



*SUCCESS* for Every Student



**GRAND ERIE | 2019-20**

**BRANTFORD  
COLLEGIATE INSTITUTE  
& VOCATIONAL SCHOOL**



# BRANTFORD COLLEGIATE INSTITUTE & VOCATIONAL SCHOOL

**WELCOME TO BRANTFORD COLLEGIATE INSTITUTE –  
SYNONYMOUS WITH EXCELLENCE**



Mr. Michael DeGroote  
Principal

Looking for a school that “does it all”, then look no further.....it’s Brantford Collegiate Institute that you want! B.C.I. students and staff are extremely passionate about the school and this is showcased through school spirit, academic successes, equity and inclusiveness, and talented sports’ teams and clubs!!

B.C.I. staff set benchmarks of excellence in all areas of school life. B.C.I. offers innovative programs in addition to a variety of excellent regular program pathways. The Laurier Program, French Immersion, Specialist High Skills Major Programs (SHSM) and Student Transition Experience Program (S.T.E.P.) offer dynamic opportunities to the students.

Transitioning to secondary school provides individuals with an opportunity to grow, meet new friends, and take part in new experiences. B.C.I. offers an excellent experiential education program with field trips, work experiences and co-operative education programs. Students are encouraged to join a sports team, get involved in student leadership or participate in our many clubs, activities, or one of our arts programs.

B.C.I. is dedicated to supporting student success as well as developing the character attributes that are essential to facing life barriers. Our entire staff is committed to supporting each student in achieving their goals. We are excited to have new students join the B.C.I. school community and experience all the greatness that this school has to offer! Enjoy your time at the school! GO MUSTANGS!!

Mr. Michael DeGroote, Principal  
michael.degroote@granderie.ca



***“Synonymous With Excellence”***

***At Brantford Collegiate Institute & V.S. we believe that dignity and respect should govern all behaviour, that all can learn and that each person has worth.***

Each person at BCI & VS has the opportunity to grow in a safe and friendly environment, where discipline is not repressive, but rather assumes that all students and staff will react respectfully and with common sense. We individualize, personalize and humanize curriculum to meet the needs of all students. While academic achievement is the central focus, extra-curricular participation is a key ingredient in the life of this school. We value each individual, and encourage all to be creative and to take risks. By setting goals and standards which are attainable, and by learning decision-making skills, we cultivate self-esteem. Achievement, effort, excellence, participation and citizenship are rewarded at BCI & VS, as students prepare to assume a responsible position in society. Our common goal is growth, growth in knowledge, skills, positive attitudes, self-worth and self-discipline.

These are not only the ideals of our school, but those of our community.

***GEDSB Administration:***

***Brenda Blancher***  
***Director of Education***

***Dave Abbey***  
***Superintendent of Education***

## SCHOOL ADMINISTRATION

Mr. Michael DeGroote  
Principal  
Mrs. Jennifer Ippolito  
Vice-Principal  
Mr. Regan Vankerrebroeck  
Vice-Principal

## DEPARTMENT HEADS

Ms. D. Curtis  
The Arts  
Mrs. N. Toic  
Business Studies  
Ms. T. MacNeil  
Canadian and World Studies  
Ms. S. Taylor  
English  
Mrs. C.A. McCaig  
Family Studies  
Ms. H. Daboll  
French as a Second Language  
Mrs. M. Alfano  
Guidance & Career Education  
Mr. T. Utting  
History  
Mrs. K. McGregor  
Library  
Mr. G. Brown  
Mathematics  
Mr. M. Cohoon  
Physical Education  
Ms. J. Link  
Physical Education  
Mrs. B. Csordas  
Science  
Ms. N. Dean  
Special Services  
Mr. J. Glasser  
Technological Studies

# SCHOOL SERVICES AND RESOURCES

## LIBRARY

The BCI Library-Learning Commons provides a safe, friendly environment, offering a balanced collection of print and digital resources to meet both curricular and personal interest needs. Through virtual and physical learning partnerships, we provide integrated learning opportunities which are global, connected, social, cross-curricular and interdisciplinary. In partnership with classroom teachers, the teacher-librarian teaches guided inquiry, whereby student learn to define problems, form questions, explore ideas, analyse, synthesize and evaluate information and communicate new understandings. We strive to challenge students to think critically about the information they find, to instill in them a passion for reading and learning, and to equip them with multiple literacy skills for success in life after high school. For more information about Library Learning Commons programming, visit <https://www.accessola.org/web/Documents/OLA/Divisions/OSLA/TogetherforLearning.pdf>

## COMPUTER LABS

There are four full labs in teaching areas, three mobile laptop carts that travel to individual classrooms and another full lab in the Library Learning Commons. This lab is used primarily for research and is open to students when not in use by a class. It is also available for student use before and after school and at lunchtime. The labs provide internet access and are equipped with "Smart Filter" to help prevent inappropriate access of information. The labs all provide current Ministry of Education software. In addition to school-provided computers, students are invited to bring their personal laptops which can access wireless connectivity. An up-to date anti-virus program is a necessary pre-requisite. On registration, all students are equipped with password protected access. All students are expected to follow the Computer Use Policies which have been developed by the Grand Erie District School Board and are provided at the start of the new school year. Any failure to do so could result in loss of computer privileges.

## RESOURCE ROOM AND STUDENT SUCCESS

The BCI Resource Room is a quiet work space that can be accessed before and after school and at lunch times. A student success/resource teacher is available to help students complete assignments, prepare for tests and catch up on missed work. The teacher can also assist students to learn how to use assistive technology, access audiobooks and to improve essential learning skills including organization, time management, note-taking, writing tests and reading textbooks. To access this academic resource, parents and students seeking help are welcomed to speak to resource, guidance or classroom teachers.

SPORTS	CLUBS & ACTIVITIES	PAST/CURRENT TRIPS
Basketball - Girls & Boys Volleyball - Girls & Boys Rugby - Girls & Boys Soccer - Girls & Boys Hockey - Girls & Boys Curling - Girls & Boys Golf - Girls & Boys Tennis - Co-ed Badminton - Co-ed Cross Country - Co-ed Track & Field - Co-Ed Wrestling - Co-ed Football - Boys Fastball - Girls	Student Council Yearbook Chess S.P.I.R.I.T Leadership Impact Activism White Pine Book Club French Club Intramural Sports GSA Cheerleading Photography Diversity Club  <b>The Arts</b> Senior, Junior and Jazz Band Barbershop Choir Sears Drama Festival Musical Theatre Production Senior Art Show Film Festival Arts Council Music Council MC Mustangs Coffee House	Wales - Rugby Tour England/Ireland/Wales - Arts Department Chicago - Laurier New York - Arts Department Costa Rica Expedition Tour St. Donat - French Ohio - Rugby Tennessee - Football Washington - History Ottawa - History, Band Ottawa & Québec - French Immersion Europe - History Toronto Zoo- Geography Kensington Market - Geography China Town - Geography Niagara Falls - Geography The Elora Gorge - Geography Washington D.C- Laurier Program Hawaii - Rugby tour Scientific Research Trips - Honduras and Cuba California - Rugby Tour



## 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. It is expected that students attend and are on time. BCI does have a "Late Procedure" policy which is explained in detail in the Student Agenda.

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.

- Permit absence only when absolutely necessary. Good attendance is an important key to academic success.
- 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.

### 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 sure the school has your correct e-mail address and home and work phone numbers so you can be reached when needed.**

- 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.
- Question your child about assignments, due dates and tests to be written before permitting an 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.
- Stay in contact with your child's teachers. Direct concerns and queries to his/her subject teacher. The administration is also available to assist as required. Email addresses for BCI staff can be found on the school website.
- Make vacation plans that will coincide with the school calendar. Students on vacation during school time miss a great deal of work.



# GUIDANCE

## AIMS:

- 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 AIMS:

- Students can request appointments with their academic counsellors at any time during the year.
- Current information is available on careers, universities and colleges.
- Information and help sessions are provided to assist students in completing course selection sheets.
- The Public Health nurse is available in the school on Thursday afternoons from 11:30-3:15.
- 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. social worker, child and youth worker, addictions counsellor, educational testing, speech and language testing, psychometric testing, mental health, Family and Children's Services, Community and Social Services).

## COURSE SELECTION AND COURSE CHANGES

### COURSE SELECTION

- On-line course selections will begin in February. Students can begin to plan the courses they would like to select in Career Cruising in December. Course offerings and course descriptions are available on the Career Cruising website. Information about the course selection process will be communicated in January. The course selection process determines the number of teaching sections that will be devoted to a particular course or if the course

will run or be cancelled. It is important for students to choose their courses wisely as it may not be possible to make the desired changes at a later date.

- The school may require to use a student's alternate course selection or for a student to re-select a course as a result of:
  - a. cancellation of a course
  - b. no room in a particular course
  - c. conflict on a student's individual timetable
- Timetable conflicts may occur in the following situations:
  - a. when a student fails a compulsory subject, the student will normally be required to repeat the subject
  - b. when two courses selected are offered in the same period.
- Students and parents should be aware that course selection from grade 9 through grade 12 will impact the student's eligibility for post-secondary programs at colleges and universities. The school's guidance counsellors have information about post-secondary programs and entrance requirements. In addition, course selection at the secondary level can influence a student's chances for apprenticeships or certain types of employment.

### COURSE CODING

Each course is identified by a six character code

- The first three characters identify the subject
- The fourth character identifies the grade

1 – grade 9

2 – grade 10

3 – grade 11

4 – grade 12

- The fifth character identifies the course destination

A – academic

P – applied

O – open

C – college preparation

U – university preparation

M – university/college preparation

E – workplace preparation

L – locally developed compulsory course (essentials)

The sixth character is reserved for school specific information

e.g. **TMJ3EC**

**TMJ - Manufacturing**

**3 - Grade 11**

**E - Workplace**

**C - Co-op**

### SEMESTER SYSTEM

The school year is divided into two systems. Semester one extends from September to January and Semester Two, from February to June. In each semester, there are four class periods so that a student may study four courses in each half year. At the end of each semester there are final examinations for courses studied during that semester.



## CREDIT DEFINITION

A credit is granted in recognition of the successful completion of a course for which work, equivalent to a minimum of 110 hours, has been scheduled. Unnecessary or extended absence from classes may result in the loss of a credit if the required work in the course cannot be completed.

## STUDENT TIMETABLE REQUIREMENTS

Grade 9 and 10 students will be scheduled in 4 courses per semester. Grade 11 students with less than 16 credits will be scheduled in 4 courses per semester. Grade 11 students who have achieved 16 credits within the first two years of high school may have one study period in their grade 11 year. Grade 12 students must be scheduled in a minimum of 3 credits per semester. Grade 12 students are allowed one study period if they have successfully completed 23 credits and two study periods if they have successfully completed 24 credits. Fifth year students are required to be in a position to graduate and maintain 3 courses per semester. Any student wishing to attend part-time in a semester, must speak to their guidance counsellor.

## DO YOU KNOW WHO YOUR CHILD'S ACADEMIC GUIDANCE COUNSELLOR IS?

Last names beginning with:

A-F Mrs. Alfano

G-L Mrs. Stromme (+SHSM students)

M-Q and V Mr. Spivak

R-Z Ms Grierson-Young

Students can fill out an appointment slip to make an appointment to see his/her guidance counsellor by coming to the Guidance Office before school, during lunch or after school.

## HELPFUL WEBSITES FOR PATHWAY PLANNING

### APPRENTICESHIP:

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

[www.tcu.gov.on.ca](http://www.tcu.gov.on.ca)

[www.earnwhileyoulearn.ca](http://www.earnwhileyoulearn.ca)

### COLLEGE:

[www.ontariocolleges.ca](http://www.ontariocolleges.ca)

### UNIVERSITY:

[www.electronicinfo.ca](http://www.electronicinfo.ca)

### WORKPLACE:

[www.careerlink.ca](http://www.careerlink.ca) (A Grand Erie Service!)

[www.st-leonards.com/YEC.html](http://www.st-leonards.com/YEC.html)

## CHANGING COURSES WITHIN THE FIRST TWO WEEKS OF CLASSES

Students requesting a change of a course on their timetable 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 a 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 the vice-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 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 student's Ontario Transcript.

## COMMUNITY SERVICE HOURS

Students are responsible to complete 40 hours of community service as a requirement for graduation. Grade 8 graduated students can start accumulating during the summer prior to entering grade 9. Grade 12 graduating students are required to have all hours submitted by June 30 of their graduating year. If hours handed in after that date, there is no guarantee that they will be included in the Fall Graduation preparations.

It is the responsibility of the student to find opportunities for achieving community service hours. Various opportunities are communicated through the announcements, Twitter, or on the bulletin board outside of the Guidance office throughout the year.

## ACADEMIC RECOGNITION

Commencement Graduates will only be eligible to attend commencement in the calendar year that they qualify for an Ontario Secondary School Diploma. No deferment is allowed. Commencement is presented at the Sanderson Centre in October.

### BCI ALUMNI AWARDS

BCI is fortunate to have a very generous Alumni Association awards monetary gifts to students who excel academically at any level. Applications are available in the Guidance office at the end of May. Graduating students are responsible for mailing the completed application to the address provided on the application.



### BCI GRADUATION AWARDS

BCI is very fortunate to have a number of generous donors of who provide graduation awards. Graduating students are encouraged to apply for these awards. Information and applications are available in the Guidance office at the end of May and are due in June.

### ONTARIO SCHOLAR CRITERIA

A student may be designated an Ontario Scholar if he or she satisfies both of the following requirements: The student has been recommended by the school principal for the OSSD in either the current school year or the previous school year. The student obtains an aggregate of at least 480 marks in any combination of 6 ministry approved grade 12 courses. A student's mark, in any course, shall be multiplied by the credit value of the course. Marks from magnet courses, summer school, night school, elearning and ILC courses may be included.

### HONOUR ROLL CRITERIA

A B.C.I. student may be designated for inclusion on the Honour Roll, at the end of the school year, if the following requirements are met:

### GRADE 9 STUDENTS

Must achieve an average of 80% in a minimum of 8 credits taken that year (September – June)

### GRADE 10 STUDENTS

Must achieve an average of 80% in a minimum of 8 credits taken that year (September – June)

### GRADE 11 STUDENTS

Must achieve an average of 80% in a minimum of 7 credits taken that year (September – June)

### GRADE 12 STUDENTS

Must achieve an average of 80% in a minimum of 6 credits taken that year (September – June)

A student's mark, in any course, shall be multiplied by the credit value of the course. Marks from magnet courses, eLearning and ILC courses may be included.

## SPECIAL PROGRAMS

### THE BRANTFORD COLLEGIATE INSTITUTE - WILFRID LAURIER UNIVERSITY (LAURIER BRANTFORD) PROGRAM

The Laurier Program provides students with the opportunity to work with other highly motivated, academically-minded students. The program provides students with the opportunity to prepare for the intensity of university studies in any discipline. Students will develop confidence in leadership, presentation, and teamwork skills through the unique collaborative focus of the program. Students have the chance to take a first-year university course while still attending high school. Upon graduation, Laurier program participants earn a certificate, endorsed by Wilfrid Laurier University, recognizing the student's involvement in the program.

In order to develop leadership, presentation and teamwork skills, students in the Laurier program have the opportunity to work together in a variety of courses throughout high school. Designated "Laurier" courses feature integration among the subject areas as a key

component of the program philosophy. Students interested in gaining entrance to the program at the Grade 9 level will submit an application and take part in a selection process to determine whether their interests, skills and abilities would benefit from the Laurier Program. In addition, academic achievement of 75% average each subsequent year will also be expected of the student to remain in the Program. We look forward to the continued success of our returning Laurier Program students. It is important to note that students may transfer to the regular programming at Brantford Collegiate Institute & Vocational School at any time. It is the expectation of the program that students will continue in courses at the academic level. If you have any questions, please call B.C.I. and ask to speak to Ms. Johnson-McGregor, Program Director for the Laurier Program.

### SPECIALIST HIGH SKILLS MAJOR: ARTS PROGRAM FOR THE STAGE AND SCREEN

This Specialist High Skills Major Arts Program builds on a student's interests and strengths related to performance, digital media, film and technical production to prepare them for post-secondary and career opportunities in this field. Senior students entering Grade 11 can choose to focus their learning by taking courses that develop a pathway in the performing arts through a production and/or performance strands. Students in this program will be given exciting reach ahead experiences in the areas of their post-secondary destination of choice to aid them in gaining confidence, refining skills and work habits, and make informed choices about future careers, apprenticeships and next steps. These experiences are achieved through work-



shops with guest artists, post-secondary institutional support and community partnerships.

## HEALTH AND WELLNESS: FITNESS PROGRAM

The Specialist High Skills Major Health and Fitness Program allows for students to build on their interests and strengths related to Health Promotion and Education - with a focus on activity and fitness. This opportunity will help prepare students for an education, career or job in many Health Related Fields. Students entering Grade 11 can choose to focus their learning by taking courses that develop a pathway in Health and Fitness through specific courses in Physical Education, Science, Nutrition and Co-operative Education. Compulsory courses that focus on body knowledge such as Anatomy, Biomechanics for Movement, Nutrition, Principles of Fitness Training, Injury Prevention, Mental and Physical Wellness, help provide a foundation for this specialist program. Students in the program will be given specific training and experiences in various realms of fitness and exercise, nutrition seminars, first aid and athletic injuries treatment and prevention to name a few. This training will be achieved through workshops, post-secondary institutional support, and community partnerships including local fitness and health facilities. Students graduating with the SHSM Health and Fitness Program will gain invaluable skills and knowledge that will be an asset to any Health/Wellness/Fitness Related career path. See SHSM Guidance counsellor, Ms. Grierson-Young, to view course selection requirements and options.

## MANUFACTURING

The Specialist High Skills Major Manufacturing Program provides students with a strong foundation for a wide variety of careers in the manufacturing sector, from those focusing on the service, repair and modification of vehicles and automated systems to those related to the organization and management of manufacturing services and mass-transit systems. This opportunity will help prepare students for an education, career or job in the manufacturing sector. Senior students entering Grade 11 can choose to focus their learning by taking a bundle of 9 required courses that develop a pathway in Manufacturing through specific manufacturing technology courses. Students in the program will be given specific training and experiences in various realms of sector recognized certifications, and “reach ahead” experiences. This training will be achieved through workshops, post-secondary institutional support, and community. Students graduating with the SHSM Manufacturing Program will have the opportunity to identify and develop Essential Skills and work habits that are required in the sector, using tools connected with the Ontario Skills Passport. These invaluable skills and knowledge will be an asset to a manufacturing related career path. See Ms. Stromme to view course selection requirements and options.

## STUDENT TRANSITION EXPERIENCE PROGRAM (STEP)

The STEP program (Step out of the Classroom, Transition to the World of Work, Evaluate your Skills, and Plan for the Future) provides students with the opportunity to earn credits, gain work

experience and develop a career plan. Over the course of the program, students may receive instruction and support from teachers, guidance counsellors, educational assistants, employers and career counsellors. The program is appropriate for students that experience some difficulty in an academic timetable and who may be at risk of not completing their secondary school diploma. **Grade 10:** Includes package of Discovering the World of Work, Career Studies, and Civics with increased experiential learning activities such as job shadowing, job twinning, industry tours, essential skill development, additional certifications, health and safety at the work place, special field trips, personal life management programs, short-term work placements, and pathway planning.





## CO-OPERATIVE EDUCATION

BCI offers 2, 3 or 4 credits in a co-op placement. Most students are enrolled in a 2 credit placement, either morning or afternoon. Some senior students who have all their compulsory credits, will take a 4 credit (all day co-op). We do everything we can to match and accommodate the placement to the student's talents and interests.

### APPLYING TO CO-OP

- A) Students should indicate Co-op as an interest when filling out the on-line course selection in Career Cruising
- B) Co-op applications are available in the computer lab during course selections, in Guidance and outside the co-op office. Co-op applications are due by the end of February.

## 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 with our students. A win win for all!

Together GEDSB and Career Cruising work together to create an Individual Pathway Plan (IPP) for for all students. This plan becomes a valuable archive of student learning and a catalogue of resources they will need as they continue to plan for the future.

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



## 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 Arts and Culture Program

## Stage/Screen Focus

**Brantford Collegiate Institute and Vocational School**

The Stage and Screen Program offers students a wide variety of courses, workshops, post-secondary connections and audition opportunities in performance arts to prepare them for careers in theatre/film/singer/songwriter, theatre or technical production for theatre/film and media arts. Students can select from courses including dance, vocal music, graphic design, film and video, photography, technical theatre, theatre production, fashion design, digital media arts and dramatic courses in acting and musical theatre.

*"This year I really opened up to the fact that I can still become a dancer even though I did not start when I was younger. I took dance class privately, choreographed for the grade 10 class and worked hard in senior dance class to better my skills." Bailey Dalton*

### Benefits of the Arts and Culture Program:

- Performance Workshops on Character Development, Classical/Contemporary Monologues, Voice Work, Vocal Characterization with Industry Professionals from Stratford, Mirvish and Theatre Aquarius
- Performance Audition Panels to prepare students for post-secondary auditions for colleges, universities and companies
- Production Workshops in Lighting/Sound Design, Photography and Graphic Arts, Ladder Certification, Directing/Filmmaking
- Extensive Opportunities to visit Ontario post-secondary institutions that are focused in the arts
- Partnerships with various community organizations





# The Health and Wellness Program Fitness Focus

## Brantford Collegiate Institute and Vocational School

The Health and Fitness SHSM at BCI focuses on those students interested in a job or career that emphasizes health promotion, fitness training, injury and illness prevention as well as overall health of body, mind and spirit.

*“Being a part of SHSM is a really great experience. It’s great to be part of a community where everyone shares the same interest and has similar job goals. The SHSM program is a great program to reflect on your passion for Health and Wellness.”*  
BCI student

### Benefits of the Health and Wellness Program:

- Students are required to take both the Grade 11 and 12 Fitness Focus course, which teaches lifelong fitness training and vitality, with a focus on client fitness program design and mentorship
- Students can become certified in their Coaching Level A and B course for Sport Coaching at various levels
- Training in Athletic Injuries and Injury Prevention, through Standard First Aid/CPR certification and Athletic Injuries/Sport Taping Course
- Reach ahead experiences include Kinesiology Lab at the University of McMaster, as well as a Fit for Future Conference at Mohawk
- Students complete two Co-op credits for placements in their desired area of interest with regards to the many Health and Fitness Promotion fields

# The Manufacturing Program, Welding/ Fabrication Focus

## Brantford Collegiate Institute and Vocational School

The Manufacturing SHSM is a bundle of credits of Manufacturing Technology and Technological Design Grade 11 and 12 courses. It covers Architectural, Mechanical, Electrical and Civil Drafting using AutoCAD, Precision Machining, Sheet Metal Fabrication and various types of Welding and Cutting for metal. The program also uses a CNC Plasma Cutter for numerous projects.

*“In the Manufacturing SHSM, I had the chance to go into a job placement as a co-op student learning lots of new tasks, preparing me for the future as a welder. I also sat in on a CWA Education/Industry dinner forum where guest speakers talked about the welding industry and types of jobs available, which was very beneficial.”* - Josh Griffin

### Benefits of the Manufacturing Program:

- High concentration of sector related skills and knowledge
- Free certifications in CPR, First Aid, WHMIS, Basic Health & Safety and more
- Free bus trips to trade shows, colleges and related industries
- An Ontario Skills Passport to develop Work Habits and Essential Skills for the workplace
- Co-op placement in the related sector for further development of knowledge and skills



## 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.*





# BRANTFORD COLLEGIATE INSTITUTE & VOCATIONAL SCHOOL

## Notes:

[illegible]

# Choosing course types:

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

## GRADE 9 – 10 PROGRAMS:

Five types of courses are offered:

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

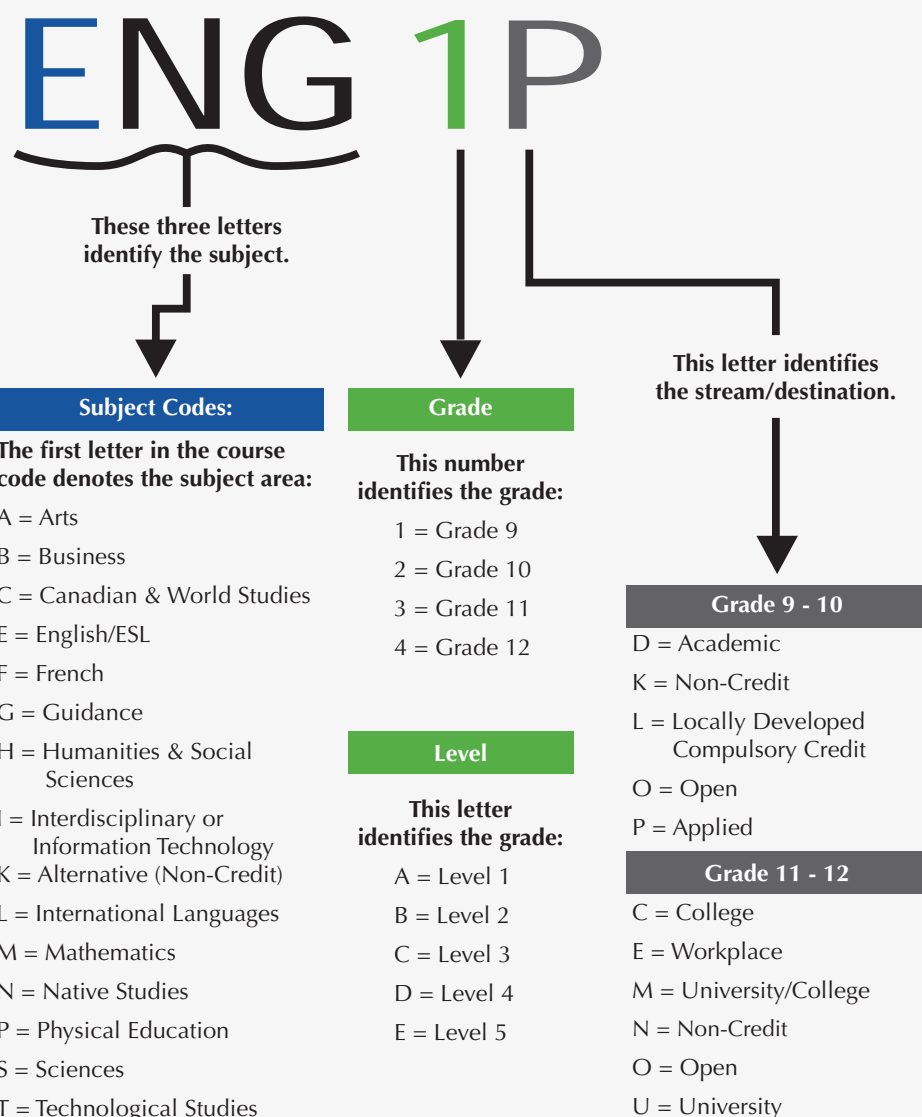
Special Education courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting and are non-credit bearing.

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

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

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

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



## GRADE 11 - 12

Five types of program pathways are offered:

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

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

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

Open courses are available to all students regardless of pathway.

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

## 12 OPTIONAL CREDITS

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



# What do you need to graduate?

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

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

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

## ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

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

## 40 HOURS OF COMMUNITY INVOLVEMENT

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

## ONTARIO SECONDARY SCHOOL CERTIFICATE

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

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

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

## CERTIFICATE OF ACCOMPLISHMENT

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

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

# Programs

## NIGHT SCHOOL/SUMMER SCHOOL

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

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

## GRAND ERIE LEARNING ALTERNATIVES (GELA)

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

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

## STUDENT TRANSITION EXPERIENCE PROGRAM (STEP)

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

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

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

## ADVANCED PLACEMENT (AP) AND PRE-AP

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

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

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

## SPECIALIST HIGH SKILLS MAJOR (SHSM)

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

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

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

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

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

## DUAL CREDITS

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

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





## e-LEARNING COURSES

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

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

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

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

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

## SPECIAL EDUCATION

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

## CO-OPERATIVE EDUCATION (CO-OP)

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

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

## GRAND ERIE IS COMMITTED TO STUDENT ACHIEVEMENT.

Besides our regular secondary school programs we offer:

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



# Additional Information

## COMPULSORY SUBSTITUTIONS:

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

## CREDITS:

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

## PLAR:

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

## ENGLISH LANGUAGE LEARNERS:

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

## ASSESSMENT AND EVALUATION:

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

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

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

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

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

## REPORT CARD:

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

- achievement of curriculum expectations
- development of learning skills.

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

## EXAMINATIONS /CULMINATING ASSIGNMENTS:

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

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





## ONTARIO STUDENT RECORD AND TRANSCRIPT:

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

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

## WITHDRAWAL FROM A COURSE - GRADES 11 & 12:

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

## ADDITIONAL SUPPORTS THROUGH REFERRAL PROCESS:

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

## SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC):

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

## The Indigenous Education Advisory Committee (IEAC):

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

## CREDIT RECOVERY:

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



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



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