

TABLE OF CONTENTS

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA	2
TYPES OF COURSES / SELECTION.....	8
SPECIAL EDUCATION.....	14
SCHOOL POLICIES AND PROCEDURES.....	16
SPECIALIST HIGH SKILLS MAJOR	17
ARTS: (DRAMA, MUSIC, VISUAL ARTS)	27
BUSINESS	33
CANADIAN & WORLD STUDIES: LAW	35
GEOGRAPHY	36
HISTORY	37
COMPUTER STUDIES	39
CO-OPERATIVE EDUCATION	40
ENGLISH	42
GUIDANCE & CAREER EDUCATION	45
LANGUAGES.....	46
MATHEMATICS.....	49
PHYSICAL & HEALTH EDUCATION	53
SCIENCE	55
SOCIAL SCIENCE:	60
GENERAL SOCIAL SCIENCE.....	61
HOSPITALITY AND TOURISM.....	62
TECHNOLOGY:	63
COMMUNICATIONS.....	64
CONSTRUCTION	65
MANUFACTURING	66
TRANSPORTATION	67
COMPUTER TECHNOLOGY	68

OUR SHARED VISION FOR ALL STUDENTS IS:

In an environment that is safe, secure and respectful, we provide programs and services that recognize the distinct characteristics and diverse needs of our senior elementary and secondary students. Our goal is to enable all students to acquire knowledge, skills and experiences that prepare them to become contributing and caring members of society.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma, a student must:

- earn 18 compulsory credits
- earn 12 optional credits
- complete 40 hours of community involvement activities
- successfully complete the Provincial Secondary School Literacy Diploma Requirement

Students must earn the following 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
- 1 credit in health and physical education
- .5 credit in civics
- .5 credit in career studies

plus:

- GROUP 1** 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**
- GROUP 2** 1 additional credit in health and physical education, or the arts, or business studies or co-operative education**
- GROUP 3** 1 additional credit in science (Grade 11 or 12) or technological education (Grades 9-12) or computer studies (Grades 10-12) or co-operative education**

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

As part of the diploma requirements, students must complete a minimum of 40 hours of community involvement activities and successfully complete the Provincial Secondary School Literacy Diploma Requirement. Information on these two requirements will follow.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE

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

Compulsory credits (total of 7)

- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in Mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

- 7 credits selected by the student from available courses

REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT

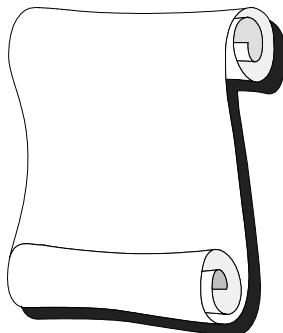
Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment is a way of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

COMMUNITY INVOLVEMENT ACTIVITIES

As part of the diploma requirements, students **must** complete a minimum of **40 hours** of community involvement activities. These activities may be completed at any time during their years in the secondary school program.

Community involvement activities may take place in a variety of settings, including not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Students may not fulfil the requirement through activities that are counted towards a credit (co-operative education and work experience, for example), through paid work, or by assuming duties normally performed by a paid employee. The requirement is to be completed outside students' normal instructional hours - that is, the activities are to take place in students' designated lunch hours, after school, on weekends, or during school holidays.

Further information about community involvement and the forms required for recording participation will be provided by the teacher advisor and are also available in the Guidance Office.



THE PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT

All students must successfully complete the Provincial Secondary School Literacy test or the Grade 12 literacy course (OLC 401) in order to earn a secondary school diploma. The test will be based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.

Students who are unsuccessful may try the test again each year when it is administered by the Education Quality and Accountability Office. (EQAO)

Accommodations

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

Deferrals

If a parent or an adult student requests a deferral, the Principal will determine whether or not a deferral should be granted and, if so, for what period of time. A Principal may also initiate consideration of a deferral.

Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a secondary school diploma may, with parental consent and the approval of the Principal, be exempted from participating in the secondary school literacy test.

SUBSTITUTIONS FOR COMPULSORY COURSES

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

For future course code information, please visit our school website at: www.phhs.ca

MORE WAYS TO SUCCEED IN HIGH SCHOOL

Every student is an individual with unique interests, goals and strengths and each student should be given the same opportunity to succeed in high school. We have developed innovative programs that are at the heart of our Student Success initiative. They give Ontario high school students more ways to accumulate credits to graduate, while allowing students to customize their high school experience around studies that are relevant to them.

Student Success Teams

Port Hope High School has a Student Success team made up of the Principal, Vice Principal, Special Education Resource Teacher, Student Success Teacher, Guidance Counsellor, Cooperative Education Teacher and School Board Counsellors. This team helps identify and support struggling students, provides options for learning and monitors student progress.

Grade 8-9 Transition

As Grade 8 and 9 students transition from elementary to high school, supports are provided for transitioning students. This initiative includes improved tracking of grade 9 students and their progress and supports from the Student Success teacher, Guidance and Special Education.

For more information, please visit www.ontario.ca/morestudentsuccess

Expanded Co-op Credit

Now high school students in Ontario can apply two co-op credits towards their core graduation requirements, which broaden opportunities for experiential learning and gives more students a chance to start working and “test-drive” career options.

Specialist High Skills Major

In September 2007, the Ministry of Education launched a Specialist High Skills Major Program that will allow students to earn a secondary school diploma and focus on a career path that matches individual skills and interests. Majors include Hospitality and Tourism, Manufacturing Construction and Environmental Resource Studies. Please refer to PHHS.ca or Student Services for more detailed information.

Dual Credit Program

Students can take courses that count towards their high school diploma and their postsecondary diploma, degree or apprenticeship certification. Pending approval, we will offer Environmental Science with Durham College.

PHHS Alternative Education Objectives

- to support disengaged students
- to provide a safe, caring, and creative learning environment
- to enable students to achieve success and improve their self-concept
- to enable students to complete the requirements for graduation or employment destinations
- to support students who return to traditional school classes
- to support students in their transition from school to work
- to foster an environment that allows students to take responsibility for their studies, increase their life options, and have confidence in themselves and their ability to set achievable life goals

Alternative Education Expected Outcomes:

- increased student retention
- increased credit attainment
- recapturing disengaged students 14-21 years of age
- successful transitions

Alternative Education Expected Outcomes will provide:

- a flexible inclusive program
- blended time-tabling and individualized scheduling
- maximized experiential learning (Co-op Education, Pathways)
- a variety of entry and exit points
- credit remediation

And Include:

- a focus on personal development including physical, social, and emotional health
- a focus on career awareness and guidance
- a focus on foundation skills
- mentoring
- individualized education plans
- leadership experiences
- relevant, meaningful, and engaging instructional practices appropriate to student needs
- direct access to community and educational services

- Student Services
- Kinark Family Services
- Public Health Nurse
- Fourcast
- Rebound Youth Services
- HDRC
- Coalition on Family Violence
- Career Edge
- Job Connect

If you have any questions concerning Alternative Education, please contact the Administration and/or Student Services Department at PHHS.

ALTERNATE WAYS OF EARNING CREDITS

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in courses offered in their secondary school; however, a number may wish to consider alternative ways of earning the required credits. The options available to such students include:

- Centre for Individual Studies
- Correspondence Courses offered through the Independent Learning Centre
- Independent Study
- Private Study
- Continuing Education (including summer school)

Note: Additional information concerning these options is available in Student Services

E-Learning – GET THE COURSES YOU NEED ONLINE

Do you have a specific course in mind, but cannot select it because the course is not offered in your school, is full, or will not fit into your timetable? Do you need an alternative setting? Perhaps taking an e-learning course is an answer to your concerns ... many students across the province are making this choice. Many feel that being able to access courses anytime, anywhere is a great advantage for them.

If you are a self-motivated learner, with good time management skills, work well independently and are comfortable learning in a computer environment consider this...

E-learning is an option that allows you to select from over 100 Ontario secondary courses that you can complete in a virtual classroom on line. If you choose to take an online course you will work with a certified Ontario teacher, access course material, interact with classmates and complete your assignments and activities through the digital technology of your computer or electronic device.

Please visit your school guidance counsellor to discover which e-learning courses are available from Kawartha Pine Ridge District School board and its partner boards, discuss your eligibility, and the appropriateness of online delivery for you.

The list of courses offered by Kawartha Pine Ridge District School board will be made available on the board website (<http://www.kprschoools.ca>) this spring. The courses are very popular, and are filled on a first come first served basis.

PROGRAM PATHWAYS

A **Program Pathway** is a collection of **courses** and other supports that will prepare students for employment immediately upon leaving secondary school. **Leaving** does not always mean **graduating**.

Program Pathways provide the opportunity for students to:

- complete secondary school graduation diploma or certificate requirements
- meet the entry level requirements of a specific industry
- develop employability and industry-specific skills
- obtain experience in the workplace (raise awareness in Grades 7-10 and experience employment based learning in Grades 11-12)
- earn industry-recognized certification

Specific information on the program pathways that Port Hope High School offers will be distributed with students' option sheets.

COURSES OFFERED IN THE SCHOOL AND RELATED INFORMATION

Credits

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

Types of Courses in Grades 9 and 10

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

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. Academic courses lead to university level courses in Grades 11 and 12.

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. Applied courses lead to college level courses in Grade 11 and 12.

Locally Developed courses are available for students who have had difficulty in meeting the expectations outlined in Grades 7 and 8. In these courses, the emphasis will be on the continued development of basic skills and the application of these skills to real life. Locally developed courses lead to workplace level courses in Grades 11 and 12.

Students must choose between Academic, Applied or Locally Developed courses in each of the core subjects: English, Mathematics, Science, History.

All courses set high expectations for students while preparing them for studies in the senior grades. The types of courses differ in the balance between essential concepts and additional material, and in the balance between theory and application. In planning courses of study, teachers take into account the need to adapt instructional approaches and materials to reflect the differences between the two course types.

Open courses are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students in Grades 9 and 10 will make the choice between Academic, Locally Developed Applied courses primarily on the basis of their strengths, interests, and needs. Their parents and teachers will help them make their choices. The selection of courses for exceptional students should also be guided by information in the student's Individual Education Plan.

Students who are successful in any academic or applied course in Grade 9 (except Mathematics) will be able to proceed to either the academic or the applied course in the same subject in Grade 10. When a student plans to switch from one course type in Grade 9 to the other in Grade 10, the Principal must inform the student and his or her parents that the student will be strongly encouraged to successfully complete additional course work, as defined by the Ministry, of up to 30 hours, in order to demonstrate achievement of the learning expectations that are included in the one Grade 9 course but not the other. This additional course work will be referred to as crossover material. In Mathematics, to switch from Grade 9 Applied to Grade 10 Academic, a transfer course **must** be completed at summer school.

Types of Courses in Grades 11 and 12

In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation.

Open courses are also offered in Grades 11 and 12. Students will make their choices on the basis of their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post-secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:

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

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

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

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

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

Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

Courses will only run that have sufficient enrolment. In some cases classes will be combined for programming purposes.

Gifted/talented students will be invited to participate in a variety of enrichment activities which include:

- Camp Enterprise
- Mini Enrichment Programs (Queen's, Shad Valley)
- Math, Chemistry, Biology Contests
- Rotary Exchange
- Model United Nations
- Model Parliament
- Encounters With Canada

School Organization

Port Hope High School operates on the semester system. First semester begins in September and runs until the end of January. Each course is taken every day, and the credits are completed in the five month period. Second semester begins in February, and is completed at the end of June.

In each semester, a progress report is issued approximately five weeks into the semester (followed by a Parents' Night), with a mid-term report issued half way through the semester. Final reports are completed at the end of each semester.



Explanation of Course Codes

A V I 1 O 1

The first three characters of the course codes are those given in the Ministry's list of common course codes.

This digit indicates the GRADE of a course.

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

The fifth letter indicates the LEVEL OF DIFFICULTY

- | | |
|-----------------------|------------------------|
| D = Academic | C = College |
| P = Applied | M = University/College |
| O = Open | U = University |
| L = Locally Developed | E = Workplace |

The final character indicates the credit value of the course:

- 5 = 0.5 credit
- 1 = 1.0 credit
- 2 = 2.0 credits

CO-OP

- D = 2 Co-op credits
- 2 = 2 additional (2nd semester) Co-op credits
- 4 = 4 Co-op credits (Full Day)
- Y = OYAP (4 Co-op credits)

SELECTION OF COURSES

Students should exercise great care in the selection of courses, and in particular, the selection of levels of difficulty. Students may select one or more levels of difficulty in their educational program, and they are encouraged to select courses that meet their needs, abilities and interests, as well as the Ministry of Education's diploma requirements.

SELECTING COURSE LEVELS FOR SUCCESS

Level 3 (70% -79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or course.

GRADE 8 STUDENTS:

It is **strongly recommended** that grade 8 students:

- have a minimum of 70% in a subject to select the grade 9 Academic level (**with a strong work ethic**)
- have a minimum of 60% in a subject to select the grade 9 Applied level (**with a strong work ethic**)
- with a mark below 60% - select the grade 9 Locally Developed level.

GRADE 9 STUDENTS:

It is **strongly recommended** that grade 9 students:

- have a minimum of 70% in an Academic level subject to continue at the grade 10 Academic level; with a mark below 70% in an Academic level subject -should select Applied level
- have a minimum of 70% in an Applied level subject to continue at the grade 10 Applied level; with a mark below 70% in an Applied level subject - should select Locally Developed level

GRADE 10 STUDENTS:

It is **strongly recommended** that grade 10 students:

- have a minimum of 70% in an Academic level subject to select the grade 11 University level
- have a minimum of 70% in an Applied level subject to select the grade 11 College level
- with a mark below 70% in an Applied level subject to select the Workplace level

GRADE 11 STUDENTS:

It is **strongly recommended** that grade 11 students:

- have a minimum of 70% in a University level subject to continue at the grade 12 University level
- have a minimum of 70% in a College level subject to continue at the grade 12 College level
- with a mark below 70% in a College level subject to select the Workplace level

THE GUIDANCE AND CAREER EDUCATION PROGRAM

The Guidance and Career Education Program is a vital and integral part of the secondary school program. Through the program, students will acquire the knowledge and skills that they need in order to learn effectively, to live and to work co-operatively and productively with a wide range of people, to set and pursue education and career goals, and to carry out their social responsibilities.

The program is delivered through various means, including classroom instruction, orientation and exit programs, career exploration activities, and individual assistance and short-term counselling. The goals of the Guidance and Career Education Program are outlined in the policy document entitled ***Creating Pathways to Success: Guidance and Career Education Program Policy for Elementary and Secondary Schools, 1999.***

As stated in this document, students are expected to:

- understand the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship), and career planning;
- develop learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals;
- apply this learning in their daily lives both at school and in the community.

Our community resources included counsellors from Kinark Child & Family Services, the Four Counties Addiction Services team, Children's Aid Society, the Health Unit, Rebound and Durham College Job Connect.

<u>Individual Counselling</u> About courses, careers, college, university and apprenticeship opportunities and personal concerns	<u>Interest Inventories</u> To learn more about yourself and potential career opportunities	<u>Career Cruising</u> Computer information about jobs and careers
<u>Hard & Soft Copy</u> Information About careers, colleges, universities, apprenticeships, health and other opportunities	<u>Group Sessions</u> On job search techniques, post-secondary planning, study skills, life skills, and personal issues	<u>Scholarship and Financial Aid</u> Information, applications and planning
<u>Registration and Orientation</u> For next year, or college, or university	<u>Consultation</u> Referrals and consultation with many outside agencies	<u>Records</u> Of courses taken and total credits earned towards graduation.

Appointments can be requested by talking with the Secretary in Student Services or by contacting a Guidance Counsellor.

THE ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of a student's overall achievement in high school. The credits that a secondary school student has earned towards fulfilment of the requirements for the graduation diploma will be recorded on the OST. This record will include all the credits gained by the student.

The transcript, which is part of the Ontario Student Record (OSR), will include the following information:

- the student's achievement in Grades 9 and 10, with percentage grades earned and credits gained for successfully completed credit courses

- a list of all Grade 11 and 12 courses taken or attempted by the student, with the percentage grades earned and the credits gained
- identification of any course that has been substituted for one that is a diploma requirement
- confirmation that the student has completed the community involvement requirement
- the student's final result on the Provincial Secondary School Literacy requirement
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

SPECIAL EDUCATION

PHHS will continue to support students with exceptional needs by offering a continuum of services. The majority of students with special needs will receive integrated service delivery through regular classroom programming. Program modifications (changes in grade level expectations or changes in the number and/or complexity of expectations) or accommodations (changes in teaching, classroom/school environment and/or assessment methods) will be clearly outlined in each student's Individual Education Plan. Alternative (non-credit) courses refer to areas of learning other than the Ontario curriculum.

Individual Education Plans are completed within thirty days of the start of the school year and sent out to parents and students. A copy of the IEP also accompanies the report card at the end of each term. IEP's are made available to teachers and implemented in the classroom and Resource Room settings. IEP's are working documents and changes can be made to them in consultation with the Special Education Department at the school throughout the academic year.

The Identification, Placement and Review Committee (IPRC) process occurs annually. At these meetings, parents and students have the opportunity to discuss and give input into the writing of the Individual Education Plan for the following school year.

Learning Strategies 1: Skills for Success in Secondary School GLS 101 (OPEN)

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond.

Learning and Life Skills Program – LLS

The Learning and Life Skills Program is an intensive specialized program provided by Special Education Teachers qualified in teaching students with a developmental disability. The program's focus is on academic programming with an understanding of the need for life skills to be developed. Students are taught in congregated classes within the regular school setting and there is a strong emphasis on integration.

Students will learn how to develop and apply literacy, numeracy, personal care, culinary, and social skills to improve their success in the school and community setting. Work placement opportunities and community involvement are a strong component of the program.

For further information contact Jim Spencer, Co-ordinator of Special Education.

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC)

The Special Education Advisory Committee is a legislated standing committee of the Board. The community representatives are nominated by their association and their appointment is approved by the Board. It is the role of the Special Education Advisory Committee to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students.

The Kawartha Pine Ridge SEAC endeavors to:

- create an environment of quality education and equity, while promoting community awareness of the special needs of children
- foster understanding and trust to improve family and school communication
- review and respond to provincial legislation as it affects students with special needs
- ensure that the Board is able to make informed decisions as they relate to students with special needs.

SEAC members are:

- mandated to report and make recommendations to the Board regarding any matter affecting the establishment and development of special education programs and services for exceptional students
- available to receive phone calls from families and staff who are seeking information and resources related to specific exceptionalities
- available to provide support and guidance to families in procedural matters
- willing to attend meetings at the school as an advocate or liaison at the request of either the family or the school
- attending workshops and monthly SEAC meetings to keep up-to-date with the Board and Ministry of Education and Training programs
- attending conferences and staying in constant contact with associations to maintain knowledge of current trends and research in their areas of expertise
- available to share information and act as a resource to both school staff and families
- endeavoring to promote understanding of all students with special needs.

The Kawartha Pine Ridge District School Board invites all parents and interested members of the public to attend Special Education Advisory Committee meetings.

Please contact the Board Office at 877-741-4577, extension 2174, or a committee member for information or confirmation of attendance if you plan to attend.

STUDENT SUCCESS TEACHER

The main idea behind the student success initiative is to ensure that all students are provided with the best possible opportunities to learn. The student success teacher tracks the progress of students who have the potential to disengage from secondary school. He or she also provides direct support and instruction to these students in order to improve achievement, retention, and transitions.

CREDIT RECOVERY

What is credit recovery?

Credit recovery is a form of alternative programming which provides students with an opportunity to “recover”, or achieve a passing mark in, a course which has been previously attempted unsuccessfully. Rather than repeating the entire course, a student will complete assignments based on individual needs and previous course expectations.

Who is eligible?

A student may be eligible to recover a credit if he or she has previously failed a credit. The **Credit Recovery Team** meets to determine who will be placed in credit recovery classes. This team is made up of the principal, the vice principal, the student success teacher, the special education coordinator, and the guidance coordinator. ***It is important to note that not everyone who fails a course will automatically be eligible to recover the credit.***

SCHOOL POLICIES AND PROCEDURES

Assessment & Evaluation

Port Hope High School's assessment & evaluation policy is included in the student handbook which is posted in EDSBY.

Attendance

On December 20, 2006 the Ontario Legislature proclaimed sections of Bill 52. As a result, all youth are required to attend school to age 18 or graduation.

Regular attendance on the part of the student is vital to the process of learning. Normally, the plan of a lesson employs a variety of processes, including discussions among the students themselves. A unit of study usually involves the development of a sequence of related understandings. When the processes and content of learning are disrupted by irregular attendance, both the individual and their classmates suffer a loss of experiences that cannot be entirely regained. A student who misses classes on a regular basis will suffer in the evaluation process because his/her participation and achievement cannot be fully assessed.

Students with irregular attendance will be referred to the Vice-Principal and/or Guidance. Parents will be contacted and an interview may be required to assess the situation.

CODE OF CONDUCT:

Port Hope High School's code of conduct is included in the student handbook which is posted in EDSBY.

NOTES:

Course Transfer during the Year: Students and parents should be aware that timetable preparation begins with the students' selections made in February. Students should be well informed before making selections and **should be prepared to remain in courses which they select for the entire school year.**

Course changes in interest subjects are not encouraged; however, changes required because of an unsuitable level of difficulty for the student will be considered. Students should contact the Guidance Department for advice.

* All grade 11 and 12 courses will be recorded on the permanent transcript, UNLESS they are dropped by the end of the five day period following the mid-term report.

Notice to Parents: Outlines of the courses of study are available at the school for your perusal.

The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education.