

Introduction to Course Calendar

**For a quick and easy access to all
general information, please click the
bookmarks tab to the left of your screen.**

**Then select a title and the
information will appear.**

GENERAL INFORMATION

INTRODUCTION

The selection of courses and programs in secondary school depends on a partnership between students, parents and the school.

This Course Calendar will assist students and parents in making those important course and program selections. It is important to emphasize, however, that the Course Calendar is not the only source of information. The schools' teachers, guidance counsellors and administrators can provide valuable assistance in all matters related to course selection, program and career planning. Students and parents are encouraged to seek advice and assistance from these professionals.

School option/intention sheets and incidence charts describe what courses are offered at each school and each program area. Students and parents should note that course offerings are subject to enrolment.

This Course Calendar is laid out in three major sections. The first section contains General Information about District School Board of Niagara secondary schools and their services. More specific details may be obtained from each school in the board on these items. The next two sections are set out according to information and requirements for students who enter secondary school in or after September, 1999.

Students who will be in Grade 9, 10, 11 or 12 as of September, 2008 will be subject to the updated diploma requirements of the Ministry of Education, as described in the section for these grades. More details can be found in *Ontario Secondary Schools: Grades 9-12. Program and Diploma Requirements 1999 (OSS)*, copies of which are available from local secondary schools and on the Ministry website at:

<http://www.edu.gov.on.ca>

OVERALL GOALS AND PHILOSOPHY

Our secondary school programs are designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives. The programs are intended to prepare students for further education and work, and to assist them in becoming independent, productive, and responsible members of society. The school system of the District School Board of Niagara has been organized to provide as broad a scope of programs as possible to all students and, at the same time, to deal effectively with the special needs and interests of students. Thus, students in each program area have available to them a variety of programs.

In each geographic area (referred to as a program area), the schools and programs are organized to provide students with opportunities to pursue combinations of Academic, Business, and Technological Studies, as well as courses in the Arts, Family Studies, Physical and Health Education and Guidance and Career Education.

Continuing Education programs are available at several sites throughout the Board. These are described in this Calendar, and current information is published several times throughout the year regarding local offerings.

A number of other programs to serve the special needs of small groups of exceptional students are available throughout the Board.

Further details about any programs are available at each secondary school.



Governor Simcoe

Introduction

STUDENT RESPONSIBILITIES AND THE CODE OF CONDUCT

One of the basic aims of schools is to teach the importance of personal responsibility. An awareness of the value of personal responsibility will help students with their relationships with other people. This in turn will help the community and strengthen the country.

The secondary schools in the District Board offer many opportunities for students to gain more experience and an awareness of the value of personal responsibility.

In accordance with the requirements of the Ministry of Education and in order to provide students and parents with a clear understanding of students' rights and responsibilities within the schools of the District Board, the District School Board of Niagara has developed a policy entitled *School Discipline*. Each secondary school, in turn, has established a Student Code of Conduct in a consultative process with staff, School Council and students. The Code of Conduct outlines the rights and responsibilities of the student at the school he/she attends. It provides clear guidelines for acceptable and unacceptable behaviour for all members of the school community, and it is communicated to all members of the school community (students, teachers, staff and parents).

In addition, each school will have a specific set of procedures for dealing with matters of attendance and student behaviour.

At the beginning of each school year, the Student Code of Conduct, Student Evaluation and Promotion Policy and various other procedures will be discussed with students, and copies of the appropriate policies and procedures provided for parents/guardians.

The District School Board of Niagara's commitment to Student Success requires an equal commitment by students to regular attendance, as regular attendance is directly related to achievement.

EVALUATION OF STUDENT ACHIEVEMENT

Students will be evaluated in a variety of ways, in order to give an accurate picture of what they have learned, and how they have progressed. 70% of a final grade is representative of term work while 30% comes from final summative assessments conducted near the end of a course. Assessment and evaluation will be based on the achievement of the curriculum expectations, as outlined in all courses of study as well as the achievement chart categories and levels.

An evaluation outline for each course in which the student is enrolled is provided at the beginning of the course and copies of these are available to parents/guardians upon request.

Parents will continue to be informed of their child's progress through a regular schedule of report cards. For Grades 9 to 12, a Provincial Report Card will be used to provide information regarding academic progress and learning skills, separately reported in a consistent way throughout all schools. Parents are encouraged to call their school for information or advice on the progress of their child at any time during the school year.

DIPLOMA REQUIREMENTS

THE CREDIT SYSTEM

Students entering Grade 9 will proceed through school at a pace which is governed by their success in each subject. A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. Students accumulate credits each year towards the 30 credits they will require to obtain a diploma.

ONTARIO SECONDARY SCHOOL DIPLOMA REQUIREMENTS

The following requirements must be successfully completed in order to obtain an Ontario Secondary School Diploma (OSSD):

- 30 credits (110 hours each), including 18 compulsory credits and 12 options;
- 40 hours community involvement;
- successful completion of the Ontario Secondary School Literacy Requirement.

COMPULSORY CREDITS

- 4 English (1 per grade)
- 3 Mathematics (1 at the Senior Level)
- 2 Science
- 1 French
- 1 Canadian Geography (Grade 9)
- 1 Canadian History (Grade 10)
- 1 Arts (any of Visual Arts, Music, Drama, Dance)
- 1 Health and Physical Education
- 0.5 Civics
- 0.5 Career Studies
- 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*
- One additional credit in Health and Physical Education, or the Arts or Business Studies, or Cooperative Education*
- One additional credit in Science (Grades 11 or 12) or Technology (Grades 9 - 12), or Cooperative Education*

* **A maximum of 2 credits in Cooperative Education can count as compulsory credits.**

OPTIONAL OR ELECTIVE CREDITS

Students must complete a minimum of 12 elective credits selected from those available and those of specific interest to the student and their individual goals for career and future educational programs. These will be selected with the assistance of parents, guidance counsellors, teachers and administrators.

COMMUNITY INVOLVEMENT

Effective September 1, 1999, as a part of a new requirement for graduation, all students entering Grade 9 must complete 40 hours of community involvement during their four years of secondary school in order to obtain an Ontario Secondary School Diploma (OSSD). This diploma requirement is designed to encourage civic responsibility, promote community values, support students' career explorations, develop their interests and skills, and reinforce the importance of volunteering. It will encourage students to develop an understanding of the various roles they can play in their communities, help them to develop a greater sense of belonging within those

communities and recognize the positive effects they can have in their communities. Community involvement must occur *outside* of scheduled instructional time that is part of the normal school day and may include a broad range of “*unpaid*” activities. Students must confirm the prior approval process for an activity with their school.

Students will select one or more community involvement activities in consultation with their parents. In the District School Board of Niagara, students will be encouraged to explore a wide variety of community experiences and activities in order to develop an awareness and understanding of civic responsibility. Schools promote the development of well-rounded individuals and encourage students to make a lifelong commitment to supporting and strengthening their communities through their positive contributions. Selection of activities must take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment and preparation. The safety of students is paramount. Students with special needs as well as other identified students may have Individual Education Plans (IEPs) that outline accommodations and/or modifications related to this component.

An *Information Manual* is available for students, parents and community members/organizations wishing to sponsor a “Community Involvement” activity. This manual may be obtained from the Principal or Vice Principal of your local community secondary school .

ONTARIO SECONDARY SCHOOL LITERACY GRADUATION REQUIREMENT

All students who entered Grade 9 in or after the 2000- 2001 school year, are required to obtain the literacy graduation requirement in order to earn the Ontario Secondary School Diploma. They may do so by one of the following means:

1. Ontario Secondary School Literacy Test:

Students who are working towards the OSSD will normally take the OSSLT when they are in Grade 10. This literacy test assesses the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. Students not taking this literacy test in Grade 10 will require a deferral granted on the basis of Ministry

Introduction

policy. Students who do not successfully complete the literacy test will have opportunities to retake the test in Grade 11 and Grade 12.

2. Ontario Secondary School Literacy Course:

Students qualify to enrol in the OSSLC when they have failed the OSSLT at least once, or if the principal determines that it is in the best educational interests of the student. This means that students are eligible to enrol in the OSSLC **before** they have had their second opportunity to take the test. The reading and writing competencies required by the OSSLT form the instructional and assessment core of this course. Students who pass the course are considered to have met the literacy graduation requirement. The OSSLC can be used to fulfil the compulsory English requirement for either Grade 11 or Grade 12 although it may not be accepted as the Grade 12 English entrance requirement for university or college programs.

3. Adjudication Process:

In rare cases, a student might have, through no fault of his/her own, not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enrol in or complete the OSSLC, owing to unforeseen circumstances. If such a student would otherwise be eligible to graduate in June, he/she would be granted this additional opportunity to meet the literacy graduation requirement. Similarly, students with an IEP who did not have access to the documented accommodations when taking the OSSLT are also eligible for the adjudication process. This process establishes a Board adjudication panel at the end of the school year to review samples of the student's work to determine if they provide evidence that the student has met the literacy requirements for graduation.

ONTARIO SECONDARY SCHOOL CERTIFICATE REQUIREMENTS

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

Compulsory Credits (total of 7)

- **2 credits** in English
- **1 credit** in Mathematics
- **1 credit** in Science

- **1 credit** in Canadian History
- **OR**
- **1 credit** in Canadian Geography
- **1 credit** in Health and Physical Education
- **1 credit** in the Arts
- **OR**
- **1 credit** in Technological Education

THE 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. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

SUBSTITUTION FOR COMPULSORY CREDITS

Substitution for compulsory credits may be possible. Information about substitution procedures may be obtained from the Guidance Department at the secondary school involved. Parental approval is required for students under the age of 18.

Beginning in September 2005, the range of courses that may be used through substitution to meet a compulsory credit requirement (see Section 3.2 and Appendix 5 of OSS) has been extended to include:

- Learning Strategies 1, Grade 9, Open (GLS10, GLE10, GLE20)
- Discovering the Workplace, Grade 10, Open (GLD20)
- Designing Your Future, Grade 11, Open (GWL30)
- Leadership and Peer Support, Grade 11, Open (GPP30)
- Advanced Learning Strategies, Grade 12, Open (GLS40)
- Navigating the Workplace, Grade 12, Open (GLN40)

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. In addition, a **maximum of three substitutions** may be made.

CREDIT FOR EXTERNAL CREDENTIALS

Students are given credit for selected learning that they pursue outside their secondary school program. Certification from specific, recognized institutions such as conservatories of music, can count as **optional credits** toward a high school diploma. Beginning January, 2004, the external music credits accepted for credits towards the OSSD are:

1. one non-Grade 12 university/college credit (AMX3M) for

- Grade VII Practical and Grade I Rudiments of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade III Theory of Conservatory Canada, London

2. one Grade 12 university/college credit (AMX4M) for

- Grade VIII Practical and Grade II Rudiments of the Royal Conservatory of Music, Toronto
- Grade VIII Practical and Grade IV Theory of Conservatory Canada, London

ONTARIO SCHOOL RECORDS (OSR)

An Ontario School Record (OSR) is maintained for each student. This record is a basic element in the process of monitoring a student's progress through school. Once a student's progress and achievement have been measured and assessed, they are recorded in the OSR. Other data recorded are: date of birth, Social Insurance Number, Ministry of Education Number and/or the Ontario Education Number, schools attended, names of parents/guardians.

A student and his/her parents may have access to the student's OSR. It is not available to other students, parents or individuals. For more information about this, please call the Guidance Department.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is a record of courses successfully completed.

As students earn credits in Grades 9-12, their personal achievement for each course is recorded on this form as a percentage grade.

Transcripts for current students in day school programs are available through the Principals at each school. After the student leaves school, the Ontario Student Transcript will be kept on file in the ***last secondary school attended for 5 years*** and a copy will be provided to the student upon graduation or leaving school. The record is maintained in case he/she ever needs an official report of marks, such as would be required by any college, university or employer. Marks will not be released by the school without the permission of the student or of the parent/guardian if the student is under 18.

Students not enrolled in day schools but enrolled in Community Education classes can contact the office at (905) 687-7000 for report cards and transcripts. Former students whose records are inactive, and not at the former school site, can request transcripts and school records by calling (905) 641-2929, extension 4157. Proof of identification and a nominal fee will be required to process requests.

FULL DISCLOSURE - ONTARIO STUDENT TRANSCRIPT

The following procedures will be used upon withdrawal from a course and repetition of a course.

◆ Withdrawal from a course

Grades 9 and 10

Withdrawals from grade 9 and 10 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST (Ontario Student Transcript).

Grades 11 and 12

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first report card in a semestered or a non-semestered school, the withdrawal is recorded on the OST by entering a "W" in the "Credit" column. The student's percentage grade at the time of the withdrawal is recorded in the "Percentage Grade" column.

Introduction

◆ Repetition of a course

Students who repeat a Grade 11 or 12 course that they have previously completed successfully, can earn only one credit for the course. However, each attempt and the percentage grade obtained is recorded on the OST, and an “R” is entered in the “Credit” column for the course(s) along with the lower percentage grade.

For more information regarding these policies, see the Guidance personnel in your school.

PLAR CHALLENGE PROCESS

The Prior Learning Assessment and Recognition (PLAR) challenge process allows students who have acquired knowledge and skills outside an Ontario secondary school to have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. Grade 9 courses may not be challenged. Students may earn up to four credits through the challenge process, with a maximum of two credits in any given discipline. All credits granted through the PLAR process represent the same standards of achievement as granted to students who have taken the course.

Students may not challenge for credit for the following:

- a course for which a credit has already been granted or for which there is significant overlap with a course for which credit has been granted;
- a course in any subject if a credit has already been granted for a course in that subject at a later grade;
- a course a student has previously taken and failed;
- a transfer course, a locally developed course or a cooperative education course;
- a course in English as a Second Language (ESL) or English Literacy Development (ELD) if the student has already earned a credit from a course included in the English curriculum policy document;
- a course in French as a Second Language if a student has already earned a credit from a course included in the Français curriculum policy document.

Students who are interested in initiating the challenge process will be required to submit their application along with appropriate supporting documentation prior to being accepted. (Students under the age of 18 must have parental approval.) If it is determined that the student has presented reasonable evidence for success, the challenge

may proceed to the next step. Assessment and evaluation will include formal testing (balance between written work and practical demonstration) that will account for 70% of the final mark and a variety of other assessment strategies appropriate for the course that will account for 30% of the final mark. Specific details regarding the challenge process will be available through the guidance office or Principal.

PLAR EQUIVALENCY PROCESS

Students who are eligible for equivalency credits are those who transfer to Ontario secondary schools from non-inspected private schools or schools outside Ontario. Equivalency credits are granted for placement only. The principal of the receiving school will, in the process of deciding where the student should be placed, determine, as equitably as possible, the total credit equivalency of the student’s previous learning, and the number of compulsory and optional credits still to be earned. Principals will use OSS, Appendix 8 as their guide in this process. The guiding principle of this process is that all credits must represent the same standards of achievement as credits granted to students who have taken the Ministry approved courses for Ontario.

STUDENT SUCCESS

OVERVIEW OF SUPPORTS FOR STUDENT SUCCESS

The District School Board of Niagara’s 22 secondary schools are dedicated to fulfilling the Board’s Mission Statement:

“We are committed to student success by working together to inspire and empower all learners to reach their full potential”.

Our secondary schools provide a range of innovative programs and supports that help students to earn the credits they need to graduate. These programs include:

- **Student Success Teams** - In each secondary school a Student Success Teacher and the Student Success Team work with school staff, parents and the wider community to ensure that together, they help more students earn the credits necessary to graduate.

- **Credit Recovery** - In each secondary school special classes have been created to give students who have not been successful the opportunity to gain the credits they have missed.
- **Specialist High Skills Major** - For students who have a career path in mind, this initiative offers an opportunity to customize their learning. Students take 8-10 courses that help them prepare for specific employment sectors. Secondary schools in the District School Board of Niagara are currently offering a Ministry-approved Specialist High Skills Major in the Construction, Hospitality and Tourism, Manufacturing-Welding, Manufacturing, Information and Communication Technologies and Transportation sectors. See page 11 for more detailed information.
- **Lighthouse Projects** - Lighthouse projects help students stay in school, accumulate needed credits, take programs linked to colleges and encourage youth who have left school to return. These programs are offered at selected sites in the District School Board of Niagara. See your school's Guidance Counsellor for more details.
- **Expanded Cooperative Education Credit** - Cooperative Education is a great way to learn skills and gain experience from the workplace. For more details, see Cooperative Education below.
- **Dual Credit Program** - With the new Dual Credit Program, high school students can earn a number of credits by participating in apprenticeship training and college preparation courses.
- **Grade 8 to 9 Transition** - Making the move from elementary to high school can be challenging for some students. Increased attention and programming tailored to fit the needs of the individual student will provide the support they need to make a smooth transition. See your Guidance Counsellor for more details.
- The Cooperative Education course consists of a classroom component and a workplace component. The classroom component includes 15 to 20 hours of pre-placement instruction on topics such as: self-assessment, résumé writing, interview skills, health and safety, etc. The workplace component requires students to be at a work site for approximately 3 hours per day (morning or afternoon) for a semester (i.e. September to January or February to June).
- Classroom sessions are held on a regular basis throughout the placement to provide opportunities for students to reflect on and reinforce their learning in the workplace.
- Cooperative Education credits may be used to meet up to two of the 18 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD)
- Cooperative Education credits may be used in the calculation of a student's grade average but can't be applied towards the 6 U level credits required for entrance to a university.

For more information go to: www.dsbn.org/co-op

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

“Apprenticeship IS Postsecondary Education!”

The Ontario Youth Apprenticeship Program (OYAP) opens the door to apprenticeship in a wide range of exciting careers. If you are entering Grade 11 and are at least 16 years old, you can work towards a career in a skilled trade as a registered apprentice, and eventually a certified skilled worker or journeyperson, while you complete your Ontario Secondary School Diploma (OSSD) at the same time.

OYAP helps young people obtain placements in more than 140 skilled trades that can be learned through apprenticeship training. OYAP students register as apprentices and begin their formal apprenticeship training while they are still in secondary school. With both a diploma and the skills to get the job done when they graduate, these students have a big head start.

COOPERATIVE EDUCATION

- Cooperative Education is a planned learning experience, for which credits are earned, that integrates classroom theory and learning experiences at a workplace to enable students to apply and refine the knowledge and skills acquired in a related course. Cooperative Education placements are arranged for students by their school and must follow Ministry of Education policy and guidelines.

Introduction

After being hired, many apprentices will, because of their skills, be asked to train new apprentices, or will find opportunities to manage operations, start their own businesses, or use their experience as a base for technological or engineering studies at a college or university.

Students who are interested in pursuing apprenticeship education should first explore technological education courses offered throughout the DSBN. To participate in OYAP, students will need to take cooperative education during their senior years. All OYAP placements must provide appropriate training, supervision, and evaluation. A certified journey person provides the placement component – apprenticeship on-the-job training – according to the regulations of the trade. If the employer and student agree to the program, a Training Consultant from the Ministry of Training, Colleges and Universities may sign the student to an apprenticeship at any time during the co-op placement. All cooperative education hours will then count towards the total apprenticeship hours required. Employers who employ an OYAP student after graduation may be eligible for a wage subsidy.

The schools of the District School Board of Niagara have established a wide variety of local partnerships, particularly with employers who can provide placements in apprenticeship occupations. Students enrolled in OYAP earn cooperative education credits in accordance with all prescribed policies and procedures outlined by the Ministry of Education and OYAP guidelines established by the Ministry of Training, Colleges and Universities (MTCU). The approved training standards of the Ministry of Training, Colleges and Universities must complement, or serve as the basis for, the student's personalized placement learning plan.

OYAP is open to *all* students who are at least 16 years of age, are enrolled as a full time student and have completed the credit requirements for Grade 10 (or equivalent). All forms of Cooperative Education and work experience will include the following:

- pre-placement instruction;
- provision of Workplace Safety and Insurance Board coverage, as described in the Policy/Program Memorandum No.76a, "Workers' Compensation Coverage for Students in Work Education Programs";
- a learning plan based on the curriculum expectations of courses in the provincial curriculum policy documents and on the expectations of participating employers;
- assessment of students progress through regular monitoring of their learning in the workplace setting;

- opportunities for students to analyze their out-of-school experiences and to integrate them with their in-school learning;
- evaluation of students' learning to determine whether course expectations have been met.

What is the purpose of starting Apprenticeship Training while in Secondary School?

- students will start learning skills in their chosen skilled trade.
- students have an opportunity to gain valuable training hours, which can be applied toward their post secondary apprenticeship training.
- students become involved in an occupation that is of interest to them.
- students can network with and learn from professionals working in their trade.

Many of the trades offer excellent employment opportunities. Students are encouraged to explore their Skilled Trades and Technologies career options. Students can start by visiting www.dsb.org/OYAP where they will find job descriptions, links to local labour market forecasts, news articles and more.

A variety of industry-recognized certifications and awareness training may also be available to students through OYAP such as: Workplace Hazardous Materials Information Systems (WHMIS), Fall Arrest, Traffic Control, First Aid, Ontario Superhost, Service Excellence, Smart Serve.

For a complete list of apprenticeships or for further information, please visit:

www.dsb.org/OYAP

To discuss OYAP options further, students are encouraged to contact their:

- Guidance Counsellor;
- Technological Education Teacher;
- Cooperative Education Teacher; or
- OYAP Coordinator

SPECIALIST HIGH SKILLS MAJOR (SHSM)

What is a Specialist High Skills Major?

The SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements for the Ontario Secondary School Diploma (OSSD) and assists them in their transition from secondary school to apprenticeship training, college, university, or the workplace. An SHSM enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their postsecondary goals.

Every SHSM must include the following five components:

1. A bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - 4 major credits that provide sector-specific knowledge and skills;
 - 2–4 other required credits from the Ontario curriculum;
 - 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practise sector-specific knowledge and skills.
2. Sector-recognized certifications and/or training courses
3. Experiential learning and career exploration activities within the sector
4. “Reach Ahead” experiences connected with the student’s chosen postsecondary pathway
5. Development of Essential Skills and work habits required in the sector, and the use of the Ontario Skills Passport (OSP) for purposes of documentation

The District School Board of Niagara is currently offering Specialist High Skills Majors in the following sectors:

- Construction
- Hospitality and Tourism
- Information & Communications Technology
- Manufacturing
- Manufacturing - Welding
- Transportation

HOW WILL THE SPECIALIST HIGH SKILLS MAJOR BENEFIT STUDENTS?

- An SHSM allows a student to experience a range of customized, career-focused learning opportunities. It enables a student to take courses in an area of interest related to a particular sector while working towards a OSSD.
- The focused learning experiences of an SHSM program give students the opportunity to explore, identify, and refine career goals and make informed decisions related to postsecondary education, training, and next steps towards a career.
- The experiential learning opportunities provided in an SHSM enable students to refine their skills and improve their work habits, gain confidence in their ability to succeed, and see the connections between their studies, the world beyond high school and their future careers. Students are also able to begin to establish relationships and networks in their chosen fields.
- Students who graduate with an SHSM can look forward to improved prospects after secondary school; because of the recognition and support for the SHSM framework content from a variety of representatives from the economic sector, apprenticeship training programs, colleges and universities.

COMPONENTS OF A SPECIALIST HIGH SKILLS MAJOR (SHSM)

1. Bundled Credits

Each SHSM has a bundle of 8-10 required Grade 11 and Grade 12 credits depending on the sector and/or pathway for each of the four postsecondary destinations. Students take courses specific to their major while fulfilling the requirements of their Ontario Secondary School Diploma (OSSD). Courses can be selected to satisfy requirements for entry into the postsecondary education option of each student’s choice (Apprenticeship, College, University, Workplace).

2. Sector-Recognized Certifications and Training Programs

Certifications and Awareness Training Programs, especially those addressing safety, are important for students. In addition to the Major courses and the experiential learning components of the Specialist High Skills Major (SHSM), sector-related certifications and training programs enable students to acquire the knowledge and skills related to safe work habits. In addition, sector-recognized certifications provide SHSM students with an advantage when entering the workplace.

Important Note: certifications and workplace-related health and safety courses taken as part of the SHSM program do not remove the obligation of the employer to provide workplace-, site-, and equipment-specific training. Ontario employers are obligated under the Occupational Health and Safety Act to provide workplace-specific health and safety training to every worker and to ensure that workers are aware of hazards, processes, procedures and rules related to safety in their workplace. SHSM certifications and training programs are a complement to – but not a replacement for – the health and safety training obligations of employers.

3. Experiential Learning Activities

Experiential learning consists of planned learning experiences that take place outside of the traditional classroom setting. Credits in the Specialist High Skills Major (SHSM) framework must include experiential learning opportunities for students so they can connect their learning in school to work in the sector. Experiential Learning can include job shadowing, job twinning and work experiences.

4. “Reach Ahead” Experiences

Students in the Specialist High Skills Major (SHSM) program have opportunities for learning experiences directly related to their desired postsecondary destination. Experiences can range from a few hours in length to the time necessary for a full course, and may include:

- job-shadowing someone for a day or more in a career the student is considering;
- attending a number of college or university classes in his/her area of interest and/or;
- attending a conference or workshop held by the economic sector in his/her SHSM.

5. Development of Essential Skills and Work Habits required in the Sector

The Ontario Skills Passport (OSP) Work Plan is used to identify and track students’ demonstration of essential skills and work habits during their work experiences in their sector, and to plan further skills development.

Human Resources and Social Development Canada (HRSCD) has identified and validated the essential skills needed for life, learning and work. These skills are transferable from school to work, job to job and sector to sector. They enable people to perform tasks required in their jobs and to participate fully in the workplace and community.

For more information please visit www.dsbn.org/TechEd or contact your technology teacher or SHSM Facilitator at 905-227-5551 and ask how you can qualify for a Specialist High Skills Major.

THE SPECIALIZED SCHOOL-TO-WORK PROGRAM

This program has been designed for students who would benefit from:

- smaller class sizes;
- personalized instruction to assist with academic difficulties;
- working on English and Mathematics expectations that are more suited to the world of work;
- accommodations to the curriculum;
- a more hands-on learning experience.

For more information, please feel free to contact the Secondary Schools offering the Specialized-School-To-Work program:

- Beamsville District Secondary School
- Eastdale Secondary School
- Fort Erie Secondary School
- Kernahan Park Secondary School
- Port Colborne High School
- Stamford Collegiate

OTHER BOARD SUPPORTS

GUIDANCE AND CAREER EDUCATION

The guidance and career education program is a vital and integral part of the secondary school program. The goals of the guidance and career education program are outlined in the policy document entitled *Choices Into Action: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999*. The content of the program is organized into three areas of learning - **student development** (i.e. the development of habits and skills necessary for learning), **interpersonal development** (i.e. the development of knowledge and skills needed in getting along with others), and **career development** (i.e. the development of knowledge and skills needed for setting short and long term goals and for planning the future).

Each school in the District School Board of Niagara will have a Guidance and Career Education Program Plan on file. All students in the District School Board of Niagara participate in self-awareness, educational planning and career research activities through their guidance departments. These activities are consistent throughout the District School Board of Niagara. Resources are available in the guidance areas of each school.

COUNSELLING

An important service offered is that of individual counselling. Students are encouraged to request an appointment with a counsellor whenever they feel it would be helpful. Counselling services includes advice and counselling regarding program choice, career and/or postsecondary educational planning, as well as personal issues.

Other services provided by guidance counsellors are directed toward providing clearer communication to all those involved in the student's education.

All possible program planning will be explored so that the student has the option to pursue postsecondary avenues appropriate to his/her academic ability, interests and values. The value of all destinations is the basis of all counselling and of all career education programs. Through direct contact, interview nights, and other special programs, guidance counsellors are also available to parents/guardians for consultation throughout the year.

THE ANNUAL EDUCATION PLAN

Each student, Grade 7 through to Grade 12 in the District School Board of Niagara has an Annual Education Plan (AEP) which includes the student's goals for academic achievement and for learning both inside and outside of school. Developing an AEP will help students take responsibility for their education, make informed decisions, and plan for the future.

COMPUTERS IN OUR SCHOOLS

In all schools, there are computers available to students in labs, classrooms and the Library for completion of classroom assignments and research. These computers provide students with access to the Internet, on-line encyclopedias, curriculum-based software titles and FirstClass (the DSBN communication and collaboration tool).

THE LIBRARY INFORMATION CENTRE

Information literacy is key to a student's success in tomorrow's world. Information literacy is defined as "the ability to acquire, critically evaluate, select, use, create, and communicate information in ways which lead to knowledge and wisdom" (Information Literacy and Equitable Access: Ministry of Education and Training, 1995). Resources selected for the school library to support and enrich the curriculum are used by the teacher to develop students' information literacy skills.

Students are instructed in the proper use of a wide range of resources, both print and electronic. Students are also given the opportunity to develop the skills and knowledge of information technologies, a vital component of information literacy. The library information centre, therefore, serves an important role in a student's future academic success and career choices.



Introduction

SPECIALIZED PROGRAMS

- eLearning
- English as a Second Language Programs
- Heritage Language Programs
- The Extended French Program
- Performing Arts
- Native Studies
- Other Experiential Programs

eLEARNING

Online learning, or eLearning, is the delivery of programs using the internet. It is a form of learning that is becoming more popular with secondary school students, post-secondary learning institutions and professional learning situations world-wide. Most students will encounter online learning at some point in their academic and/or career future.

Online learning provides learning experiences for students.

Online learning:

- allows students to learn in a more independent environment;
- enables students to learn in a more flexible learning environment;
- supports inquiry and project-based learning;
- increases their technology skill set for future learning;
- assists students in developing the skills needed for the 21st Century.

The District School Board of Niagara has a selection of eLearning courses available. Students take these courses as part of their regular schedule. They remain at their home school and access eLearning at a time most convenient to them and their learning style.

The following courses may be available “on-line” as eLearning courses:

- BAF 3M - Financial Accounting Fundamentals
- BAT 4M - Financial Accounting Principles
- CHV 2O - Civics
- CIA 4U - Analysing Current Economic Issues
- ENG 4U - English 4U
- ENG 4C - English 4C
- GLC 2O - Career Studies
- SES 4U - Earth and Space Science

If there are other courses you would like to take online, please contact your guidance counsellor.

Additional eLearning Ministry courses delivered through Ontario eLearning Consortium are listed below:

- ASM2O - Media Arts
- BBB4M - International Business Fundamentals
- BDV4C - Entrepreneurial Studies: Venture Planning
- BTA3O - Information Technology Applications in Business
- CGF3M - Physical Geography: Patterns, Processes and Interactions
- CGG3O - Travel and Tourism
- CGR4M - Environmental Geography
- CGW4U - Canadian and World Issues: A Geographic Analysis
- CHA3U - American History
- CHI4U - Canada: History, Identify, and Culture
- CHY4U - World History: the West and the World
- CLU3E - Understanding Canadian Law
- CLU3M - Understanding Canadian Law
- EMS3O - Media Studies
- ENG3E - English
- ENG3U - English
- ENG4E - English
- EWC4U - The Writer’s Craft
- FSF4U - Core French
- GWL3O - Designing your Future
- HHS4M - Individuals and Families in a Diverse Society
- HRT3M - World Religions
- HSB4M - Challenge and Change in Society
- HZT4U - Philosophy: Questions and Theories
- ICS3U - Computer Information Science
- ICS4U - Computer Information Science
- MAT1L - Mathematics
- MAT2L - Mathematics
- MCT4C - Mathematics for College Technology
- MCV4U - Calculus and Vectors
- MDM4U - Mathematics of Data Management
- MEL3E - Mathematics for Everyday Life
- MEL4E - Mathematics for Everyday Life
- MFM1P - Foundations of Mathematics
- MFM2P - Foundations of Mathematics
- MHF4U - Advanced Functions
- MPM1D - Principles of Mathematics
- MPM2D - Principles of Mathematics
- PPZ3O - Health for Life

For more information, please go to the eLearning website: www.TheOnlineCampus.ca

SPECIALIZED PROGRAMS (CONT'D)**ENGLISH AS A SECOND LANGUAGE**

Two secondary schools in the District Board offer student access to English as a Second Language (ESL) and English Literacy Development (ELD) support. Courses in these areas are meant to support students whose first language is other than English or is a variety of English that is significantly different from the variety used in Ontario's schools, and who may require educational interventions to assist them in attaining English language proficiency. Students may substitute up to 3 ESL/ELD credits for compulsory English credits.

English as a Second Language credit courses are available for adolescents at St. Catharines Collegiate in St. Catharines and Westlane Secondary School in Niagara Falls.

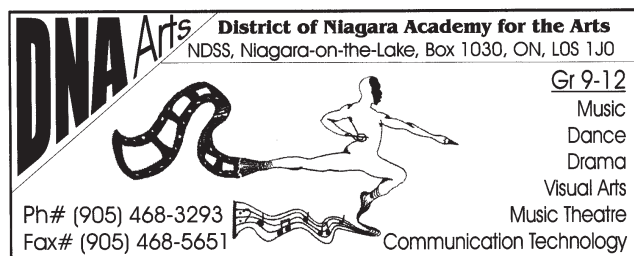
Non-credit courses are available for adults in St. Catharines through the Multicultural Centre at 85 Church Street, St. Catharines, Tel: 905-685-6589. Individuals in Welland, Niagara Falls and Fort Erie can request information from the Welland Heritage Council office at 26 East Main Street, Welland, Tel: 905-732-5337.

HERITAGE LANGUAGES

Heritage language non-credit courses are offered in cooperation with the St. Catharines Folk Arts Council and its affiliated ethnic groups. Many different languages are offered - Arabic, Armenian, Chinese, German, Greek, Hebrew, Hindi, Korean, Polish, Spanish, Ukrainian.

THE EXTENDED FRENCH PROGRAM

Four centres are provided for the Extended French Program: A.N. Myer Secondary School in Niagara Falls, Welland Centennial Secondary School in Welland, Sir Winston Churchill High School in St. Catharines and Grimsby Secondary School in Grimsby. Transportation is provided to these centres for eligible students. Students in Grades 9&10 study Mathematics, Science, Extended French Language Arts, History, Geography, Civics and Career Studies. Grades 11&12 Extended French Language Arts courses, along with additional courses, are also offered. Slight variations of the above may occur from school to school. In all these subjects, French is the language of instruction. Students study the remaining subjects in English.

PERFORMING ARTS

The District School Board of Niagara features special programs in the Performing Arts. The Academy for the Arts (DNA Arts), located at Niagara District Secondary School, offers intensive programs for interested and talented arts students in the Niagara Region. These programs provide students with an opportunity to concentrate their studies in an arts discipline - Dance, Drama, Music, Visual Arts, Music Theatre for up to one third of the credits required for the Ontario Secondary School Diploma.

The Academy program is professionally and academically oriented, emphasizing the arts as a viable and rewarding career pursuit. Postsecondary plans at a College or University is the next step for most students.

Students enrolled in schools within the District School Board of Niagara may apply.

Students are admitted by audition and interview, a process that places them in the right academy program and confirms their intention to study the arts. Experience is helpful but not necessary; commitment and potential are essential.

More information is available from each Guidance Department or by calling Niagara District Secondary School 905-468-3293.

NATIVE STUDIES

The District School Board of Niagara offers both intermediate and senior courses in Native Studies. These courses provide students with a broad range of knowledge related to Aboriginal peoples to help them better understand Aboriginal issues of public interest discussed at the local, regional and national levels. Students will develop the skills necessary to discuss issues and participate in public affairs. Through their involvement in Native Studies, they will increase their awareness and understanding of the history, cultures, world views, and contributions of Aboriginal peoples in Canada.

Introduction

SPECIALIZED PROGRAMS (CONT'D)

OTHER EXPERIENTIAL PROGRAMS

◆ Army Reserve Co-op

This is a full day program, offered in partnership with the Canadian Armed Forces which operates from the Lake Street Armoury in St. Catharines. Two academic credits are earned in a combination of senior Canadian and World Studies, and Physical Education. Two Cooperative Education credits are earned based on instruction/training/employment at a Canadian Armed Forces Base in one or more military trades. Applicants must be 16 years of age and have earned at least 15 credits towards their Ontario Secondary School Diploma. Students must also hold Canadian citizenship and be physically fit for acceptance into the program. Two additional Cooperative Education credits (for a total of 6 credits with this program) can also be earned for students who choose and are selected to participate in the summer training during the month of July.

For more information and an on-line application form go to:

<http://www.dsbn.org/CoopEdu/Militia>

SPECIAL EDUCATION

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Advisory Committee is an advisory committee required under Regulation 464, under the Education Act. This committee advises the Board on issues related to Special Education and the Board's Special Education programs and services. Members include representatives of local parent associations, community representatives, and trustees of the Board. Board staff act as a resource to the Committee.

SPECIAL EDUCATION - PROGRAMS AND SERVICES

The District School Board of Niagara believes that all students can learn. The school system and its educational programs are organized to ensure optimal academic, affective and social growth for all students. Schools hold regular In-School Team meetings to monitor progress and

plan for exceptional and at-risk students. Some students because of behavioural, communicational, intellectual or physical needs may be identified as "exceptional" and are, therefore, provided with Special Education programs and/or services.

The Special Education programs and services of the Board are described in the board's *Special Education Plan*.

The District School Board of Niagara has established Identification, Placement and Review Committees (IPRC). These committees have three purposes:

- to identify whether or not a student is exceptional, based on needs;
- to recommend an appropriate educational placement in which the student, with parental permission, will receive services;
- to review the educational progress of each exceptional student to ensure that the placement is appropriate.

All students identified as exceptional have an Individual Education Plan (IEP).

The District School Board of Niagara provides the following range of special education placements and services:

- fully self-contained;
- partially integrated;
- withdrawal assistance;
- resource assistance;
- indirect service;
- alternative placements:
 - Community and Alternative Education;
 - Home Instruction;
 - Referred to programs outside the District School Board of Niagara.
- Exceptional students in secondary school (except gifted) have a transition plan in place through the IEP Process.
- A "Parents' Guide to Special Education" outlining all Special Education program services within the Board is available through any school.

ACCOMMODATIONS/MODIFICATIONS

Accommodations are made in response to identified student needs and are put in place to compensate for individual learning needs. Common accommodations include preferential seating options and extra time for test taking or doing assignments. When a student is being accommodated, it is expected that the regular curricular expectations for the course are being addressed.

In certain cases, some modification to the course content may be required. The degree of modification will be considered by the Principal in the granting of a credit. Modifications are outlined on a student's IEP.

Students requiring extensive modification may best be served by specialized teachers available in each program area.

COMMUNITY EDUCATION SERVICES

191 Carlton Street
St. Catharines, Ontario L2R 7P4
Tel: 905-687-7000 • Fax: 905-688-7753

Community Education Services

- Adult Daytime Credit Programs
- Adult Basic Literacy Programs
- EDUPLUS Training Program

Alternative Programs

- Success Program
- College Link
- Parent Outreach

Continuing Education

- Night School
- Summer School
- Self Study Credit Program
- I.L.C. (Independent Learning Centre)
- GED (General Educational Development Testing)
- Interest Courses

ADULT DAYTIME CREDIT PROGRAMS

◆ Lifetime Learning Program

Program emphasis is on transition to employment programs for adults.

Program offerings include high-tech computer training as well as traditional academic upgrading. Sites in St. Catharines and Port Colborne provide career opportunities in the health-care field for the Personal Support Worker certification.

Full or part-time programs are offered in adult classes and enable students:

- to earn credits towards a diploma;
- to upgrade academic qualifications;
- to develop employability skills in order to re-enter the workforce;
- to obtain prerequisites for postsecondary programs.

Lifetime Learning Program locations are as follows:

Centennial Campus

240 Thorold Rd. W., Welland - 905-735-0700

Fort Erie Campus

7 Tait Ave., Fort Erie - 905-871-4610

Grimsby Campus

5 Bolton Ave., Grimsby - 905-945-5416

Lifetime Learning Centre Campus

535 Lake Street, St. Catharines - 905-646-3737

Port Colborne Campus

211 Elgin Street, Port Colborne - 905-835-1186

Stamford Campus

5775 Drummond Road, Niagara Falls - 905-354-7409

ALTERNATIVE PROGRAMS

◆ Success Program

This alternative program is for students between the ages of 16 and 18 years of age with fewer than 15 credits who have been struggling or are out of high school and want to return to their home school. Referrals must be from the appropriate Principal. This one semester program is offered in St. Catharines, Welland, Port Colborne, Beamsville, Thorold and Niagara Falls. Students who have encountered barriers which could prevent them from earning credits toward their Ontario Secondary School Diploma will take part in a program combining life skills, social skills and academics.

Introduction

◆ College Link Program

This program is an alternative to high school while getting a guaranteed College placement later. It applies to students from the ages of 17 to 20 who are eligible to earn credits toward their school diploma. This 'link to your future' program is on-site at Niagara College in Welland. Referrals should come from the Guidance department and Principals.

◆ Parent Outreach Program

This program in partnership with Adolescent Family Support Services of Niagara (A.F.S.S.N.), provides opportunities for young mothers to continue their academic education while their children are provided with appropriate child-care. Programs are currently available in Niagara Falls, St. Catharines and Welland. Further information is available through Community Education Services at (905) 687-7000.

◆ Adult Basic Literacy

Basic literacy and numeracy classes are available to individuals who are learning disabled, deaf, or developmentally delayed. Classes are held at various locations throughout Niagara. Assistance with costs associated with the program is available for eligible applicants. For further information contact 905-687-7000.

◆ Eduplus Training Programs

Employment training programs are offered on a fee-for-service basis and are designed to help adults and high school graduates acquire job skills and make a transition to employment in growing labour markets. For current programs call 905-687-7000.

CONTINUING EDUCATION PROGRAMS

◆ Night School

Credit and interest courses are offered at many secondary school locations. Registration information and specific dates will be published in August and January in the Lifetime Learning Guide. Day school students wishing to enrol in a night school course must have approval from the day school Principal. Fees are charged for interest courses. For information call 905-687-7000.

◆ Summer School

A wide range of credit and remedial courses are offered if there are sufficient applicants. Students must be recommended by their Principal. Application forms are available at each secondary school. A program in Language and Mathematics has been prepared for Grade 7 and 8 students who are likely to experience difficulty in achieving the curricular expectations of Grade 8 or 9. Students must be recommended for summer school by their elementary school Principal. Cooperative Education programs are also available in a wide variety of work placements. For information, contact 905-687-7000.

◆ Self-Study Credit Program

These are available for adults and part-time students (with their Principal's approval and must be 16 or older). Applicants require a current transcript and a \$60 cash deposit for materials. This program allows students to earn high school credits while studying independently. Staff is available at Stamford Collegiate on Wednesday evenings from 6:30 - 8:30 p.m. and at the Fort Erie Secondary School on Wednesday evenings from 6:00 - 8:00 p.m. For further information please call 905-687-7000 ext. 4177.

◆ I.L.C. (Independent Learning Centre)

For correspondence courses, individuals may contact this office in Toronto at: Tel: 1-800-387-5512 or at the website www.ilc.org

◆ GED (General Educational Development Testing)

Individuals may contact the Independent Learning Centre if they are 19 years of age or older, at least one year out of school, did not graduate and are a resident of Ontario. The GED testing is considered by some employers to be equivalent to a high school diploma. Successful GED candidates earn the Ontario High School Equivalency Certificate. Five tests are written over a two day period at dates and locations set by the Independent Learning Centre.

Tel: 1-800-573-7022 • Fax: 1-416-484-2750

or

E-mail: ged@tvo.org

Web site: www.ilc.org

* click on Welcome, then

* click on GED Testing

◆ Interest Courses

Special interest courses and Saturday workshops are made available in our schools throughout the year at modest costs. The Lifetime Learning brochure is published in January and August. Phone information is available at 905-687-7000.

COURSE SELECTION INFORMATION

INTRODUCTION

The following information applies to all courses offered in the secondary schools of the District School Board of Niagara:

- students under the age of eighteen (18) require parental approval for all decisions on course choices. Students who are eighteen years of age or older **MAY** accept responsibility for their own course choices;
- all courses offered in District Board schools, except for some Health and Physical Education courses, are open to both male and female students;
- courses of study for each course offered in a school are maintained in the Principal's office and are available for examination by parents/guardians upon request;
- the courses offered by the secondary schools of the District School Board of Niagara have been developed according to the requirements of the Ontario Ministry of Education;
- a clear description of learning expectations is provided to students prior to instruction in each unit of study.

SEMESTERED ORGANIZATION

The school year in the District Board's Secondary Schools is organized into semesters for most courses. In this organization, students study half their subjects in the first semester (September to January) and the other half in the second semester (February to June).

COURSE TRANSFER INFORMATION

Students should select courses appropriate to their abilities and career plans. If students are having difficulties, they may discuss a change of course with their guidance counsellor. A change may be approved after consultation with parents/guardians if the following conditions are met:

- there is room in the class to which the student has requested a transfer;

- not more than half the time scheduled for the course has passed for level to level transfers in the same course;
- the course requested is appropriate for the student's educational and career plans.

THE COURSE CODING SYSTEM

Courses are identified by 3 letters followed by a number and a letter. For example, 'ENG2P' means English for Grade 10 students, an applied course.

The first character indicates the subject area:

- A - Arts
- B - Business
- C - Canadian and World Studies
- E - English
- F - French
- G - Guidance and Career Education
- H - Social Sciences and the Humanities
- L - Classical and International Languages
- M - Mathematics
- P - Health and Physical Education
- S - Science
- T - Technological Education

The next two characters differentiate between subjects within the subject area:

- e.g., CGC - Geography of Canada
- CHC - Canadian History Since World War I

The fourth character in the code indicates the level of the course:

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

For International Languages A,B, C, D, is used to represent the level. For ESL (English As A Second Language) A,B,C,D,E is used.

The letter following the first number indicates the nature of the course type or level of difficulty:

- D = Academic
- P = Applied
- O = Open

- C = College Destination
- M = College or University Destination

Introduction

U = University Destination

E = Workplace Destination

The 6th character is used to identify groupings within a course, e.g.,

E = Enrichment

T = Technical Theatre in Communication
Technology

The codes for Locally Developed Courses are provided by the Ministry.

THE 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. It is possible that $\frac{1}{2}$ credit courses will be available in selected areas of the curriculum to allow students to explore a wider variety of programs.

CHOOSING COURSES FOR GRADES 9 AND 10

Students in Grades 8 and 9 will choose courses from one or more of three types: academic, applied, and open. They will make their choices primarily on the basis of their interests, needs, and achievement. Course types chosen in Grade 9 **DO NOT LIMIT** courses that may be chosen in Grade 10. (See Cross-Over Materials)

The following is a brief description of the types of courses that are available in the different subjects.

■ ACADEMIC COURSES

These courses will focus on essential concepts and include additional related materials and greater emphasis will be placed on theory and abstract thinking than on practical applications. Students in Grade 9 who successfully complete these courses may choose either the academic or the applied course in the same subject in Grade 10. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination. (See Cross-over Materials on this page and Prerequisite Charts at the end of this document)

■ APPLIED COURSES

These courses will focus on essential concepts, but greater emphasis will be placed on practical hands-on applications of the concepts. Students in Grade 9 who successfully complete these courses may choose either the applied or the academic course in the same subject in Grade 10. To change from Grade 9 Applied Mathematics to Grade 10 Academic Mathematics students must take a transfer course. Students in Grade 10 will choose courses in Grade 11 depending on their planned destination. (See Cross-over Materials on this page and Prerequisite Charts at the end of this document)

■ OPEN COURSES

In disciplines such as the Arts, Health and Physical Education, Business Studies and Guidance and Career Education, all students will take the same type of course, called an Open Course. These are appropriate for all students and are designed to prepare students for further study in certain subjects and to enrich their education generally.

The following additional course types are designed for specific purposes.

■ LOCALLY DEVELOPED COMPULSORY COURSES

Students may be placed in these courses specially designed for students who have been working on expectations that are well below the course grade level. These are available only in English, Mathematics and Science, and in selected schools within the Board. More information is available through each school's Special Education or Guidance department.

■ CROSS-OVER MATERIALS

These materials are modules of up to 30 hours offered to students who wish to change from academic courses to applied OR applied courses to academic. The Principal may recommend that students complete these courses in order to be better prepared to make a change in course type.

These materials can be found on the Internet at

www.ilc.org

* click on Welcome

* enter search phrase **crossover**

or a CD is available for loan from each secondary school. More information is available at each secondary school.

■ TRANSFER COURSES

Transfer courses, available in Grades 10, 11, and 12, (Grade 9 for Mathematics) offer students a means of transferring from one type of course to another if their interests and goals change during secondary school. Like the other types of courses, transfer courses are credit-based and are counted towards the 30 credits required to meet diploma requirements.

■ COURSES BEYOND GRADE 10

In Grades 11 and 12, courses offered to prepare students for their post-secondary destinations include: *university preparation courses*, developed in close collaboration with universities; *university/college preparation courses*, developed in close collaboration with both universities and colleges; *college preparation courses*, developed in close collaboration with colleges; and *workplace preparation courses*, developed in close collaboration with representatives from a variety of workplaces. *Open courses* are also offered in Grades 11 and 12.

◆ University Preparation Courses

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. The range of courses offered and the content of these courses will allow students to prepare for university programs and related careers.

◆ University/College Preparation Courses

University/college preparation courses include content that is relevant for both university and college programs. These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.

◆ College Preparation Courses

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs. The range of courses offered and the content of these courses will allow students to prepare for most college programs and related careers.

◆ Workplace Preparation Courses

Workplace preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community. The range and content of the courses offered will allow students to prepare for a variety of jobs, training programs, and careers.

◆ Open Courses

In disciplines such as the Arts, Health and Physical Education, Business Studies and Guidance and Career Education, all students will take the same type of course, called an Open Course. These are appropriate for all students and are designed to prepare students for further study in certain subjects and to enrich their education generally.

■ MAGNET CONCEPT

In order to offer a broader range of courses, some of which require specialized equipment and facilities, some schools will co-ordinate their timetables to enable students to access “magnet courses”. Students can travel to a nearby school for part of their program, usually a half-day, while still remaining a student at their home school. Magnet courses include offerings such as Hospitality Services, Culinary Arts, Auto Body, Horticulture, Hairstyling and Aesthetics, Health Care and Welding. This concept allows students to specialize in an area of interest to them. For more information contact your local school’s Guidance Department.