

Secondary School Program and Course Calendar

2018-2019



The Simcoe County District School Board (SCDSB) mission is to inspire and empower learning for life, and our vision is a community of learners achieving full potential. We believe in the importance and value of regular and ongoing planning in collaboration with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society.

The SCDSB course calendar provides parents and students with detailed, accurate, and up-to-date information about diploma requirements, as well as general information on school programs and courses offered.

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Roles and Responsibilities

Students

The Ontario secondary school program is designed to prepare students with the knowledge and skills they will need to lead satisfying and productive lives in the twenty-first century. The program will prepare students for further education or work, and help them to become independent, productive, and responsible members of society.

To prepare students effectively for the challenges that await them, our schools offer an educational program that promotes a high standard of achievement that provides all students with the learning and support that is relevant to society’s needs and expectations. opportunities

Students will:

- Be responsible for active engagement in learning and assessment activities
- Demonstrate their knowledge and skills and learn to monitor their personal progress in learning
- Share the responsibility for learning by demonstrating their achievement of the curriculum expectations based on timelines established with the teachers
- Communicate their strategies and goals in response to teacher feedback
- Communicate concerns about personal achievement with teachers
- Complete an Individualized Path Plan (Grade 7-12)
- Complete the student comment section of the Provincial Report Card
- Present verbal or written notice from their parents/guardians specifying their accommodation needs relating to religious observances, including holy days on which they will be absent from school

Did you know...
www.myblueprint.ca/simcoe



is available to all students and parents to help plan future goals.



Parents/Guardians

Parent(s)/Guardian(s) have an important role to play in supporting student learning. Studies show that students perform better in school if their parents are involved in their education. Knowledge of the expectations in the various courses will help parents to interpret teachers' comments on student progress and to work with teachers to improve their children's learning. Secondary course expectations can be accessed through the Ministry of Education [Secondary Curriculum Documents](#).

The secondary school program is designed so that students can meet the diploma requirements. Courses are offered in ways to ensure that each student's education is relevant both to the students' needs and interests and to the requirements of post-secondary institutions and employers. In Grades 9 and 10, courses strongly promote the acquisition of essential knowledge and skills by all students, at the same time allow students to begin to focus on their areas of strength and interest and to explore various areas of study. In Grades 11 and 12, the program is designed to allow all students to choose courses that are clearly and directly linked to their intended post-secondary destination.

The graduation requirements emphasize a challenging, high-quality curriculum and the achievement by students of measurable results. In keeping with the emphasis on high standards, students are required to successfully complete the provincial secondary school literacy test in order to graduate. To ensure that students develop an awareness of their civic responsibility, they must also fulfill a community involvement requirement of 40 hours to qualify for the secondary school diploma.

Creating Pathways to Success



To promote success in school and life, it is essential to provide opportunities and support for all students to plan their individual pathways through school. All students in Grades 7-12 will have the opportunity to explore, plan, update and reflect on their pathway journey through the web based IPP within [myBlueprint](#). Students will explore their options through an inquiry model of 4 questions that help them discover:

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

The secondary school program also includes a guidance and career education program designed to encourage and help students to learn about career opportunities, in addition to career education that is embedded in all individual courses of study. This support is intended to help each student discover, explore, and make informed decisions about the options they will encounter in the course of their secondary school career and those they will face as they prepare to leave school.

Code of Conduct

The SCDSBs Code of Conduct supports and enhances the Ontario Code of Conduct by setting clear standards of behaviour. These norms apply not only to students, but to all individuals involved in our school system. It is recognized that discipline works best when viewed as a positive learning process and when integrated with effective teaching practices. For more information go to "Parents" on the SCDSB website and select [Safe & Healthy Schools](#).

For information on your school's code of conduct please consult your individual school's agenda/student handbook.

Requirements for the Ontario Secondary School Diploma (OSSD)

In order to earn an OSSD, a student must:

- earn 30 credits (18 compulsory and 12 optional credits);
- complete 40 hours of community involvement activities; and,
- successfully complete the provincial literacy graduation requirement – Ontario Secondary School Literacy Test (OSSLT).

Compulsory Credits

| |
|---|
| Students must earn the following 18 compulsory credits in order to obtain the OSSD: |
| • 4 credits in English (1 credit per grade); |
| • 3 credits in mathematics (at least 1 credit in Grade 11 or 12); |
| • 2 credits in science; |
| • 1 credit in Canadian history; |
| • 1 credit in Canadian geography; |
| • 1 credit in the arts; |
| • 1 credit in health and physical education; |
| • 1 credit in French as a second language; |
| • 0.5 credit in civics; |
| • 0.5 credit in career studies; |

Plus

| |
|--|
| • One additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education; (Group 1) |
| • One additional credit in health and physical education, or the arts, or business studies or French as a second language, or cooperative education; (Group 2) |
| • One additional credit in science (Grade 11 or 12) or technological education (Grade 9-12) or French as a second language, or computer studies, or cooperative education. (Group 3) |

Note:

- 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, but the fourth must be a credit earned for a Grade 12 compulsory English course (e.g., ESLAO, ESLBO, ESLCO, and any **one of** ENG4E, ENG4C or ENG4U).
- In Groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from Group 1 and one from *either* Group 2 or Group 3.
- A maximum of 2 credits in cooperative education can count as compulsory credits.
- The 12 optional credits may include up to 4 credits earned through approved external or [dual credit courses](#).

Optional Credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed in the school course calendar.

Community Involvement

Students must complete 40 hours of community involvement. Effective July 1, 2011, students can start accumulating community involvement hours in the summer before they enter Grade 9. This requirement is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in their communities.

Students, in collaboration with their parent(s)/guardian(s), are responsible for selecting volunteer activities from the “Eligible Activity List”. Students and their parent(s)/guardian(s) have the responsibility for completing the “Completion of Community Involvement Activities” form and handing it in to the school as required. They are also to ensure that the corresponding total number of hours is recorded correctly on the report card. For more information on a list of eligible and ineligible activities, please go to SCDSBs link under Students and select [Community Involvement](#)

Did you know...

Community Service Forms and information about eligible/ineligible activities are available at www.SCDSB.on.ca STUDENTS.

Did you know...

Parents and students can learn about the test and review sample materials at EQAO – Parent Resources.

Ontario Secondary School Literacy Requirement

All students must successfully complete the Ontario Secondary School Literacy Requirement in order to earn a secondary school diploma. The Ontario Secondary School Literacy Test will be administered in Grade 10. The requirement may be earned by successful completion of the Literacy test, or if the first attempt at the test was unsuccessful, students may pursue the completion of the requirement through the Literacy Course or through the Adjudication Process.

Ontario Secondary School Literacy Test (OSSLT)

The OSSLT is based on the expectations for reading and writing across subjects in the Ontario Curriculum up to the end of Grade 9. The test will determine who has attained the provincial expectations for literacy. It will identify areas for remediation for students who are unsuccessful in completing the test. School boards are required to provide remedial assistance following the test for students who require it. The literacy test may not be retaken once it has been successfully completed. For more information on the OSSLT, go to the [Ministry of Education’s website](#). The Education Quality and Accountability Office (EQAO), provides support materials for both students and parents. To access these materials, go to [EQAO – Student Resources](#) or [EQAO – Parent Resources](#).



Accommodations, Deferrals and Exemptions for the OSSLT

Accommodations

A student who has been formally identified by an Identification, Placement and Review Committee (IPRC), as well as students who have an Individual Education Plan (IEP) are entitled to receive the accommodations noted in the IEP that are consistent with the accommodations permitted by EQAO. These accommodations must be consistent with those available to the student completing his or her regular school work, including examinations and other forms of evaluation.

Special Provisions

Special provisions are available for English language learners (ELLs) such as additional time, periodic supervised breaks, and an individual or small group setting. The principal, in consultation with the student and the parent(s)/guardian(s), or the adult student, will determine which special provisions, as set out by EQAO, should be provided to support the student.

Deferrals

The principal, in consultation with the student and the parent(s)/guardian(s), or the adult student, will determine if a deferral should be granted. Deferred students are expected to write the OSSLT during its next administration.

Deferrals are intended for:

- ELL students who have not yet acquired a level of proficiency in English to successfully complete the OSSLT;
- Students who have been identified as exceptional by an IPRC and would not be able to participate even if all accommodations were provided;
- Students who have not yet acquired the reading and writing skills appropriate for Grade 9; and,
- Students who are unable to write due to illness, injury or other extenuating circumstances.

Exemptions

A student must have an IEP that clearly indicates he or she is not working towards a secondary school diploma in order to be exempted from writing the OSSLT. The principal, in consultation with the parent(s)/guardian(s) and student, will make all decisions regarding exemptions.

Ontario Secondary School Literacy Course (OSSLC)

The OSSLC has been developed to provide students who have been unsuccessful on the OSSLT with intensive support and an alternative means of demonstrating the required reading and writing competencies. A student, at the principal's discretion, may enroll in the OSSLC before he or she has had a second opportunity to write the test.

Successful completion of this course at either the Grade 11 level (OLC30) or Grade 12 level (OLC40) will enable students to satisfy the literacy requirement for graduation and may be used to meet the compulsory requirement for English at that grade level (as well as the Group 1 requirement). Course expectations cannot be modified but accommodations may be made for students who have IEPs to strengthen students' reading and writing skills.

Students who are receiving special education programs or services, and have an IEP documenting required accommodations when taking the OSSLT, may be eligible to enroll directly in the OSSLC without having failed the OSSLT at least once if, owing to unforeseen circumstances, these accommodations were not available on the day the OSSLT is administered. In such cases, the student must have been present to take the test, but the required accommodations, or a reasonable alternative to them, were unavailable to the student during the whole test or part of the test. A student cannot be granted credit for the OSSLC through the PLAR process (see PLAR page 18).

Adjudication Process

A board adjudication panel is established at the end of the school year to provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate in June but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC, owing to unforeseen circumstances. Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT. For more information on the OSSLC, go to the [Ministry of Education's](#) website.

Ontario Secondary School Certificate (OSSC)

The OSSC will be granted on request to students who leave school before earning the Ontario Secondary School Diploma (OSSD) and who have earned a minimum of 14 credits, seven of which satisfy the compulsory credit requirements.

| Compulsory Credits (total of seven) | Optional Credits (total of seven) |
|---|--|
| two credits in English | seven credits selected by the student from available courses |
| one credit in Canadian geography OR history | |
| one credit in mathematics | |
| one credit in science | |
| one credit in health and physical education | |
| one credit in the arts, technological education or computer studies | |

Note: Students who are not pursuing the OSSD are not required to complete Community Involvement Hours or pass the OSSLT.

Ontario Secondary School Certificate of Accomplishment (COA)

Students who leave school before fulfilling the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment (COA). This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new COA.

Guidance

The Guidance/Student Services Department in each high school provides the following services:

- counselling students in planning for graduation and beyond;
- assisting students with course selections for day school, summer school, night school and elearning;
- supporting new students, English Language Learners, exchange and international students;
- processing timetable and pathway changes;
- instruction and support for on-line application to post-secondary institutions;
- managing student transcript requests;
- maintaining Ontario Student Records (OSRs);
- counselling – social/emotional;
- liaison with post-secondary institutions;
- community agency referrals;
- supporting post-secondary school pathway planning for students and parents;
- providing information about alternative learning opportunities; and,
- facilitating Individual Pathway Plan (IPP) activities with all students, individually or through groups, to discuss education and career/life planning.

Did you know...

School websites have a wealth of resources and quick links to support students and their search for services and pathway information?

Full Disclosure for Grade 11 and 12 Courses

The Ministry of Education has a policy of full disclosure. This policy states that all Grade 11 and 12 courses attempted by students must be recorded on the Ontario Student Transcript. Full disclosure does not apply to students in Grades 9 or 10 or for ESL/ESD courses. Any Grade 11 or Grade 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the program. If a student repeats a course previously attempted successfully, both courses and marks will appear on the transcript. Credits are earned only on the first successful attempt. Full disclosure will take effect five instructional days following the distribution of the November and April mid-semester report cards.

Study Periods in Secondary

Students entering Grade 12 typically have earned 24 credits prior to granting a study period, to ensure they are on track to graduate in 4 years; however, there are mitigating circumstances where students may be granted a study period with fewer than 24 credits.

Grade 11 (or younger) students may also be granted a study period under the following circumstances:

- They have an Individual Education Plan (IEP) or medical plan that supports a reduced timetable;
- They have reached ahead in summer school, e-learning (or other alternative programming) and are on track or ahead of track to achieve 24 credits by Grade 12 without a full timetable in Grade 11;
- They are involved in external, extra-curricular activities that require early or late admission to school (e.g. music, sports, etc.);
- A School administrator, in consultation with parents/guardians, determines that a reduced timetable is appropriate and in the best interest of the student;

Other mitigating circumstances will be considered on a case-by-case basis.

In all cases, parents and guardians must complete a Course Drop/Change Form which can be found in the school Guidance Office.

Please note: Grade 12 students primarily have 24 credits by the end of Grade 11; however, students entering Grade 12 with 22 credits are technically on track to graduate.

34 Credit Threshold

34 Credit Threshold FAQs

The Ontario Ministry of Education encourages students to earn their high school diploma in four years whenever possible and as such is trying to shift the culture in our schools to encourage students to graduate and move on to the next stage in their lives after four years. Starting in September 2013 schools will work to provide students with the resources to plan for high school completion before they attain 34 credits.

The Ontario Student Record (OSR)

Recording and Reporting Procedures

The OSR is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. Completed Elementary Progress Report Cards (all pages) and elementary and secondary provincial report cards (all pages), and/or exact copies of them, will be placed in the OSR for each reporting period. The OSR may also contain other information important to the education of the student. Students and their parents may examine the contents of the OSR. The Education Act and Freedom of Information legislation protects these records.



Ontario Student Transcript (OST)

Recording and Reporting Procedures

The OST is a cumulative and continuous record of:

- a student's successful completion of Grade 9 and 10 courses;
- all the student's attempts, successful and unsuccessful, at completing Grade 11 and 12 courses; and,
- the student's completion of other diploma requirements.

A current, accurate and complete copy of the OST will be included within the student's OSR.

Did you know...

College applicants can request a transcript electronically through the OCAS website. Transcript info available at the [SCDSB website](#).

School Procedures Related to Course Changes

Students wishing to change a course should consult with a guidance/student services counsellor to review the procedure for changing a course on a current or future timetable.

Assessment and Evaluation

According to Growing Success, the primary purpose of assessment and evaluation is to improve student learning. Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence increases the reliability and validity of the evaluation of student learning.

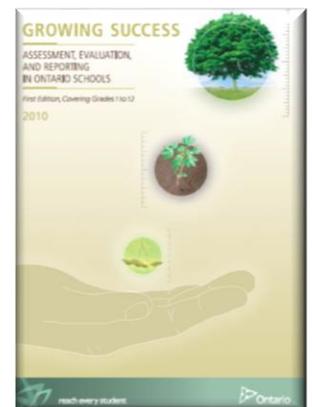
Determining a report card grade will involve teachers' professional judgment and interpretation of evidence and should reflect the student's most consistent level of achievement, with special consideration given to more recent evidence.

70%

of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. This means marks are no longer calculated based on the average achievement of a student.

30%

of the grade will be based on a final evaluation administered at or towards the end of the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course.



Evaluation and examination policies are available at each of the individual secondary schools; consult your school's administration team for more information.

Student Achievement Levels

| Percentage Mark | Achievement of the Provincial Curriculum Expectations |
|-----------------|--|
| 80–100% | The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4) |
| 70–79% | The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3) |
| 60–69% | The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. (Level 2) |
| 50–59% | The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1) |
| Below 50 | The student has not demonstrated the required knowledge and skills. Extensive remediation is required. |

Assessment and evaluation is guided by the Ministry of Education’s [Growing Success](#) policy document. Student achievement will be communicated formally to parents by means of the Provincial Report Card, Grades 9 – 12. Information about student reporting, along with yearly communication timelines can be found on the [‘Programs’ page of the board website](#). The levels of achievement are associated with percentage grades, and are defined as follows:

Level 3 (70–79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

Learning Skills and Work Habits

The development of learning skills and work habits is an integral part of a student’s learning. Habits needed to succeed in school and in life begin early in a child’s schooling. As students move through the grades, they develop and then consolidate their learning skills and work habits in preparation for postsecondary education and the world of work. These learning skills and work habits also align closely with the goals and areas of learning of the guidance and career education program (outlined in the policy document Choices Into Action 1999). Identified in the chart below are the learning skills and work habits that are the result of the Ministry of Education’s research and findings about the skills students need to develop in order to live and work in the 21st century.

| | |
|------------------|---|
| Responsibility | <ul style="list-style-type: none"> fulfils responsibilities and commitments within the learning environment; completes and submits class work, homework, and assignments according to agreed-upon timelines; takes responsibility for and manages own behaviour. |
| Organization | <ul style="list-style-type: none"> devises and follows a plan and process for completing work and tasks; establishes priorities and manages time to complete tasks and achieve goals; identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. |
| Independent Work | <ul style="list-style-type: none"> independently monitors, assesses, and revises plans to complete tasks and meet goals; uses class time appropriately to complete tasks; follows instructions with minimal supervision. |
| Collaboration | <ul style="list-style-type: none"> accepts various roles and an equitable share of work in a group; responds positively to the ideas, opinions, values, and traditions of others; builds healthy peer-to-peer relationships through personal and media-assisted interactions; works with others to resolve conflicts and build consensus to achieve group goals; shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions. |
| Initiative | <ul style="list-style-type: none"> looks for and acts on new ideas and opportunities for learning; demonstrates the capacity for innovation and a willingness to take risks; demonstrates curiosity and interest in learning; approaches new tasks with a positive attitude; recognizes and advocates appropriately for the rights of self and others. |
| Self-regulation | <ul style="list-style-type: none"> sets own individual goals and monitors progress towards achieving them; seeks clarification or assistance when needed; assesses and reflects critically on own strengths, needs, and interests; identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; perseveres and makes an effort when responding to challenges. |

Number of Terms and Reporting Periods

All secondary schools in Simcoe County follow a semester system with two terms in each semester. Reporting requirements include a semester progress report, a mid-semester, and end of semester reports. Current school year reporting dates are provided on the [SCDSB website under Programs](#).

Courses Offered in the School

Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the principal of a secondary school on behalf of the Minister of Education.

Types of Courses

Four types of courses are offered in Grade 9 and 10:

Applied courses lead to college and workplace courses.

Academic courses lead to university/college and university courses in senior grades.

Locally Developed courses may be offered for students who are working below grade level. These courses are intended to enable students to gain the necessary skills required to be successful in applied and workplace level courses. Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. Students who need additional support in academic core subjects (English, mathematics, science and history) may count up to 7 Locally Developed courses as compulsory courses in Grades 9 and 10.

Open courses are designed to prepare students for further study in certain subjects and to enrich their education generally.

In Grade 11 and 12, courses are offered to prepare students for their post-secondary destinations:

College preparation courses prepare students for college programs and related careers. Many apprenticeships require college level courses as a minimum.

University preparation courses are designed to equip students with the knowledge and skills they need for entrance to university.

University/College preparation courses are designed to equip students for entrance to university and college programs.

Workplace preparation courses prepare students for direct entry into the workplace or admission to some apprenticeship programs and other training programs.

Open courses are appropriate for all students and are not linked to any specific postsecondary destination.

Students are encouraged to review the pathway charts within their school program calendar or the pathway options available within myBlueprint and their Individual Pathway, in consultation with their guidance/student services counsellor and their parents in order to change pathways within any particular area of study.

Substitutions for Compulsory Courses

To meet individual students' needs, principals may replace up to three compulsory courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Each substitution will be noted on the student's OST. If a parent or an adult student (a student who is eighteen years of age or older) requests a substitution the principal will determine whether the substitution should be made. Contact your school's guidance department or special education department to learn more about requesting a substitution as there are limitations as set out by the [Ontario Schools Kindergarten to Grade 12](#) policy document.

Student Success Initiatives include but are not limited to:

- Credit Rescue and Credit Recovery Programs
- Children and Youth in Care, school leaders working to support students with Crown Ward status
- Differentiated Instruction
- Education and Career/Life Planning (myBlueprint, Ontario Skills Passport)
- Equity and Inclusive Education
- Expansion of Cooperative Education
- First Nations, Métis and Inuit Initiatives
- Literacy/Mathematics Leading Learning Success
- Ontario Youth Apprenticeship Program (OYAP)
- Re-engagement Initiatives (PASS)
- Resiliency and Grit Development
- School-College-Work Initiative (SCWI) (Dual Credits, Activities, and Forums)
- Specialist High Skills Major (SHSM)
- Student Success Teachers in Elementary and Secondary
- Student Voice Initiatives
- Transitions to secondary and post-secondary

Credit Recovery

Students who were unsuccessful in gaining a credit at the end of the semester may be eligible to earn the credit through credit recovery. Students and/or their parents are encouraged to contact the student success teacher at their school for more details.

The assessment and evaluation of credit recovery, like all other courses, must follow all of the assessment and evaluation guidelines outlined in [Growing Success](#).

As such, we must ensure that grades are calculated using 70% term work and 30% summative assessment. The term work may be determined by one of the two options indicated below:



Option One

- The final grade may be based solely on the student's performance in the credit recovery program.

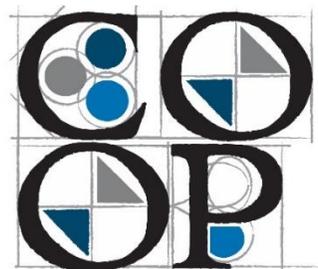
Option Two

- Where the credit recovery team has determined that the results of previous evaluation will be recognized towards credit recovery, the final grade may be determined by merging the percentage marks that the student received for the successful achievement of course expectations in the original course (as provided by the subject teacher and evidenced on the credit recovery profile) and the percentage marks determined through evaluation conducted during the credit recovery program.

Cooperative Education and Other Forms of Experiential Learning

Cooperative education is a program that allows students to earn secondary school credits while completing a work placement in the community. The cooperative education course consists of a classroom component and a placement component. The classroom component includes pre-placement instruction, which prepares students for the workplace, and classroom sessions held at various times during and after the placement to provide opportunities for students to reflect on and reinforce their learning in the workplace. A suitable workplace learning environment is selected by the teacher, in consultation with the student, according to the student's career interest and the related courses that the student has studied in school. The work placement is monitored by a

get more from



cooperative education teacher and a Personalized Placement Learning Plan (PPLP) is developed, which shows how the student's related curriculum course is being applied at his or her co-op placement.

Work experience is a component of a credit course that provides students with a learning opportunity in the workplace for a limited period of time – from one to four weeks.

Student Accident Insurance: Most students are covered under Workplace Safety & Insurance Board (WSIB) provided by the Ministry of Education while at their cooperative education placement. This coverage is provided for the total amount of time the student is at the placement to complete their credit requirements, as long as all required parties have signed a Work Education Agreement (WEA). It is strongly recommended that consideration should be given to additional 'Student Accident Insurance' coverage. For more information please visit: www.insuremykids.com.

Please visit the [SCDSB website](#) for more information on Cooperative Education and other forms of Experiential Learning.

Dual Credit Programs



Dual credits give selected senior students the opportunity to sample post-secondary education, work in college labs, experience the college environment and build self-confidence. Students take a college level credit delivered by college faculty. If successful, they are granted both a college credit and a secondary school credit. Students may earn up to four dual credits to count towards optional credits for their OSSD. School-Within-A-College (SWAC) programs are now fully implemented on the South Georgian Bay and Barrie campuses of Georgian College. For more information, contact your school's Guidance or Student Success Department or go to the SCDSBs website under [Students](#).

Did you know...

Dual Credits count as an SHSM Gr.12 MAJOR credit and a reach ahead experience!

Did you know... that 96% of students successfully pass their college course?



Ontario Youth Apprenticeship Program (OYAP)

Did you know...

100% of OYAP apprentices graduated with an OSSD and a head start in their career!

For secondary school students who may be considering a future in an apprenticeship trade, a number of opportunities are available that allow them not only to “test drive” their occupation of choice, but also to complete their apprenticeship in less time than required for those who follow the traditional route.

OYAP is a school-to-work transition program which promotes student success by opening the door for students to explore and work in apprenticeship occupations.

OYAP, which is available in all SCDSB secondary schools through the Cooperative Education program, provides students with the opportunity to become registered **apprentices** and work towards becoming certified **journeypersons** in a skilled trade while completing the requirements for their OSSD.

To be eligible for OYAP, students must:

- be enrolled full-time in a secondary school;
- be working towards an OSSD;
- be enrolled in a cooperative education program;
- have a placement in a trade with an employer who is willing and able to provide apprenticeship training;
- have successfully completed 16 credits; and,
- be at least 16 years of age.

Students returning for a fifth year of secondary school and adult students who are working towards an OSSD are also eligible, under the same conditions as listed above.

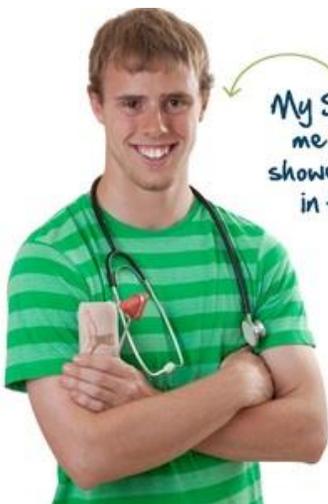
Students considering OYAP may also be concurrently enrolled in a:

- Specialist High Skills Major program;
- Level 1 apprenticeship dual credit program;
- Technological education course.

For more information, please visit the www.oyap.com.



Specialist High Skills Major (SHSM)



A **SHSM** is a specialized program approved by the Ministry of Education that provides students with courses and activities that focus on a specific work-related sector. A SHSM enables students to customize their high school experience to suit their interests and talents and prepare for a successful post-secondary transition to apprenticeship training, college, university, or employment, while meeting the requirements of the OSSD. The major enables students to gain the sector-identified preparatory credits, skills and knowledge,

and make informed career decisions. This makes the learning environment more engaging for students, focuses them on graduation and prepares them to pursue their career goals. Information about SHSM opportunities at SCDSB secondary schools can be found at mySHSM.ca.

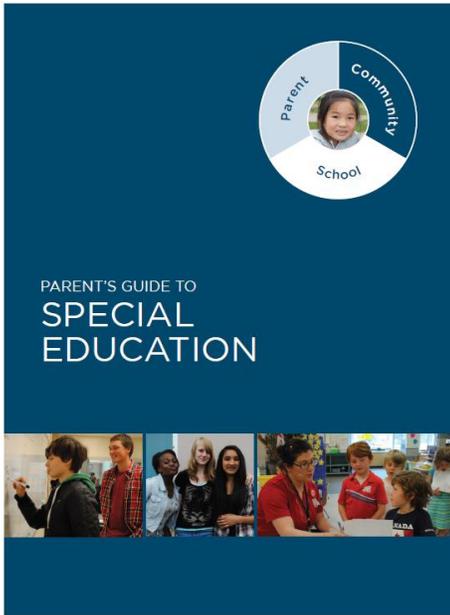
Did you know...

96% of students are successful in all of their courses when they are participating in SHSM!

Plan your future today, visit:

mySHSM.ca

Special Education



Programs Available to Students with Special Education Needs

"Every student can learn, just not on the same day, or the same way."

George Evans

The SCDSB is committed to working with parents/guardians and communities to support all SCDSB students reach their full potential. The SCDSB provides special education supports and services to students with special needs. There are special education teachers at every school. In addition, there are some specialized county classes for students who require significant changes to curriculum to meet their needs. Students who are identified as requiring this level of specialized support are transported to a school which has the county class.

The Parent's Guide to Special Education (linked at left) provides information about special education programs that support students in meeting their personal education pathway goals.

Information on the topics below are provided within the Parent's Guide to Special Education or can be found on the SCDSB website under Programs and [Special Education](#). For further information contact the Special Education Department at your secondary school.

Special Education 

[Strengths and Needs Committee](#)

[The Individual Education Plan \(IEP\)](#)

[Safety Plans](#)

[Identification, Placement and Review Committee \(IPRC\)](#)

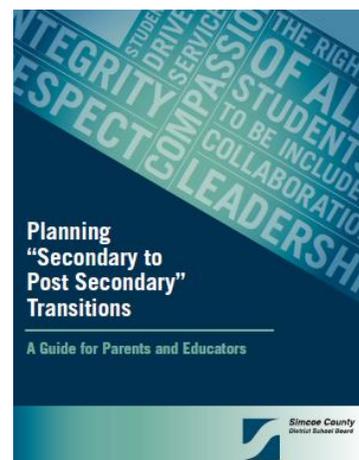
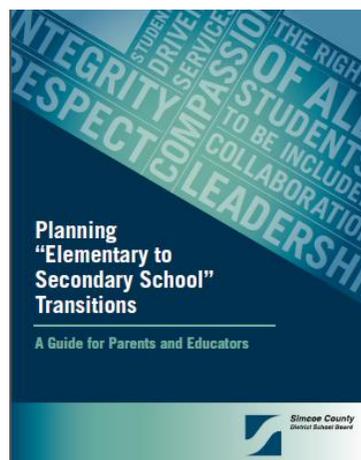
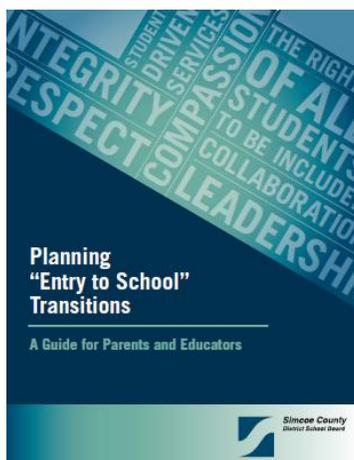
[Categories of Exceptionalities and Descriptions](#)

[Placement Options](#)

[Special Equipment Amount](#)

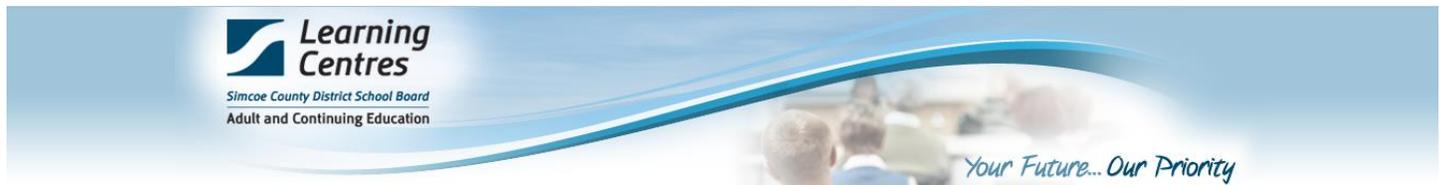
[Special Education Supports](#)

[Transition Planning](#)



[Glossary of Acronyms](#)

Alternative Programming



1. Adult and Continuing Education

Adult Education

Day school programming provides opportunities to those students 18 years of age or older with a desire to upgrade and/or earn credits toward the completion of their OSSD. There are six Learning Centres located throughout Simcoe County which support this educational pathway. See your guidance counsellor for further details or go to the SCDSB website for [The Learning Centres](#).

Continuing Education

Night School: The opportunity to take credit courses through night school is offered at the Barrie Learning Centre through a hybrid model of 1 evening in-school and 1 night online via eLearning. See your guidance counsellor for further details or go to SCDSBs website for [The Learning Centres](#).



Summer School: Summer school is designed to support students who wish to upgrade a mark or obtain a reach ahead credit and is delivered at various locations throughout the county. See your guidance counsellor for further details or go to the SCDSBs website for [The Learning Centres](#).

SCDSB Correspondence Courses

The [Learning Centres of Adult and Continuing Education](#) offer secondary credit courses for individuals who wish to work independently toward the OSSD. These courses are available to students who are 18 years of age and over and who are part-time enrolled or who are out of school completely. For more information contact the local Learning Centre or go to the SCDSBs website for [The Learning Centres](#). Please note fees may be applicable.

2. Alternative Education



The Simcoe Alternative Secondary School has a number of campuses throughout Simcoe County. The programs at each campus vary slightly but are designed for students (Grade 11 and 12) who have difficulty coping with a large school setting, and who may benefit from the small class sizes, flexibility, shorter school day, and close relationships with teachers. Call the school at 705-728-7601 for more information or go to the [SCDSB website](#) at Students, Secondary Program Info, and [Alternative Secondary School](#).

3. Advanced Placement (AP)

AP provides secondary students with an opportunity for learning that goes beyond the Ontario Curriculum, allowing them to experience university level programming while still in high school. AP courses offer enriched, intensive study in one or more subjects. Students develop content mastery and critical thinking skills expected of university students, and AP courses facilitate the acquisition of knowledge and skills that are equivalent to a first year university course. Many Canadian and International universities recognize AP standing for first year study in specific courses. AP exams are developed and administrated by the College Board in New Jersey, U.S.A. and are written in May of each year. For more information about AP, contact your school's Guidance department.

AP Scholars



4. eLearning

The SCDSB offers a variety of senior level courses through elearning. Online eLearning courses meet the Ministry of Education standards, are taught by certified Ontario teachers and count as credits towards the OSSD. Students wishing to take eLearning courses are expected to work collaboratively with their school's Guidance department to learn about course availability, online learning requirements and registration requirements. Further information is available through school Guidance departments, the [SCDSB website](#), or at [eLearning Ontario](#).



5. Extended French

The SCDSB offers Extended French as a Second Language (EFSL) at 9 secondary schools and is a continuation from the EFSL program in the elementary panel. By completing four courses in French Language Arts (one at each grade level), one course in la Géographie, one course in l'Histoire and an additional Gr 11 EFSL course (at principal's discretion), students have an opportunity to develop highly proficient communication skills in the French language. Once students have earned all 7 EFSL courses, they will receive a certificate of completion from their secondary school. Students that enroll in the secondary EFSL program, who have not completed the EFSL elementary program, will be assessed by central SCDSB staff to determine their level of proficiency in French language communication. This assessment will occur prior to registration.

DELFF

The **Diplôme d'études en langue française** (DELFF) is an optional French proficiency assessment for students who are enrolled in a Grade 12 Core French or EFSL course. It is intended to enrich the student's professional portfolio. It is based on the Common European Framework of Reference (CEFR) which defines language proficiency along six global levels: A1, A2, B1, B2, C1, and C2. The DELFF assessment measures proficiency and validates the student's skills in the four language strands: listening, speaking, reading and writing. This certificate is an official document awarded by the Ministry of Education in France that is valid for life and is recognized internationally. (<http://delf-dalf.ambafrance-ca.org/>)



6. First Nation, Métis, and Inuit students - Seventh Fire Program



Seventh Fire is an alternative First Nation, Métis, and Inuit secondary program of the Georgian Bay Native Friendship Centre (GBNFC) and Georgian Bay District Secondary School (GBDSS). It is located off-site at the GBNFC. With the guidance of the GBNFC Board of Directors and SCDSB staff, the program has been designed to meet the

diverse learning needs of the students. The transitional nature of the program enables students to become re-engaged and return to GBDSS. The academic program is provided by the staff of Georgian Bay District Secondary School, with cultural support provided by a member of the Indigenous education team.

7. Independent Study

A student may work towards a credit through independent study. A teacher is responsible for assigning course components, suggesting resources and assessing the student's achievement. The total work involved must be equivalent to that expected in the time scheduled for the course.

8. Ministry Approved Credits for Programs Taken Outside of the School

Specified music certificates may be accepted for credits. A maximum of one Grade 11 university/college preparation and one Grade 12 university/college preparation music credit may be awarded towards the OSSD with the successful completion of specific programs. Please contact your Student Services/Guidance Department for more information.



THE ROYAL CONSERVATORY OF MUSIC

9. Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Students may have their knowledge and skills evaluated against the expectations outlined in provincial policy documents in order to earn credits towards the secondary school diploma.

The PLAR process involves two components: “challenge and equivalency”. The “challenge” process is the process whereby a student’s prior learning is assessed for the purpose of granting credit for a Grade 10, 11, or 12 course. The “equivalency” process is the process of assessing credentials from other jurisdictions. Contact your school’s Guidance Department regarding the application process.

10. Private Study

Students may be permitted to take one or more courses through private study when the student is deemed to have valid reasons for not attending classes or the school does not offer the course. The school must be willing to monitor the student’s progress and evaluate the student’s work. Independent Learning Centre (ILC) courses may form part of the private study program.

