

# Secondary School Program and Course Calendar 2012-13

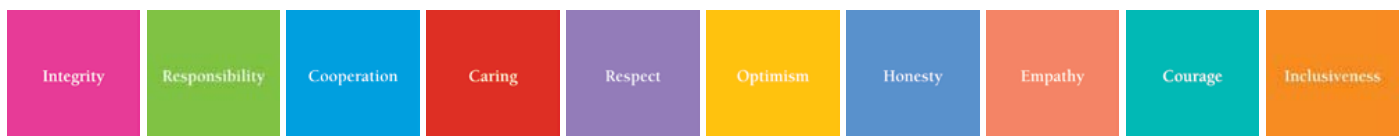
We believe in the importance and value of planning a multi-year plan together with parents, students and staff to ensure that every learner reaches his or her full potential to become a responsible and contributing member of our ever-changing global society. The purpose of SCDSB's plan, "The Simcoe Path", is to deliver exceptional public education services to Simcoe County's students and to support Simcoe County's students in achieving their highest potential while they prepare for 21<sup>st</sup> century challenges and opportunities. For more information, go to [Simcoe County District School Board's website – SCDSB Multi-Year Plan: \*The Simcoe Path: Your Future...Our Priority\*](#).

The Simcoe County District School Board 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.

Detailed school course calendars can be accessed by selecting the school link to your secondary school below.

## LINKS TO SECONDARY SCHOOL WEBSITES

1. [Banting Memorial High School](#)
2. [Barrie Central Collegiate Institute](#)
3. [Barrie North Collegiate Institute](#)
4. [Bear Creek Secondary School](#)
5. [Bradford District High School](#)
6. [Collingwood Collegiate Institute](#)
7. [Eastview Secondary School](#)
8. [Elmvale District High School](#)
9. [Innisdale Secondary School](#)
10. [Midland Secondary School](#)
11. [Nantyr Shores Secondary School](#)
12. [Nottawasaga Pines Secondary School](#)
13. [Orillia District Collegiate and Vocational Institute](#)
14. [Park Street Collegiate Institute](#)
15. [Penetang Secondary School](#)
16. [Stayner Collegiate Institute](#)
17. [Twin Lakes Secondary School](#)



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# ROLES AND RESPONSIBILITIES

## Students

The Ontario secondary school program is designed to equip 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, to 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 opportunities and support that is relevant to society's needs and expectations.

Students will:

- demonstrate their knowledge and skills and learn to monitor their personal progress;
- demonstrate their achievement of the curriculum expectations based on timelines established with their teachers, knowing that there are consequences for cheating, plagiarizing, not completing work and submitting work late (refer to SCDSB Program Policy 4181 for [Cheating and plagiarism](#) along with 4107 [Late and missed assignments](#));
- be responsible for their active engagement in learning and assessment activities; and
- complete the Individual Pathway Plan (IPP) goal setting as outlined by their school to plan for future education and career planning.

## Parents/Guardians

Parents/Guardians 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.

The secondary school program is designed so that students can meet the diploma requirements. Courses are offered in ways to ensure that the students' education is relevant both to 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 destinations.

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.

The secondary school program includes a guidance and career education program designed to encourage and help students to learn about career opportunities. This support is intended to help each student 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 Simcoe County District School Board's 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 "Parent's Corner" on the Simcoe County District School Board (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
- 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 Ontario Secondary School Diploma:

- 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.
- 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 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 course calendar.

## Community Involvement

Students must complete 40 hours of community involvement. Effective July 1, 2011, students will be able to 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 SCDSB’s link under “Student Street” and select [Community Involvement](#).

## **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 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 Ontario Secondary School Literacy Test**

### ***Accommodations***

A student who is receiving a special education program or service and who has an Individual Education Plan (IEP) will receive the accommodations noted in the IEP that match accommodations permitted by the Education Quality and Accountability Office. 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.

### ***Deferrals***

Deferrals are intended for students who have not yet acquired a level of proficiency in English to successfully complete the OSSLT. This may include students who have been identified as exceptional, or students who have been unsuccessful in achieving the reading and writing skills appropriate for Grade 9. Deferrals may also be granted to students who are unable to write the test during the scheduled administration due to illness, injury or other extenuating circumstances. The principal will determine if a deferral should be granted. Deferred students are expected to write the OSSLT during its next administration.

### ***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 Ontario Secondary School Literacy Course 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. Students who have had the opportunity to write the OSSLT at least once and who have been unsuccessful are eligible to take the OSSLC.

Successful completion of this course at either the Grade 11 level (OLC 30) or Grade 12 level (OLC 40) 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 an IEP 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 below).

## 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 Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma 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 are not required to complete Community Involvement Hours or pass the OSSLT.

## ONTARIO SECONDARY SCHOOL CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. 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 Certificate of Accomplishment.

## 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, night school, summer school;
- supporting new students, English Language Learners, exchange students;
- processing timetable changes;
- instruction in on-line application to post-secondary institutions;
- preparing student transcripts;
- maintaining Ontario Student Records (OSRs);
- counselling – social/emotional;
- liaison with post-secondary institutions;
- community agency referrals;
- preparing the course calendars;
- maintaining post-secondary school information and career files;
- providing information about alternative learning opportunities locally and online through e-learning; and
- conducting group guidance sessions with all students to discuss education and career planning.

### 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 Ontario Student Transcripts. 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 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.

### The Ontario Student Record (OSR): Recording and Reporting Procedures

The Ontario Student Record 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 Ontario Student Transcript (OST) is a cumulative and continuous record of:

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

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

### School Procedures Related to Course Changes

Students wishing to change a course should consult with their guidance counsellor.

## ASSESSMENT AND EVALUATION

Ontario, like a number of other jurisdictions, has moved from norm-referenced to criterion-referenced assessment and evaluation. This means that teachers assess and evaluate student work with reference to established criteria for four levels of achievement that are standard across the province, rather than by comparison with work done by other students.

Students will be evaluated based on the provincial curriculum expectations and achievement levels outlined in the secondary curriculum policy documents. The final grade is determined as follows:

- **Seventy per cent** 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.
- **Thirty per cent** 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.

### Student Achievement Levels

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. The levels of achievement are associated with percentage grades, and are defined as follows:

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.

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). The following learning skills and work habits have been determined by the Ontario Ministry of Education as it has drawn on its own research findings from Human Resources and Skills Development Canada (HRSDC) and the Conference Board of Canada to develop the Ontario Skills Passport(OSP)

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-regulation

## Number of terms and reporting periods

All secondary schools in Simcoe County follow a semester system with two reporting periods in each semester.

# 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:

- **Academic** courses lead to university/college and university courses in senior grades.
- **Applied courses** lead to college and workplace courses.
- **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 6 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:

- **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;
- **College preparation courses** prepare students for college programs and related careers. Many apprenticeships require College level courses as a minimum;
- **Workplace courses** prepare students for direct entry into the workplace or admission to some apprenticeship programs and other training programs; and
- **Open courses** are appropriate for all students and are not linked to any specific postsecondary destination.

## 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 Ontario Student Transcript.

## Prerequisite Requirements

Prerequisites are identified in each Ministry curriculum document. If a parent/guardian or adult student requests that a prerequisite be waived, the principal will decide, after consulting with the parent or adult student and appropriate school staff, whether or not a prerequisite will be waived.

## COURSE CODING SYSTEM

The course code consists of a course title and a six character code. The Ministry of Education designates the first five characters. The sixth character is determined by the board.

Code Characters	Explanation	Example - ENG 1 D I
1 <sup>st</sup> , 2 <sup>nd</sup> , and 3 <sup>rd</sup>	Subject discipline of the course in letters	"ENG" English
4 <sup>th</sup>	Grade level as a number * "1" grade 9                      "3" grade 11 "2" grade 10                    "4" grade 12	"1" Grade 9 or first year
5 <sup>th</sup>	Type of course as a letter "D" Academic "P" Applied "L" Locally Developed "O" Open	"D" Academic course
6 <sup>th</sup>	Board designated character that indicates credit value or may be used to differentiate between courses with similar codes	one credit this 6 <sup>th</sup> character is designated by the board

\* In the case of an International Language course, the fourth character refers to the level of proficiency.

## STUDENT SUCCESS

The Ministry of Education Student Success initiative ensures support for all students in our schools. The focus of the support is to improve students' literacy and numeracy skills, and to ensure a smooth transition from Grade 8 to 9 and then from secondary school to the workplace directly or via Apprenticeship, University, or College. All secondary schools in the Simcoe County District School Board have a full-time teacher dedicated to ensuring student success. The Student Success teacher works with school staff, parents and the community to ensure that students have every opportunity to earn the necessary credits to graduate, and are on an appropriate career pathway.

Secondary schools in the SCDSB offer Student Success programs which include, but are not limited to: credit recovery, expanded cooperative education, dual credits, specialist high skills majors, education and career planning, as well as transition programs for students as they enter and graduate from secondary school. Incorporating differentiated instructional methods, as well as responding to the student voice, are all key success initiatives that are helping our schools improve educational outcomes for all students.

To learn more about what each school is doing to support all students, contact your Student Services/Guidance Department. For more information about what is happening in Ontario's high schools, visit SCDSB's website, select Student Street and click on [Student Success](#).

### 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.

### 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 15 to 20 hours of pre-placement instruction, which prepares students for the workplace, and classroom sessions held at various times during and after the placement provide opportunities for students to reflect on and reinforce their learning in the workplace. A suitable workplace learning environment is selected

by the teacher and 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 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.

For more information on Cooperative Education and other forms of experiential learning, go to SCDSB's link to [Student Success](#) under "Student Street".

## Dual Credit Programs

Dual credits give selected students the opportunity to sample post-secondary education, work in college labs, experience a new 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. For more information, contact your school's Guidance or Student Success Department or go to the SCDSB's link to [Student Success](#) under "Student Street".

## Ontario Youth Apprenticeship Program

The Ontario Youth Apprenticeship Program (OYAP) provides students with an opportunity to gain apprenticeship training while completing the credits required for their high school diploma. OYAP students will spend a portion of their senior years in the workplace, through cooperative education, learning the skills of a particular trade and may become registered as apprentices to their employer. Students begin accumulating hours required for their apprenticeship and will also be put on the waiting list for trade school once they are registered into the program. There are over 150 trades involved in apprenticeship in Ontario.

OYAP is available to full-time students who have a minimum of 16 credits and are at least 16 years of age. Specific programs may have additional academic requirements. For more information, please go to the [OYAP website](#) for Simcoe County District School Board.

## Specialist High Skills Major (SHSM)

A Specialist High Skills Major (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 Specialist High Skills Major 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 Ontario Secondary School Diploma (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. A student may exit the SHSM before completion without jeopardizing progress towards the OSSD, retaining credits and certifications earned up to that point. For more information on SHSM programs being offered in the Board, go to SCDSB's link to [Student Success](#) under "Student Street".

# SPECIAL EDUCATION

## Programs Available to Students with Special Education Needs

The Simcoe County District School Board is committed to providing the most appropriate educational opportunities for all students in an environment that enables all students to reach their goals, some of which are self-defined.

Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect. To accomplish this, a range of programs and services are offered, wherever possible, in neighbourhood schools. First among these programs and services is the student's placement in a regular

class with appropriate special education services to meet his or her needs when this is consistent with parental preference.

While the needs of most students can be met in a regular class, some students require specialized placements. At the secondary level the SCDSB offers four Special Education Class Placements. These are the Secondary Learning Centre, Secondary Life Skills Program, Secondary Gifted Congregated Cluster Program and the Secondary Autism Spectrum Disorder (ASD)/Pervasive Developmental Disorder (PDD) Program.

## **The Individual Education Plan (IEP)**

The IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs. An IEP is developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC). In addition, an IEP may be developed for a student who has not been formally identified as exceptional, but who requires a special education program and/or services.

## **Modifications and Accommodations**

Students may require specific interventions in school courses in order to achieve academic success. Accommodations and modifications are two interventions that may be implemented. Program modifications involve changes to the grade-level expectations in the Ontario curriculum, and therefore modify the course material. This may include a reduction in course material or a shift in course level to support learning. Accommodations are supports or services that will help the student access the curriculum and demonstrate learning. Examples of accommodations include extra-time, oral assessment, or preferential seating.

## **Non-Credit Courses**

Courses that consist of alternative expectations, which are set out in the student's IEP, are non-credit courses. Students' achievement in such courses will be assessed and their progress recorded on the Provincial Report Card, Grades 9 – 12, and on the Ontario Student Transcript. These types of courses will have course codes starting with the letter *K*.

Please check with your school's Special Education Department for details of programs available and locations.

## **Secondary Learning Centre**

The Secondary Learning Centre is a placement for students who require direct instruction in literacy and numeracy from a Special Education Resource Teacher. The programs in literacy and numeracy in the Secondary Learning Centre use expectations from the Ontario curriculum. Students access the Learning Centre class for one or two periods a day and can be integrated into Locally Developed or open courses, either modified or for credit, for the remainder of their day.

## **Secondary Life Skills Program**

A student should only be considered for placement in a Secondary Life Skills Class after the receiving school has considered all possible resources and options to meet the educational needs of the student in the Secondary Learning Centre or the regular program.

The Life Skills Program provides intensive programming and support in the areas of basic literacy and numeracy, communication, self help, social skills, vocational training and community awareness for secondary-aged students with developmental delays.

The overall goal of the program is to prepare students for increased independence upon graduation and to provide support in assisting the student to transition to post-secondary activities.

## Secondary Autism Spectrum Disorder (ASD)/Pervasive Developmental Disorder (PDD)

A student should only be considered for placement in a secondary ASD/PDD Program if they require a structured environment that provides intensive programming and support for students with a diagnosis of Autism and significant needs in the areas of communication, self-regulation, social skills, self-help, community awareness and academics.

The overall goal of the program is to increase communication skills, daily living skills, and independence while providing support in assisting the student to transition to post-secondary activities.

## Gifted Congregated Clustered Program

This program is designed to meet the academic and social needs of gifted students who require an intellectual peer group and focused subject challenges beyond that available in an academic program. Gifted students will be grouped within sections of core courses at the academic level (Grade 9 – English, Mathematics, Science, Geography; Grade 10 – English, Mathematics, Science, History; Grade 11 – English, Mathematics, Grade 12 – English) to facilitate intellectual interchange and focused extensions.

The school's gifted co-ordinator will lead the school team in developing each student's IEP in collaboration and consultation with course teachers, the student and the student's parents.

Please check with your school's Special Education Department for details of programs available and locations.

## Resource and Withdrawal Support

This support is available to students who have been identified as requiring special education support through the Identification, Placement and Review Committee (IPRC) process or through the in-school SNC process. Some students will have a non-credit support period scheduled as one of their periods in their timetable. Other students may access support during their regularly scheduled classes. All support is provided in a small group or on a one-to-one basis. Resources available are as follows:

- assistive technology including text-to-speech, speech-to-text and organizational tools;
- software for skill development;
- print materials for skill development;
- text and concrete materials for re-teaching and practicing concepts; and
- staff assistance with academic courses and life skills development (time management, organization, etc.).

## Special Education Advisory Committee (SEAC)

The Special Education Advisory Committee (SEAC) is responsible to the Simcoe County District School Board for examining, reviewing and making recommendations regarding the provision of special education programs and services. SEAC consists of representatives from associations, the First Nations and three trustees. Meetings are usually held the 3<sup>rd</sup> Monday of each month, 7 – 9 p.m. at the Education Centre. Members of the community are welcome to attend and to observe committee meetings.

## Special Education Report, Policies and Program

The Simcoe County District School Board maintains a Special Education Report for the Provision of Special Education Services. This plan is reviewed and amended as needed to meet the needs of exceptional pupils. A copy of the plan can be viewed at SCDSB's website under "Programs and Services" - [Special Education](#). The Plan outlines the wide range of programs and services for students with special education needs. It is the board's practice to focus on the needs of exceptional students and to create opportunities for these students to develop their individual potential in partnership with parents and guardians in an atmosphere of trust, co-operation and respect.

## The SCDSB Special Education Parent Guide

*The Parents' Guide to Special Education* is part of the Special Education Plan and can be viewed at the above web site. This guide reflects information contained in Regulation 181/98.

## ALTERNATIVE PROGRAMMING

### 1. Aboriginal Education - Seventh Fire Program for First Nation, Métis, and Inuit students

Seventh Fire is an alternative First Nation, Métis, and Inuit secondary program of the Georgian Bay Native Friendship Centre (GBNFC) and Midland Secondary School. 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 Midland Secondary School. The academic program is provided by the staff of Midland Secondary School.

### 2. Adult and Continuing Education

#### (a) Adult Education

Day school programming is focused on adults receiving upgrading and/or credit courses to earn their OSSD. The Adult Day Programs serve students 18 and older through the six Learning Centres located throughout Simcoe County. See your guidance counsellor for further details or go to SCDSB's website for [The Learning Centres](#).

#### (b) Continuing Education

**Night School:** Night school is delivered at various Learning Centres where enrollment is sufficient. Students requiring senior level credits may enroll with the permission of their home school principal/designate.

**Summer School:** Summer school is delivered at various locations throughout the county and is available for students who want to upgrade their mark or for reach-ahead opportunities. Summer programming includes Grade 9 and 10 remedial courses as well as senior full credit courses and cooperative education (based on referral).

#### (c) Correspondence Courses

- (i) The Learning Centres of Adult and Continuing Education offers correspondence courses to students who are 18 and over and out of school. Contact your local Learning Centre for more information.
- (ii) The Independent Learning Centre (ILC) offers secondary school credit courses for individuals who wish to work independently towards the secondary school diploma. Contact your guidance counsellor for information about the Independent Learning Centre Student Guide or go to the [Independent Learning Centre](#) website.

### 3. Alternative Education

Alternative schooling, provided in many of our secondary schools, offers programming for students who have had challenges gaining credits in our regular school programs for a variety of reasons. With high standards for personal responsibility, behaviour and work completion that are expected in all programs, this alternative learning environment provides another opportunity for success and graduation. Contact the Guidance Department in your school to find out the alternative school location in your community.

### 4. e-Learning

The Simcoe County District School Board supports the use of e-Learning for students who, for a variety of reasons, are unable to take some/all of their classes in the regular classroom. Online e-Learning courses meet the Ministry of Education standards, are taught by certified Ontario teachers and count as credits towards the Ontario Secondary School Diploma. There are many courses available across all grade levels to support student success and learning. Students wishing to take e-Learning courses are expected to register at their home school and, working in combination with the school's Guidance department, students will receive information about course availability and online learning requirements. Further information is available through school Guidance departments, [the SCDSB website](#), or at [e-Learning Ontario](#).

## 5. Extended French

Simcoe County District School Board offers Extended French as a Second Language (EFSL) in a number of schools across the county. Credits include four courses in Extended French Language Arts (one at each grade level), two from Canadian World Studies, usually geography in Grade 9 and history in Grade 10, and a Grade 11 course, which is determined by the Principal. When students complete the seven-credit EFSL program, they are awarded an Extended French Certificate, issued by the Simcoe County District School Board. Contact your school's Guidance Department or go to SCDSB's link to [Extended French](#) under "Programs and Services" for more information.

## 6. Independent Study

A teacher may allow a student to work towards a credit through independent study. The 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. Courses delivered through the Independent Learning Centre may form part of independent study.

## 7. Ministry Approved Credits for Programs Taken Outside of the School

Specified music certificates may be accepted for credits. Please contact your Student Services/Guidance Department for more information.

## 8. 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.

## 9. 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. ILC courses may form part of the private study program.