail to achieve credit for the course and may be deemed to have withdrawn themselves from school.

BEHAVIOUR

Students are expected to demonstrate respect for their peers, teachers, other staff members, visitors to the school, and the neighbours of the school.

HOW CAN PARENTS HELP?

- Make vacation plans that will coincide with the school calendar. Students on vacation during school time miss a great deal of work.
- Waterford District High School's school day has been organized to help accommodate personal needs. Please schedule appointments (i.e. dental, medical, personal business) outside school hours, or on the 165 days of the school year when school is not in session.
- Permit absence only when absolutely necessary.
- Question your child about assignments, due dates and tests to be written before permitting absence.
- Discourage your child from working long hours at a part-time job. The Education Act forbids students who are required by law to attend school to work during school hours, punishable by fine to the employer.
- Make sure the school has your correct home and work phone numbers so you can be reached when needed.
- Call the school if your child is going to be absent AND send a note explaining the absence on the day that he/she returns to school.
- Stay in contact with your child's teachers. Direct concerns and queries to his/her homeroom teacher. The administration is also available to assist as required.

SPECIAL EDUCATION

LEARNING RESOURCE CENTRE

Each secondary school has the services of Special Education Resource Teachers. Students identified as 'exceptional' pupils have the support of the special services they require to meet their needs. Individual schools are set up to deliver special education through a variety of supports that range from modifications of student program and allocations of special resources to the provision of self-contained settings.

Exceptional pupils are reviewed at least annually through an Identification, Placement and Review Committee (I.P.R.C.). An Individual Education Plan (I.E.P.) is designed for each exceptional pupil centred around the individual's needs. The I.E.P. is developed by the Resource Teacher in co-operation with regular program teachers, students, and their parents and contains specific strategies to meet an individual's needs as identified by an I.P.R.C. Evaluations of the I.E.P. are sent home at the regular reporting periods of the school.

SPECIAL EDUCATION PROGRAMS

SELF-CONTAINED CLASSES

Some exceptional students are in need of a very specific and focussed kind of learning experience and are placed in a self-contained special education program from Grades 9 to 12. Students in self-contained classes study an individualized program delivered by teachers qualified in Special Education. Placement in the self-contained classes may only be made through the System-level Identification, Placement and Review Committee. Exceptional pupils in self-contained classes participate in all other aspects of the school in the same way as do other students. **Students in this program may**

not be working towards an OSSD as many of the courses are non-credit bearing.

COOPERATIVE EDUCATION (CO-OP):

1. TURNING POINT: A RECAPTURE PROGRAM PART OF THE LEARNING TO 18 OBJECTIVE.

Turning Point program design development focuses on student success. Flexibility and resolve were necessary components to achieve a consistent program providing individualized support for students.

By combining an academic and skills based program students were able to achieve their educational goals. The academic portion of the program which consists of two or three days a week, allows students to work on compulsory credits or recovering credits with classroom support or independently.

The co-op portion of this program consists of three days per week. Experiential learning is a significant aspect of the program design as it provides students with the opportunity for development of essential skills, employability skills, and self-confidence. This creates a balance in the program and provides "authentic" or real world application to classroom learning.

2. CO-OPERATIVE EDUCATION

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

Co-operative Education courses include a classroom component, comprised of pre-placement and integration activities, and a placement component. Students earn co-operative education

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 each student's Personalized Placement Learning Plans.

To be accepted into a co-op program, students must meet the following requirements:

1. Fill out a co-op application form at option selection time (January/February)
2. Be 16 years of age or older
3. Be in either grade 11 or 12
4. Have 2 teacher references
5. Successfully complete an interview with the Co-op teacher and the Co-op employer
6. Have an acceptable academic and attendance record
7. Have parental or guardian consent where applicable
8. Be responsible for providing their own transportation to and from their workplace

3. OYAP - ONTARIO YOUTH APPRENTICESHIP PROGRAM

Students participating in a trade related co-operative education placement, qualify for OYAP. While on placement earning credits, developing knowledge and skills, a student can be registered as an apprentice. An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the employer (who teaches the skills), the school, and the Ministry of Training (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.

To begin an apprenticeship during high 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 Test

- complete all compulsory credits required for an OSSD

For more information, speak to your school's Co-operative Education teacher. For additional information on skilled trades, check out www.apprenticesearch.com.

Students wishing to enrol in Co-op or OYAP should enter 'Co-op' on their option sheet in the subject code section and complete a Co-op application.

E-LEARNING:

The Grand Erie Virtual Campus offers students an alternative method to take secondary school credits through e-learning. E-learning refers to the use of Internet Technology to deliver education. Students registered in a day school in Grand Erie are eligible. Students may choose the E-learning option when course selection is not available in the home school or due to a timetable conflict.

Students need to have reliable access to the Internet outside of school and be comfortable using e-mail.

Complete the Change in Student's Program form with all appropriate signatures and submit it to your guidance counsellor. Register on-line for the desired course with assistance from your school guidance counsellor.

SCHOOL WITHIN A COLLEGE SCHOOL WITHIN A COLLEGE (SWAC)

is an opportunity for senior students to try out post-secondary education in a college setting while completing a high school diploma. Career options include human services (police foundations, personal service worker, early childhood educator, etc.), manufacturing or construction. School Within a College is a great option for students between 17 and 20 years of age who have outgrown the high school environment. Ideally, students require only 5 to 10 credits to get their high school diploma in order to be eligible for the program. See your guidance counsellor for more information.

SPECIALIST HIGH SKILL MAJOR CONSTRUCTION

Specialist High Skills in Construction is available to students in Grade 11. High School students enrolled in a Specialist High Skill Major 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. Students interested in this S.H.S.M. need to complete an application.

HEALTH AND FITNESS

This program is offered to students who are interested in pursuing a career in the health sciences (nursing, medicine, medical secretary, hairstyling, aesthetics, physiotherapy, etc.) or fitness (trainer, researcher, teacher etc.). The program is completed during grades 11 and 12. High School students enrolled in a Specialist High Skill Major 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. Students interested in this SHSM need to complete an application.

ENVIRONMENT

This program allows students the opportunity to receive certifications from industry leaders in Habitat Restoration, Watershed Management, First Aid/CPR, GPS use, more. This program prepares students for a career in the environmental area (development, sustainability, green practices, etc) throughout many different career fields. High school students enrolled in a Specialist High Skills Major are required to complete a bundle of classroom courses, workplace experiences and sector certifications to receive a special designation, also known as the red seal, on their Ontario Secondary School Diploma. Students interested in this SHSM need to complete an application.

GUIDANCE & CAREER EDUCATION

THE GOALS OF THE GUIDANCE/STUDENT SERVICES DEPARTMENT ARE:

- To assist students in developing plans to meet personal, educational and career needs.
- To provide students, parents, and teachers with the necessary information relating to the students' personal, educational and career needs.

TO ACCOMPLISH THESE GOALS:

- An attempt is made to interview every student at least once during the year at a counsellor's request. Students can request interviews at any time during the year.
- Current information is provided on careers, universities and colleges.
- Information is provided to assist students in completing course selection sheets.

STUDENT SUCCESS

Student Success at Waterford District High School is committed to supporting all of our students in reaching their full potential and achieving success. WDHS offers many opportunities for students through Credit Boost Days, one on one monitoring, mentoring and our after school program. Please contact Ms. Swierniak, our Student Success Teacher if you are curious about success programs offered at our school or if you have any other questions or student concerns.

A Public Health nurse, STAR counsellor, and Addictions counsellor are available in the school once each week and may also be contacted at

other times if an urgent need must be met. Referrals may be made with parental consent to services provided by the Board or by outside agencies (eg. Educational testing, speech and language testing, psychometric testing, Mental Health, Family and Children's Services, Community and Social Services).

PROCEDURE FOR CHANGING COURSE SELECTIONS

1. The school occasionally may require a student to re-select a course as a result of:
 - a) cancellation of a course
 - b) the course selected is full
 - c) conflict on a student's individual timetable
2. Timetable conflicts may be created in the following situations:
 - a) when a student in Grades 9 through 12 fails a compulsory subject, the student will normally be required to repeat the subject
 - b) when a student fails an optional subject, the student will not be required to repeat it unless it is needed for another subject the student wishes to take

Such conflicts may be solved by using the student's alternative course selection. Student are encouraged to choose their alternate courses wisely because it may be difficult to change once the semester has begun.

CHANGING COURSES WITHIN THE FIRST TWO WEEKS OF CLASSES

Students requesting a change of a course on their timetable within the first two weeks of classes must follow the Course Change procedure. The course change procedure is as follows:

- a. A student must fill out the Course Change Form with the desired course change(s). Check the class schedules provided regarding class availability by period and by semester. It is a good idea for the student to take the whole year into consideration when making changes in September. Course changes in February will be difficult because many classes are full.
- b. Each grade will have a day scheduled for timetable changes. Students will receive a number at the start of the day and numbers will be called throughout the day for timetable changes.
- c. Students must come on the assigned day of his/her grade with the Course Change Form signed by a parent or guardian. Any student who arrives without the form signed, will not be seen. He/she may have to wait until the end of the grade day cycle to see the counsellor.
- d. After the first 10-15 regular days of school in September and February, the only course changes that will be permitted will be subject changes needed to meet admission requirements for future careers or recognized to be in the best educational interests of the student. This request must be approved by the parents and Principal.

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 a non-semestered school, the withdrawal is not recorded on the 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 a 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.

REPETITION OF A COURSE

Students who repeat Grade 11 or 12 courses that they have previously completed successfully, earn only one credit for the course. However, each attempt and the percentage grade obtained are recorded on the OST, and an 'R' is entered in the 'Credit' column for the course(s) with the lower percentage grade. A student may not be allowed to repeat a course if the course is a compulsory credit and the course is reaching capacity.





What is a Specialist High Skills Major (SHSM)?

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

What does an SHSM look like?

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

What do you get by taking an SHSM?

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



Student Success
A Grand Erie Program

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

The Construction Program Homebuilding Focus Waterford District High School

The Construction Specialist High Skills Major allows students to develop valuable skills and knowledge, gain additional insight into post-secondary destinations, and obtain certifications to ensure they are ready for a career in the construction industry.

"Everybody's worried about getting a job, but this program takes a lot of that fear away."
WDHS Student

Benefits of the Construction Program:

- Double construction credits in grade 11 and 12
- Co-op placement in the construction industry
- Industry-recognized certifications (CPR, First Aid, Fall Arrest, Health & Safety, etc.)
- Exposure to various trades involved in the construction industry
- Real world opportunities

The Health and Wellness Program Wellness Focus Waterford District High School

The Health and Wellness program allows students to focus their learning on an array of health fields through a combination of classroom and hands-on learning. Students have the opportunity to use professional technology in their respective discipline, enabling them to be prepared citizens for the Health and Wellness sector.

"This SHSM opened my eyes up to interesting careers I never knew existed and made me consider different options for my future." Paige Deschamps (Grade 12 student)

Benefits of the Health and Wellness Program:

- Seven industry-recognized certifications (safe-food handling, CPR, AED)
- Gain health related work experience to apply to your resume
- Participate in unique field trips like "Discovery Days" put on by Industry Associations
- Discover emerging health and wellness careers through field trips and guest speakers

Learn more information about Specialist High Skills Majors, visit 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
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.

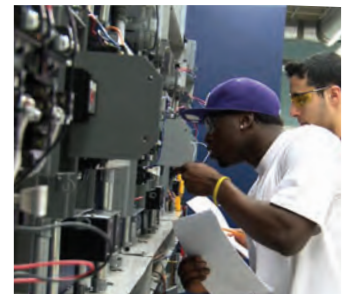
How does OYAP work?

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," said a Grand Erie OYAP student.



WATERFORD DISTRICT HIGH SCHOOL

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WATERFORD DISTRICT HIGH SCHOOL

Notes:

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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.

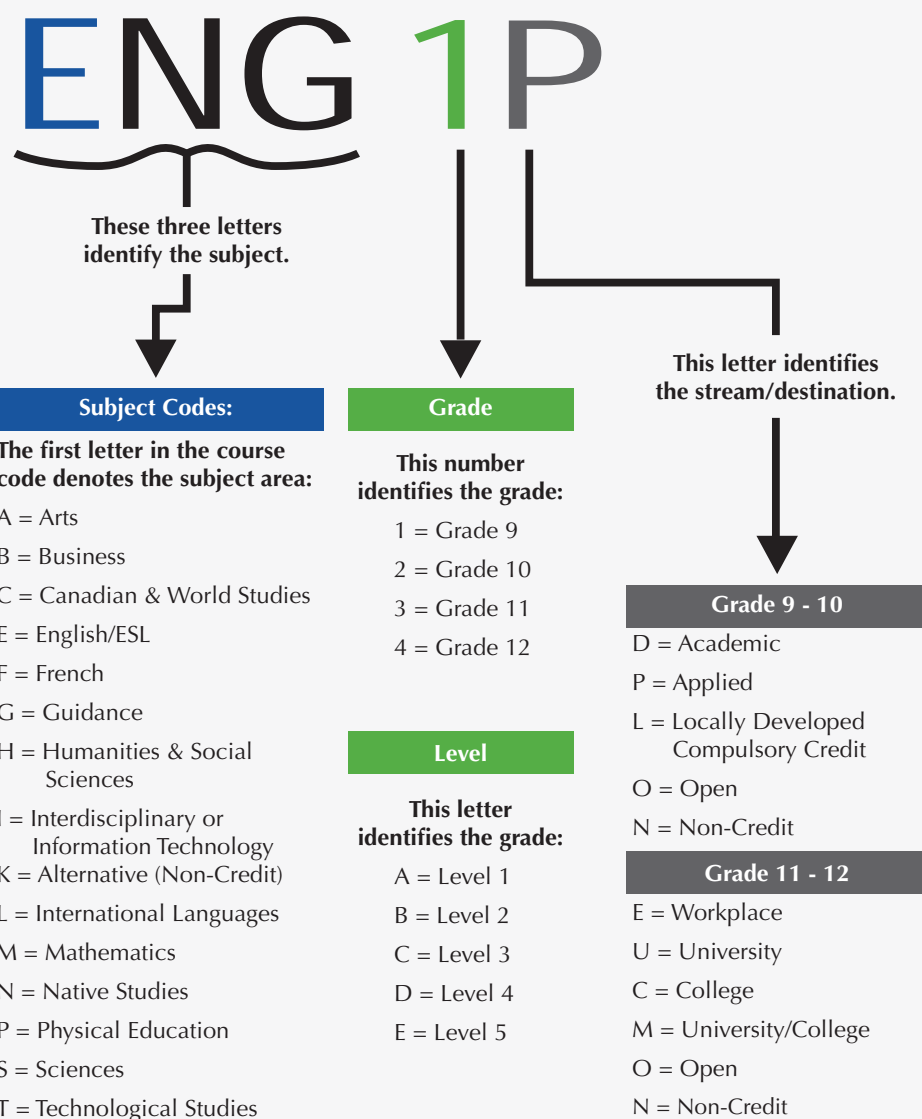
University courses are designed to prepare students for transition to a variety of university programs or apprenticeship.

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

GRADE 10 - ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

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

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

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

40 HOURS OF COMMUNITY INVOLVEMENT

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

ONTARIO SECONDARY SCHOOL CERTIFICATE

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

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

7 Optional Credits Selected by the student from available courses

CERTIFICATE OF ACCOMPLISHMENT

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

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

Programs

NIGHT SCHOOL/SUMMER SCHOOL

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

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

GRAND ERIE LEARNING ALTERNATIVES (GELA)

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

Scheduled day programs 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

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

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

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





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