

Port Perry High School

Program and School Information



Mission Statement:

In partnership with the community, Port Perry High School is committed to the creation of lifelong learners who will enjoy every opportunity to reach their potential academically, physically, emotionally and socially. The school endeavors to create an atmosphere of cooperation and harmony in which students are encouraged to expect a standard of excellence, to meet the challenge of learning with confidence, and to feel just pride in their achievements.

School's Message:

Welcome to the exciting array of programs offered at Port Perry High School.

Students – Please take some time to explore the exciting programs available to you through *myBlueprint Course Planner* to see what opportunities and options await you at Port Perry High School. Consider the pathways and look ahead to your goals for your initial post-secondary destination. All pathways; apprenticeship, college, community living, university and the world of work, have value and viable career/life outcomes.

We are lucky at PPHS to have a very knowledgeable and approachable Student Services team to assist you with course selection and post-secondary planning. Talk to your teachers about options within their department areas. Finally, make choices, for the next school year, that are informed and based on your goals. The choices you make now will determine the courses offered for future years.

Parents and Guardians - Your knowledge of programs and pathways will help to open doors and build success for your child. We are here to help you with this process. Please do not hesitate to call us at 905-985-7337.

Contacts:

Greg Scotchburn	Principal
Jolleen Mathews	Vice Principal
Lindsay Clegg	Vice Principal
Kerry Baird	Head Secretary
Erin Elmhurst	Superintendent of Education, Family of Schools
Carolyn Morton	Trustee

BJ Andrews	Department Head of Social Sciences and Humanities/Library
Bryan Armstrong	Department Head of Health and Physical Education
Alan Bailey	Department Head of Business
Steven Bailey	Department Head of Science
Gord Baxter	Department Head of Mathematics
Sophie Lefebvre	Department Head of International Languages/French Immersion
Angela Longley	Department Head of Inclusive Services/Academic Resource
Jim Marchment	Department Head of English
Victoria Rensink	Department Head of Arts
Annemarie Schilling	Department Head of Student Services
Jake Smith	Department Head of Technological Studies
Andrew Stuart	Department Head of Canadian and World Studies

School Code of Conduct

At the start of each school year, students can download the Student Handbook/Agenda as it contains the school's Code of Conduct from the PPHS website. Students and parents must familiarize themselves with this Code of Conduct.

Structure of the School Environment:

Port Perry High School is a semestered school. Students can take a maximum of four courses from September to January, then four new courses from February to June. Each period in the day is seventy-five minutes in length. Each course is scheduled for a minimum of 110 hours and is worth one credit, unless otherwise specified.

Half credit courses may have final examinations/evaluations during class time in November/January and April/June.

There will be no classes scheduled during the January and June final examinations and students will be required to attend school only when they have an examination scheduled or as outlined by the classroom teacher.

The timetable is designed to allow students to complete eight courses every year.

The Organization Of Courses:

Grade 12	University Preparation Courses	University/College Preparation Courses	College Preparation Courses	College Preparation Courses	Workplace Preparation Courses	Open Courses
Transfer Courses						
Grade 11	University Preparation Courses	University/College Preparation Courses	College Preparation Courses	College Preparation Courses	Workplace Preparation Courses	Open Courses
Transfer Courses						
Grade 10	Academic	Applied	Essential Level/Locally Developed			Open Courses
Grade 9	Inclusive Academic	Inclusive De-streamed	Inclusive Essential Level/Locally Developed			Open Courses

The curriculum streaming system will offer a graduated streaming of Grades 10-12 courses that will keep options open for students in the earlier grades and will prepare students in senior grades for their future destinations: apprenticeship, college, community living, university, or workplace.

Structure in Grade 9:

The introduction of the inclusive Grade 9 course selection and delaying the requirement for students and families to choose post-secondary destination pathways, even by just a year to Grade 10, will provide more time to make informed choices and support all students with achieving their goals. Students will take the same Grade 9 English (ENG1D1), French (FSF1D1/FIF1DF), Geography (CGC1D1/CGC1DF), Math (MTH1W1) and Science (SNC1W1) courses. Knowing that not every student will be ready for all of the Grade 9 courses right away, the locally developed/essential curriculum will support students in English (ENG1L1), Math (MAT1L1) and Science (SNC1L1) and help to prepare them to meet the expectations of the Grade 9 courses and support their credit accumulation.

Structure in Grade 10:

Students will choose specific courses in Grades 10 from three streams: academic, applied and locally developed/essential. The following Grade 10 subjects are offered in academic and, applied courses: English (ENG2D1/2P1), Mathematics (MPM2D1/MFM2P1), Science (SNC2D1/2P1) and History (CHC2D1/2P1). The following Grade 10 subjects are offered in locally developed/essential courses: English (ENG2L1), Math (MAT2L1) and History (CHC2L1). Students with their parents/guardians and teachers will choose Grade 10 courses based primarily on their interests, needs and achievement. Academic, applied and locally developed/essential courses vary along two dimensions: the balance between essential concepts and additional requirements, and the balance between theory and applications. Academic, applied and locally developed/essential courses identify high expectations for all students.

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. They incorporate practical applications as appropriate.

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

Essential/Locally Developed Courses focus on the essential concepts of the discipline that were not completed at grade level. Essential courses develop students' knowledge and skills by emphasizing practical, concrete applications of the basic concepts.

No more than SEVEN essential/locally developed courses can be used as compulsory credits toward the diploma requirements.

Destreamed/Open Courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of college, university or the workplace in mind.

Structure in Grade 11 and 12:

In Grades 11 and 12, students will choose courses from four destination related streams and from an "Open" stream. The destination streams are: "University", "University/College", "College" and "Workplace." Although there is no specific designation of course type for apprenticeships, skills and preparation for a future in a skilled trade can be met through the college and workplace streams. Some courses will be available in all four destination related streams in Grades 11 and 12. The remaining subjects will be available as interest courses in the "Open" stream. The selection of courses by students in Grades 11 and 12 will be based primarily on students' interests, achievement, career goals and destinations.

College Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs. Refer to <https://www.ontariocolleges.ca/en/> and specific college websites for further details.

University/College Preparation Courses are designed to include the knowledge and skills appropriate to meet the entrance requirements to university and college programs. Refer to college and university course calendars, Ontario Universities Info at www.ontariouniversitiesinfo.ca/, Ontario Colleges at <https://www.ontariocolleges.ca/en/> or visit the university or college websites for prerequisites.

University Preparation Courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs. Refer to specific university websites and www.ontariouniversitiesinfo.ca/.

Workplace Preparation Courses are designed to include the knowledge and skills appropriate to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship and other training programs.

Course Code:

The Ontario Ministry of Education has developed common course codes for use in all Ontario Secondary Schools. The use of these codes will greatly assist the identification of courses studied and credits earned by students, when moving from school to school, seeking employment or when submitting applications to post-secondary institutions. This six character code describes the subject, grade level and stream or destination of a high school course.

ENG 1D1 = Grade 9 Inclusive Academic English
SCH4C1 = Grade 12 College Chemistry (Science)

The first three letters identify the subject and the first letter denotes the course's department area.

The first number identifies the grade. 1=Grade 9, 2=Grade 10, 3=Grade 11, 4=Grade 12
The fifth character identifies the course type D=Academic or Inclusive Academic, L=Essential/Locally Developed, O=Open, P=Applied, W=Destreamed at the Grade 9 and 10 levels. C=College, E=Workplace, M=College/University, O=Open and U=University at the Grade 11 and 12 levels.

Attendance

Each period is seventy-five minutes in length. Regular attendance on the part of students is vital to the process of learning. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. While methods of evaluation vary according to subject areas, emphasis is placed on day-to-day work, assignments, projects, term tests and final summative evaluation. Attendance is tracked period by period and by an automated call home system.

Evaluation and Examination Policies

Detailed information about specific evaluation strategies for each course will be distributed to students and parents at the start of the school year. Final examinations and/or summative evaluations are held at the end of each semester. All students are required to write these final examinations and/or summative evaluations at the scheduled time. **DO NOT PLAN VACATIONS DURING EXAMINATION OR EQAO TESTING DATES.**

Requirements for an Ontario Secondary School Diploma (OSSD):

To be granted an **Ontario Secondary School Diploma (OSSD)**, a student must:

Earn 18 compulsory credits

- 4 credits in English (1 credit per grade)*
- 1 credit in French as a second language
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts (music, art, or drama)
- 1 credit in Health and Physical Education
- ½ credit in Civics and ½ credit in Career Studies

Plus

- 1 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***
- 1 additional credit in health and physical education, or business studies, or the arts (music, art, or drama), or French as a second language** or cooperative education***
- 1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language** or computer studies or cooperative education***

Note:

*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course

**In groups 1, 2, & 3, a maximum of 2 credits in French as a second language may count as compulsory credits, one from group 1 and one from either group 2 or 3

***A maximum of 2 credits in cooperative education can count as compulsory credits

Earn 12 other optional credits

Students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets apprenticeship, college, university, or workplace requirements.

Note: * The twelve optional credits may include up to 4 credits earned through approved dual credit courses.

Complete 40 hours of community involvement activities

All students must complete a minimum of 40 hours of unpaid community involvement activities in order to graduate from high school. This requirement is in addition to the 30 credits needed for a high school diploma. The purpose of this requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities. Students will be able to choose their own community involvement activities, within guidelines that will be provided by the school and school board. Students may not complete this requirement through activities that are counted toward a credit, through paid work or by assuming duties normally performed by a paid employee. Students will be responsible for fulfilling this requirement on their own time, outside of the school day and for keeping a record of their activities on a form supplied by the school. The Activity Record Card can be downloaded from the PPHS website or picked up in the Guidance Office.

Although this diploma requirement applies to students in Grade 9 to 12, students in Grade 8 will be able to start accumulating community involvement hours in the summer before they enter Grade 9.

Pass the Provincial Secondary School Literacy Test

Students will be required to successfully complete the Provincial Secondary School Literacy Test. This test will measure basic levels of literacy and will be based on the literacy expectations up until the end of Grade 9. The test will normally be written by students in their Grade 10 year. Students who are unsuccessful will be required to rewrite the OSSLT OR participate in the OSSLC/Ontario Secondary School Literacy Course in Grade 11 or 12. Secondary school diplomas will **only** be awarded to students who successfully complete this test or the OSSLC.

Accommodations can be made for students taking the test; however, they must have an (IEP) Individual Education Plan that describes the required accommodations. This will ensure that students who are taking special education programs will have a fair and equal opportunity to successfully complete the test.

Deferrals are intended for students who have not yet acquired a level of **proficiency** in English to successfully complete the reading and writing skills appropriate to Grade 9.

Exemptions are given to students who have an (IEP) Individual Education Plan and are not working towards an (OSSD) Ontario Secondary School Diploma.

Adjudication Process

School boards may establish adjudication panels at the end of the school year to provide certain students with additional opportunity to meet the literacy requirement for graduation. These students include those who would be eligible but through no fault of their own have been unable to take advantage of normal opportunities to write the OSSLT, owing to unforeseen circumstances.

Online learning requirement

Students are required to earn **two online learning credits** to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The ministry recognizes the extraordinary circumstances of the COVID-19 pandemic. (As a result, up to one secondary school credit completed by Grade 9 students in the 2020-2021 school year during the province-wide school closures (from April 2021 to June 2021) will be counted towards the graduation requirement). Adult learners entering the Ontario secondary school system in 2023-24 or later will be required to meet this graduation requirement and may opt themselves out of the requirement. The graduation requirement is intended to support students in developing familiarity and comfort with working and learning in a fully online environment, as well as developing digital literacy and other important transferable skills that will help prepare them for success after graduation and in all aspects of their lives. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent. Parents/guardians may choose to opt their child out of the mandatory online courses required for graduation. Students age 18 years of age or older or students who are 16 or 17 years of age and have withdrawn from parental control can also opt out of the graduation requirement. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. If you would like to opt-out, please see the PPHS website for the form.

Requirements for an Ontario Secondary School Certificate (OSSC):

To be granted an **Ontario Secondary School Certificate (OSSC)**, a student must:

Earn 7 compulsory credits:

- 2 credits in English
- 1 credit in Canadian Geography or History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts (music, art, or drama) or Technological Education

Earn 7 optional credits

Students have to earn 7 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets workplace requirements. Provisions for granting substitutions for compulsory credits may apply. The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

Requirements for Certificate of Accomplishment (COA):

To be granted a Certificate of Accomplishment:

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment directly after leaving school. This certificate will be accompanied by an IEP (Individual Education Plan). Students who return to school to complete additional credits and non-credit courses will have their transcript updated, but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or the Ontario Secondary School Certificate will be granted when a student has fulfilled the appropriate requirements.

Definition of a Credit:

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit is granted in recognition of the successful completion of a course scheduled for at least 55 hours. The credit is granted by the Principal of a school offering secondary school programs on behalf of the Ontario Minister of Education and Training.

Course Offerings:

While it is the intention of Port Perry High School to offer all of the courses listed in *myBlueprint*, it may be necessary to cancel some of the courses for any of the following reasons: low enrollment requests, lack of the availability of a qualified staff member, or inability to timetable the course appropriately. Students and parents should be aware that Port Perry High School will ensure that all courses **required** for the granting of an OSSD will continue to be offered to all students. Guidance Counsellors are available to assist parents and students in making sound educational decisions.

Course Changes:

Students are advised to select courses carefully. Opportunities to revise original course selections will be limited by timetable and available space after the timetable has been established for the school year. Necessary course changes will be made when the student, in consultation with the teacher and a parent/guardian have taken place and the appropriate paperwork has been completed. Under special circumstances other course changes will have to be approved by the Principal. To change course levels, students will need to have a note from the parent/guardian and approval from the school.

School Transfer or Course Change:

Every effort will be made by Student Services to place transfer students in courses they were enrolled in at their previous school. Depending on the timetable, however, the same courses taken at the previous school may not be available. All transfers or changes of courses by students under the age of majority must also receive parental approval. Students should be aware that the content of courses at different levels is substantially different; therefore, changing programs mid-semester is **not recommended**.

Student Course Load Requirements:

To assist students and parents with educational planning, the following minimum course load requirements are in effect:

Grade	Course Load
Grade 9, 10 and 11	8 credits each year
Grade 12 and extra years	6 credits minimum (3/semester) each year if over 24 credits earned

Study Periods:

Students who have earned a minimum of 24 credits may be permitted one (or two) assigned study periods in their graduating year. Students requiring part-time studies must receive approval from the Principal.

Prerequisites:

Prerequisites are listed in the course descriptions where applicable. A prerequisite indicates the course that normally must be completed to successfully attempt that particular course. Any prerequisites that are considered appropriate will be stated in the Ministry of Education Curriculum Guidelines. Individual students or parents may request exemption from a prerequisite course, and the Principal of the school will rule on the request.



Apprenticeship Programs:

By 2025, it is expected that Canada's skilled labour shortage will reach 1.2 million. Continued growth of Ontario's economy requires that eligible young workers be trained to meet the new demands, as well as replace those leaving the workforce. The Durham District School Board provides opportunities for students to begin an apprenticeship *during* high school.

Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is an opportunity available in Ontario secondary schools for all students participating in Cooperative Education. Any student completing a cooperative education placement in a skilled trade is considered an OYAP student. OYAP allows students to get a jump-start on their future in the skilled trades while earning high school credits. OYAP students *may* have the choice of registering as an apprentice while at their placement if the supervisor is willing. By doing so, students will begin to accumulate hours and document basic trade related competencies towards a trade certification. To register as an apprentice while completing co-op credits, students must be at least 16 years of age and have 16 credits earned towards their high school diploma. Students must also demonstrate the work ethic required to be successful in the trades, including good academic standing and excellent attendance. Students with special needs are welcome to participate in OYAP if they have interest.

Regional OYAP

This innovative joint venture between the Durham District School Board, Durham College, Sir Sandford Fleming College and the Ministry of Labour, Training and Skills Development allows students to begin an apprenticeship AND complete part of the courses needed for apprenticeship training while still attending high school. Specific trades include: Automotive Service Technician, Cook, Electrician, General Carpenter, Hairstylist, Industrial Mechanic Millwright, Plumber and Welder. Upon completion of the course, students will have earned four high school credits, Level 1 Apprenticeship training and hundreds of hours logged towards their apprenticeship. Students may also find themselves being hired as an apprentice by the same employer if they are in a position to do so!

Program Details:

- Students complete the Regional OYAP program in the second semester of their final year of high school
- OYAP is a 4-credit exit program; students must be in a position to graduate upon successful completion
- Students attend a Cooperative Education placement in their field of interest two or three days a week depending on the trade. The employer must be willing to sign the student on as an apprentice for the duration of the semester!
- Students participate in Level 1 Apprenticeship training for the remainder of the week at a MLTSD approved training facility (Durham College Whitby Campus, Fleming College McRae Campus or the Durham District School Board). The training is classified as a dual credit: students receive both high school credits AND apprenticeship credits for participating.

Application:

- Students apply in their Grade 11 year during the course selection process and must partake in the regular co-op selection process
- If deemed a potential candidate by co-op staff, student services staff and administration, students will submit an application for the Regional OYAP program to the DDSB
- Students interview competitively at the board level for a seat in the program. Students will be interviewed by college instructors and/or members of the Local Industry Committee (LIC)
- If successful, a student will need to be placed with an employer who is willing to sign them on as an apprentice for the semester. Without this commitment from an employer, students CANNOT participate in the program. Co-op teachers will facilitate this, but there is no guarantee.

Eligibility:

- Students must be in a position to graduate: have accumulated 26 credits by the end of their first semester in their last year, earned all compulsory credits and accumulated 40 hours of community involvement
- Students should have some technological subject experience in the field of interest and good grades in academic subjects (minimum 60% overall average in C/M/U English and Math and Technological Studies courses)
- Students must demonstrate exemplary attendance, attitudes and work ethic that will ensure success in the OYAP program
- A previous co-op experience in the trade or related field is strongly recommended
- Students must have a means of transportation to get to the co-op placement and college training facility



Specialist High Skills Major Programs:

Port Perry High School offers SHSM (Specialist High Skills Majors) in the following sectors: **Business, Construction, Energy, The Environment, Health and Wellness, Hospitality and Tourism, and Transportation**. 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 OSSD. This career-focused program is also designed to help prepare students to make the 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 post-secondary goals.

Required Components for the SHSM:

- a bundle of courses in the sector-specific pathway; including 4 major credits, 3 other required courses and a related cooperative education placement;
- sector-recognized certifications and/or training courses/programs;
- experiential learning and career exploration activities within the sector;
- "reach ahead" experiences connected with the student's post-secondary pathway;
- development of Essential Skills and work habits required in the sector.

For more information, please contact the Guidance office.

Alternative Ways To Earn High School Credits:

Students may earn credits in alternative ways such as summer school, night school, PLAR (Prior Learning Assessment and Recognition), Programs in Music, as well as e-Learning, and Learn-at-Home.

Summer School:

Summer school courses may be available to students who wish to earn additional credits, complete an unsuccessful course, improve achievement in a course or take transfer courses. Accelerated, eLearning, Cooperative Education and Credit Recovery are offered through the DDSB. See a Guidance Counsellor for further details. Visit <https://www.dce.ca/en/index.aspx> before registering on-line.

Night School:

Night school courses are offered for the general public. Under special circumstances the Principal may give approval for a day school student to enroll in a night school course. See a Guidance Counsellor for approval prior to registration. Visit <https://www.dce.ca/en/index.aspx> before registering on-line.

PLAR (Prior Learning Assessment and Recognition):

Prior learning includes the knowledge and skills that students have acquired outside secondary school. Students enrolled in Ontario secondary schools may have their knowledge and skills evaluated against the expectations outlined in the provincial curriculum policy documents in order to earn credits toward the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The "PLAR challenge process" refers to the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document. Please see a Guidance Counsellor for further information.

Prior Learning Assessment and Recognition (PLAR) for mature students (a mature student is a student who is at least 18 years of age on or after January 1 of the current school year and who is enrolled in a program for the purpose of obtaining an Ontario Secondary School Diploma) is the formal evaluation and credit-granting process whereby mature students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum in order to earn credits towards the OSSD.

All credits granted through the PLAR process must represent the same standards of achievement as credits granted to students who have taken the courses. Mature students should contact Guidance for more information.

Programs in Music Taken Outside the School:

A student may be awarded a maximum of two (2) credits from conservatory music programs taken outside the school. See a Guidance Counsellor for more information.

Ontario Student Record

Every Ontario school keeps an official record 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/guardians (if the student is not an adult) may examine the contents of the OSR. These records are protected by the Education Act and the Municipal Freedom of Information and Protection of Privacy Act.

Ontario Student Transcript:

The Ontario Student Transcript is the student's official record of credits earned and other graduation requirements completed. It is part of the Ontario Student Record. Copies of the transcript are available to students and graduates.

In Grades 9 and 10, only successfully completed courses will be recorded on the student transcript. If a student withdraws from or fails to successfully complete a Grade 9 or 10 course, no documentation will appear on the OST.

Students taking Grade 11 and/or Grade 12 courses will be subject to **FULL DISCLOSURE**. This means that all Grade 11 and 12 courses will be recorded on the Ontario Student Transcript (OST) whether the course has been successfully completed, failed, repeated or not completed. If a student withdraws from a Grade 11 or 12 course within 5 days after the issuing of the midterm report card, the withdraw will not be recorded.

The transcript will use common course codes and titles, as designated by the Ontario Ministry of Education and Training, and will be retained in the student's Ontario Student Record (OSR).

Substitutions:

In order to provide the flexibility to tailor an individual student's program to the student's needs and to support his or her progress through secondary school, principals may substitute up to three compulsory credits with courses from other subject areas. Substitutions should be made to promote and enhance student learning or to respond to special needs and interests.

The decision to substitute one course for another for a student should be made only if the student's educational interests are best served by such a substitution. If a parent or adult student requests a substitution, the principal will determine whether the substitution should be made. A principal may also initiate consideration of whether a substitution should be made.

Each substitution will be noted on the student's Ontario Student Transcript.

Honours Achievement:

A student will be placed on the Port Perry High School Honour Roll at the end of second semester, if the student has achieved **an average of 80%** (level 4) or higher in the number of credits required for his/her year:

Year	Required Number of Credits
1	8
2	8
3	8
4	6

Subject Certificates:

Certificate	Required Number of Credits
Arts	6
Business	6
French Immersion	10 including all FIF courses
Gifted	8 (including 1 at the senior level) and must be identified with Giftedness through the IPRC process
International Language	Core French - 4
Technology	6

School Based Supports:

Library:

The PPHS library is both a physical and on-line space with fiction and non-fiction resources chosen to foster a love of reading and to help students complete course assignments. Teacher-librarians work in partnership with subject teachers to plan assignments which emphasize 21st century information literacy skills. In addition to print resources, our virtual library provides 24/7 access to e-books, encyclopedias, databases and referencing software. The teacher-librarians offer students help in all stages of the research process including assistance in accessing and evaluating resources. All students are encouraged to become skilled researchers, to think critically, and to use information ethically. The library is open before or after school and during the lunch hour for students to work on a project, read, or catch up on homework.

Student Services/Guidance:

The Student Services/Guidance Department provides students, either individually or in groups, with the opportunity to acquire skills, knowledge and attitudes necessary to:

- know and appreciate themselves as individuals with unique interests and attitudes;
- relate effectively with others, by developing positive interpersonal skills;
- make informed education and career/life choices through the effective application of a four-step inquiry process;
- explore career alternatives taking into account personal growth, and increased decision-making skills, when considering career plans.



Counsellors are available to assist students in locating and interpreting information that they may require when making decisions about careers, course selections, and other personal concerns. Up-to-date information about community resources is kept on file in Student Services/Guidance.

The Guidance page of the Port Perry website provides built-in links to Applying Post-Secondary, Apprenticeships, Career Planning, Colleges, Community Resources, Destination, Financing Your Education, Indigenous Education and Cultural Services, Private Institutions, Universities and Workplace.

Counsellors may also refer students to appropriate community agencies.

Information is provided on many local community and social service agencies. Pamphlets, brochures, books and on-line resources on social issues are available for personal use or school projects.

Personal and career counselling is available for students.

Inclusive Student Services (Academic Resource):

Secondary schools have been given a mandate to provide alternative programming for students whose needs cannot be met with conventional teaching methods. With this in mind, students with learning difficulties are taught to recognize their strengths and needs so that they might come to a better understanding of how they learn. This metacognitive approach stresses the use of learning strategies and alternative methods of evaluation as the means through which each student can realize his or her potential.

The Inclusive Student Services Department provides support to students who have been identified by the Identification, Placement and Review Committee (IPRC). Students formally identified by the DDSB as having special needs receive an Individual Education Plan (IEP) outlining the ongoing requirements for learning, including strategies, accommodations, and/or possible modifications required to meet their individual needs. Each year parents/guardians are invited to attend their child's annual review to discuss any changes with placement and/or exceptionalities and to review individual strengths and needs.

The IEP will document any accommodations that are considered to be necessary for each exceptional pupil to succeed. The term "accommodations" is used to refer to the special teaching and assessment strategies, human supports, and/or individualized equipment required to enable a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade.

Modifications are changes made in the course in order to meet a student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level and/or increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations. When curriculum expectations are modified in a particular course, students MAY NOT earn a credit in that course.

Academic Resource: The Academic Resource room is a place for students to receive additional assistance/support based on specific learning needs and styles (ie) assistive technology, extra time for tests/exams, organization and study skills and individual skill development within subject areas, etc. Our goal is to increase students' independence and self-advocacy. In addition to supporting our students throughout the school day, we also provide assistance before school and during lunch time.

Special Education Advisory Committee (SEAC): In accordance with the Education Act, the DDSB has a Special Education Advisory Committee (SEAC). Further information, including meeting dates and affiliated associations can be found on the DDSB website (www.durham.edu.on.ca) under Parent Resources. The "Special Education Report" as well as "A Durham Approach to Transition Planning" can also be found on the DDSB website.

Remedial Help:

In all courses, teachers will provide students with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations across all four categories of knowledge and skills.

Courses may be offered at summer school for students who have not been successful in a compulsory course.

Credit Recovery and Centres for Success:

Students may have the opportunity to complete failed credits. Students will be chosen to attend this course/program and will be given strategies that will help them develop time management skills to successfully achieve previously failed credits. Students are reviewed by the Student Success Team at Port Perry High School into this program (usually in Grade 11).

English Language Learners:

Port Perry High School has access to an ESL teacher who comes to the school daily to support students who are learning the English language and provides credit bearing ESL/ELD courses.

Intervention Strategies to Help Students Graduate:

Port Perry High School is currently using several *Learning to 18* strategies to meet individual student's needs.