



SUCCESS for Every Student



GRAND ERIE | 2019-20

PARIS DISTRICT HIGH SCHOOL

PARIS DISTRICT HIGH SCHOOL

PRINCIPAL'S WELCOME

The School Profile is your starting point when planning your secondary school education. Take the time to look over it carefully with your parents, and take advantage of the excellent advice available to you in our Guidance Department. You are responsible for taking all of the courses you need to prepare you for the next step in your life after high school. We are here to help you along the way and to assist you with any questions you may have. Please complete and return your online course selection on time in order to give yourself the best chance of getting into the courses you want.



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pdhs](http://www.granderie.ca/schools/pdhs)

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www.granderie.ca

Grand Erie Administration:

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Director of Education

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DEPARTMENT HEADS

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LEARNING RESOURCE

Mr. T. Dyment

MATHEMATICS

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PHYSICAL EDUCATION

Mr. M. Wittchen

Assistant Ms S. Weaver

SCIENCE

Mr. M. Parsons

TECHNOLOGICAL EDUCATION

Mr. D. Campbell



SPECIAL EDUCATION

This department and its programs are provided to allow 'exceptional students' to benefit from the public education system. These programs are delivered in the most enabling environment that is required to meet the academic needs of the students with identifications. The school and parents/guardians work with resource staff and other involved agencies, using all available information, to develop an understanding of each student's strengths and needs and to program in the most appropriate manner.

Students who are formally identified as exceptional are offered a network of tutorial, remedial and organizational support. The amount of time the student spends in the Learning Resource Centre (LRC) varies according to individual needs.

The Learning Resource Teacher (LRT): collaborates in the IEP (Individual Education Plan) process, provides diagnostic assessments as appropriate to determine the student's strengths and needs, generates ideas and suggestions for program modification, differentiation or accommodation, provides advice about materials and resources, provides support to the student's classroom teachers, plans and carries out instructional programs for the student, develops strategies for assessing and communicating the student's progress and maintains ongoing communication with the student, parent(s)/guardian(s), teachers and other support staff.

LIBRARY: LEARNING COMMONS

The PDHS Library: Learning Commons is a beautiful area where students and staff can locate research materials, access technology and enjoy reading. An excellent and extensive book collection includes both nonfiction and fiction materials to support curriculum and recreational needs. Newspaper subscriptions and many magazines are featured and can be read in the inviting entrance area of the library.

Students are encouraged to use the library during their free time as well as during reserved class time. Individual study areas are always available to them for quiet study. The library staff, in partnership with classroom teachers, strives to provide the most effective resources and program to engage students in reading for pleasure and to motivate and assist students to acquire the research skills necessary to function independently and confidently as life-long learners.



COOPERATIVE EDUCATION

Provides students with a wide range of learning opportunities connected to the communities outside of the school. Students are actively involved in determining what they learn and how they demonstrate their learning. Coop can be a powerful tool for helping students to understand the value of education and to capitalize on the possibilities and pathways available to them. Coop can also support students in making meaningful community connections, participate in a highly skilled workforce and help them to realize their future goals.

All Cooperative Education courses must include a classroom component and a community component. The purpose of the classroom component is to ensure that students are: prepared for their community experience, demonstrating the skills and knowledge required and focused on integrating their learning throughout the course. The community component is the work placement where the work placement supervisor and the coop teacher work together to ensure students are achieving curriculum expectations and gaining workplace skills.

The ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP) is a specialized program that enables students to earn credits towards the OSSD by taking a coop course for which the placement is in an Apprenticeship Trade. As an OYAP participant, a student may have the opportunity to become an Apprentice, with a registered training agreement while attending secondary school. As an Apprentice, a student may have the opportunity to complete Level 1 Apprenticeship Training offered by a local college. The Trade areas for GEDSB include: Child Development Practitioner (formerly ECE), Child and Youth Worker, Automotive Service Technician, Welding, Manufacturing, Carpentry, Truck and Coach, Hairstyling, Cook. These programs involve classes 2 days a week at a college campus and workplace experience through PDHS coop department 3 days a week.

STUDENT SUCCESS INITIATIVES

Student Success Initiative supports students who are in need of additional supports to experience academic success. Our Student Success teacher works with students and teachers to support the: transition from grade 8 to grade 9, academic engagement and success, pathway planning and goal setting.

Credit Recovery is available for students who have experienced academic challenges. Students access this program through teacher referral and/or School Team.

TURNING POINT

Turning Point is an alternative learning environment program that is available to senior students who made the decision to return to school after a period of absence OR are within a reasonable number of credits to graduate. Students work on an individual academic program, which must include a co-op placement. Acceptance into this program is on an individual basis and decided by School Team.

AFTER SCHOOL HELP PROGRAM

Students who require assistance with completing assignments or require further help in understanding topics studied in class are able to access after school help. The help center is staffed with a teacher and is available to students twice a week. Exact days vary from year to year.

GUIDANCE & CAREER EDUCATION

Our Guidance and Career Education Department will assist students to develop skills in the following areas:

- Understanding the concepts related to lifelong learning, interpersonal relationships and career planning.
- Develop learning skills, social skills, the ability to formulate and pursue educational and career goals
- Apply this learning to their lives and their work in the school and the community

Students will acquire these skills and knowledge through guidance and career education courses, cooperative education courses and the development of the Pathway Planner. Guidance counsellors and other support staff are available to help students in the areas listed below.



ACADEMIC PROGRAMMING	CAREER PLANNING	COUNSELLING
<ul style="list-style-type: none"> • Student registrations • Course selection • Development of a 4 or 5 year program plan • Liaison with elementary schools • Discuss learning strategies and study skills • Process night school and summer school applications • Explore magnet programs offered throughout the GEDSB 	<ul style="list-style-type: none"> • Discuss career pathways • Examine college and university admission requirements and the application process • Explore apprenticeship programs • Encourage students to use the Career Resource Centre to investigate part-time and fulltime employment opportunities • Coordinate university and college presentations 	<ul style="list-style-type: none"> • Personal counselling • Problem solving and planning with students and parents • Liaison / referrals to community agencies. • Access to: Child and youth worker Social worker • Sexual assault counsellor • Substance Abuse counsellor • OPP community resource officer

SPECIALIZED PROGRAMS

COMMUNITY ENVIRONMENTAL LEADERSHIP PROGRAM (CELP)

The focus of this program is an environmental curriculum through which students will gain an in depth understanding of environmental science and issues. The in-class component will be enhanced through the participation of students in environmental projects and activities in the community.

Students' leadership skills will be developed as they organize these activities. Students in the program will earn 2 credits as well as certificates in other areas such as first aid and canoeing. This program will run in the morning semester 2. Due to the unique structure of the program, students will have the opportunity to participate in many extended out of school activities. These may include a winter camp, canoe trip, field studies and running a residential environmental education camp for elementary students. This program is well suited to those students who might wish to pursue a career or studies in a science, geography, conservation or recreational leadership field. The cost of the program is \$200. This is a limited enrolment program that requires the completion of a registration form and teacher recommendation forms. A detailed information brochure and application package is available in the Guidance Office.

INFORMATION AND COMMUNICATION TECHNOLOGIES PROGRAM:

Because of today's digital technology, students live a media rich, connected, and mobile lifestyle and are just as often designers of digital content as they are consumers. This Specialized High Skills Major program is intended for students wishing to pursue the wide variety of career opportunities in related pathways beyond secondary school. The advantage of the SHSM lies within the experiential learning aspects of the program. Students will also acquire skills such as innovation and creativity, critical thinking and problem-solving, information and digital literacy to succeed in I.T. and communications.

HOCKEY CANADA SKILLS ACADEMY



The Hockey Canada Skills Academy (HCSA) at PDHS offers students the opportunity to develop skills in the area of hockey. The HCSA is designed to challenge and inspire all students who participate. It is a complete program that includes education, on-ice skills, off-ice strength and conditioning, mental training, and personal development. On-ice sessions include hockey fundamentals such as skating, puck handling, checking, and passing.

When students are not on ice they are exposed to sport specific fitness training, floorball, stick handling and shooting. Health promotion with a specific emphasis on sound food and nutrition habits will also be explored. With the HCSA, students will get a chance to train and develop their skills for playing our national sport in an academic setting. Students can expect to have approximately 50 on ice sessions within a semester. The cost of the program is \$325.



DUAL CREDIT PROGRAM

The PDHS Family Studies Department has partnered with Conestoga College to offer a grade 11 Foods and Culture course (HFC 3MM). Students are co-taught by a PDHS teacher, a college instructor and a qualified chef. Upon successful completion of this students earn a high school credit and a college credit. Students engage in many opportunities for experiential learning while completing the dual credit program. Food labs, cultural food explorations, college visits and industry tours are all part of this valuable course.



EXTRA-CURRICULAR ACTIVITIES

Students at PDHS have many opportunities to be involved in a variety of school activities outside the classroom. These activities provide the students with opportunities to compete, develop new skills and friendships, give back to their school and community and experience school life to the fullest. The list outlines the many school activities that are available to the students of PDHS.

GROUPS

Peer 2 We
Athletics Council
Bands
Book Club
CiSS
Drama
Eco Club
Robotics
Fan Club
Deca
Social Committee
Students' Council
Quest

SPORTS

Badminton
Baseball
Basketball
Cross Country
Curling
Fastball
Football
Golf
Hockey
Rugby
Soccer
Tennis
Track & Field
Volleyball

STUDENT RESPONSIBILITIES

BEHAVIOUR

At Paris District High School, students are expected to show respect for their peers, their teachers, the school property and building, the community, and themselves. As well, students are expected to adhere to all school rules and regulations while on the way to school, at school, on the way home from school, and at school sponsored, off-campus activities.

ATTENDANCE

Students must make every effort possible to attend every class and to be punctual, recognizing that absences do have an adverse effect on achievement. Upon their return after an absence, students must provide a note explaining the absence. If a student leaves during the school day, he/she must present a signed note and sign out at the Main Office. .

ACHIEVEMENT

At Paris District High School, we believe that our goal is to assist our students in acquiring the knowledge, skills, and values that will allow them to lead full and productive lives and will help them to become lifelong learners. As a result, we expect that students will maintain a positive attitude and will strive for excellence in an effort to achieve their potential.

STUDENT TIMETABLE REQUIREMENTS

Grade 9 and 10 students will be scheduled in 4 courses per semester. Grade 11 students will be scheduled in 4 courses per semester. Exceptions to this requirement may be made due to scheduling difficulties or through consultation with the guidance department and school administration. Grade 12 students must be scheduled in a minimum of 3 credits per semester. Grade 12 students are allowed 1 study period if they have successfully completed 23 credits and 2 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. Fifth year students may be allowed to take less than 3 credits if they are working part time and have permission of the school administration.

COURSE SELECTION

All students are strongly encouraged to review their course selections with their teachers and guidance counsellor. Counsellors will provide assistance and direction in course selection but the final responsibility for course selections is that of the students and their parents. Requirements for graduation and admission requirements for post secondary education or training must be given careful consideration. Students are permitted to repeat a course for the purpose of upgrading their mark. In scheduling, priority is given to students attempting the course for the first time.

ACADEMIC RECOGNITION COMMENCEMENT

Graduates will be eligible to attend commencement in the calendar year that they earn an Ontario Secondary School Diploma.

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 student, at Paris District High School, 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

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

GRADE 10 STUDENTS

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

GRADE 11 STUDENTS

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

GRADE 12 STUDENTS

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

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.

PDHS SUBJECT AWARDS CRITERIA

All school subject awards are based only on courses taken at Paris District High School.

Top student awards, in each grade, are based on the following minimum credit requirements:

GRADE 9 STUDENTS

8 credits taken in a given school year (September – June)

GRADE 10 STUDENTS

8 credits taken in a given school year (September – June)

GRADE 11 STUDENTS

7 credits taken in a given school year (September – June)

GRADE 12 STUDENTS

6 credits taken in a given school year (September – June).

Students returning to PDHS, after they receive their Ontario Secondary School Diploma, are not eligible for any academic awards.

COURSE SUMMARY CHART				2019 - 20
Area of Study/Subject	Grade 9	Grade 10	Grade 11	Grade 12
Arts				
Drama	ADA1O	ADA2O	ADA3M	ADA4M
Instrumental Music	AMI1O	AMI2O	AMI3M	AMI4M
Vocal Music		AMV2O		
Visual Arts	AVI1O	AVI2O	AVI3M	AVI4M
Drawing			AWL3O	
Arts and Crafts			AWI3O	
Business				
Introduction to Business		BBI2O		
Accounting			BAF3M	
Marketing			BMI3C	
Entrepreneurial Studies			BDI3C	
Information Technology	BTT1O			
Computer Studies		ICS2O	ICS3U	ICS4U
Career and Civics				
Careers (1/2 credit)		GLC2O		
Civics (1/2 credit)		CHV2O		
Canadian & World Studies				
Canadian Geography	CGC1P			
	CGC1D			
Travel and Tourism			CGG30	
Environment & Resources Mgmt.				CGR4M
Canadian & World Issues				CGW4U
Canadian History		CHC2P		
		CHC2D		
The 16th Century			CHW3M	
The West and the World				CHY4U
Law			CLU3M	CLN4U
Community Environmental Leadership Program (2 credit pkg)			PAD40	CGU4M
Cooperative Education	2 credit co-op programs (COOP2) are available to all grade 11 and 12 students. 4 credit co-op programs (COOP4) are available to grade 11 and 12 students with permission of the co-op teachers.			
English				
English	ENG1L	ENG2L	ENG3E	ENG4E
	ENG1P	ENG2P	ENG3C	ENG4C
	ENG1D	ENG2D	ENG3U	ENG4U
Writer's Craft				EWC4U
Media Studies			EMS3O	
Ontario Literacy Course				OLC4O
French				
Core French	FSF1P	FSF2P		
	FSF1D	FSF2D	FSF3U	FSF4U

COURSE SUMMARY CHART

2019 - 20

AREA OF STUDY/SUBJECT	Grade 9	Grade 10	Grade 11	Grade 12
MATHEMATICS				
MATHEMATICS	MAT1L	MAT2L	MEL3E	MEL4E
	MFM1P	MFM2P	MBF3C	MAP4C
	MPM1D	MPM2D	MCF3M	MCT4C
			MCR3U	
DATA MANAGEMENT				MDM4U
ADVANCED FUNCTIONS				MHF4U
CALCULUS & VECTORS				MCV4U
PHYSICAL EDUCATION				
FEMALE	PPL1OG	PPL2OG	PPL3OG	PPL4OG
MALE	PPL1OB	PPL2OB	PPL3OB	PPL4OB
FITNESS (CO-ED)			PAF3O	PAF4O
RECREATION LEADERSHIP				PLF4M
HOCKEY (CO-ED)	PAL1OH	PAL2OH	PAL3OH	PAL4OH
EXERCISE SCIENCE				PSK4U
SCIENCE				
GENERAL SCIENCE	SNC1L	SNC2L		
	SNC1P	SNC2P		
	SNC1D	SNC2D		
BIOLOGY			SBI3C	
			SBI3U	SBI4U
CHEMISTRY				SCH4C
			SCH3U	SCH4U
PHYSICS				SPH4C
			SPH3U	SPH4U
ENVIRONMENTAL			SVN3E	
SOCIAL SCIENCES AND HUMANITIES				
INDIVIDUAL FAMILY LIVING	HIF1O			
FOOD & NUTRITION		HFN2O		HFA4C/HFA4U
FOOD & CULTURE			HFC3M	
WORKING WITH INFANTS AND YOUNG CHILDREN			HPW3C	
INTRO TO PSYCHOLOGY/SOCIOLOGY/ANTHROPOLOGY			HSP3C/HSP3U	
INDIVIDUALS AND FAMILIES IN SOCIETY				HHS4C
CHALLENGE & CHANGE IN SOCIETY				HSB4U
TECHNOLOGICAL EDUCATION				
EXPLORING TECHNOLOGIES	TIJ1O			
CONSTRUCTION		TCJ2O	TCJ3E	TCJ4E
			TCJ3C	TCJ4C
CUSTOM WOODWORKING			TWJ3E	
CARPENTRY				TCC4E
TECHNOLOGICAL DESIGN		TDJ2O	TDJ3M	TDJ4M
COMMUNICATIONS		TGJ2O	TGJ3M	
GRAPHICS				TGG4M
PHOTOGRAPHY & DIGITAL IMAGING				TGP4M
MANUFACTURING		TMJ2O	TMJ3E	TMJ4E
			TMJ3C	TMJ4C
TRANSPORTATION		TTJ2O	TTJ3C	TTJ4C



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 economic various sectors in all four pathways.

What does an SHSM look like?

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

What do you get by taking an SHSM?

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



Student Success
A Grand Erie Program

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

The Communication Technology Program Design Focus Paris District High School

The Communication Technology program explores specializations and career possibilities in the areas of interior design, industrial design, product design, mechanical and architectural design as well as virtual gaming design.

"The SHSM Communication Technology program at Paris District High School prepared me with the tools and skill sets that I needed to be successful in my first year of design school. Other first year students struggled with getting their ideas down on paper and figuring out how to use software and equipment. My experience and confidence allowed me to excel in my studies!" PDHS graduate

Benefits of the Communication Technology Program:

- Students will learn about the latest technologies and software utilized in design development
- Experience real world design applications
- Receive certifications and training in software, health and safety
- Meet and work with industry professionals such as interior designers, engineers and architects
- Amazing field trips to colleges and universities with a specialization in design disciplines

The Environmental Leadership and Sustainability Program Management Focus Paris District High School

The Environmental Sustainability and Leadership program gives students an opportunity to specialize, gain qualifications, and plan a career pathway in various areas of the Environmental sector, while learning hands-on.

"The opportunities I have had in SHSM have changed my life. I realized I loved working outdoors and wanted to find a career that would let me do that. I now go to college in the Forestry Technician program, and I love it. I am using lots of skills I learned in SHSM and I totally recommend SHSM to anyone who likes the Environment." PDHS graduate

Benefits of the Environmental Sustainability Program:

- Receive certifications from industry leaders in Habitat Restoration, Watershed Management, First Aid/CPR, GPS use, canoeing ORKA Level 1, and more
- Visits to Guelph University, Algonquin Park and other highlights of green industry expand understanding of the wealth of occupations attached to the "Environment"
- Co-op placements include working at a Nature Center, assisting with sustainable farming, research and technical support with partners like Brant County Power, and assisting with environmental projects
- Make connections that may support future career goals

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.

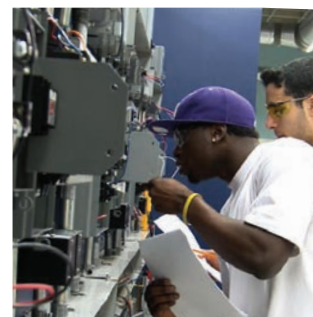
How does OYAP work?

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. Accelerated OYAP is also available for students. Speak with your Guidance Counselor for more information.

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

"This semester had a rough start, but the placement turned me around as I was allowed to do more and more things. I'm glad I took the OYAP program and in my opinion it is the most influential and educational course that a school could offer. I now know that this is definitely the career I want to pursue," said a Grand Erie OYAP student.



PARIS DISTRICT HIGH SCHOOL

Notes:

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper. There are no margins, text, or other markings on the page.

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.

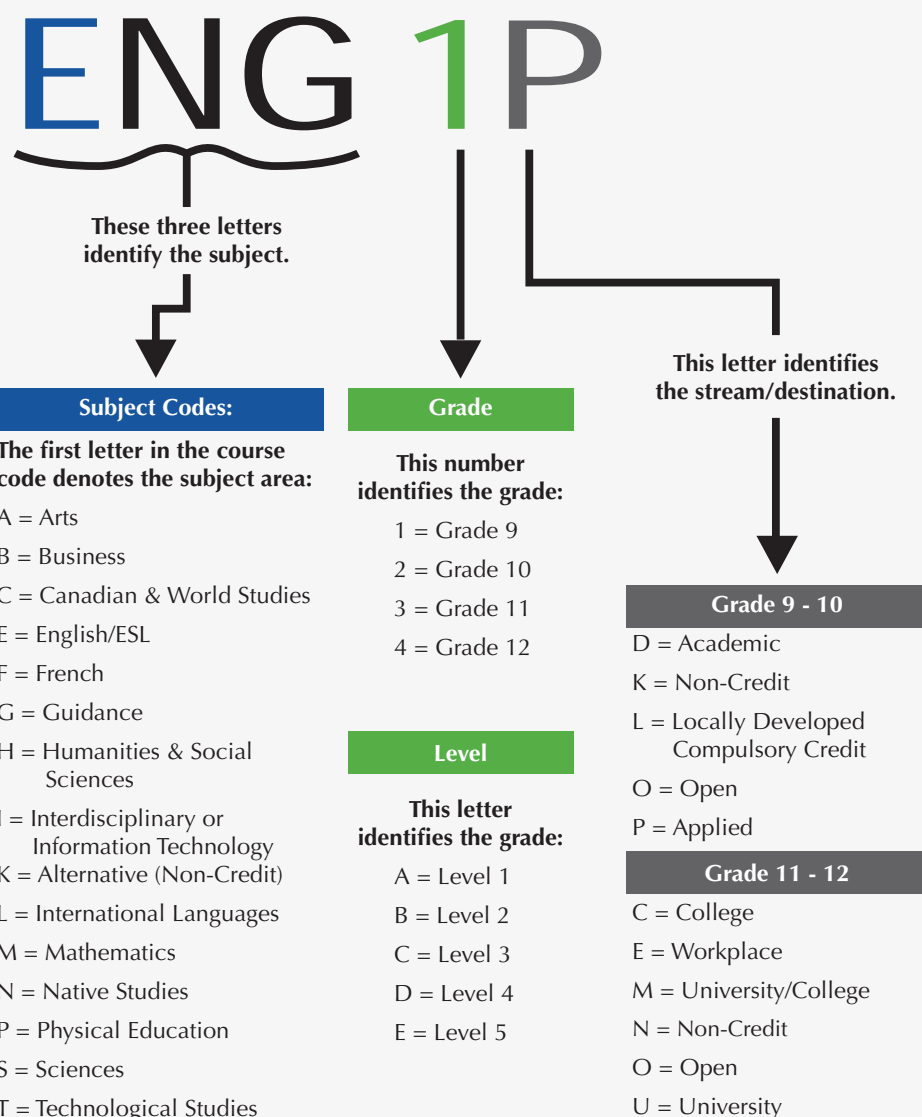
Special Education courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting and are non-credit bearing.

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)
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, 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

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

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

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



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