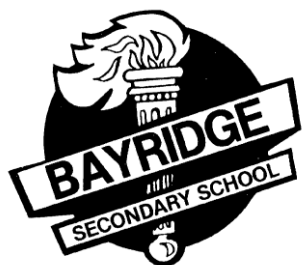
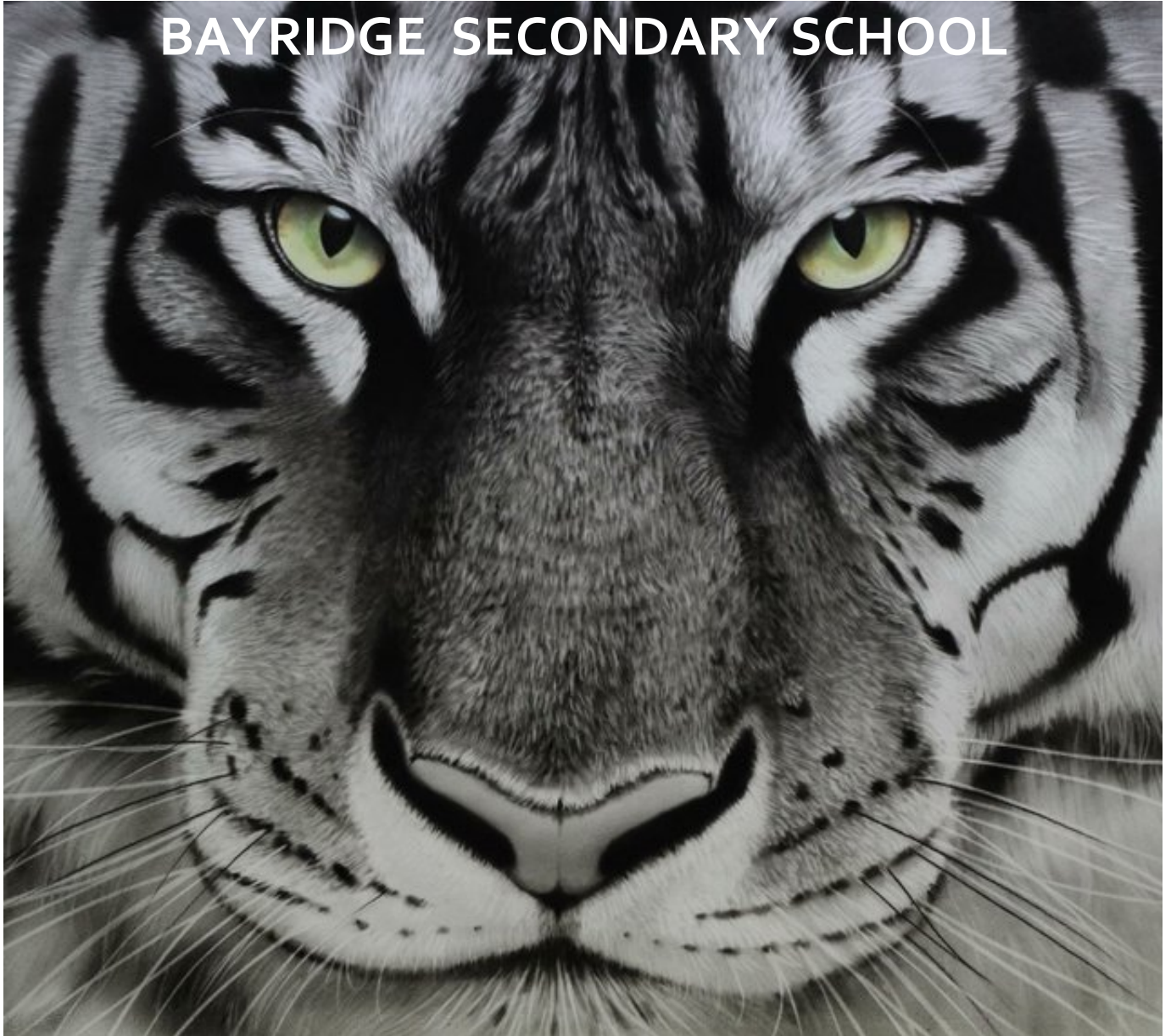


PATHWAY PLANNING AT BAYRIDGE SECONDARY SCHOOL



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Statement of Beliefs

At Bayridge Secondary School, the staff believe in and have a responsibility toward our students and one another. We feel that at the center of this responsibility rests a commitment to the principles of success, community, and tradition. The following Statement of Beliefs embraces this commitment by outlining the key beliefs underlying each of these points.

Success Matters

The staff of Bayridge Secondary School believe in a model of success that...

- Supports students in their academic and personal achievements
- Balances educational and personal priorities
- Develops a safe and positive learning environment
- Encourages professional growth through creative and reflective practice

Community Matters

The staff at Bayridge Secondary School believe that an effective school community is one that...

- Encourages each member to take pride in their contributions
- Promotes a spirit of belonging within an inclusive, diverse and respected environment
- Models the qualities of Respect, Optimism, Courage and Kindness
- Prepares students to participate meaningfully in local and larger communities through self-advocacy and critical citizenry

Tradition Matters

The staff of Bayridge Secondary School believe in a Tradition of Excellence that...

- Celebrates and builds upon the academic, artistic and athletic accomplishments of the past
- Strives for a constancy of caring amid a changing society
- Serves as a model to present decisions and future directions by recognizing that our actions today create the traditions of tomorrow
- Supports aspirations for a better tomorrow by building upon past and present successes

Section Two: School Organization

Semesters

Bayridge Secondary School is a semestered school. In each semester, students take up to four credit courses from September to January and up to 4 credit courses from February to June. There are final summative evaluations / exams in January and June. For specific dates, please refer to the Limestone District School Board calendar. Each course in each semester is 110 hours in length.

Definition of a Credit

A credit is granted as a means of recognizing the successful completion of a course for which a minimum of 110 hours is scheduled. A credit is granted to a student by the Principal of a secondary school on behalf the Minister of Education.

Types of Courses

The provision of different types of courses in the secondary school program is designed to provide all students with the essential knowledge and skills they will need in any area of endeavour, as well as the opportunity to specialize in areas that are related to their particular postsecondary goals or pathways.

Grades 9 and 10:

- **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 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.
- **Locally Developed courses** develop students' knowledge and skills through the focus on essential skills in Math, English and Science. Locally developed courses provide flexibility to explore practical application of concepts through hands-on learning.
- **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.

Grades 11 and 12

- **College preparation courses** are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programs.
- **Open courses** are also available in Grades 11 and 12. Open courses contain expectations that are appropriate for all students and are not linked to any specific post-secondary destination.
- **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.
- **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 admissions to certain apprenticeship or other training programs.

Common Course Codes

The common course code consists of the following components, designated by the Ministry of Education. Each course code has five coded characters; a sixth is reserved for in-school use. For example, the Grade 10 Academic Mathematics course is MPM2D0.

Mathematics	MPM	2	D
Course Title	Course Code	Grade of course	Course Type
		“1” - Grade 9	(L/P/D/O)
		“2” - Grade 10	(L/P/D/O)
		“3” - Grade 11	(U/C/M/E/O/L)
		“4” - Grade 12	(U/C/M/E/O/L)
“D” – Academic (Grade 9/10 only)			“P” – Applied (Grade 9/10 only)
“O” – Open			“U” – University
“M” – University/College			“C” – College
“E” – Workplace			“L” – Locally Developed

Pathways to the Future

Reaching Every Student!

Apprenticeship Pathway



The Ontario Youth Apprenticeship Program (OYAP) is a joint agreement between LDSB and the Ministry of Training, Colleges and Universities. Through OYAP, a student has the opportunity to apprentice in a skilled trade while completing their high school diploma. OYAP often begins with a co-operative education placement where students gain valuable work experience. Should a student wish to pursue registration in a skilled trade, they can apply for further co-operative education experience or the Phase One in-school portion of formal apprenticeship training at college or in selected schools offering an MTCU approved Oversight.

Students are asked to contact their guidance counsellor or the Ontario Youth Apprenticeship co-ordinator for further information. More information about OYAP can be found in the *Expanded Opportunities* section of this course calendar.

College Pathway



Students are encouraged to thoroughly research and carefully plan their college program. Information for Ontario colleges is available at www.ontariocolleges.ca. The Ontario School Counsellors' Association, <http://osca.ca>, also has a number of resources related to making a post secondary plan.

Consult with your guidance counsellor, attend liaison visits at your school, peruse college view books and review all program prerequisites for the programs of your choice. Transfer agreements from college to university are in place for many programs. Up-to-date information is available in college calendars or at www.ocutg.ca.

University Pathway



Students are encouraged to thoroughly plan and research their university program. Universities have specific admission criteria and prerequisite courses. Generally, six grade 12 U/M level courses are required. Admission requirements for similar programs may vary significantly from university to university.

Students should consult their guidance counsellor for more information. University admission criteria can be found at www.electronicinfo.ca. Students should attend the university liaison visits at their school, read university view books and carefully review all admission criteria.

Workplace Pathway



Students who desire to seek employment and begin earning wages immediately following the completion of their OSSD may consider the Workplace Pathway. The Workplace Pathway equips students with the essential knowledge and employability skills required for direct entry to the world of work. Students should carefully plan their secondary program to ensure full participation in the many unique opportunities to learn about the world of work and explore potential careers. For more information visit <http://skills.edu.gov.on.ca>

Workplace courses may be offered as stand alone credits in a core subject discipline (such as math, science and English) or they may be offered as part of *Expanded Opportunities* such as SHSM, Focus Programs and Co-operative Education. More information can be found in the *Expanded Opportunities* section of this course calendar.

Ontario Student Record (OSR): Recording & Reporting Procedures

The Ontario Student Record (OSR) is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at the school. The OSR contains achievement results, credits earned, diploma requirements completed, and other information important for the educational programming of the student. Students and their parents/guardians (if the student is under 18) may request to examine the contents of the OSR. Appointments are required, please contact Student Services. The Education Act and Freedom of Information legislation protect the Ontario Student Record.

Ontario Student Transcript (OST): Recording & Reporting Procedures

The Ontario Student Transcript is an official and consistent record of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

Full Disclosure for Grades 11 and 12

Ministry of Education policy states that all grade 11 and 12 courses attempted by a student must be recorded on the Ontario Student Transcript (OST). Any grade 11 or 12 course, whether completed successfully or unsuccessfully, or from which a student has withdrawn, will appear on the student's OST. Courses dropped appear with a "w", and do not count toward the student's average. Full Disclosure takes effect five (5) instructional days following the issuance of the midterm provincial report card. Students taking Dual Credits should consult their guidance counsellor regarding full disclosure dates associated with college.

Credit Attainment and Provincial Standard

Credits are granted with a minimum grade of 50%, in all courses. Provincial standard, however, is set at 70%. This means if a student achieves a minimum of 70%, he or she is prepared to take the next course at the same stream [academic, applied, college, university/college, university, workplace]. If a student achieves a grade of less than 70%, he or she may experience difficulty in a subsequent course due to not having achieved certain expectations from the previous course. If this is the case, a student may consider upgrading. Please contact your school's Student Services department for more information.

Reporting Periods

There are two formal reporting periods per semester. Midterm reports are distributed in November and April, final reports in February and June. Early reports are distributed in October and March to students as required. For specific dates for reporting student achievement at Bayridge Secondary School, please refer to the Student Planner.

Assessment & Evaluation

Our Key Beliefs

The secondary policy and procedures of the Limestone District School Board are based on a set of key beliefs that have been developed collaboratively by teachers and administrators over the past several years. The belief statements are shown below, and form the basis of learning experiences for all of our students.

Assessment for Learning

- Effective assessment and evaluation methods act to support and improve student learning.
- Sharing learning goals and success criteria with students at the outset of learning ensures that students and teachers have a common and shared understanding of these goals and criteria as learning progresses.
- Student learning is enhanced through the provision of effective feedback. Feedback is effective when it relates directly to the learning goal, and describes strengths and next steps for improvement.
- Specific, constructive and supportive feedback, both verbal and written, motivates students to persist and to improve.
- Assessing current levels of understanding at regular intervals in the learning cycle allows teachers to support all students.
- Differentiated instruction and assessment allow all learners to experience success.
- When teachers use diagnostic assessment and formative assessment data to inform their instruction, learning remains accessible to all learners and students become partners in their own learning process.

Assessment of Learning

- Clearly articulated evaluation and reporting procedures invite students, parents and teachers to work as partners in student learning.
- Attendance, punctuality, and learning skills and work habits are key success factors for students. Students and parents value their importance when they receive reliable and ongoing information about them.
- Evaluation of academic achievement prepares students for future learning when it is based solely on the overall expectations of the course, and includes an appropriate balance of the categories of the achievement chart.
- Students are able to continue to experience success when they achieve the provincial standard (level 3) or higher. Their chances of reaching this standard are improved when they have a clear view of what it looks like and which next steps will lead them closer to or beyond the standard.
- Students value collaboration when they receive a mark that is based on their individual level of performance within a group.
- Motivation is enhanced when students understand that growth in their achievement will be considered when grades are determined.

Assessment as Learning

- Students will experience greater levels of success beyond school when they become independent learners.
- Students become independent learners when they are proficient at reflecting on their learning, and are able to develop an understanding of their current level of achievement and their next steps for improvement.
- Teachers support independent student learners by providing instruction and opportunity for students to reflect on their learning.

The Limestone District School Board Assessment & Evaluation Policy can be found in the Student Agenda For more information and an electronic copy of Secondary Evaluation and Reporting Procedures and a Parent & Guardian's Guide to Assessment & Evaluation, please visit <http://www.limestone.on.ca/Parents/>.

Enrichment Opportunities

Bayridge Secondary School has a long tradition of providing challenging experiences for students. Gifted, talented, and high-achieving students are eligible for special enrichment opportunities provided by all departments. A sampling of such activities is listed below. For more information, please contact the appropriate department and/or speak with a counsellor in Student Services.

Visual Arts Community projects School murals Design projects for productions Portfolio preparation Arts & Culture Specialist High Skills Major (SHSM)	Music Concert band/stage band School and community performances Music festivals Arts & Culture Specialist High Skills Major (SHSM)	Drama Stage productions Assembly productions Improv Club Arts & Culture Specialist High Skills Major (SHSM)
Information Technology In-school publications Video productions Unique program creation for school and community	Integrated Technology Community projects Manufacturing projects Tech Crew Baking and Business Focus Program Hospitality & Tourism Specialist High Skills Major (SHSM)	Technical Illustration Community design projects Portfolio preparation Focus Program (semester 1) Arts & Culture Specialist High Skills Major (SHSM)
English Grade 8 newsletter Creative writing performances Stratford trips	Languages National Exchange Program International Exchange Programs	Mathematics Canadian Math League Contests Canadian Math Competition Canadian Open Math Challenge Da Vinci Science/Math Contest
Physical Education Ontario Educational Leadership Camp School Athletic Council Intramural program Varsity Athletics Environment Specialist High Skills Major (SHSM)	Social Science Canadian Geography Challenge Forum for Young Canadians Kingston Heritage Fair Canada World Youth International Rotary Exchange Encounters with Canada Law and Security Focus Program Justice, Community Safety & Emergency Services Specialist High Skills Major (SHSM)	Science Shad Valley OAPT Physics Contest Avogadro Chemistry Contest National Biology Competition Sir Isaac Newton Contest Chem 13 News International Chemistry Olympiad Environment Specialist High Skills Major (SHSM)

Skills Competition

The Limestone Skills Competition is an excellent Reach Ahead activity where students can demonstrate their talent and creativity in a test against peers and sector related judging criteria. Skills events are designed to draw attention to our students' passion for learning while showcasing the skills they are acquiring in a field of their choosing. The focus of the competition is to provide an inspiring atmosphere that will challenge student thinking and engage a higher level of skills. Competitions range from traditional skilled trades like carpentry, to other fields like hairstyling, graphic design, photography, job skills, robotics, and more. For more information about Limestone Skills Competition, go to:

http://www.limestone.on.ca/Programs/Specialized_Programs/Skills_Competition/

Course Outlines

Course outlines for the courses listed in this catalogue are available to parents and students at the school from the Principal. Curriculum documents which describe course expectations can be found at <http://www.edu.gov.on.ca/eng/curriculum/secondary>

Limestone District School Board Achievement of Excellence Award

Workplace Pathway

Awards to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their senior credits* (grades 11 & 12)
- achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- complete grade 12 English in the employment pathway or take the OLC 40 course.

College Pathway

Awarded to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their student credits* (grades 11 & 12)
- achieve a minimum average of 90%** in six of their senior credits (grades 11 & 12)
- complete grade 12 English in the college pathway.

University Pathway

Awarded to ALL graduating students who:

- achieve a grade of excellent (E) for all learning skills in any six of their grade 12 credits* (including open level courses).
- achieve a minimum average of 90%** in six of their grade 12 credits.
- complete grade 12 English in the university pathway.

* Please note that successful candidates do not have to achieve grades of Excellent for learning skills in the same six courses that are used for the purposes of calculating academic achievement. Any credits that the students have earned and that are recorded on the transcript should be considered (including cooperative education, dual learning, summer school, PLAR and eLearning credits).

** The percentage grade of 90% was chosen as it represents the middle percentage grade associated with level four achievements.

Student Transfers

New students wishing to register at Bayridge Secondary School need to make an appointment with the vice-principal. Students should bring a current transcript with them to their appointment. If you wish to transfer to Bayridge Secondary School and want to participate in athletics, please contact the school's Athletic Director. You will need to complete transfer forms which will be assessed by KASSAA to determine eligibility.

**Section Three: Program Planning and Course Selection
Diploma & Certificate Requirements for OSS Students
Ontario Secondary School Diploma (OSSD)**

	Grade 9	Grade 10	Grade 11	Grade 12
Compulsory Courses	English* Math Science Geography French Healthy Active Living 2 additional credits from Arts, Business or Technology	English Math Science History Civic (.5) Career Studies (.5)	English Math	English
Other Compulsory Course	<p>Students must take three other compulsory courses chosen from 3 groupings of courses before the end of Grade 12:</p> <p>Group 1 – An additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social science and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education***.</p> <p>Group 2 – An additional credit in health and physical education, or the arts, or business studies, or French as a second language**, or cooperative education***.</p> <p>Group 3 – An additional credit in science (Grade 11 or 12) technological education, or French as a second language**, or computer studies or cooperative education***.</p> <p>*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.</p> <p>**In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.</p> <p>***A maximum of 2 credits in cooperative education can count as compulsory credits.</p> <p>†The 12 optional credits may include up to 4 credits earned through approved dual credit courses.</p>			
Number of Optional Credits	1 Option	3 options	5-6 options	5-7 options
Summary of Graduation Requirements	<p>Students need to complete the following criteria to earn their graduation diploma:</p> <ul style="list-style-type: none"> • 18 compulsory courses (as described above) • 12 optional courses (as described above) • 40 hours of community service • Successful completion of the Ontario Secondary School Literacy Test or Course. 			
Special Considerations	<ul style="list-style-type: none"> • Students attending college or university, or entering a trade or apprenticeship may find that specific high school requirements determined by an industry, college, or university are in place. Careful research should be done when selecting courses. • Students may only count 2 cooperative education courses toward their compulsory courses. Other cooperative education courses count as optional credits. • Students may count 3 English as a Second Language (ESL) courses toward their compulsory English requirements. The 4th English must be a Grade 12 English. • Up to four dual credits can be counted towards optional or elective credits. 			

It is possible to complete an Ontario Secondary School Diploma in 4 years. Many students, however, may decide to take 4 ½ to 5 years to complete their graduation requirements. An extended timeline will allow students to:

- **explore** dynamic options in various courses of study in order to expand their creative abilities and critical thinking skills;
- **participate** in workplace opportunities to investigate career options and enhance their employability skills;
- **balance** their rigorous academic timetables to prepare academically, socially, and financially for post-secondary education;
- **enrich** their high school experience by participating in school clubs, sports and activities.

Universities and colleges encourage students to maintain breadth in their secondary school courses and to keep their options open. Remember that to earn your diploma, you need **18 compulsory credits, 12 elective credits, 40 hours of community service, and you must successfully complete the Ontario Literacy Test or Course.**

Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted on request to students who leave school before earning their diploma provided they 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, Technology or Computer Studies
- 7 Additional optional credits

Requirements for the Certificate of Accomplishment

Students who leave school before fulfilling the requirements for either the OSSD or the OSSC may be granted a Certificate of Accomplishment which will recognize achievement for those students who plan to find employment or take future training after leaving school. There is no literacy test requirement with either the OSSC or Certificate of Accomplishment.

Community Involvement

Students must complete 40 hours of community involvement outside of the students' normal instructional hours in order to be granted their diploma. Hours may be completed over the course of their high school years. *Please note: You may not start your community involvement hours until September of your grade 9 year.* For more information, please contact Student Services.

The Ontario Secondary School Literacy Test (OSSLT)

The Ontario curriculum requires each student to write the Ontario Secondary School Literacy Test (OSSLT). The OSSLT is based on curriculum expectations for reading and writing across the disciplines up to and including grade 9. Remedial assistance is made available for students who are not successful. Accommodations are made for students receiving special educational programs and services and who have an Individual Educational Plan. For additional information, please contact Student Services.

The Ontario Secondary School Literacy Course (OSSLC)

Students who have been unsuccessful at least once in writing the Ontario Secondary School Literacy Test (OSSLT) are eligible to take the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who successfully complete the course will meet the provincial literacy requirement for graduation.

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 credits. To meet individual students' needs, Principals may replace up to three of these credits (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. Each substitution will be noted on the student's Ontario Transcript. Please contact Student Services for more information.

Section Four: Student Support and Resources

Student Services

The BSS Student Services Department will assist all students to develop and recognize their strengths, make a successful transition from elementary to secondary school, as well as investigate and plan for potential career paths. Additionally, it is the role of our counsellors to liaise with community agencies and counsel students on both academic and personal matters. Student Services is open each school day. Counsellors are available until the end of June, and return the last week of August.

The Student Success Team – Reaching Every Student

The Limestone District School Board, through its secondary school program, is committed to equip all students with the knowledge, skills, attitudes and experiences they need for successful outcomes that will ensure smooth transitions to the postsecondary destinations of their choice.

Bayridge Secondary School offers educational programs that promote high standards while providing students with learning opportunities and supports needed for success.

Early success in high school is essential. Statistics in Ontario show very clearly that successful completion of courses during grades 9 and 10 is a significant factor in students remaining engaged in school.

Successful completion of secondary education in Ontario is important and a valuable step towards postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to apprenticeship programs, college, community living, university and/or the workplace.

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's Program Pathway is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parent/guardians, teachers and guidance counsellors. Factors that must be considered in planning include:

- Most recent levels of achievement
- Preferred learning style
- Strengths, interests and abilities
- Immediate educational needs

Appropriate course selection and a proactive plan for success are important. All Limestone DSB schools have a strong focus on Student Success. Classroom teachers, Student Success Teachers, Guidance Counsellors, Learning Support Teachers, Adolescent Care Workers and Administrators form strong School Success Teams dedicated to successful outcomes for all students. For students making the transition from grade 8 to 9, there are significant supports in place in addition to orientation activities while ensuring a smooth transition to high school. For all students, there are expanded opportunities designed to ensure successful completion of high school – Focus Programs, Alternative Programs, Cooperative Education and Work Experiences, Certification Training, Dual Credits, E-Learning and the Specialist High Skills Major. This course calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. It is our goal that every student will be a success!

Credit Completion (Credit Rescue & Credit Recovery)

All schools have an interventions process in place. The Student Success Team will assist those students requiring additional support in achieving their credits and, in exceptional circumstances, a student may have the option of completing the credit through Credit Completion.

Guidance – Creating Pathways to Success

The Guidance Program is a vital and integral part of Bayridge Secondary School. As outlined by *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013*, Education and Career/Life Planning Programs support student success, as well as the development of a clear plan for initial postsecondary destinations for all students.

The goals of the Education and Career/Life Planning Program (page 8 of the document) are to:

- ✓ Ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- ✓ Provide opportunities for this learning both in and outside of the classroom;
- ✓ Engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning.

Further, the Education and Career/Life Planning Program policy for Ontario Schools is based on the core beliefs that all students can be successful; success comes in many forms; and there are many pathways to success.

Teacher Counsellors in Student Services encourage students and parents to participate in the options intended to assist in a successful journey through high school and into post-secondary life. There are many resources to help students with their planning. Post-secondary calendars, workplace information sessions, as well as online career programs such as myBlueprint. For more information, please see Student Services.

Special Education Policies & Programs

The Limestone District School Board's philosophy of special education programs and services is derived from a mission statement developed collaboratively by the Special Education Advisory Committee (SEAC) and Educational Services. This philosophy is based upon the school being the center of an inclusive community. Students are active participants who can and should be taught to advocate for their own needs so that they have the opportunity to achieve their maximum potential.

The philosophy of programs and services results in a delivery model which provides for availability of services to all students regardless of exceptionality. The Identification, Placement and Review Committee's option of first consideration for placement is the regular classroom. Underlying this option is a focus on provision of individualized support through program delivery in the regular classroom. Increasing level of pupil need results in utilization of more highly intensive supports including resource withdrawal programs, alternative focus programs and special education class placement.

Special Education Advisory Committee

The Special Education Advisory Committee (SEAC) includes representatives from community parent groups, the Board of Education, the trustee group and others who have an interest in special education. The SEAC mandate is to advise the Board on matters related to the education of exceptional students.

Special Education Plan

The Limestone Board's plan is reviewed annually and amended as needed to meet the needs of exceptional students. For more information about the plan or to obtain a copy of it, please visit the Educational Services site at www.limestone.on.ca. Copies of the booklet, *Understanding the IPRC Process: A Parent Guide*, are available through the school office.

A full description of Special Education programs and services may be found on the board's web page at www.limestone.on.ca

Accommodations and Modifications

Accommodation refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required enabling a student to learn and to demonstrate learning. Accommodations do not alter the provincial curriculum expectations for the grade or course.

Modifications are changes made in the grade-level expectations for a subject or course in order to meet a student's learning needs. In most secondary school courses, modifications typically involve changing the number and/or complexity of the regular grade-level overall curriculum expectations. In situations where modifications have been extensive, the Principal will determine whether a credit can be granted.

Learning Program Support (LPS)

Special Education support is available in all secondary schools through Learning Program Support (LPS). LPS teachers provide assistance to students who have been identified with a learning exceptionality through the Individual Placement and Review Committee (IPRC) process. LPS facilitates the development, monitoring, and updating of each student's Individual Education Plan (IEP) in close collaboration with classroom teachers. In addition, LPS also supports students who have not been identified with a learning exceptionality through the IPRC process but still benefit from receiving specialized learning supports. LPS teachers work closely with classroom teachers, school administration, the school's Success Team, parents, Educational Assistants, Educational Services, and community agencies to support students' educational programming and planning.

Additional supports are not limited to but include the following:

- ✓ Working with classroom teachers to deliver supports for students within the regular classroom;
- ✓ Ongoing monitoring of students' progress;
- ✓ Providing students with a scheduled support period during the school day;
- ✓ Delivering Learning Strategies courses;
- ✓ Supporting students' program accommodations (e.g. providing an alternative setting and/or extra time for classroom assignments, summative evaluations, and culminating activities; facilitating assistive technology support, etc.)
- ✓ Providing support to classroom teachers with program modifications;
- ✓ Facilitating home/school communication;
- ✓ Counselling and referral to community and/or board services.

Tutoring

Tutoring assistance is available in many different forms. Some classes have peer tutors working within the class to provide extra support and some peer tutors, where possible, are able to provide extra assistance outside of class time. For more information, contact Student Services.

English Language Learners (ELL)

English Language Learners [ELL] are students whose first language is a language other than English and who may require focused educational supports to assist them in attaining proficiency in English. For more information about accommodations to support English Language Learners, please contact Student Services. Academic, career counselling and referrals to community agencies to assist students as they settle into a new educational environment is also available through Student Services.

The Bayridge Learning Commons

The Library Resource Centre has been transitioning to a Learning Commons model for the past several years. The Learning Commons promotes an environment where every student can flourish as a creator, investigator, critical thinker, or communicator, and the commons is an integral support for students who are working on classroom assignments, looking for engaging material to read, or conducting research. The Learning Commons is managed by a full-time teacher-librarian, Mrs. Kirby, who selects a wide range of fiction and non-fiction works for both students and teachers. The teacher-librarian is available to students for assistance with book selection, assignments, guided inquiry, and problem based learning experiences. The BSS Learning Commons boasts a class-sized computer lab with Internet access, WIFI and printer capabilities, books, information files, magazines, newspapers, multimedia, English as a second language materials, and electronic resources, all of which are available in a variety of reading levels. The use of personal electronic communication devices is welcomed and encouraged in the Learning Commons as part of the BringIT initiative of the LDSB. Students accessing the Internet at school are required to have signed an “Acceptable User Agreement”.

In addition to materials on site, an online database service is available to all Limestone students for academic research. Databases may be accessed through the school network or home internet connections. Home access codes for databases are available from the school teacher-librarian. School library computers are available for research, word processing, and other school related activities during class time; individual interests may be pursued outside of scheduled class time. Maker tools (hardware, software, audio visual materials and devices) and spaces are also available for use in the Learning Commons by students and staff. The Bayridge Learning Commons has so much to offer – please stop by and visit us!

The Adolescent Care Worker (ACW)

The Adolescent Care Worker (ACW) supports students with social and emotional concerns that may interfere with academic success. Adolescent Care Workers act as student advocates and mentors, as well as provide support through individual and small group programs and counseling. Adolescent Care Workers facilitate referrals to community resources and work with agencies and school personnel to bring about positive outcomes for youth by acting as a liaison between school, community agencies and family.

Aboriginal Support Counsellor

The Limestone District School Board has a student support counsellor to support self-identified First Nation Metis and Inuit students. The support counsellor is accessed through school administrators. If you require such support, please contact a guidance counsellor, an administrator, an adolescent care worker, or a student success teacher.

Bayridge Learning Centre (BLC)

The Bayridge Community Education Centre is our satellite school located in the Progress Plaza. The Centre caters to the needs of adults and adolescents who wish to earn their high school diploma and/or upgrade their job skills. Students learn at their own pace. Individual tutoring is provided, as are small-group workshops and

seminars. All courses are subject to sufficient enrolment. For more information contact us at 384-9449 or visit 652 Progress Avenue.

Expectations for Student Success

Students are responsible for being at school, for attending class on time, and monitoring their own homework and assignments unless otherwise indicated through an Individualized Education Plan. All students are expected to uphold the Limestone District School Board of Education Safe School Plan and Bayridge Secondary School Code of Behaviour. The LDSB Safe School Plan is available at www.limestone.on.ca under *Parents*. The BSS Code of Behaviour can be accessed in the student planner, available from the book room at the school, or from a Vice-Principal.

Community Resources

There are a variety of community supports that exist for Bayridge Secondary students. They include Kairos for drug and alcohol counseling, Kingston, Frontenac, Lennox & Addington Public Health, Pathways for Children & Youth, as well as other agencies as student needs arise.

Section Five: Expanded Opportunities for credits

The Ontario curriculum is offering more ways to succeed in high school. These Expanded Opportunities are designed to meet individual learning styles, goals and interests in order to better prepare students for graduation and beyond. The Limestone District School Board offers the following Expanded Opportunities for students pursuing apprenticeship, college, university or the workplace:

- **Cooperative Education**
- **Dual Credits.**
- **E-Learning**
- **Focus Programs**
- **OYAP**
- **Specialist High Skills Majors**

Co-operative Education

Co-operative education programs promote skill development, self-awareness and career preparation. Knowledge and skills acquired through the in-school component are integrated through practical application in a community- based placement. Students returning for a fifth year may find the co-op experience particularly beneficial in terms of gaining valuable career insight and work experience. Co-operative education credits may be used to fulfill compulsory credit requirements for Groups 1, 2, or 3. Please refer to Section Three: Program Planning & Course Selection for specific details.

Co-operative education is primarily for students in grades 11 and 12 who are heading for apprenticeship, college, university or the workplace. Students may be required to complete an interview process prior to entering the co-operative education program. Students are strongly encouraged to complete the majority of their compulsory credits prior to application.

In the co-operative program, students have the opportunity to

- ✓ Experience hands-on learning
- ✓ Test-drive career options
- ✓ Develop a broad range of essential skills and attitudes required in the workplace
- ✓ See the relevance of their classroom learning and its connection to the workplace
- ✓ Gain valuable work experience to help build a resume for post secondary programs & future employment.

For more information, please contact your Guidance Counsellor or Student Success Teacher.

Dual Credits

Students can participate in apprenticeship training and college courses, which allow them to earn credits that count towards their high school diploma and/or their college diploma or their Phase One for Apprenticeship. Dual credits are good for students who would like learning opportunities outside of high school and who would benefit from a college experience.

Dual Credit students have the opportunity to

- ✓ Earn high school or college credits while studying at a local college
- ✓ Gain experience that will help them with their post secondary education or apprenticeship
- ✓ Experience increased self confidence & motivation
- ✓ Get a head start on post secondary learning & training for future careers.

For more information, please contact your Guidance Counselor or Co-operative Education Teacher.

Ontario Youth Apprenticeship Program [OYAP]

OYAP is a hands-on training program for students who aspire to work in a skilled trade. Apprenticeship training allows students to earn an Ontario Secondary School Diploma (OSSD) while acquiring the necessary sector-specific skills while working with a qualified tradesperson. Some OYAP training takes place in the classroom however, the majority of the training occurs in the workplace. At present, a projected shortage of skilled labourers provides exciting opportunities within this pathway. Financial assistance in the form of government grants and loans are available for students wishing to pursue an apprenticeship.

Students must be 16 years of age, have completed grade 10 and be enrolled in the cooperative education program.

How it helps

Students have the opportunity to

- ✓ Acquire sector specific and specialized training
- ✓ Participate in hands-on and experiential learning
- ✓ Earn high school credits as well as receive apprenticeship hours
- ✓ Receive government loans for trade tools
- ✓ Gain valuable contacts within the trades industry for future employment

For more information, please contact your Guidance Counsellor or John Chomitz, the LDSB Ontario Youth Apprenticeship Coordinator.

Specialist High Skills Major (SHSM)

Completion of a Specialist High Skills Major (SHSM) recognizes a student has achieved the necessary credits, skills, knowledge and sector certifications associated with a specific industry or lifelong passion. Arts & Culture; Construction; Energy; Forestry; Health & Wellness; Hospitality & Tourism; Justice, Community Safety, and Emergency Services; and Manufacturing are currently offered in Limestone. The following components comprise all Specialist High Skills Majors: a bundle of 8-10 credits including 4 credits at the senior level in the subject major, along with contextualized learning activities and a two credit co-op for experiential learning, 6-7 sector recognized certifications, completion of the Ontario Skills Passport and designated Reach-Ahead activities. For more information on SHSM, please see Student Services.

Bayridge Secondary School can enrol students in Arts and Culture, Hospitality and Tourism, Environment, and Justice, Community Safety & Emergency Services SHSM.

Students can customize their high school experience to suit their interests and talents while preparing them for a successful post secondary transition to apprenticeship, college, university or the world of work.

Students have the opportunity to

- ✓ Explore an interest or passion through focused SHSM courses
- ✓ Gain essential on the job skills through the cooperative education component
- ✓ Earn valuable industry certification, including First Aid and CPR.
- ✓ Demonstrate commitment & proficiency in an industry sector
- ✓ Make more informed career decisions
- ✓ Provide exemplary evidence of achievement to post secondary institutions and employers

For more information, please contact Student Services.

Focus Programs

Focus Programs are bundles of credits that concentrate on specific areas of interest and provide students with the opportunity for both academic and experiential learning. Focus programs are organized into categories representing the post secondary pathways (Apprenticeship, College, University, Workplace) while providing the necessary skills and training for further study in that pathway.

Focus Programs are packages of courses designed for senior students.

Students have the opportunity to

- ✓ Work together with the benefit of specialized equipment and training
- ✓ Make informed career decisions
- ✓ Explore a unique interest or passion through experiential learning
- ✓ Ensure with a smooth transition to post secondary education or the work of work

Bayridge Focus Programs:

Baking and Business

This one semester SHSM program combines three dynamic, skills based subjects: Baking, Entrepreneurship and Co-operative Education. Through hands-on experience students will have opportunities to develop the values and skills most often associated with successful entrepreneurs. Students will have opportunities to engage with local entrepreneurs in the community and become involved in designing their own business venture related to the baking and hospitality field. Students will develop specialized knowledge and skills through cake design competitions, a cupcake marketing campaign, providing a weekly in school bread special, field trips as well as time spent in a professional baking environment. Students will develop essential skills and work habits by participating in a one or two credit cooperative education experience in local bakeries, hotels, and restaurants. Students will benefit from learning technical baking skills as well as receiving sector specific certifications that will increase their employability and give students a competitive edge in their career pathway decisions.

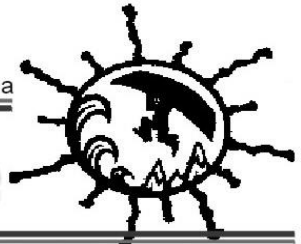
The Focus Program Book is a course calendar created for Focus Programs offered across the district, and is available in Student Services. For more information, please contact a Guidance Counsellor.

Section Six: Alternative Ways of Getting Credits

Limestone District School Board

Web Site: www.gouldlake.ca

Gould Lake Outdoor Centre



Harrowsmith P.S., Harrowsmith, ON, K0H 1V0 • Phone: 613 372-1442 • Fax: 613 372-1902 • Email: outed@limestone.on.ca

Gould Lake Outdoor Centre - Summer Programs 2020

Gould Lake Outdoor Centre offers a variety of summer programs that provide students with the opportunity to gain paddling, camping, and wilderness experience while earning credits toward completion of the Ontario Secondary School Diploma. Courses offered include:

- ✓ Quest - Grade 7 & 8 Graduates
- ✓ GAP (Girls Adventure Program) – Grade 7 & 8 Graduates
- ✓ Outreach – Grade 8 & 9 Graduates
- ✓ Outdoor Pursuits – Grade 9, 10, & 11 Graduates
- ✓ Wilderness Instructor Course (WIC) – Grade 10, 11, & 12 Graduates
- ✓ Kayaking Instructors Course (KIC) – Grade 10, 11, & 12 Graduates

The Gould Lake Outdoor Centre provides the transportation, tents, packs and food for all trips. Go to: <http://outed.limestone.on.ca/courses/gen-bro17.pdf> for more details!



The Limestone District School Board has partnered with Queen's University to offer high school summer courses at the Bader International Study Centre in England. Students have the opportunity to study and stay at Queen's 15th century Herstmonceux Castle in East Sussex.

English and History courses are offered, in addition to an International Baccalaureate (IB) preparation program. Students have the option of applying to attend Grade 11 or 12 English, Grade 12 English Literature, Grade 12 History (The West and the World), or the IB Essay Preparation Tutorial. Successful completion of the English and History courses will provide students with one high school credit. The IB Prep course is non-credit.

Students interested in more information can visit the Bader International Study Centre website (<http://queensu.ca/bisc/home>), or the MEI International Academy website (<http://www.meiacademy.com>). Applications should follow the process outlined on the MEI website.

Cost of the courses range from \$4,995-5,995 including travel and accommodation expenses. Interested applicants are responsible for the costs as these are not covered by Ministry of Education. The Board has also partnered with MEI Academy, a third-partner provider which facilitates travel and accommodation services for summer and school year courses abroad.

Visit BSS Student Services for more information.

Summer Session

Summer Session registration forms and course offerings will be available through Student Services in early May. For more detailed information, please contact your Guidance Counsellor.

Prior Learning Assessment & Recognition (PLAR)

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). The PLAR process involves two components: challenge and equivalency. Please see your Guidance Counsellor for more information.

Mature Student Assessment

A mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program for the purpose of obtaining an OSSD.

There are two possible ways in which mature students can obtain credits for diploma purposes. Mature PLAR and Mature Student Assessment. *Please see your Guidance Counsellor for more detailed information.*

Royal Conservatory Music Credits

A student who has successfully completed the requirements of one of the following may count a maximum of one non-Grade 12 university/college preparation credit towards the OSSD in addition to any other non-Grade 12 university/college preparation music credit earned in school:

- Grade VIII Practical and Grade 11 Rudiments of the Royal Conservatory of Music, Toronto.
- Grade VIII Practical and Grade 1V Theory of Conservatory Canada, London
- Collegial 1 Practical and Collegial 1 Theory of any conservatory of the province of Quebec.
- Grade VII Practical and Grade V Theory of the Trinity College of Music, London, England.
- Grade VII Practical and Grade V1 Theory of the Royal Schools of Music, London, England

A student who has successfully completed the requirements of one of the following may count a maximum of one Grade 12 university/college preparation credit towards the OSSD in addition to any other Grade 12 university/college preparation music credit earned in school:

- Grade 1X Practical and Grade 111 Harmony of the Royal Conservatory of Music, Toronto.
- Grade 1X Practical and Grade V Theory of Conservatory Canada, London
- Collegial 11 Practical and Collegial 11 Theory of any conservatory of the province of Quebec.
- Grade V111 Practical and Grade V1 Theory of the Trinity College of Music, London, England.
- Grade V111 Practical and Grade V111 Theory of the Royal Schools of Music, London, England

Teacher Assisted Self Study (TASS)

Teacher Assisted Self Study (TASS) allows students to earn Ontario Secondary School credit using Independent Learning Resource materials. TASS programs are offered at Limestone Education Centre in Kingston and Gateway in Napanee. For more information on how to qualify for TASS, please contact Student Services. Students must have the approval of their Guidance Counsellor and Principal prior to registration.