



# High School Academic Handbook

2021-2022



**OTTAWA  
CATHOLIC  
SCHOOL BOARD**

## Preface

All the fundamental information regarding OCSB high school academic programs can be found on the OCSB website at [ocsb.ca](https://ocsb.ca). This High School Course Handbook augments that information with supplementary details about:

- high school academics
- graduation requirements;
- programs and courses; and
- available student supports.

Students and their families are encouraged to use this handbook as a supplement when exploring the website, and as a starting point for any discussions with teachers, guidance counsellors, and school administrators.

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## High School Academics

High school is typically a four-year program, with each year made up of two semesters. Many courses have final exams which take place during a designated week at the end of each semester.

- Semester 1: September to January
- Semester 2: February to June

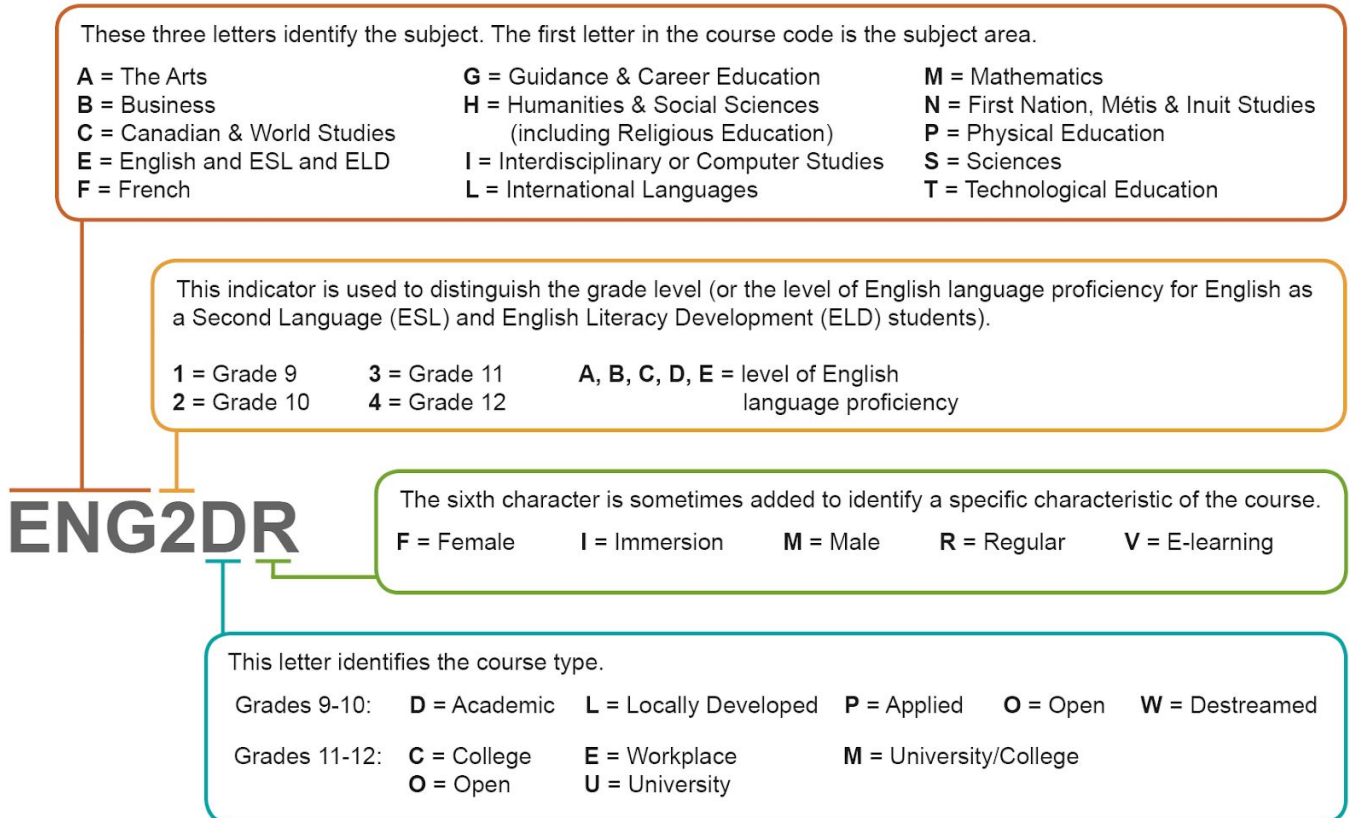
Every student has a unique schedule, so they will have a different group of classmates in each course. The semester system means students may end up with Science in semester 1 of Grade 9, and not take it again until semester 2 of Grade 10.

### Course choices throughout high school

Grade 9	Grade 10	Grade 11	Grade 12
Religion	Religion	Religion	Religion
English	English	English	English
Math	Math	Math	Elective
Canadian Geography	Canadian History	Elective or Compulsory	Elective
Science	Science	Elective	Elective
French	Careers and Civics	Elective	Elective
Physical Education	Elective or Compulsory	Elective	Elective
Elective or Compulsory	Elective or Compulsory	Elective	Elective
<i>Student selects 1 optional course</i>	<i>Student selects 2 optional courses</i>	<i>Student selects 5 optional courses</i>	<i>Student selects up to 6 optional courses</i>

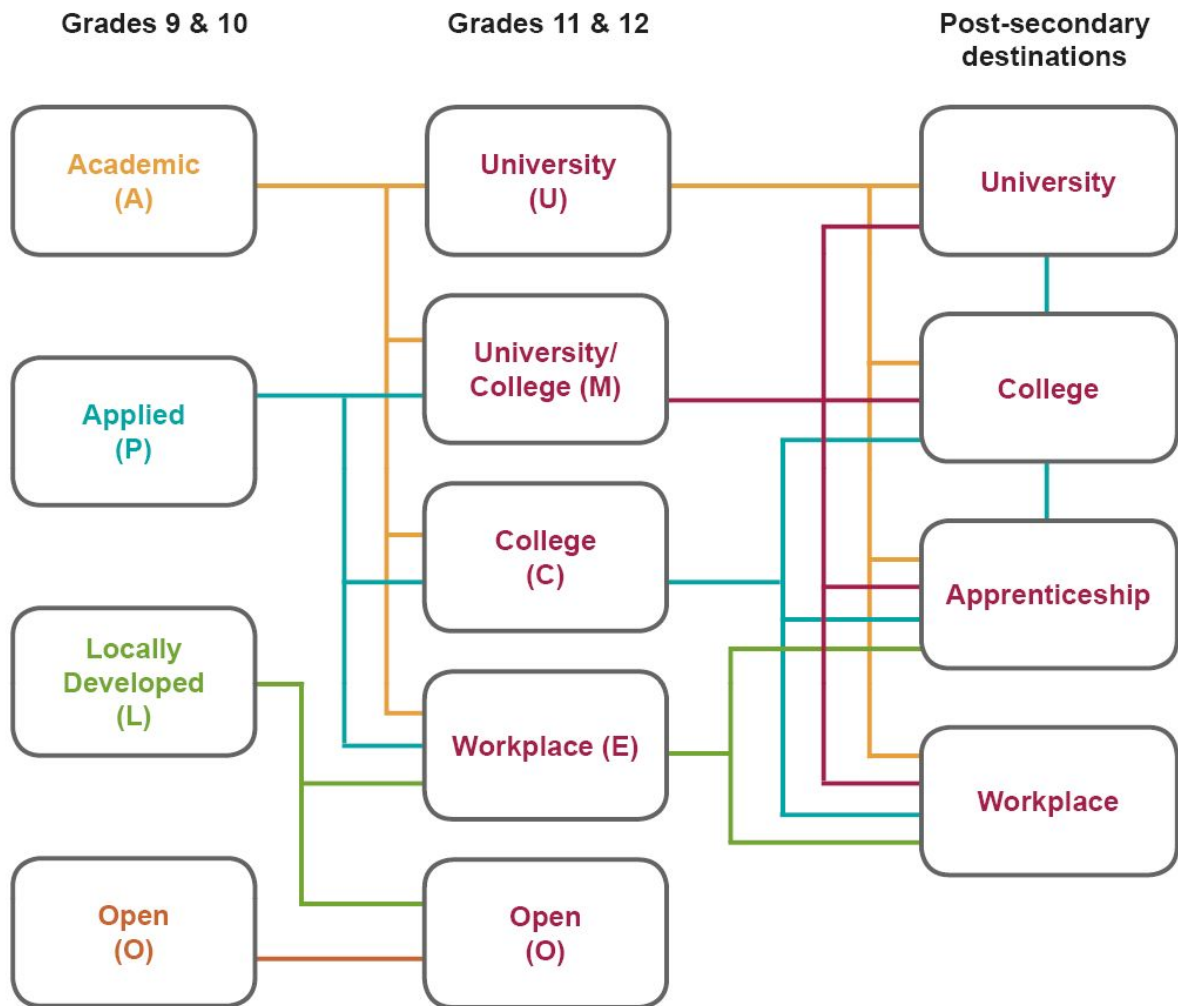
## Understanding course codes

Courses use a six-character course code for identification. The first five characters of the course code are set out by the Ministry of Education. The sixth character is used by school boards to identify a specific characteristic of the course.



## Course types and learning pathways

There are many opportunities to explore options while in high school. There are many paths between the various post-secondary destinations. Choosing one type of course in Grades 11 and 12 does not necessarily close the door to other destinations.



### Course types in Grades 9-10

**Academic courses (D):** Academic courses focus on the essential concepts of the discipline and additional materials. They develop students' knowledge and skills by emphasizing theoretical and abstract thinking while incorporating practical applications as a basis for future learning and problem solving.



**Locally developed course (L):** Locally developed compulsory credit courses are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements in English, mathematics, and science for the Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). These types of courses help prepare students for further study in courses from the curriculum policy documents for these disciplines.

**Applied courses (P):** Applied courses focus on the essential concepts of the discipline. They develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical elements as appropriate. Familiar, real-life situations are used to illustrate ideas, along with more opportunities to experience practical applications of the concepts they studied.

**Open courses (O):** Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic, applied and locally developed. For example, open courses are offered in visual arts, music and health and physical education, but not in English, mathematics, science, French as a second language, history or geography. An open course comprises a set of expectations that is suitable for all students. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12.

### Course types in Grades 11-12

**College (C):** College preparation courses provide students with the knowledge and skills needed to meet the entrance requirements for most college programs and apprenticeships. Courses focus on practical applications and also examine underlying theories.

**Workplace (E):** Workplace preparation courses prepare students to move directly into the workplace after high school or to be admitted into select apprenticeship programs or other training programs in the community. Courses focus on employment skills and on practical workplace applications of the subject content. Many workplace preparation courses involve an experiential learning component, which allows students to get practical experience in a workplace setting.

**University/College (M):** University/College preparation courses are offered to prepare students to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications of course content.

**Open courses (O):** Open courses in Grades 11 and 12 are appropriate for all students. These courses allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflect their interests.

**University (U):** University preparation courses provide students with the knowledge and skills they need to meet university entrance requirements. Courses emphasize theoretical aspects of the subject and also consider related applications.

### Other course types

**Transfer course (H):** To transfer from Grade 9 Applied Math to Grade 10 Academic Math, a student must take the transfer course MPM1H. Please consult your guidance counsellor for information regarding this course description and process.

**K courses (K):** K courses consist of alternative expectations that are developed to help students with special education needs acquire knowledge and skills that are not represented in the Ontario curriculum. Because they are not part of a subject or course outlined in the provincial curriculum documents, alternative expectations are considered to constitute alternative programs or alternative courses.

Some students may remain in secondary school for up to 7 years, with a planned Community Living pathway. Students may experience a specific K course subject area twice in one year and several times over many years. Each experience will be unique, with its own K course code and learning goals consistent with those recorded on the student's Individual Education Plan (IEP). The student will not be granted a credit for the successful completion of a K course that consists of alternative expectations.

## Assessment, evaluation and reporting

Assessment and evaluation happens throughout the semester to help improve student learning.

**Assessment** is the process of gathering information from a variety of sources that accurately reflects how a student is achieving the curriculum expectations in a subject or course.

**Evaluation** is the process of judging the quality of student learning on the basis of established criteria and assigning a value to represent that quality.

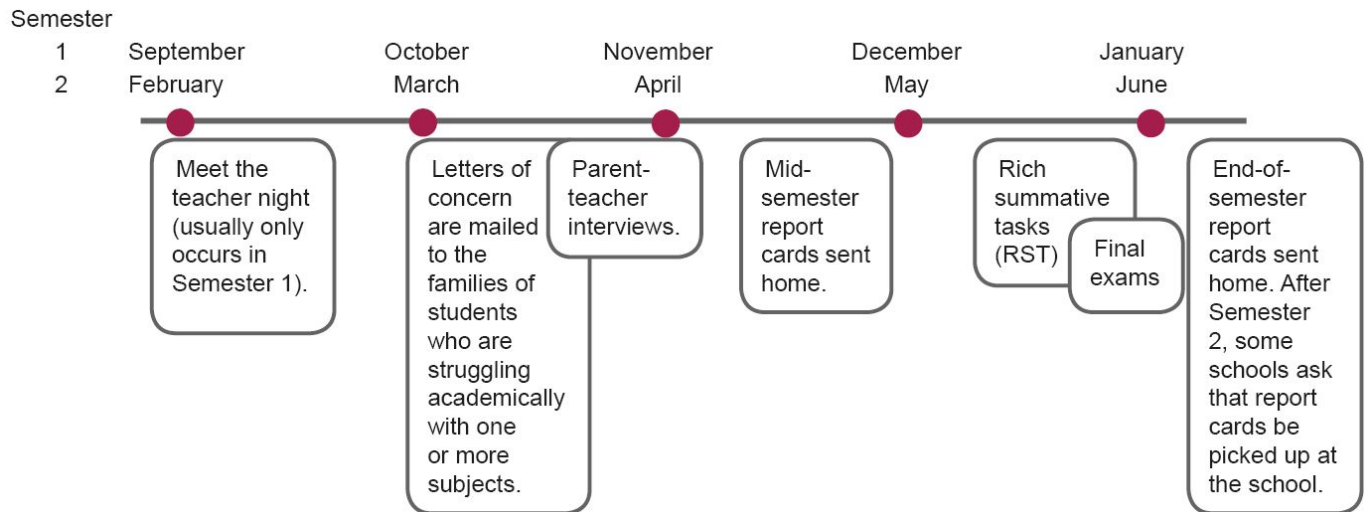
In Ontario high schools, percentage grades are assigned to reflect the corresponding level of achievement as described in the achievement charts in the provincial policy document of each

discipline. A student must achieve at least 50% (Level 1) in order to earn credit for a course, and if the student achieves at least 70% (Level 3), the student will have met the provincial standard for the course and is well prepared for the next grade.

### How final grades are calculated

- 70% from evaluations conducted throughout the course
- 30% from a final evaluation administered towards the end of the course. This evaluation is based on evidence from one or a combination of the following: an examination, a performance, an essay and/or another method of evaluation suitable to the course content (often called a rich summative task (RST).)

### Timeline of assessment events



### Grade 9-12 provincial report card

The provincial report card for Grades 9-12 is the formal means of communicating student achievement. The report card focuses on two distinct but related aspects of student achievement — the achievement of curriculum expectations and the development of learning skills and work habits. These aspects are reported in two separate sections of the report card. Report cards give parents information about:

- student demonstration of specific learning skills and work habits

- student achievement of the curriculum expectations
- student attendance (lates and absences)
- information about second language programming and special learning needs

## Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) provides an official and consistent record of the Ontario secondary school credit courses successfully completed by a student. The OST is an official component of the OSR and is stored in the student's OSR folder. The OST includes:

- all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned
- all Grade 11 and 12 courses completed successfully or attempted unsuccessfully by the student, with percentage grades obtained and credits earned
- all equivalent credits granted (through the Prior Learning Assessment and Recognition (PLAR) equivalency process.
- all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned
- identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the Ministry as diploma requirements
- confirmation that the student has completed the 40 hours of community involvement
- confirmation that the student has successfully completed the Ontario Secondary School Literacy Test or the Ontario Secondary School Literacy Course.
- a record of the achievement of exceptional students who have alternative learning expectations in an individualized, non-credit program

## Full disclosure

The Ministry has mandated "Full Disclosure" for Grade 11 and 12 courses. This mandate requires that any Grade 11 and 12 courses a student attempts, repeats, fails or completes successfully must be indicated on the student's transcript. A student has up to five days following the release of the first Provincial Report Card (i.e. mid-semester report card) to drop a

course so that it is not reflected on the OST. Any course dropped following this period will have the percentage grade at the time of the drop recorded on the OST.

### Ontario Student Record

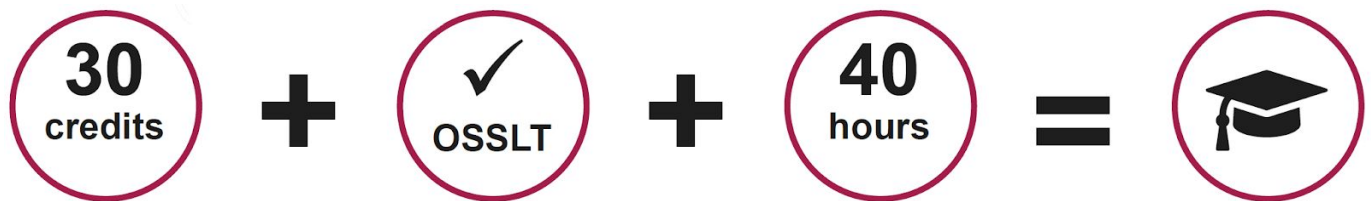
The Ontario Student Record (OSR) is an ongoing record of a student's educational progress through schools in Ontario. The Education Act requires that the principal of a school collect information "for inclusion in a record, in respect of each student enrolled in the school and to establish, maintain, retain, transfer and dispose of the record." The Act also regulates access to an OSR and states that the OSR is "privileged for the information and use of supervisory officers and the principal and teachers of the school for the improvement of instruction" of the student. Each student and the parent/guardian of a student who is not an adult (that is, a student who is under the age of 18) must be made aware of the purpose and content of and have access to, all of the information contained in the OSR.

The OSR is usually housed in the main office or in Student Services at the student's school. The Ontario Student Transcript and report cards are kept in the OSR file which also contains other academic information relating to the student's education.

## Graduation Requirements

To graduate with an Ontario Secondary School Diploma (OSSD), students must complete 3 required components:

- Earn 30 or more course credits;
- Pass the Ontario Secondary School Literacy Test (OSSLT); and
- Complete 40 hours of volunteer community involvement.



### OSSD credit requirements

#### How to earn credits

One credit is earned for each successfully completed course. Students typically take 4 courses each semester, so typically earn 8 credits each school year.

Extra credits can be earned in additional programs after school or in online courses, as well as in summer school and through international language programs offered on Saturdays.

#### Course credits required for graduation

Students must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they will need to function effectively in any area of activity, as well as the opportunities to acquire the specialized knowledge and skills they will need to succeed in their chosen post-secondary endeavours.

<b>OSSD credit requirements</b>	
4	English
3	Mathematics
2	Science
1	Canadian Geography
1	Canadian History
1	Arts
1	Health and Physical Education
1	French as a second language (FSL)
0.5	Career Studies
0.5	Civics
1	<p>Credit in any of the following Group 1 credits:</p> <ul style="list-style-type: none"> <li>● English (including the Ontario Secondary School Literacy Course) or French as a second language (FSL)</li> <li>● First Nations, Métis, and Inuit Studies</li> <li>● Classical or international language</li> <li>● Social sciences and the humanities</li> <li>● Native language</li> <li>● American Sign Language as a Second Language</li> <li>● Canadian and World Studies</li> <li>● Guidance and Career Education</li> <li>● Cooperative Education</li> </ul>
1	<p>Credit in any of the following Group 2 credits:</p> <ul style="list-style-type: none"> <li>● Health and physical education</li> <li>● American Sign Language as a Second Language</li> <li>● French as a second language (FSL)</li> <li>● Arts</li> <li>● Business studies</li> <li>● Cooperative education</li> </ul>
1	<p>Credit in any of the following Group 3 credits:</p> <ul style="list-style-type: none"> <li>● Science (Grade 11 or 12)</li> <li>● French as a second language (FSL)</li> <li>● American Sign Language as a Second Language</li> <li>● Computer studies</li> <li>● Technological education</li> <li>● Cooperative education</li> </ul>
12	Optional credits (OCSB students are required to take 4 Religion credits in order to graduate.)
<b>30</b>	<b>Total</b>

Notes regarding OSSD credit achievement:

- Contemporary First Nations, Métis and Inuit Voices (NBE3E, NBE3C, or NBE3U) counts as a grade 11 compulsory English credit.
- A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course
- The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory requirement in Arts
- A maximum of 2 credits in Cooperative Education can count as compulsory credits
- In Groups 1, 2 and 3, a maximum of 2 credits in French as a Second Language (FSL) can count as compulsory credits, one from Group 1 and one from either Group 2 or Group 3
- The 12 optional credits may include up to 4 credits earned through approved Dual Credit courses, dual credits cannot be used as substitutions for compulsory credit requirements
- To provide the flexibility to tailor individual student's courses to program and need and to support a student's progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3).

## Additional certifications

OCSB high school students have the opportunity to earn a number of different certifications when they graduate. Students wishing to earn one or more certificates should keep the certification requirements in mind when choosing electives.

### French as a Second Language (FSL) Certificate

Two separate French as a Second Language (FSL) programs are available for students — Core French or Immersion French. Both programs aim to foster an interest in French language learning that will continue throughout the student's life. An FSL certificate is awarded to students who have pursued a concentrated study in French.

A **Core French Certificate** requires a student to successfully complete 4 French language courses, including the Grade 11 and 12 Core French courses.



An **Immersion French Certificate** requires a student to successfully complete 10 courses — 4 French language courses and 6 additional courses taught in French. A cooperative education placement, linked to a French credit, may be included toward the 6 additional credits.

### Business Studies Certificate

A Business Studies Certificate is awarded to students who have pursued a concentrated study in business by completing a minimum number of Business Studies credits. Students are required to complete a minimum of 5 credits, either through Business Studies courses ('B' codes), Economics courses (CIC3E, CIE3M, CIA4U), or cooperative education credits tied to Business courses. See a guidance counsellor for more information.

### Technological Education Certificate

Students can earn a Technological Education certificate by completing a minimum of 5 credits, either through Technological Education courses ('T' codes), or cooperative education credits tied to Technological Education courses. See a guidance counsellor for more information.

### Specialist High Skills Major (SHSM) Diploma

The Specialist High Skills Major (SHSM) program allows students to focus their secondary school education toward a career area of their choice. Students can earn a SHSM program accreditation no matter what their post-secondary plans — work, apprenticeship, or college/university.

Students who successfully complete an SHSM receive:

- An Ontario Secondary School Diploma with an embossed SHSM seal
- SHSM Record documenting student achievement
- Formal recognition on the Ontario Student Transcript

This formal recognition lets employers and postsecondary institutions know that the student has knowledge, skills, and industry-recognized qualifications related to a particular career field.

### Completing high school without an OSSD

Students who do not attain the OSSD, may be granted the Ontario Secondary School Certificate (14+ credits) or the Certificate of Accomplishment (fewer than 14 credits).

## Ontario Secondary School Certificate (OSSC) requirements

An OSSC will be granted upon request to students who have earned a minimum of 14 credits distributed as follows:

- 2 English
- 1 Canadian Geography or Canadian History
- 1 Mathematics
- 1 Science
- 1 Health and physical education
- 1 Arts or Technological education
- 7 optional credits

## Certificate of Accomplishment requirements

Students who do not fulfill the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to continue with vocational programs, other training opportunities and/or employment after leaving school.

## Ontario Secondary School Literacy Test (OSSLT)

To earn a high school diploma, all students must successfully complete the Ontario Secondary School Literacy Test (OSST) or the Ontario Secondary School Literacy Course (OSSLC). Students typically take the OSSLT in March of their Grade 10 year. The test measures whether or not they are meeting the minimum standard for literacy across all subjects. If students are not successful in their first attempt, they will have another opportunity the following year.

Schools also have the option of offering students the Ontario Secondary School Literacy Course in place of the test after the first attempt. The course serves as both a Grade 12 English credit and their literacy credential for graduation. A student may enroll directly in the OSSLC if there are extenuating circumstances, such as English language proficiency level, illness, injury. If, through no fault of his/her own, a student has not been able to participate in either the test or the course, an adjudication process has been established. For further information, please contact Student Services at your school.

## OSSLT accommodations

Necessary accommodations will 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 OSSLT. Students needing 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 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 OSSLT can not be altered.

## OSSLT deferrals

Students with an IEP and/or identified as exceptional learners and students registered in English as a Second Language/English Literacy Development (ESL/ELD) courses, may benefit from a deferral of the OSSLT. If a parent or an adult student requests a deferral, their school principal will determine whether or not a deferral should be granted and, if so, for what period of time. The 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.

## OSSLT exemptions

Students whose IEP indicates that the student is not working towards the attainment of a high school diploma may, with parental consent and the approval of the principal, be exempted from participating in the OSSLT. Students who do not successfully complete the OSSLT or OSSLC will not be able to receive an Ontario Secondary School Diploma (OSSD). 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 diploma, the student would be expected to successfully complete the OSSLT requirement.

## Community involvement

To graduate from high school, students must complete 40 hours of community involvement. These activities must be:

- unpaid service
- included in the list of the OCSB's eligible activities
- completed outside of class time (including community involvement activities done at school)
- completed by the end of Grade 12

Students are responsible for:

- selecting appropriate community involvement activities
- demonstrating a positive work ethic and respect for others, and
- completing all required community involvement documentation.

Parents/guardians are responsible for:

- helping their child in to choose appropriate community involvement activities,
- communicating with the activity organizer and the school Principal any questions or concerns, and
- signing the [Community Involvement Record](#) if the student is under the age of 18.

## How to accumulate community involvement hours

Students can start accumulating their community involvement hours in July of the year before they begin Grade 9. The 40 service hours may come either from a single activity or a series of short-term activities.

1. Review the list of eligible activities with a parent or guardian and together decide on an activity.
2. Record completed activities on a [Community Involvement Record](#). The activity supervisor must sign the form for each service date.

3. Make a copy of the record and submit it once each semester. Be sure to submit the record by the first week of January or June so that completed hours can be recorded on report cards.

### Eligible community involvement activities

Community involvement activities may be done in many places, including charities, not-for-profit organizations, and public sector institutions (including hospitals and libraries). The OCSB has developed a list of community involvement activities that are considered acceptable

Eligible activities may include an event or activity designed to be of benefit to the community and/or supports a not-for-profit agency, institution or foundation that conforms to the ethical standards of the OCSB and the Ontario Ministry of Education.

### Examples of approved community involvement activities

The following list provides examples of activities that, if within the intent and spirit of community involvement, are suitable for completion of the community involvement requirement. Unapproved activities cannot be commenced until permission has been granted by the school.

**School community service:** These activities must be completed outside students' class time and may include assisting with arts initiatives, school sports teams, charity/social action projects, school committees, peer tutoring, peer helping and/or youth ministry.

**Parish community service:** These activities may include helping, leading and/or organizing child minding during liturgies, Eucharistic ministry, altar serving, greeting/ushering at church activities, music ministry, reading at Mass, Sunday school, parish committees, social justice initiatives and/or youth ministry.

**Fundraising:** Canvassing, walk-a-thons for community benefit, celebrity games, gift wrapping, gala and sales for charitable purposes (Canadian Cancer Society, United Way, CHEO Foundation).

**Sports/recreation:** Coaching and helping to organize Special Olympics, track meets and summer games, volunteering as a buddy or pool assistant.

**Community events:** Helping organize winter carnivals, parades, and summer fairs (Winterlude, Tulip Festival, Festival Franco Ontarien, Santa Claus parade).

**Community projects:** Participating in organized food drives, support services for community groups (Shepherds of Good Hope, 4H clubs).

**Environmental projects:** Participating in community clean-up, flower/tree planting, recycling, and general beautification projects and activities (Clean Up the Capital).

**Volunteer work with seniors:** Assisting in a seniors' residence, e.g. serving snacks, helping with activities or portering, or participating in visiting and reading programs.

**Health agencies:** Volunteering in hospitals, hospices, and Canadian Blood Services (assist at a blood donor clinic or time to donate blood).

**Committee work:** Participating on advisory boards or neighbourhood associations and regional associations.

**Youth program:** Assisting with the operation of not for profit youth programs (Scouts, Guides, City of Ottawa), drop-in centre activities, breakfast programs, child care programs, March break programs, Leaders in Training, summer playground activities and camps (St. Brigid's, Waupoos Farm).

**Work with animals:** Assisting with animal care, horseback riding programs, or volunteer assistance at a local zoo or petting farm (Humane Society).

**Arts and culture:** Assisting at a gallery, performing arts production or program, or in a community library program

**Activities for individuals\*:** Assisting someone who requires support with shopping, tutoring, light snow removal (no use of snowblower), or housekeeping (\*pre-approval recommended)

### Examples of ineligible (not approved) community involvement activities

- provides direct financial benefit to the student or to the student's family
- is affiliated with an organization that promotes values contrary to the teaching of the Catholic Church
- would normally be performed for wages by a person in the workplace
- is a requirement of a class or course (i.e. co-op education, job shadowing)

- takes place during class time (lunch or study hall activities are permissible)
- is a student exchange program
- consists of duties normally performed in the home (i.e. daily chores) or personal recreational activities
- involves a court-ordered program
- involves the administration of any type or form of medication or medical procedure
- involves handling of substances classed as “designated substances” under the Occupational Health & Safety Act
- takes place in a logging or mining environment, if student under 16
- takes place in a factory, if student under 15
- takes place in a workplace other than a factory if the student is under 14 years of age and is not accompanied by an adult
- involves the operation of a vehicle, power tools, or scaffolding
- requires knowledge of a trades person whose trade is regulated by the provincial government
- involves banking or handling of securities, or the handling of jewellery, works of art, antiquities or other valuables

### Request approval for an unlisted activity

If a student would like to participate in an activity or event that is not clearly within the OCSB’s list of examples, the student must submit a letter to the school’s Student Services/Guidance office describing the proposed activity.

**The activity cannot be started until permission has been granted.** If the activity is done without permission and permission is later denied, the activity will not be counted toward the student’s community involvement requirement.

### Police records checks

Students are required to obtain a Police Records Check only if the community involvement activity is with the federal, provincial, or municipal government. Results of the Police Records Check will be sent directly to the government agency. If the community involvement activity takes place within the OCSB, a check is not required. Non-government agencies are not authorized to request Police Records Checks.

## Liability insurance coverage

The school board's liability insurance carried with Ontario School Boards' Insurance Exchange (OSBIE) will provide coverage for the students and the community sponsors from any lawsuits that may arise from the students' activities in the community involvement program during the 40 hours of volunteer work required. The board's liability insurance does NOT cover student injuries while they are completing their 40 hours of service, nor does it cover the sponsoring organization for lawsuits that arise from their negligence. Should your child require OSBIE coverage for any additional hours (over the required 40 hours), this is subject to the review and approval of your child's school principal.

## Community sponsors

Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfill their community involvement activities in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the Community Involvement Record.

Community sponsors should ensure that the activities completed by student volunteers are not on the Ministry of Education's or the OCSB's list of ineligible activities, and that the activities fall within the Board's guiding principles and are identified on the Board's list of examples.

Community sponsors will be responsible for ensuring that their liability insurance will protect them for their involvement in this program. As with other programs, such as *Take Our Kids to Work Day*, the School Board's insurance does not provide coverage for the negligence of the community sponsors.



## Programs and Courses

### High school program options

Our high schools offer several program options that allow students to explore their interests, develop skills, and prepare for their life after high school. Students should consider and explore these programs before choosing their courses for the coming year. *Follow the links on the Programs and Courses page of the OCSB website for full details on the programs below.*

**Summer school** provides students with the opportunity to complete credits outside of regular school hours. Courses are taught over 16 days in July. This is a good option for students who need to complete a credit, or want to reach ahead.

**Focus programs** are one- or two-semester packages of courses that focus on a particular field of interest. These programs enable students to benefit from specialized programming and teacher expertise.

**Co-operative Education (co-op)** is a ministry-approved program that allows students to earn secondary school credits while completing a work placement. These are usually 2-credit courses that enable students to take what they learned in a specific course and apply it in a real-world work environment.

**eLearning** allows students to take some Grade 11 and 12 courses online, giving them a wider choice of courses and more flexibility with their timetable. Students manage their learning independently.

**Dual Credit** courses enable students in Grades 11 and 12 to earn a high school credit and a college credit at the same time. By taking these courses, students have the chance to experience a college environment while still in high school.

**Ontario Youth Apprenticeship Program (OYAP)** is a school-to-work program that allows students to explore and work in apprenticeship occupations starting in Grade 11 or 12 through the co-op program. Students have an opportunity to become registered apprentices and work

towards becoming certified journeypersons in a skilled trade while completing their secondary school diplomas.

**Specialist High Skills Major (SHSM)** is a Ministry-approved specialized program that allows students in Grades 11 and 12 to focus their learning on a specific career sector while meeting their high school graduation requirements.

## Course descriptions

Course descriptions, including prerequisite requirements, can be found on the Programs and Courses page of the OCSB website, or in our [Course Description Guide](#). Not all courses are offered at every OCSB high school. Consult your myBlueprint account for the course offerings at your school.

### Courses are developed according to guidelines

The courses offered by the OCSB have been developed according to the requirements of the Ontario Ministry of Education. All curriculum documents and course profiles are available at each high school and available online at the Ministry of Education website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca). Select courses using myBlueprint

Students make their course selections using the myBlueprint Education Planner — an online tool available to all OCSB students (Grades 7-12), teachers and parents. In addition to planning and selecting courses, students can use it to:

- investigate and research educational options for all pathways (apprenticeship, work, college and university),
- discover learning styles,
- explore career interest surveys,
- set short-term and long-term goals
- build resumes.

The [myBlueprint Guide for Parents](#) provides a step-by-step guide to set up a parent account and link it to your teen's account.

## Step-by-step guide to selecting courses

1. Visit [www.myblueprint.ca/ocsb](http://www.myblueprint.ca/ocsb) or select the myBlueprint icon on the Student Portal.
2. Click "School Account Log In"
3. Course Selection - From your Home screen, click on the "Plan Courses" button that appears in the Course Selection box.
4. Add Courses for next year
  - In High School Planner, click + (Course).
  - In the Course Selection and Details screen, explore the available courses.
  - Click "Add Course" when you find the course you want.
5. Review & submit your courses - Click "Review Submission" to ensure that you are meeting the requirements and that the courses that appear are correct. Once you have reviewed, click "Submit Course Selections".
6. Print - Click on "Print Sign-Off Sheet". Return a signed copy of your Course Selection Sign-Off Sheet to your Counsellor or Teacher.

## Parents assume course selection responsibility

Parents/guardians have the right of selection of courses for their children. When parents sign the Student Course Contract, they assume full responsibility for the choices they have selected. A student who is 18 years of age or older may select courses without parental/guardian approval or a 16/17 year old who has withdrawn from parental control. The school has the responsibility to communicate clearly and fully the Ministry diploma requirements and school expectations and standards.

## School transfers may affect athletic program eligibility

School transfers may affect a student's eligibility to participate in a specific sport program. Consult your school's Physical Education Department Head under the direction of the principal for information about the National Capital Secondary School Athletic Association and Ontario Federation of School Athletic Association eligibility policy for sports. Information regarding transfer policies can also be found at [www.fatdog.ca](http://www.fatdog.ca) and [www.ofsaa.on.ca](http://www.ofsaa.on.ca).

## Student supports in High School

Our high schools are designed with a variety of supports to meet the needs of all learners. This includes students whose first language is not English, students who have learning needs, students who are high performing athletes and artists, and students who have difficulty succeeding in a regular classroom setting.

### Programs for English Language Learners

English language learners (ELL) are students whose first language is not English, and who may require focused support to help them become proficient in English. These students can take English as a Second Language (ESL) and English Literacy Development (ELD) programs in high school.

Our ESL program is for ELL students who have age-appropriate literacy skills and educational backgrounds in their first language. Our ELD program supports ELL students who have had limited opportunities to develop age-appropriate language, literacy and numeracy skills in their first language. Students taking ELD courses receive support for both language acquisition and academic upgrading.

### ESL and ELD credit course locations

<p>ESL credit courses (ESLAO to ESLEO) are available at the following schools:</p> <ul style="list-style-type: none"> <li>● Holy Trinity Catholic</li> <li>● Lester B. Pearson Catholic</li> <li>● St. Francis Xavier</li> <li>● St. Mother Teresa</li> <li>● St. Patrick's</li> <li>● St. Pius X</li> </ul>	<p>ELD credit courses (ELDAO to ELDEO) are available at the following schools:</p> <ul style="list-style-type: none"> <li>● Holy Trinity Catholic</li> <li>● Lester B. Pearson Catholic</li> <li>● St. Francis Xavier</li> <li>● St. Patrick's</li> <li>● St. Pius X</li> </ul>
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Up to three ESL or ELD courses can be applied to the four compulsory English credits required

for the OSSD. These courses are designed to support students as they develop cognitive academic language proficiency in various content areas. These courses are credit bearing for diploma purposes.

## Special Education

Students who are identified with learning-based needs continue to be supported with special education programs and services in high school. The student's Individual Education Plan (IEP) identifies any modified or alternative learning expectations, as well as any specific accommodations and special education services/resources assigned to the student.

### Choosing the appropriate course level

The high school course level that is appropriate for each student depends on the support mechanisms, learning expectations that are identified in the IEP.

**Accommodations** are any support mechanisms that help students access the course material and/or demonstrate their knowledge. These can include individualized teaching and assessment strategies, environmental changes or individualized equipment. Students who receive accommodations must still meet all the learning expectations of the course in order to earn a credit.

A student who is receiving accommodations only, and who is meeting grade level expectations, will likely take locally developed, applied or academic courses. The level chosen will depend on his or her individual strengths and needs.

**Modified learning expectations** are changes that are made to course expectations that are different from the expectations for that grade level. The principal will work with the school's special education team to determine whether the student will be eligible to receive a credit for the course by achieving the modified expectations.

A student who is receiving modified learning expectations and/or alternative learning expectations may be considered for Locally Developed Compulsory credit courses. Students with an IEP should consult with their guidance counsellor, resource teacher and subject teachers to choose a course level that best suits their needs.

**Alternative expectations** may be set for students who need an individualized program that is not based on the Ontario curriculum. Alternative courses are non-credit courses (K courses).

### Non-credit alternative K courses

Code	Course Title	Code	Course Title
<b>KAL</b>	Creative Arts for Enjoyment and Expression	<b>KHI</b>	Culinary Skills
<b>KBB</b>	Money Management and Personal Banking	<b>KMM</b>	Numeracy and Numbers
<b>KCC</b>	Transit Training and Community Exploration	<b>KNA</b>	First Canadians
<b>KCW</b>	Exploring Our World	<b>KPF</b>	Personal Health and Fitness
<b>KEN</b>	Language and Communication Development	<b>KPH</b>	Choice Making for Healthy Living
<b>KGL</b>	Personal Life Skills	<b>KPP</b>	Self Help and Self Care
<b>KGW</b>	Exploring the World of Work	<b>KSN</b>	Exploring Our Environment
<b>KHD</b>	Social Skills Development		

### Accommodations for high performance athletes & artists

Some of our high school students are high performing athletes and artists with demanding training and competition schedules. We recognize the need to provide flexibility to our elite athletes and artists so that they may continue to train at the provincial, national, and international level in their disciplines, while continuing with their academic studies. Our secondary schools provide a variety of supports for our high performing athletes and artists which may include:

- personalized timetabling
- flexible attendance expectations to suit training and competition schedules
- later school start times

- access to e-learning
- access to our Achievement Centres (flexible learning environment)
- a staff mentor/advocate
- assignment completion accommodations
- support in accessing summer school learning opportunities

Please contact your school to find out more about the supports that may be available for your child.

## Alternative ways to earn credits

There are a variety of reasons why a student may have difficulty achieving a course's curriculum expectations in a regular classroom setting. To support these students, we offer a number of alternative ways to earn course credits.

### Credit recovery opportunities

Credit recovery is designed to help regular day school students at the secondary level meet the expectations of a course they have completed but for which they have received a failing grade. Credit recovery opportunities may be offered through a variety of formats to support the learner and the effective demonstration of the expectations of the course. These formats may include continuous intake, summer school and regular classroom delivery models. For further information, please contact the school administration.

### Achievement centres

Each high school has an achievement centre which offers a variety of learning opportunities for students who may benefit from an alternative to the regular programming. Achievement centres provide support for credit recovery, flexible timetabling, experiential learning and alternate opportunities for credit accumulation. It may also serve as a re-entry point for students who have been away from school for an extended period of time.

## Supervised Alternative Learning (SAL)

Supervised Alternative Learning (SAL) is an option that allows alternative programming for students. SAL may be useful for encouraging young people who are at risk of not graduating to continue their learning, if they are not attending school regularly and if other retention strategies have not been successful. The SAL program is intended to re-engage young people through individualized plans that may include credit accumulation, life skills, volunteering, certifications, cooperative education and counselling. Students participating in the SAL program are mentored by a caring adult.

## External achievement centres

In an attempt to meet the needs of all of our learners, three external Achievement Centres have been established with our community partners outside the school setting. All of these programs enable students to continue to earn credits required for the Ontario Secondary School Diploma.

### Algonquin Achievement Centre

Algonquin Achievement Centre provides an opportunity for Grade 12 students who are disengaged or underachieving, to continue their high school courses in a college setting, while also taking a Dual Credit course. Please contact [St. Paul High School](#) for more information.

### John Bosco at Operation Come Home

Operation Come Home operates the John Bosco Achievement Centre to provide academic support for youth who are street-involved and hoping to reconnect with the community. Please contact [Lester B. Pearson Catholic High School](#) for more details.

### St. Mary's Achievement Centre

St. Mary's Achievement Centre provides academic and wellness programming for pregnant teens. Please contact [Immaculata High School](#) for more details.

## Prior Learning and Assessment and Recognition (PLAR)

In exceptional situations, a student can receive a credit for a course through the Prior Learning and Assessment and Recognition (PLAR) process. PLAR is a formal process that provides



recognition that the student already knows, and can do, the expected learning for a specific course, as outlined in the [Ontario curriculum](#). Exceptional situations include those where a student is behind in credits, or requires a reduced schedule. Students must show evidence/proof of the applicable knowledge and skills.

PLAR is a two-stage process. A student first applies to be considered for PLAR. If accepted, the student is formally evaluated and must demonstrate the knowledge skills required by the course curriculum. Students who wish to apply for the PLAR process should work with their school's guidance counsellor to finalize their application. An application package that describes the student's skills and experience must be submitted by October 31 of the current school year.

PLAR applications are evaluated by the OCSB's Coordinator of Student Success. If a student's application is accepted, the student proceeds to the formal evaluation stage of PLAR. A PLAR assessor will be assigned to the student, based on the specific subject area. The formal evaluation must have a balance between written work and practical demonstration of the subject/discipline. Assessment strategies may include written assignments, demonstrations/performances, laboratory work, quizzes, etc.

A maximum of four credits may be granted through PLAR for Grade 10, 11 and 12 courses. No more than two credits may be granted in any one subject area. Grade 9 courses are not eligible for the PLAR process.