

**ADAM SCOTT COLLEGIATE AND VOCATIONAL INSTITUTE/
INTERMEDIATE SCHOOL
175 Langton Street
Peterborough, Ontario
K9H 6K3**

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Head of Guidance:	Ms J. Kelly (Ext. 132)
Head of Special Ed.:	Mr. P. McAuley (Ext. 144)
Organizational Structure:	Grade 7 - 12 (Semestered for secondary)
Size:	970 students 68 teachers
School Colours:	Green and White
School Team Name:	Lions



Front Cover Drawn by: Jessica Thomas, Grade 11



Table of Contents

WELCOME TO ADAM SCOTT, MISSION STATEMENT AND SCHOOL GOAL	1
REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA	2
REQUIREMENTS FOR A DIPLOMA WITH A FRENCH IMMERSION CERTIFICATE	2
REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE	3
REQUIREMENTS FOR THE CERTIFICATE OF ACCOMPLISHMENT	3
COMMUNITY INVOLVEMENT ACTIVITIES	3
THE PROVINCIAL SECONDARY SCHOOL LITERACY TEST	3
Accommodations.	4
Deferrals.	4
Exemptions.	4
SUBSTITUTIONS FOR COMPULSORY COURSES	4
COURSES OFFERED IN THE SCHOOL AND RELATED INFORMATION	4
Credits	4
Types of Secondary School Courses	4
Types of Courses in Grades 9 and 10	5
Types of Courses in Grades 11 and 12	6
Transfer Courses	7
COURSE CODES	7
PRIOR LEARNING ASSESSMENT AND RECOGNITION	7
PLAR Challenge Process	7
ALTERNATIVE WAYS OF EARNING CREDITS	8
SCHOOL ASSESSMENT AND EVALUATION	8
PLAGIARISM	9
EXAM POLICY	10
ATTENDANCE POLICIES AND PROCEDURES	10
CODE OF CONDUCT	11

THE GUIDANCE AND CAREER EDUCATION PROGRAM 13

SCHOOL SUPPORT SERVICES 14

LIBRARY INFORMATION SERVICES 14

COOPERATIVE EDUCATION, OYAP AND MILITIA COOP 15

THE ONTARIO STUDENT TRANSCRIPT 17

EXPECTATIONS REGARDING COURSE LOAD AND REQUESTS FOR CHANGES 17

DESCRIPTION OF SPECIALIZED PROGRAMS 17

SPECIAL EDUCATION ADVISORY COMMITTEE (SEAC) 18

GRADES 9 TO 12 PROGRAM REQUIREMENTS AT ADAM SCOTT 19

GRADE 9 COURSES OFFERED 20

GRADE 9 COURSE DESCRIPTIONS 21

GRADE 10 COURSES OFFERED 24

GRADE 10 COURSE DESCRIPTIONS 26

GRADE 11 COURSES OFFERED 32

GRADE 11 COURSE DESCRIPTIONS 34

GRADE 12 COURSES OFFERED 42

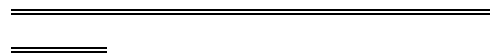
GRADE 12 COURSE DESCRIPTIONS 45

NEED MORE INFORMATION? 54

PLANNING SHEET 55

APPENDICES

Prerequisite Charts



Welcome to Adam Scott

Adam Scott Collegiate and Vocational Institute is a dynamic secondary school which has established an outstanding reputation in the community and the province. Our program of studies is designed to provide students with a wide range of academically challenging courses which establish the foundation for students' post secondary learning and work. Adam Scott offers students special opportunities to earn credits in French Immersion, Cooperative education work experiences, and a variety of technology programs. The programs offered in secondary school are designed to allow students to try out new subject areas and to learn more about themselves.

Each year our school is host to students from all over the world in a variety of exchange programs. Our students are active participants in the community through the United Way, the Terry Fox Run, "Grandpals" (students associated with senior citizens at Fairhaven), and the Christmas Food and Toy Drive.

Our teachers are dedicated to fostering the growth and development of our young people. They support students in their role as classroom teachers, work place monitors, counsellors, research assistants, activity advisors, coaches and music and drama directors.

There are many extra-curricular opportunities available at Adam Scott. Many of our teams have emerged as provincial champions. We are very proud of the tradition of excellence here at Adam Scott and we hope that your time at Adam Scott will involve exciting years of self-discovery and personal growth.

ADAM SCOTT'S MISSION STATEMENT

At Adam Scott, we believe that education should have these purposes: to help us reach our full potential; to teach us to accept responsibility for our development and behaviour; to increase our awareness of the needs of the world, and through our understanding and positive actions, to make it a better place.

OUR SCHOOL GOAL

Adam Scott's major goal is to help each student develop his / her potential in order to succeed at school and in life. All students are encouraged to be contributing members of our school community. To achieve this goal, our school programs are designed to provide opportunities to satisfy the intellectual, physical, and social needs of our students.



REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA

In order to earn the Ontario Secondary School Diploma (O.S.S.D.), a student must:

- **earn 18 compulsory credits;**
- **earn 12 optional credits;**
- **complete 40 hours of community involvement activities;**
- **successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Ontario Secondary School Literacy Course (OSSLC)**

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 a 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 ed., or cooperative education***
 - **Group 2: 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education***
 - **Group 3: 1 additional credit in science or technological education, or cooperative education***
- * a maximum of 2 credits in cooperative education can count as compulsory.**

As part of the diploma requirements, students must complete a **minimum of 40 hours of community involvement activities** and **successfully complete the provincial literacy requirement**. Information on these two requirements is found later in this section.

In December of 2006, the Ontario Government passed Bill 52 which requires all students to continue learning until age 18 or graduation. The Minister of Education stated that, “This is part of our overall Student Success Strategy to give more students a promising future - both financially and personally - in a highly competitive global economy.” For details please visit the Ministry of Education website at www.edu.gov.on.ca.

REQUIREMENTS FOR A DIPLOMA WITH A FRENCH IMMERSION CERTIFICATE

Students enrolled in the French Immersion programme at Adam Scott, must complete 10 courses in Immersion as follows:

Year 1 Immersion:

. . . . FIF1D1, SNC1DF, CGC1DF
. . . . PPL10F, or PPL10G

Year 2 Immersion:

. . . . FIF 2D1, SNC 2DF, CHC2DF

Year 3 Immersion:

. . . . FIF 3U1

Plus one

other senior course where the instruction
Year 4 Immersion:
 is offered in French .
. FIF 4U1

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 (cooperative 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 Guidance Department.

THE PROVINCIAL SECONDARY SCHOOL LITERACY DIPLOMA REQUIREMENT

All students entering secondary school after September 2000 must successfully complete the provincial secondary school literacy test (OSSLT) 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). Beginning in the 2003-04 school year, students who have had two opportunities to take the OSSLT and were unsuccessful at least once were eligible to enrol in the Ontario Secondary School Literacy Course (OSSLC). However, in June of 2004, policy was changed to grant principals the discretion to allow a student to enrol in the OSSLC before he or she has had a second opportunity to take the OSSLT, if the principal determines that it is in the best educational interests of the student. Successful completion of the OSSLC, for these students, will meet the literacy requirement for the Ontario Secondary School Diploma. Details regarding eligibility for the course can be found with the course descriptor.

Accommodations:

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

Deferrals:

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.

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.

Types of Secondary School Courses

The curriculum for secondary school is organized into several types of courses. This system of courses is intended to enable students to choose courses that are suited to their strengths, interests, and goals. In Grades 9 and 10, three types of courses are offered: academic, applied, and open. Courses in Grades 11 and 12 are designed to prepare students for a post-secondary destination – that is, for university, college, apprenticeship training, or the workplace.

Types of Courses in Grades 9 and 10

The three 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.

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. Students must choose between academic and applied courses in each of the core subjects :

English, French as a second language, mathematics, science, geography, and history.

Both types of courses set high expectations for students while preparing them for studies in the senior grades. The two 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.

Locally Developed Courses

School boards may apply for permission to offer courses that have been designed to meet the particular needs of the students in their schools. The Ministry of Education has revised the policy regarding the number of locally developed compulsory courses that boards may develop and that students may take to meet the requirements for the Ontario Secondary School Diploma (OSSD) and the Ontario Secondary School Certificate (OSSC).

The revised requirements apply to the offering and taking of locally developed compulsory credit courses in the 2004-05 school year and in subsequent years. *Compulsory credits will not be granted retroactively for successfully completed locally developed optional credit courses.*

Revised requirements state that English-language boards may develop locally and offer one grade 9 course in English, in mathematics, and in science and one Grade 10 course in English, in mathematics and in either in science or in Canadian history that can be counted as a compulsory credit in that discipline. A student in an English-language board may count no more than six such locally developed courses as compulsory credits. These six courses used to be referred to as *Essential or Transition* courses.

Kawartha Pine Ridge District School Board has developed, and had approved, the following locally developed courses: Grade 9 Locally Developed (Essential/Transition) English (ENG1L1), Mathematics (MAT1L1), Science(SNC1L1); Grade 10 Locally Developed (Essential/Transition) English (ENG2L1), Mathematics (MAT2L1), History (CHC2L1), Science (SNC2L1 - cannot count as compulsory); and Grade 11 Environmental Science, College Preparation (SEN361). **Open** courses are the only type of course offered in most subjects other than those listed above. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Students in Grades 9 and 10 will make the choice between academic and applied courses primarily on the basis of their strengths, interests, and needs. Their parents and teachers, including their teacher-adviser, will help them make their choices, which will be reflected in their annual education plan. 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 will be able to proceed to either the academic or the applied course in the same subject in Grade 10, except for Mathematics. 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. If a student wishes to change streams for Grade 10 Mathematics a transfer course must be taken.

Students who successfully complete locally developed courses in grade 9 will be prepared to take grade 10 locally developed courses or in some cases may choose to move to grade 9 applied courses.

Grade 10 academic, applied or locally developed courses will prepare students for particular Grade 11 courses, for which prerequisites are specified in the curriculum policy documents for Grades 11 and 12.

Differences Between Applied and Academic Streams

APPLIED with more emphasis on ...	ACADEMIC with more emphasis on ...
▶ PRACTICE	▶ THEORY
▶ Kinesthetic (Hands-on) Learning styles	▶ Visual and Auditory Learning Styles
▶ Knowledge and skills related to personal experience and real life situations that are familiar and relevant to the student ▶ Applications that are practical	▶ Abstract thinking, knowledge and applications with a global perspective (students are able to grasp concepts that are not part of their immediate world)
▶ THE “WHAT’S” Recognize relationships exist, observe results and describe specific situations ▶ produce or construct ▶ group work ▶ give a speech ▶ reports ▶ reviews ▶ magazines, newspapers ▶ requires specific step by step directions	▶ THE “WHYS” & “HOWS” Explain complex relationships, analyse results and make predictions or extrapolations ▶ create or design ▶ independent work ▶ prepare a debate ▶ essays ▶ critiques ▶ novels ▶ understand a process

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.

Transfer Courses

A transfer course is a partial-credit course that bridges the gap between courses of two different types in the same subject and grade. Students who revise their educational and career goals and who wish to change from one destination-related stream to another in a particular subject may often do so by taking a transfer course. Transfer courses enable students to achieve the expectations not covered in one course type but required for entry into a course in the next grade. For example, the prerequisite for the Grade 11 university preparation course in English is the Grade 10 academic course in English. A student who is taking the applied English course in Grade 10 but who decides to enter the university preparation course in Grade 11 may do so by taking a transfer course. Transfer courses will be offered for students who wish to change from one course type to another in the same subject between Grade 10 and Grade 11 or between Grade 11 and Grade 12. A transfer course can be taken as a summer course or as an independent-study or partial-credit course within school hours. The availability of transfer course will depend on the number of students requesting the program. A list of Ministry of Education approved transfer courses is available from the Guidance department

COURSE CODES

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

The fourth character indicates the grade of a course, as follows: 1 (Grade 9), 2 (Grade 10), 3 (Grade 11), and 4 (Grade 12). For courses in ESL, classical/ international languages, and Native languages only, it indicates the level of a course, as follows: A (Level 1), B (Level 2), C (Level 3), D (Level 4), and E (Level 5).

The fifth character indicates the type of course, as follows: D (academic), P (applied), O (open), E (workplace preparation), C (college preparation), U (university preparation), M (university/ college preparation), and T (transfer). Locally developed courses, however, are indicated as follows: 1 (academic), 2 (applied), 3 (open), L (compulsory English, math, history or science), 5 (workplace preparation), 6 (college preparation), 7 (university preparation), 8 (university/ college preparation), and 9 (transfer).

In most cases, the sixth character indicates the number of credits that the course is worth: half (5), one(1), two(2), three (3), four (4). In a few cases, it indicates distinctions between subjects such as Immersion(F), gender specific (B & G), and/ or area specific courses (L- Literacy, W - Pathways, X - Pathways Coop, 6 - 9 special emphasis in technology courses.)

Course codes beginning with "K" indicate courses consisting of alternative expectations, which do not lead to credits. These codes are structured somewhat differently: the fourth character indicates the year of attendance in secondary school (A for the first year, B for the second, etc.); and the fifth character, N , indicates a non- credit course.

PRIOR LEARNING ASSESSMENT AND RECOGNITION

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. The "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. Determining equivalency involves the assessment of credentials from other jurisdictions.

A maximum of four credits may be granted through the challenge process for Grade 10, 11, and 12 courses, with no more than two in one subject area. Students may challenge courses when they have been in place for at least one year.

PLAR Challenge Process

If students are interested in challenging a course for credit, they should obtain an information package from the Principal. This package will outline the detailed, subject specific requirements for the process. Students and their parents or guardians should be aware of the following:

1. The challenge process must be completed independently.
2. School staff and resources will not be provided.

3. The process will require that the student present compelling evidence that they are likely to be successful in the challenge before their application is accepted.
4. All costs related to collecting the required evidence, carrying out the preparatory work for the credit and attending the final assessment for the course, are the responsibility of the student.

The challenge and equivalency procedures are also available to mature students – that is, students who are eighteen years of age or over (i.e., adults) who are returning to school to earn a diploma after being out of high school for at least one year – but requirements concerning application of these procedures differ for this group because of their broader life experience. Principals will determine the number of credits, including compulsory credits, that a mature student needs in order to meet diploma credit requirements. Up to 16 Grade 9 and 10 credits may be granted to a mature student at the discretion of the principal following individual assessment.

Mature students may earn 10 of the 14 remaining Grade 11 and 12 credits needed to meet diploma requirements in three ways:

- they may demonstrate achievement of the required secondary school curriculum expectations and receive credit through the challenge process;
- they may present education and/or training credentials for assessment through the equivalency process; or
- they may take the course.

Mature students will earn a minimum of 4 Grade 11 and 12 credits by taking the course at a secondary school, through correspondence, or through any of the alternative ways described below.

Mature students working towards the OSSD under OSS must also satisfy the diploma requirements with regard to the provincial secondary school literacy test. Principals will determine the number of hours of community involvement activities that a mature student will have to complete.

ALTERNATIVE WAYS OF EARNING CREDITS

The majority of secondary school students will earn their credits towards the Ontario Secondary School Diploma by enrolling in the courses offered in their secondary school. However, a number will wish to consider alternative ways of earning the required credits. *Please realize that some of these alternatives may require payment of fees.*

The options available to such students include:

- Correspondence Courses offered by the Independent Learning Centre (available for 18 yrs and older)
- Independent Study
- Private Study
- Continuing Education (including summer school and night school)
- Private school
- E-Learning {Kawartha Pine Ridge offers a number of courses through an Electronic Learning mode of delivery. Courses which are unable to be offered in students' home schools may be taken through this method. At Adam Scott, students may choose to take E-learning courses in VBAT4M (Principles of Financial Accounting), VBBB4M (Introduction to International Business), VCIA4MU (Analysing Current Economic Issues), and VMCT4C (Mathematics for College Technology). As with all course offerings, there must be sufficient numbers to run the courses.

Further information concerning these options are available from the guidance department.

SCHOOL ASSESSMENT, EVALUATION AND REPORTING GUIDELINES

Assessment: the process of gathering and analyzing information about a student's knowledge, skills, and attitude.

Evaluation: the process of judging the information gathered through assessment and of placing a "value" on a student's achievements and progress. (e.g.- Reading the oil level in a car using a dipstick is an assessment. Judging whether the level is appropriate is an evaluation.)

Evaluation Policy:

Evaluation is a part of the learning process for both students and teachers. At the beginning of a course, the teacher will outline the goals, expectations and methods of evaluation used in the course.

Student evaluation in a course is based on a combination of the following: classroom assignments, group work, tests, examinations and other demonstrations of learning. The purpose is to judge the student's achievement of the stated expectations of the course and to improve instruction.

Procedures for evaluating student progress are varied to meet the requirements of different individuals and groups of students, different courses and the various streams. There are many different types and techniques of assessment and

valuation that shall be used within each course of study. Every effort will be made to have the assessment and evaluation process as positive and fair as possible.

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.

Student Assessment and Evaluation:

	Self	Peer	Teacher
Why?	<ul style="list-style-type: none"> To learn to evaluate one's work. To promote self-correction. To reinforce learning. To become a responsible learner. To learn to evaluate one's own contribution to group activities. To identify personal goals, strengths, and weaknesses. 	<ul style="list-style-type: none"> To learn to evaluate the work of others. To develop a sense of responsibility to a group and to understand group dynamics 	<ul style="list-style-type: none"> To measure the student's growth and progress. To modify the program to meet the student's needs. To communicate student progress.
How?	<ul style="list-style-type: none"> Checklists Rating scales Performance charts Inventories Portfolios Learning logs Audiovisual recordings 	<ul style="list-style-type: none"> Checklists Rating scales Performance charts Critiques Conferences interviews Presentations 	<ul style="list-style-type: none"> Quizzes, test examinations Essays, projects, independent studies Anecdotal reporting Checklist Rating scales, performance charts Portfolios Conferences, interviews Audiovisual recordings Presentations

At the beginning of each course all students will be provided with an outline of the program. If at any time throughout the semester concerns arise regarding assessment and evaluation procedures, students should meet with their teacher(s). Parents are also encouraged to contact the school and meet with the teaching staff if there are any questions or concerns.

There may be some revisions to the school's assessment and evaluation policy which will be provided as decisions are made.

PLAGIARISM

Plagiarism is regarded as serious issue at Secondary School. The following notes are designed to explain what plagiarism is, what consequences will apply, and how to avoid it. *Plagiarism: the art of stealing... and passing off as one's own, the ideas, words, writings, etc. of another* (Webster's Collegiate Dictionary) At Adam Scott, plagiarism is considered to have three different levels:

- I) Copying work from another student (e.g. -copying homework or shorter assignments);
- ii) Failing to clearly acknowledge sources used for an assignment; and
- iii) Submission of another person's work.

These are the kinds of activities that lead to plagiarism:

- 1) Copying the work of another student with or without permission;
- 2) Submitting, in part or in whole, work from another source (e.g. - from a book, the Internet, another student's essay, parents) without acknowledging that source; or

3) Purchasing or receiving as a gift, work from another person which is then submitted as the student's own work.

These consequences will apply when a teacher detects plagiarism:

- a) An interview with the Department Chair for levels I) and ii)
- b) A telephone call home for levels ii) and iii)
- c) At the teacher's discretion, a mark of zero
- d) At the teacher's discretion, a mark of zero plus a make-up assignment with a specified maximum mark.

EXAM POLICY

Many courses at Adam Scott require that students complete a final exam. All students must attend the final examination during the scheduled exam period, as indicated on the published exam schedule. Exemptions will only be given in the case of an emergency and/or illness, in which case, a medical certificate must be provided.

ATTENDANCE POLICY AND PROCEDURE

Attendance is a vital factor in determining academic success. ***Regular daily attendance is expected of all students.***

During the first few days of the semester, students will receive from their teachers detailed summaries of the evaluation and attendance policies for each course. These summaries will outline the departmental policies for missed tests and/or chronic absenteeism.

The following general attendance policy applies to all secondary students:

- 1) All students should be in their home rooms for attendance by 8:50 a.m. each morning. Students who were absent from Homewood on the previous day are to show their Homewood Teacher an Admit Slip.
- 2) Each teacher is responsible for keeping a record of the classes missed by each student. A system to distinguish between regular absence and those related to school activities has been established.
- 3) Students absent from any classes (periods 1, 2, 3, 4) must show their respective teacher(s) an Admit Slip upon their return. This Admit Slip must be shown to each teacher. The slip will state the reason for the absence.
- 4) When 6 classes have been missed in a course, teachers shall complete an Attendance Monitoring (AM) sheet and contact the home. The teacher phones home to inform the parent/guardian of the absences and to explain the attendance policy. It is important to note that absence from classes for whatever reasons could adversely affect marks.
- 5) If a student is 18 or older the teacher will speak directly to the student. A student who is at least 18 years of age may request the privilege to write his/her notes. A completed request form must be on file in the school office before student notes are accepted.
- 6) When 10 classes have been missed in a course, the teacher records this on the student AM sheet and submits it to the Vice-Principal. The Vice-Principal will counsel the student, and contact the home.
- 7) When 14 classes have been missed in a course, the teacher records this on the student AM sheet and submits it to the Vice-Principal. When reviewing a student's attendance pattern, consideration will be given for absences due to documented illnesses and school activities. The Vice-Principal will request an interview with the parent(s) or guardian(s) to determine a course of action that will encourage the successful completion of the student's academic program. Subject teachers may be asked to attend this interview. A referral to the School Board Counsellor may be made at this time. **Students must understand the importance of regular and punctual attendance. All absences, except for approved school related absences (sports, field trips, etc.), must be accounted for by note or parental phone call,**
- 8) Senior students must be registered in at least 3 courses per semester ***unless they have the Principal's permission for a part-time timetable.***

Student Notes

FOR ABSENCES:

1. All students who have been absent are to report to the Attendance Office before 8:40 a.m. with a note, signed by a parent or guardian, indicating the date(s) and reason for the absence.

2. Students 18 years of age or older are classified as adult students and may sign their own notes. A form to be signed by the parents, indicating this change of responsibility, is available in the Attendance Office.

FOR EXCUSAL:

1. A student being excused from school during the day must present a note to the Attendance Office before school to get an Excuse Slip.
2. The note should indicate the time and reason for leaving, and must be signed by a parent or guardian (except for adult students who sign their own notes).
3. The student must give the Excuse Slip to the teacher when leaving.
4. A student returning to school the same day must check in at the Attendance Office for an Admit Slip before returning to class.
5. Students not returning to school following lunch, due to illness should call the office.

Student Lates

Teachers keep records of lates to class. The following steps will be used to deal with late students:

1. Any student arriving to class after attendance has been submitted (within 30 minutes) shall be sent to the office for an admit slip.
2. Classroom teachers will counsel the student about their lateness pattern.
3. On the 6th late, the teacher will inform the parent/guardian.
4. When a student has been late 10 times, the Vice-Principal will be informed in writing.
5. Subsequent lates could result in formal discipline from the school administration.

ADAM SCOTT C. V. I. CODE OF CONDUCT

As part of its Safe Schools Initiative, the Ministry of Education now requires that all schools develop a code of conduct which outlines the standards of behaviour expected from its members. Members of the school community include: students, staff, parents/guardians, volunteers and visitors.

A safe school is conducive to learning and teaching within an environment that promotes responsibility, respect and academic excellence. The province wide Code of Conduct sets clear minimum standards for behaviour with mandatory minimum consequences, as outlined below.

SUSPENSIONS

Suspensions will be mandatory for the following offences:

- uttering a threat to inflict serious bodily harm on another person
- swearing at a teacher or another person in a position of authority
- possessing alcohol or illegal drugs
- being under the influence of alcohol
- committing an act of vandalism that causes extensive damage to school property

The decision to suspend will continue to be at the discretion of the principal for:

- persistent truancy
- persistent opposition to authority
- habitual neglect of duty
- the willful destruction of school property
- conduct injurious to the moral tone of the school or to the physical or mental well-being of others in the school

Also as of September 2001, teachers have the authority to suspend students for one day.

EXPULSIONS

The provincial Code of Conduct outlines behaviour for which the police will be involved, the student will immediately be suspended and the matter will proceed to an expulsion hearing. Such infractions are as follows:

- possessing a weapon
- using a weapon to cause or to threaten bodily harm to another person
- committing physical assault on another person that causes bodily harm
- committing sexual assault
- trafficking in weapons or illegal drugs
- committing robbery
- giving alcohol to a minor

The Code of Conduct of Adam Scott C.V.I., in conjunction with provincial standards, will help to ensure that all students, parents, teachers and staff feel safe in their school community. Please note that the Code of Conduct is currently under review and a revised copy will be provided to all students when it is available.

Area of Behaviour	What is expected of me?	Why?	What may happen if I don't cooperate?
Alcohol and Drugs	The use or possession of alcohol, illegal drugs or drug paraphernalia is not permitted on school property, at any school function, or on a school-related curricular or extra-curricular trip.	These substances are detrimental to your health. When under their influence, you do not have normal control over your physical, emotional, or cognitive processes. This loss of control could represent a physical danger to you and/or others.	Notification of parents and the involvement of the police may result if a student indulges in these substances. Any student under the influence of alcohol or drugs will not be admitted to school or any school function. He/She will lose his/her Student Card for 3 months and may lose the opportunity to participate in extra-curricular activities. Any student under the influence or in the possession of alcohol or drugs will be suspended from school. The police may be contacted by school administration.
Appropriate Equipment	Each student is expected to bring the appropriate equipment to each class.	To participate fully in any learning situation, you must be properly equipped. Ignoring the need for proper equipment will result in a poorer learning experience.	A reminder will result from initial instances. Subsequent occurrences will result in a loss of work and study habit marks. Lack of physical Education attire may result in being marked absent.
Department on school property and trips.	Students are expected to behave in an appropriate and responsible manner at all times. When requested, a student is expected to identify himself/herself to any staff member. Public displays of temper, bad manners, or excessive exhibitions of affection are not permitted.	Your behaviour directly impacts the respect received by you, your family, and your school. Groups are judged by the actions of their members. Always behave in a manner that will bring credit to you and those with whom you associated.	Poor department may result in Student Card removal and refusal of permission to participate on school trips and functions. A parental interview and student contract may also be required. In some circumstances, suspension may result.
Diligence in school work	Students are expected to participate in class, do all work assigned, study for tests and examinations, and complete all projects and assignments on time. Students should follow instructions and endeavor to work effectively both alone, and with peers.	The discipline involved in completing work on time helps to develop good study habits and provides each student with a sense of satisfaction. Stress in your school life is reduced when you do not have to spend time catching up on overdue work or studying at the last minute. Each year of learning provides the foundation for subsequent years.	Students who will not make an effort to complete the work in a course may be required to withdraw from that course. Students in grades 9 and 10 will be assigned a supervised study if withdrawn from a class. Consultation with the teacher or Administration may be required and a referral to the In-School Service Council may result.
Dress Code	Schools represent controlled public institutions. As such, clothes worn to school must be neat, clean, and appropriate. Messages on clothing may not make reference to sex, alcohol or drugs. Tops must have two straps and midriffs must be covered.	Appropriate dress is necessary in all walks of life. Self-respect, and the respect of others, and a knowledge of what is appropriate are developed when a student strives to dress properly at all times.	Wearing inappropriate clothing will result in a request to change into acceptable apparel. Persistent refusal to dress appropriately may result in further disciplinary measures.

Area of Behaviour	What is expected of me?	Why?	What may happen if I don't cooperate?
Language	Clear, concise, and appropriate language is expected of each student at all times. Teachers, fellow students, or other staff will not tolerate swearing, obscenities, vulgarities, and obscene gestures (body language).	Proper use of appropriate language enhances communication with others and shows respect for yourself and your colleagues. Those individuals most likely to be taken seriously in the working world are those whose language and communication skills are well developed.	Continuing inappropriate use of language will result in consultation involving the student, teachers, and parents. Suspension from school may result as per the Ontario Code of Conduct.
Misuse of vehicles	Licensed vehicles, such as a car or motorcycle, are to be parked properly in the areas provided at the rear of the school. These vehicles are to be operated in a safe manner. Vehicles are not to be used for accommodation during school hours. Loud music from car stereos is unacceptable. Bicycles should be parked and chained in the appropriate areas.	The safety of students and staff is of paramount importance. Vehicles must be operated responsibly to prevent accidents. Loud music and irresponsible behaviour provide a distraction from the learning process and may contribute to a dangerous situation.	Offending students will be denied the privilege of having a vehicle on school property. Parking tickets will be levied against illegally parked vehicles.
Respecting others in class	Remain seated and listen while the teacher is providing formal instruction or direction. Speak using appropriate and respectful language when acknowledged by the teacher. Be respectful of other students "air time".	Wandering about the class disrupts others in the room, detracting from everyone's experience. The instructions from the teacher are important and may well contain information concerning student safety. Appropriate behaviour will allow each student to contribute to the class	The student may be asked to apologize. The teacher may provide the student with counselling on appropriate behaviour. In some cases, a referral to the school Administration may be necessary and a suspension may be imposed.
School Environment	Students should place all waste in the appropriate garbage, recycling, or composting containers	A clean environment sets a positive tone and enhances learning.	Students may be required to clean up untidy areas, and may be assigned to a specific eating area.

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 cooperatively 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, seminars, orientation and exit programs, completion of an annual education plan, 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 *Choices Into Action: 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.

To help students achieve these goals, the content of the guidance and career education program is organized into three areas of learning

- student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of knowledge and skills needed in getting along with others)
- career development (i.e., the development of knowledge and skills needed for setting short-and long-term goals for planning for the future)

The Guidance Department is also involved in parent information evenings, group conferences and in referring to and communicating with other professional and community agencies as needed. Referrals to the Kawartha Pine Ridge School Board Counsellors can be made through Guidance Counsellors. We welcome consultation with parents who are encouraged to call the Guidance Office during school hours for an appointment.

SCHOOL SUPPORT SERVICES

Adam Scott is proud of its reputation as a school with outstanding academic and co-curricular programs. Exemplary teachers work hard to maintain this fine reputation.

Assistance is offered to students through the Guidance and Special Education Departments where services can be accessed for educational, career and personal planning. Liaison with community groups and agencies is an integral part of the services provided. Appointments can be arranged with board counsellors, police liaison officers and other resources as necessary. A Student Success Teacher and a Student Success Team have also been established to identify, track and assist students who may be experiencing difficulties. As well, many of our classes are fortunate to have peer helpers (senior students earning a credit) within them working with students and teachers to help facilitate learning and growth.

Special Education Services

Adam Scott Secondary School values and supports all students and their chosen pathways. We are committed to providing Special Education services to all students identified through an Identification, Placement and Review Committee (I.P.R.C.) so that they reach their full potential.

At Adam Scott, students with IEPs are placed in regular courses and the classroom teacher makes accommodations, according to the IEP, at the classroom level with the support of the Special Education staff. In addition, a variety of programs and services is available to individual students according to need. Some examples of these services include a Learning Strategies class, Locally Developed courses, placement of Educational Assistants in the classroom, an alternate setting for tests and exams, hand time-tabling when possible, an after school help program, enrichment opportunities for gifted students, time-out space, and resource support on an "as needed basis". As well as tracking students' progress regularly, the Special Education Department likes to keep in close touch with parents/guardians. In addition to the opportunity to meet for an annual review, parents/guardians and students are encouraged to call or set up appointments to review progress any time during the year.

In September of 2006 a model of inclusive program delivery was established to assist those students wishing a world of work focus through a combination of credit and non-credit bearing opportunities. Formerly grouped regionally in "Host programs and Prep. Programs", those students that require highly modified curriculum will have their needs met in an integrated setting at all Kawartha Pine Ridge District Secondary schools. Students currently enrolled in Host/Prep. Programs outside of their home-school will have the opportunity to remain at their current school, or elect to attend their local school to access credit-based courses, and potentially earn credits towards their Ontario Secondary School Certificate or Certificate of Accomplishment.

If parents/guardians of non-identified students have any concerns about their student's ability to learn or lack of success, they are welcome to contact the Special Education Department or the Guidance Department. We can arrange for case meetings with students' teachers to seek recommendations for program change if it appears that a student is in any way at risk.

Library Information Centre

The Adam Scott library provides resources and instruction for students to gain important research skills. A mandate of the library is to encourage students to read both for life-long learning and pleasure.

The library has excellent electronic resources including an Internet computer lab, on-line encyclopaedias, periodicals and book searching which can be accessed from school and home. The Adam Scott web page at www.adamscott.ca provides links to on-line resources as well as teacher assignments, school calendar, course outlines, university & college information, school newsletters and much more. (Please see the inside of the back cover for more information regarding our website and how to become a subscriber.)

The library also has a large collection of books, reference material, videos and periodicals. Students can also book a computer viewer to do Power Point presentations on a large screen in the seminar room.

COOPERATIVE EDUCATION AND ONTARIO YOUTH APPRENTICESHIP (OYAP) PROGRAM

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

A cooperative education course must be based on a related course (or courses) from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future.

Cooperative education courses include a classroom component, comprising preplacement and integration activities, and a placement component. Students earn credits through cooperative education by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course.

Students apply to take a cooperative education course during the course selection process. A counselling and interviewing process – conducted by cooperative education teachers in collaboration with guidance counsellors, teacher-advisers, and administrators – determines applicants' suitability for the program.

Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program. In collaboration with students, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students' performance in pre-placement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

Do you want to be a part of the medical or legal profession, law enforcement education, information technology, animal care, agriculture, trades, sports or business management, entrepreneurship, journalism, emergency response, research, laboratory work, or other exciting fields? This is a question that is difficult to answer without taking some time to explore the career and how you could fit into it. Cooperative education allows you to explore a career in greater depth to find out if it is what you want to do.

You will learn how networking will help you get your foot in the door of your chosen field. What you learn about yourself is invaluable. You become much more mature in the process of selecting an educational career path. Cooperative education has led some students to alter their career paths and make informed decisions regarding course selection and post secondary planning. Many students have gone directly into the workforce with their co-op employers after high school. It is time to put yourself in a position where you can think about your career plans in a practical and realistic manner. Fill in your Co-op Application Form today!

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

This program allows Ontario secondary school students to fast track into the trade of their choice. Two types of OYAP Programs exist.

1. The first program consists of a unique combination of community college trades training and a high school Cooperative Education program. Students are registered as apprentices and attend the college one to three days a week to earn their Basic Part 1 of their trade qualifications. The remainder of the week is spent at a work placement with an employer earning three to four high school credits while accumulating hours toward their apprenticeship requirements. This full day program usually takes place during the second semester.

Positions in this program are only available to students who are in their Grade 12 year and eligible to graduate. Student Involvement hours must be complete and documented at the time of indenturing. Candidates demonstrating success in

the required Math, Science, English and Technological Studies will be interviewed by a panel from both education and industry to gain entrance into the program.

Successful candidates will require registration in a four credit Cooperative Education program during second semester. A related Cooperative Education placement, during grade 11, is highly recommended. A transportation allowance will be available to subsidize the cost of attending the College Program. The cost of College training is absorbed by the Ministry of Training, Colleges and Universities.

2. A second form of OYAP participation is also available to any Cooperative Education student, with a placement in an Apprenticiable Trade, who is at least 16 years of age and has 16 credits. These OYAP students will not complete their trade's Basic Part 1 course at a Community College. The student will have a Learning Plan developed which is based on the training standards for the trade. Students can be registered as apprentices and the competencies achieved through the Coop placement are recognized toward their apprenticeship. The student will potentially earn between two and four secondary credits. An OYAP student in this program can participate in any of more than 140 recognized trades.

Contact your Guidance, Tech or Cooperative Education teacher for more information.

MILITIA COOP

The Armed forces offers a Militia Coop during the afternoons of second semester. Students must apply for this competitive program and meet the following minimum requirements:

- at least 16 years of age
- attained at least 15 credits
- cannot be under court order (probation, etc.)

In addition, students must undergo aptitude testing, a medical examination, an interview and fitness testing.

Students will earn \$35.00 per day (about \$3000.00 for the semester) and have opportunity for summer employment.

They must commit to 2 weekends of training and service. This operation of this program is dependent upon government funding.

**** Application forms for any of the coop programs are available in the Coop or Guidance Offices.**

Tentative Accelerated Programs for February 2009

Program Training Delivery Agent																		
	Auto	Welding	Sign	Field	Engineering	Gener	Ph	Carp	Se	IT	Com	IT	Elect	Health	Histori	Construction	Craft	Work
Fleming College					X		X	X										
Durham College	X	X	X	X		X				X	X	X						
Lifelong Learning Centre																	X	
Loyalist College	X								X	X								
St. Lawrence College					X								X					
Humber College														X				

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 (full disclosure) 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 test
- an indication of any extraordinary circumstances affecting the student's achievement in a Grade 11 or 12 course.

EXPECTATIONS REGARDING COURSE LOAD AND REQUESTS FOR CHANGES

Students in grades 9, 10 and 11 are expected to take four subjects each semester. Students must be in grade 12 and have at least twenty credits in order to drop a course and carry only three courses during a semester. If it becomes necessary to reduce course load prior to the attainment of twenty credits, students may be placed in a supervised study situation at the back of a senior class. **Students at all grades will be required to carry at least three subjects each semester unless special permission from the principal has been obtained.**

📌 It is important for students and parents to understand that course selections are important and should be taken seriously. The secondary school timetable is staffed and built based on what students and parents request for courses for the following year. The option sheet is a signed contract which indicates your choices. The secondary school will then do its best to offer the courses that have been requested in a timetable that accommodates the vast majority of student requests. For this reason, changes, after staffing and timetabling are completed, are often not possible. Please try to ensure that your choices are indeed what you want for the following year, because in all likelihood requests for changes will not be accommodated.

DESCRIPTION OF SPECIALIZED PROGRAMS

French Immersion

Adam Scott is designated as the only secondary school in the northern section of Kawartha Pine Ridge that offers a French Immersion program. Students who completed the French Immersion program in elementary school (Adam Scott Int., Prince of Wales, or Westmount) will most likely wish to continue in the Immersion program at Adam Scott. Transportation for those who qualify will be provided. Details regarding requirements for the diploma endorsement are provided on page 2.

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

Schools throughout KPR have been working to develop various Pathways for secondary school students. Detailed information regarding programs available will be provided in separate promotional materials and available through the Guidance department.

Programming for Students Looking for Additional Challenge

Adam Scott believes in meeting the learning needs of all students. Beginning September 2005, we have offered Biology, Grade 12 University Preparation, Advanced Placement. This course is appropriate for students identified as gifted as well as for students who have demonstrated high achievement and motivation in the subject area. This course will be coded as 'Advanced Placement'. **As with all courses, it will run if there is enough qualified interest.**

The AP course(s) will be covering and assessing students on the Ontario Curriculum. They will also be going beyond the curriculum, offering greater depth and breadth of subject to students, ultimately preparing them for the option of writing an Advanced Placement exam. Students may take one or more of these courses and do not have to register for an entire program.

Advanced Placement (AP) Opportunity

The Advanced Placement program is interwoven with the Ontario Curriculum in the Gifted/Enriched courses. Advanced Placement enrichment exposes students to university level content and expectations, giving them an advantage when applying to universities in Canada, the United States, or abroad. AP results are accepted by many Canadian universities which increasingly offer advanced standing (university credit) in a number of specified courses, to candidates with good AP exam results. The Canadian AP website offers more in-depth information (www.ap.ca) with respect to the number and subject listing for universities. Students are also encouraged to ask universities about their AP policies.

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 effecting 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 Education Centre at 877-741-4577, extension 2174, or a committee member for information or confirmation of attendance if you plan to attend.

