

Fenelon Falls Secondary School

COURSE INFORMATION

2008 - 2009



ACCOMMODATIONS, DEFERRALS, AND EXEMPTIONS

Accommodations. The necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the secondary school literacy test. Students needing such accommodations may or may not have been formally identified as exceptional by an Identification, Placement, and Review Committee (IPRC). The accommodations made will be the same as those that are set out in the student's IEP and/or that are available to the student in the course of his or her regular school work, including examinations and other forms of evaluation. While accommodations such as alternative forms of print and extra time are acceptable, the actual content of the secondary school literacy test must not be altered.

Deferrals. Students who might benefit from a deferral of the test may include students who have been identified as exceptional and students registered in English as a second language/ English literacy development (ESL/ELD) courses, who have not yet acquired the level of proficiency in English required for successfully completing the test. If a parent or an adult student requests a deferral, the principal will determine whether or not a deferral should be granted and, if so, for what period of time. A principal may also initiate consideration of a deferral. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter.

Exemptions. Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the principal, be exempted from participating in the secondary school literacy test. Students who do not successfully complete the literacy test will not be able to receive a secondary school diploma. Should the learning expectations contained in the student's IEP be revised at some point so as to allow the student to work towards the attainment of the secondary school diploma, the student would be expected to successfully complete the secondary school literacy test.

SUBSTITUTIONS FOR COMPULSORY COURSES

In order to allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits. To meet individual students' needs, principals may replace up to **three** of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. Each substitution will be noted on the student's Ontario Student Transcript.

ONTARIO SECONDARY SCHOOL CERTIFICATE

This 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 English
- 1 Mathematics
- 1 Science
- 1 Canadian History OR Canadian Geography
- 1 Health and Physical Education
- 1 in the Arts or Technological Education

Optional credits (total of 7)

- 7 credits selected by the student from available courses.
- The provisions for making substitution for compulsory credits also apply to the Ontario Secondary School Certificate.

Full Disclosure of All Courses Attempted

Commencing in September of 1999, the Ontario Student Transcript will record:

- Successful credits completed in grades 9 & 10
- Successful results, attempts, withdrawal and unsuccessful completions of any grade 11 and 12 courses.

EQUAL OPPORTUNITY

All students have the opportunity to develop as completely as possible in the direction of their individual talents and needs. Every effort is made to create a learning environment that is free from discrimination.

The Ontario Student Transcript provides students, parents, post-secondary institutions and employers with a record of student achievement. It lists all courses marks and credits successfully completed by the student. If a student completes 8 courses in either Business Studies or Technological Studies, the transcript will reflect this concentration of studies.

DEFINITION OF TERMS

accommodations. In the area of special education, specialized support and services that are provided to enable exceptional students to achieve the learning expectations. Some examples are: provision of specialist staff members; provision of equipment and materials such as hearing aids, learning materials in Braille, tape recorders; provision of extra time for completing classroom tests. Not included in these accommodations are modifications to learning expectations.

adult. A person who is eighteen years of age or more.

articulation agreement. An agreement on the setting up and maintaining of clear “routes” between secondary school and college programs in order to ensure that students are adequately prepared for college programs.

compulsory course. A course that meets the requirements of a compulsory credit and that, as directed by the Minister, must be included in a student’s program towards the earning of a diploma.

compulsory credit. A credit that is earned for the successful completion of the expectations related to a compulsory course.

course. A set of learning activities that enable students to attain the expectations related to courses that are developed from Ministry of Education and Training curriculum policy documents. Courses may be given different credit values. Multiple-credit courses may be developed that are based on one or more of the ministry’s curriculum policy documents.

course calendar. The name given to the document prepared by a secondary school to inform students and their parents of the courses that are available in the school.

course of study. An outline of the content of a course and other details pertaining to the course, such as prerequisites and evaluation procedures.

credit. A means of recognition of the successful completion of a course for which a minimum of 110 hours has been scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister.

curriculum. The plan for student learning outlined in Ministry of Education and Training curriculum policy documents and implemented in classroom programs through the use of a wide range of resources.

exceptional student. A student who is defined in the Education Act as “a pupil whose behavioural, communicational, intellectual, physical, or multiple exceptionalities are such that he or she is considered to need placement in a special education program by a committee, established under subparagraph iii of paragraph 5 of subsection 11(1), of the board: (a) of which the pupil is a resident pupil, (b) that admits or enrolls the pupil other than pursuant to an agreement with another board for the provision of education, or (c) to which the cost of education in respect of the pupil is payable by the Minister.”

locally developed course. A course that is not described in a ministry curriculum policy document. If offered for credit, such a course requires the approval of the responsible supervisory official in the school board and, when approved, must be submitted to the Ministry of Education and Training for ministry approval.

mature student. For purposes of determining further required credits for a diploma, a mature student is defined as a student who is at least eighteen years of age and who has not attended day school for a period of at least one year. *See also student.*

Ontario Student Record (OSR). The official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. Students and their parents (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and freedom of information legislation.

optional credit. A credit that is earned for the successful completion of an optional course. Optional courses are those selected by a student from available courses other than his or her compulsory courses.

prerequisite course. A course that is deemed absolutely essential for the successful understanding and completion of a subsequent course. Prerequisite courses are established only by ministry curriculum policy documents.

special education program. A program that is defined in the Education Act as “an educational program for an exceptional pupil that is based on, and modified by, the results of continuous assessment and evaluation, and that includes a plan containing specific objectives and an outline of educational services that meet the needs of the exceptional pupil.”

special education services. Services defined in the Education Act as “facilities and resources, including support personnel and equipment, necessary for developing and implementing a special education program.”

specialized program. A grouping of two or more courses to provide a curriculum focus for students with an interest in specific educational or career goals. Specialized programs include career preparation programs, university preparation programs, college preparation programs, and school-work transition programs.

student. A person enrolled in a school program. No student should be referred to by the course type he or she is taking; for example, a student taking an applied course should not be referred to as an “applied student”.

COMMON COURSE CODES

transfer course. A course offered to students who wish to move to another type of course in the same subject. The transfer course will consist of those learning expectations that were not included in the completed course but that are considered essential for success in the course to be taken. Partial credits are granted for successful completion of a transfer course.

DEFINITION OF COURSE LEVELS

The four types of courses in Grades 9 and 10 are defined as follows:

Academic Courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well incorporating practical application problems.

Applied Courses focus on the essential concepts of a subject, and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open Courses are the only type of courses offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Essential Courses are available upon recommendation of the head of the Special Education Department.

Courses in grades 11 and 12 allow you to determine the direction you want to take in your high school years, may be offered at five levels of difficulty. The following is a description of these levels:

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

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind.

Course Codes consist of 5 or 6 digits. The first three digits are letters that indicate the course.

for example – **CGC 1D**

C – Canadian and World Studies

GC – Geography

The fourth digit indicates the grade

1 – Grade 9

The fifth digit indicates the stream

D – Academic

Other Codes

P – Applied

O – Open

F – French Immersion

U - University

C - College

M - University/College

E - Workplace

SUBJECT LETTER CODES

A - Arts (Drama, Music, Visual Arts)

B - Business/Data Processing

D - Data Processing/Computer Studies

E - English

F - French as a Second Language or French Immersion

G - Geography

H - History

L - Languages other than French

M - Mathematics

N - Contemporary & Family Studies/Personal Life
Management & Guidance

P - Physical & Health Education

S - Science

T - Technology

ADDITIONAL POLICIES

EVALUATION AND MARK REPORTING

A summary is outlined in the Student Handbook/Planner given to each student in each school in September.

ATTENDANCE POLICY

The process and content of learning are disrupted by irregular attendance. Frequent absences may have a detrimental impact on evaluation since participation and achievement cannot be fully assessed.

THE CODE OF STUDENT BEHAVIOUR

Students, parents and teachers have certain rights and responsibilities in the process of education. The purpose of the Code of Student Behaviour is to clearly state the responsibilities of students and the general range of consequences for not meeting these responsibilities. Each school's Code of Behaviour will be reviewed annually with all students. It is published in the Student Handbook/Planner which is distributed to each student in September.

SCHOOL SERVICES

GUIDANCE DEPARTMENT

Teacher-Counsellors assist all students from Grade 9 to 12 to gain a better understanding of themselves in order to take advantage of their opportunities and to meet their potential. Education and career planning have high priorities in the Guidance Program.

An up-to-date library of college and university calendars, pamphlets and career information is maintained in Guidance.

Guidance services available to students are as follows:

- course selection
- career counselling
- post-secondary educational planning
- monitoring student progress
- personal counselling and referral
- in-class guidance programs including: study skills, exam preparation course selection, using computers for resume writing, interest testing, accessing information on careers and post-secondary opportunities

LIBRARY/RESOURCE CENTRE

Our information centres provide a wide range of services for students who may work independently, in small groups or with their classes.

Library collections contain books, magazines and non-print items which may be located via an automated computer catalogue. Students can search for materials in other district high schools using a union catalogue.

Computers are available for researching CD ROM 's, on-line databases and to access the World Wide Web.

Instruction in the research process is delivered by Teacher-Librarians and teachers working as a team of educators.

Reading for recreation is encouraged and collections include current fiction, non-fiction, magazines and newspapers for many interests.

CO-CURRICULAR PROGRAM

Each school offers a wide variety of activities designed to enhance the in-school curriculum. These may include athletic, artistic and general interest endeavours. Each activity is under the direction of a teacher so that the experience will be meaningful and beneficial to the student.

SPECIAL EDUCATION

EXCEPTIONAL STUDENTS

Any student may be referred for assessment of their educational needs and formal identification through the Head of Special Education. Students who have been identified as exceptional by the Trillium Lakelands District School Board and who are in need of a Special Education Program will be monitored by the Head of Special Education; this will ensure that the program objectives are being satisfied and that any necessary special equipment or resources are made available. These individualized programs are based on and modified by the results of continuous assessment and include a written plan (IEP). In addition, students have access, via the Head of Special Education, to personnel such as Speech and Language Teachers, Psychologists or a Special Education Consultant. Most exceptional students are fully integrated into regular courses but the curriculum and teaching strategies may be modified.

Please contact the Special Education Department Head for more specific information.

Learning Strategies Courses: These courses are designed specifically to help students be successful. They are generally only available to identified students, and registration is by recommendation of the Head of Special Education. (see Learning Strategies course descriptions GLE 10, GLE 20, GLE 30, GLE 40).

Practical Academics and Life Skills (PALS) Programs: These programs are designed for students who are developmentally challenged and who have been identified as exceptional by an Identification, Placement and Review Committee (IPRC). Individualized programs, designed for the students' recognized needs often include an out-of-school work experience as well as co-operative education.

Certificate of Achievement

Students with special needs will be eligible for a Certificate of Achievement on completion of their Secondary School programs.

HEALTH SERVICES

The Haliburton-Kawartha-Pine Ridge District Health Unit provides a Public Health Nurse in our schools.

The program of the public health nurse provides the following services:

1. Counselling of students with health concerns including: coping with stress, relationships, body image, personal hygiene, decision making, sexuality, birth control and pregnancy, and alcohol and drug use.
2. Consulting with Guidance teachers and other staff members in order to assist pupils with health problems.
3. Assisting teachers and providing resource information on a variety of health related topics.
4. Visiting homes by referral when warranted.

Appointments are made through the Guidance Secretary.

STUDENT SERVICES WORKER

Students in the school district have access to a Student Services Worker whose expertise is in Social Work. When a student's progress is affected by out-of-school factors, the student may request an appointment or be referred to this service through the Guidance Department. Students may arrange a confidential appointment through the Guidance Secretary.

PATHWAYS TO POST-SECONDARY

Each student will develop an educational plan in consultation with his/her parents and the Guidance department staff.

Admission to Post-Secondary Education

In general, students who maintain their English, Mathematics and Science courses through high school have the widest post-secondary opportunities and options.

Community Colleges

(CAAT) require that a student has completed the OSSD. **Students should check the college calendar. Admission requirements vary and may change.**

Community Service programs often stress Co-operative Education experience and volunteer or community involvement.

Universities

Students should check university calendars. Admission requirements vary and may change.

SCHOLARSHIP AND BURSARY INFORMATION

Every student attending Fenelon Falls Secondary School and who is resident of Victoria County, who graduates and continues study at a post secondary institution, is eligible for the **Weldon Bursary**. Students will not receive this money unless they complete the Weldon Bursary Application Process through the guidance office in June.

Some scholarships/awards/bursaries are based on academic standing, but many others are based on other criteria. Students are urged to research the information available in the Guidance Departments. Further information on Guidance page.

TRILLIUM LAKELANDS DSB ARTICULATION AGREEMENTS WITH FLEMING COLLEGE

The Board of Education has agreements with Fleming College that are geared to enhancing students' chances of succeeding at college.

By increasing the dialogue between the staffs of the two institutions teachers in both panels are becoming aware of what is being taught and how. Students can obtain credit towards their college diploma for work completed at high school. If you want more information about **advanced standing** or **weighted entry** provisions, please contact your Guidance office. There are agreements in place that could affect you if you complete a French Immersion Program or are interested in pursuing college programs in Early Childhood Education, Law and Security, Business and Technological Education.

CO-OPERATIVE EDUCATION

Co-operative Education is a method of learning tied to most senior grade courses earn credits by working in the community. Students can earn up to 4 credits in an academic year. The work placement must be reflective of and tied to in school courses. Co-operative education allows you to explore career alternatives, gain employment skills and obtain work experience. One co-op credit consists of working 110 hours.

Who May Apply for Co-operative Education?

- all students who have accumulated 16 credits by the end of the current school year.
- have a good attendance record.
- have taken the "tie-in" course at the school.
- have parental approval.

Students applying for Co-op should pick up and application form in the Co-op office. Followed by an interview at a later date.

ONTARIO YOUTH APPRENTICESHIP PROGRAM

The Ontario Youth Apprenticeship Program is designed to help students begin a career in the skilled trades while still in high school. Students have the option of different programs being offered at Sir Sandford Fleming College in Peterborough or Durham College in Oshawa. This program offers a variety of trade opportunities. These include Carpentry, Cook, General Mechanist, Millwright and Mechanic.

At Sir Sandford Fleming or Durham College, students attend the College for trade training 2 days a week and spend the remainder of the week with an employer at a related work site. This is a full day, second semester program where students can earn up to 4 co-operative education credits.

In this program students are registered as apprentices and are provided free college training, books and, if possible, transportation. Assistance will also be provided in finding a work placement and employment.

Application forms are available in the co-op office. Enrolment is limited. For more information see your Tech, Co-op or Guidance teacher.

With the Ontario Youth Apprenticeship Program you can:

- ✓ Earn credits towards your high school diploma
- ✓ Work towards becoming a registered apprentice
- ✓ Get real-world experience
- ✓ Possibly "earn while you learn".

To participate in coop you must be 16 years of age or older, have earned 16 credits and be experiencing success in school. The Ontario Youth Students in grade 12 are eligible to apply for an OYAP model that works in conjunction with Fleming and Durham Colleges.

For more information regarding OYAP please contact the Apprenticeship Officer, (705)340-8445. Also, contact your school's Cooperative Education teacher, Guidance counsellor or visit the Ministry of Education Website: <http://www.edu.gov.on.ca/eng/training/apprenticeship/skills/oyap.html>.

Virtual Learning Centre

The Virtual Learning Centre provides students the opportunity to earn high school credits online. A list of courses and further information is available on the website. (<http://www.virtuallearning.ca>)

Your Guidance counsellor will assist you in completing your application. The VLC is not intended to replace courses available at your school, but may provide you with courses your school is unable to offer. VLC courses, like regular day school courses, are run based on enrollment.

SUMMER PROGRAMS

A traditional classroom program is offered and is available free of charge. Students must provide their own transportation or pay for bus transportation. Students may take 1 full credit or up to 2 upgrading credits.

Please consult the Guidance Department in late May for details.

Tutor Assisted Independent Learning Program

To upgrade a course mark to a pass, a student must complete the course in the day school and have at least 40%. To earn the credit, the student must complete 10 lessons and write an exam.

If you wish to earn a new credit, course prerequisites must be met and you must complete 20 lessons plus a final exam.

All course work is to be completed in July and the student must have the approval of the principal. There is a refundable deposit on course materials used and returned in the same condition.

Registration is only through the Guidance office.

Please contact them for details.

STUDENT RECORDS AND THE ONTARIO STUDENT TRANSCRIPT

An Ontario Student Record file is maintained in the school for each secondary school student.

Students' report cards are kept in this file, along with an Ontario Student Transcript. The Ontario Student Transcript lists all courses that the student has successfully completed, marks and the credits obtained in grades 9 and 10. All attempts at grade 11 and 12 courses, marks and the credits obtained will also be listed.

The Ontario Student Transcript will show the successful completion of the Grade 10 Test of Reading and Writing, and the 40 hours of Mandatory Community Involvement.

Upon completion of eight courses in either Business Studies or Technological Studies, the transcript will show this concentration of studies. Students and parents have a right to view the Student's Record upon request. The purpose of the Ontario Student Transcript is to provide students, parents, post-secondary institutions and employers with a common record of student achievement.

For More Information

Each of the secondary schools in Trillium Lakelands District School Board has a website. To learn more about your school for next year, visit the Trillium Lakelands DSB's website that has links to the seven secondary schools.

www.TLDSB.on.ca

or our school's website at

www.TLDSB.on.ca/schools/ffss

The Ministry of Education and Training also has a website. Visit the Ontario Ministry of Education and Training's website at www.edu.gov.on.ca.

Outlines of courses of study are available in the Secondary School offices. Please contact the principal. The courses offered by these schools are developed according to the requirements of the Ontario Ministry of Education and Training.

