G.L. ROBERTS C.V.I.

Program Guide

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2024 - 2025

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Introduction

This course calendar will assist you with your educational planning for secondary school. Our school provides programming for Grades 9, 10, 11 and 12. A wide range of course offerings has been selected to meet the needs and interests of all our students.

G. L. Roberts C. V. I. prepares students to face tomorrow's challenges in a safe, caring and respectful learning environment. Staff support learning for all students, developing positive values, responsibility and leadership.

Principal	Jon Lepage
Vice Principal (A to K)	Caitlin Twitchin
Vice Principal (L to Z)	Jenine Yellowlees
Head Secretary	Jennifer Sears
Head of Guidance, Career Education and Co-op	Becky Hudgin
Head of The Arts and Social Sciences and Humanities	Carrie Davis
Head of Business and Technology	Shelby Till (Acting)
Head of Canadian and World Studies	Tabitha Martorelli
Head of English/French	Jennifer Post (Acting)
Head of Health and Physical Education	Kira Beresford
Head of Library	Chris Lee
Head of Mathematics	Dean Peel
Head of Science	Bill Grainger
Head of Special Education	Amanda Reid (Acting)

Ontario Secondary School Diploma (OSSD) Requirements

What you need to earn your Ontario Secondary School Diploma (OSSD) - click here

*OSSD requirements for students starting in 2024-2025 - click here

- Compulsory credits
    - Entering Grade 9 September 2023 and prior - click here
    - Entering Grade 9 September 2024 - click here
- Optional Credits - click here
- Literacy graduation requirements - click here
- Online learning graduation requirements - click here
- Community Involvement Hours - click here

Please visit the DDSB website for more information on OSSD graduation requirements - click here

ON-LINE LEARNING Graduation Requirement for OSSD

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
    - examinations and other final evaluations
    - occasional meetings with educators and other school staff, and
    - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d’appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

There is one exception: Up to **one** secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the support they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan should be shared, when appropriate, with an educator instructing an online course delivered by another publicly funded school board, with the necessary consent.

Students can find eLearning course options by logging into their **myBlueprint** account and going to the discipline titled "**Asynchronous E-Learning**". Questions or concerns regarding e-learning can be directed to the Guidance Office.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change.

DDSB opt-out E-learning form - click here

COMMUNITY INVOLVEMENT Requirements and Procedures
Students must complete a minimum of 40 hours of community involvement activities during their years in the secondary school program. This requirement is to be completed outside a student's normal instructional hours and in a variety of settings. The purpose

of this requirement is to promote community values by helping students to understand how they can make a positive difference within the community, to increase student awareness of community needs and to develop in students a positive self-image and a greater sense of identity within the community. Students may not complete the hours through activities that are counted toward a credit, through paid work or by assuming duties normally performed by a paid employee.

Parents and students play a major role in this initiative. Completion of the 40 hours must be confirmed by organizations or persons supervising the activities. Documentation attesting to the completion of each activity must be submitted. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, the signatures of the student and his or her parents, and a signed acknowledgement by the person (or a representative of the organization) involved. The Principal will decide whether the student has met the requirements of both the Ministry and the Board for these activities.

Standard Community Involvement Form - click here

For the most current information regarding Community Involvement Hours, visit the DDSB website - click here

ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT) Requirement

All students are required to successfully complete the Ontario Secondary School Literacy Test (OSSLT) requirement. This test will measure basic levels of literacy and will be based on the literacy expectations up until the end of Grade 9. Students who are unsuccessful on the test will be required to participate in a remedial program to prepare for subsequent attempt(s) at the test. Secondary school diplomas will only be awarded to students who successfully meet the provincial literacy requirement for graduation. Exemptions may be granted to students NOT working towards an Ontario Secondary School Diploma. In certain circumstances students may be deferred until a later administration of the test. Students with an Individual Education Plan (IEP) may write OSSLT with accommodations as long as those accommodations are contained in the IEP.

Ontario Secondary School Certificate (OSSC) Requirements

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who leave school before earning the Ontario Secondary School Diploma provided they have earned a minimum of fourteen credits (distributed as follows):

Compulsory Credits - Total of 7

- 2 credits in English
- 1 credit in Canadian Geography or History
- 1 credit in Mathematics
- 1 credit in Science

1 credit in Health and Physical Education

1 credit in the Arts or Technological Education

Optional Credits - Total of 7

7 credits selected by the student from the available courses

Please visit the DDSB website for more information on OSSC graduation requirements - click here

Certificate of Accomplishment (C of A) Requirements

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 (C of A). The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.

The Certificate of Accomplishment will be accompanied by the student's Ontario Student Transcript. For those students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Please visit the DDSB website for more information on C of A graduation requirements - click here

Policy on Substitutions for Compulsory Courses

Substitutions may be made for a limited number of compulsory credits using the remaining courses that meet the compulsory credit requirements offered by the school. To meet an individual student's needs the Principal may replace up to three compulsory courses (or the equivalent in half courses).

Subject Certificates

Specific subject certificates will be awarded at Commencement for students who obtain credits in the following manner.

- **Arts Certificate** will be awarded to students who have successfully completed 6 or more courses in either visual arts, drama or music.
- **Business Certificate** will be awarded to students who have successfully completed 6 or more business courses.
- **Technology Certificate** will be awarded to students who have successfully completed 6 or more technology courses.

Planning Your Education

Durham District School Board (DDSB) provides a variety of resources to help students direct their learning. This allows them to receive relevant academic and practical experience regardless of the career pathway they choose.

I. ***Choosing My Success Student Transition Guide***
(Planning for Grade 9) - **click here**

II. ***Refining My Pathway*** **Student transition Guide**
(Planning for Grade 11 and 12) - **click here**

III. ***Designing My Future*** **Student Transition Guide**
(Planning for Your Initial Post-Secondary Destination - **click here**

IV. ***Pathways to Student Success*** Focus Programs (Provides students, parents, and schools with information on a range of opportunities and individualized pathways to enhance student success) - **click here**

Ontario Student Transcript and Student Record - click here

In secondary schools, a student's record of successfully completed courses in Grades 9 and 10 and all courses taken at the Grades 11 and 12 level (i.e., credits), is kept on the Ontario Student Transcript. This Transcript becomes part of a student's Ontario Student Record (O.S.R.) which was established for the student when he/she first attended school in Ontario. Both the Ontario Student Transcript and the Ontario Student Record are retained at the last secondary school the student attended for a period of fifty-five (55) years after the student leaves the school. The Transcript is particularly important, as the information it contains may be required by the student to qualify for employment or a post-secondary opportunity in the future. Therefore, copies of this Transcript are available upon request from the school's Guidance and Career Education Department. The Ontario Student Transcript and the Ontario Student Record may be inspected by the student and his/her parents upon request.

Full Disclosure

All Grade 11 and 12 courses will be subject to a Full Disclosure Policy. All courses will be recorded on a student's transcript, whether the course has been successfully completed or not. This information is to be made available to Community Colleges and Universities for their consideration when making admission and scholarship decisions. If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or a non-semestered school, the withdrawal is recorded on the Ontario Student Transcript (OST) by entering a "W" in the "Credit" column. The student's percentage grade is recorded in the "Percentage Grade" column. Parents/guardians and students who have further questions about this policy should contact a Guidance Counsellor.

Prior Learning Assessment and Recognition (PLAR)

Prior Learning Assessment and Recognition (PLAR) allows students to earn high school credits for knowledge gained outside the classroom. You can earn these credits through either the challenge process or mature PLAR. The Durham District School Board (DDSB) Credential Centre will assess your learning and compare it to the curriculum standards.

For more information on PLAR please visit the DDSB website - click here

Alternative Ways to Earn a Credit

Students may earn credits in alternative ways such as summer school, night school, e-Learning and Independent Learning Centre in Durham. Students should make an appointment with a Guidance Counsellor for further information and to determine if they are eligible for these programs. All requests must be approved by the day school Principal.

i) Summer School - click here
Summer school courses may be available for students who wish to earn additional credits, complete an unsuccessful course, improve achievement in a course or to take transfer courses. DDSB students can register using myBlueprint. See your Guidance Counsellor for further details.

ii) Night School - click here
Night school courses are offered for the general public. Under special circumstances the Principal may give approval for a day school student to enroll in a night school course. DDSB students can register using myBlueprint. See a Guidance Counsellor for approval prior to registration.

iii) Conservatory of Music Certificates
Certificates accepted as credits toward the OSSD are as follows:

Grade VII Practical and Grade I Rudiments - AMX3M1 and

Grade VIII Practical and Grade II Rudiments - AMX4M1

iv) E-Learning Courses
The Durham District School Board recognizes the needs of 21st century learners. In support of these needs the DDSB offers a number of Secondary e-Learning credit courses.. These e-Learning course offerings can be found at www.mybluepprint.ca/ddsb under the discipline title “Asynchronous e-learning Courses”. Each participating student must be enrolled as a full time day student at one of the participating secondary schools.

Important to Note: The Ministry of Education implemented a new OSSD requirement that requires all students entering secondary school from 2020-2021 onward to successfully complete a minimum of two eLearning courses. To opt-out of this requirement students and their parent/guardian must complete and submit the ***DDSB opt-out form*** to Guidance - click here

***Benefits of e-Learning*:**

- Enables students to learn in an environment that is flexible, engaging and available 24/7
- Opportunities for differentiated instruction and assessment
- Increases the probability of students obtaining their first choice in course selections
- Gives students access to courses that may not be available at their home school

Online Courses

The courses and online classroom will be provided by the Ministry of Education through e-Learning Ontario. These online courses:

- Meet the Ministry of Education curriculum expectations
- Are compliant with DDSB and Ministry of Education policies and procedures
- Are taught by qualified Ontario teachers who are full time day school teachers with the Durham District School Board
- Will be part of a student's timetable and appear on the student's transcript upon completion

Online Learning Environment

e-Learning teachers interact with students on a regular basis online and consistently monitor their progress. This teacher-mediated system contains a wide range of collaborative and administration tools such as discussion rooms, quizzes, multimedia resources, internal email and student tracking. For these courses, all course material will be delivered in an e-Learning (fully online) format and therefore require students to have access to a computer with internet access. Students must complete an online orientation module before they begin to work on their e-Learning course. e-Learning final exams will be written online. Each e-Learning student will write his/her exam during the regular exam schedule at her/his home school.

Successful e-Learning Students are:

- Independent learners
- Academically motivated
- Comfortable with technology
- Collaborative
- Have good time management skills.

To view ***Asynchronous E-Learning*** courses being offered by DDSB - **click here**

** If you are interested in enrolling in an e-Learning course but do not see any DDSB e-Learning course offerings of interest to you then please contact Guidance for other options that may be available through the Ontario eLearning Consortium.

v) Co-operative Education Programs

Co-operative education may be the culminating of a series of experiential learning opportunities that include job shadowing, job twinning and experience and is often an integral part of school - work transition programs, including the Ontario Youth Apprenticeship Program (OYAP). To participate in the cooperative education program students must:

- complete an application form
- obtain two teacher references

- have a minimum of 16 credits
- attend an interview(s)

Regular ½ day (2 credits) Co-operative Education Program - click here

vi) Ontario Youth Apprenticeship Program (OYAP) for Grade 12s - click here

The **Ontario Youth Apprenticeship Program (OYAP)** is an opportunity available in Ontario Secondary Schools for all students participating in Cooperative Education. OYAP allows students to get a jump-start on their future in the skilled trades. OYAP students must meet all the requirements and elements of Cooperative Education in order to participate. Students can earn high school credits while they get experience in the trade of their choice. All students completing Cooperative Education placements in a skilled trade are considered OYAP students. Students also may have the choice of registering as an OYAP apprentice while at their placement. To register as an apprentice while completing Co-op credits, students must be at least 16 years of age and have 16 credits. Students must also have good academic standing and excellent attendance.

Additionally, the Durham District School Board offers students the opportunity to apply for **Accelerated Level One programs**. Students may earn the first level of their Apprenticeship training in the final semester of high school at a local Community College while also completing a Co-op placement in a skilled trade.

More Information regarding co-operative education and OYAP can also be obtained by contacting a Guidance Counsellor or Co-op Teacher at G.L. Roberts.

DDSB Pathways to Students Success - Focus Programs - click here

Durham District secondary schools have a wealth of resources and talents which, pooled together, provide pathways for success for all students. This comprehensive resource provides students, parents, guardians, and schools with information on a range of opportunities for individualized pathways to enhance student success. Focus programs provide pathways that concentrate on a particular field of interest or training which provide students with comprehensive and relevant academic and practical experience to prepare them for their postsecondary destination.

i) GL Roberts Specialist High Skills Major (SHSM) Programs:

- Environmental
- Hairstyling
- Culinary
- Transportation
- Manufacturing
- Sport

Please visit the DDSB website for more information regarding SHSM Programs - click here

ii) Dual Credit Programs -

Dual Credit Programs are approved by the Ministry of Education that allow students, while they are still in secondary school, to take college or apprenticeship courses that count towards both their Ontario Secondary School Diploma (OSSD) and a postsecondary certificate, diploma, degree, or a Certificate of Apprenticeship. Durham DSB has partnerships with Durham College and Fleming College.

Please visit the DDSB website for more information regarding Dual Credit Programs - click here

Centre for Success Program - Durham College (Pending Ministry Approval & Funding)

Going Into your final year of high school? Need to move on to a new environment -- an adult learning environment? Students in the Centre for Success complete their secondary school diploma requirements in a small class – with lots of support and encouragement from one teacher as they finish their courses. They might be involved in earning new credits, credit recovery or credit continuation. Students will also have the opportunity to enroll in one college course. The secondary school teacher will support students as they work on the college course, which is taught by a college professor.

Talk to your Guidance Counsellor, Student Success teacher or VP to see if this program is right for you. Program Specifics:

- Students must be within 6 credits of graduation in order to apply to the program
- Priority will be given to 17 - 18 year olds
- Selected students will attend Durham College
- Students will take one college course
- Students will be invited to participate in the college orientation and a program orientation
- Students will receive a Durham Transit bus pass
- There is no cost for this project

G.L. Roberts has been very fortunate to offer a Centre for Success Program to grade 12 students over the past several years. Please contact Guidance for more information.

Please visit the DDSB website for more information regarding Centre for Success - click here

Creating Pathways To Success - An Educational and Career/Planning Program

The vision is that all students in Grade 9 through 12 reflect on who they are, their skills and the opportunities available to them. The goal of Creating Pathways to Success is that all students leave secondary school with a clear plan for their initial postsecondary destination (apprenticeship training, college, community living, university, the workplace) and confidence in their ability to implement and revise their plans throughout their lives. All DDSB students have access to myBlueprint, a medium that can be used to assist students in exploring post secondary and career options. Myblueprint is an electronic medium for students to map out and document their Individual Pathway Plan (IPP)

Visit www.myblueprint.ca/ddsb student login credentials are what they use to sign in to their DDSB chromebook (student number and password).

General School Information

Attendance

Regular attendance on the part of students is vital to the process of learning. Normally lesson plans employ a variety of processes, including discussion among the students themselves. A unit of study usually involves the development of a sequence of related concepts. When the processes and content of learning are disrupted by irregular attendance, both the individual student and his/her classmates suffer a loss of experiences that cannot be entirely regained. Therefore, a credit will not be granted where the student does not meet the attendance requirements.

Semester System

The school year is divided into two parts. Students can take a maximum of four subjects from September to January; then, four from February to June. Each period is seventy-five minutes in length. Regular attendance is very important. While methods of evaluation vary according to subject areas, emphasis is placed on day-to-day work, assignments, projects, term tests and final summative evaluation. A credit will not be granted where the student does not meet the attendance requirements. The timetable is designed to allow students to complete eight subjects every year. The more credits a student passes every year, the more choices he/she has the following years.

Students in grade nine, ten and eleven are required to take four courses per semester. After a student has achieved twenty four credits, a study period may be assigned at the discretion of the school administration. Students who have been granted a study period are expected to work in the library, cafeteria or to leave school property.

Grade 12 students pursuing a degree at post-secondary institutions are required to take a minimum of 6 4U1/4M1 courses to meet entrance requirements. Ontario University programs and admission requirements - click here

The requirements vary for grade 12 students pursuing a post-secondary option other than a degree. Ontario College programs and admission requirements - click here

Students must ensure they achieve the required pre-requisites for the program of their choice.

Individualized Timetables

On the first day of school, each student is provided with a personal timetable based upon his/her course selections. An individual timetable allows each student to work at his/her level in each course and permits a wider selection of subjects appropriate to his/her unique needs and interests.

Evaluation and Examination Policies

Detailed information about specific evaluation strategies for each course will be distributed to students and parents at the start of each semester.
Final examinations and/or summative evaluations are held at the end of each semester. All students are required to write these final examinations and/or summative evaluations at the scheduled time.

Guidance and Career Education

The secondary school counsellor is a teacher with additional training in counselling and clarifying student concerns, individually and in groups. The Guidance and Career Education staff coordinates and plans appropriate placement for students with special needs and recommends procedures for course selection by students. The counsellor works with the student to set goals, determine priorities, and evaluate his/ her unique educational, vocational, and personal objectives. This involves the student in seeing his or her present situation clearly, and in establishing a tentative plan and a way to accomplish it. The process may also involve the counsellor in providing students with specific job information. Parents/Guardians of secondary school students should initiate discussion with counsellors and teachers for the purpose of gaining information, and discussing their student's abilities and attitudes as they relate to educational and vocational planning.

Inclusive Student Services

The Inclusive Student Services Department provides support to students who have been identified by the Identification, Placement and Review Committee (IPRC). Students formally identified by the DDSB as having special needs are given an Individual Education Plan that outlines their specific learning needs and the strategies, accommodations and modifications required to meet these individual needs. The IEP guides the program delivery and implementation for these students.

Students who are encountering difficulty with their academic program and/or parents who have concerns about their child's progress may contact the Inclusive Student Services Department to access assistance and support. Support may involve further assessment and consultation with DDSB support staff to determine if specialized

assistance and strategies are needed to facilitate success for an individual student. Parent consultation is an integral part of this process.

Please visit the DDSB website for more information regarding Inclusive Student Services - click here

Library & Academic Resource Support

I. ***Learning Commons -*** The goal of the Library is to not only promote the love of reading but prepare students for life after secondary school in the 21st Century. In collaboration with classroom teachers, the Library provides a variety of teaching and learning opportunities for students involving various information literacy skills, including research and technology. In order to meet these expectations, the Library has a variety of print and electronic resources available for both research and recreational uses. The Library is available for students before school, after school, at lunch and during their study periods.

II. ***Academic Resource Support -*** The Academic Resource Support is located within the Library and is accessible to students who have been identified by an Identification, Placement and Review Committee. During the school day, students may receive assistance in areas such as short term withdrawal teaching, monitoring of individual progress, instruction in organization and study skills, access to computers and specialized technology, and/or other supports as outlined in the student's I.E.P. (Individual Education Plan)

Grade 9 Course Selection - Listing

Compulsory Courses

Course	Academic /Destreamed	Locally Developed	Open
English	ENL1W	ENG1L	
Mathematics	MTH1W	MAT1L	
Science	SNC1W	SNC1L	
Geography	CGC1W	*CGR4E	**supports a small class size and generalized expectations*
French	FSF1D		FSF1O
Healthy Active Living -Physical Education			PPL1O1 - Inclusive to all PPL1O3 - Identify as Male

			PPL1O4 - Identify as Female
TECHNOLOGY & THE SKILLED TRADES - areas of study include: Automotive Technology Manufacturing Technology Construction Technology Computer Technology Culinary Skills Hairstyling Technology		Open	TAS1O

Elective Courses

Course Name	Course Level	Course Code
ARTS - choose ONE of: Expressing Aboriginal Cultures Dramatic Arts Visual Arts Instrumental Music	Open	 NAC1O1 ADA1O1 AVI1O1 AMU1O1
Building the Entrepreneurial Mindset	Open	BEM1O1

GRADE 9 ADDITIONAL SUPPORT COURSES

Learning Strategies - GLE1O1

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. This course will be offered to students with an IEP.

OTHER REQUIREMENTS: *Approval required from the Principal and/or Special*

Education Head.

Grade 10 Course Selections – Listing

Compulsory Courses

Course	Academic	Applied	Locally Developed	Open
English	ENG2D1	ENG2P1	ENG2L1	
Mathematics	MPM2D1	MFM2P1	MAT2L1	
Science	SNC2D1	SNC2P1	SVN3E1	
History	CHC2D1	CHC2P1	CHC2L1	
Careers and Civics				GLC201/CHV201

Grade 11 Course Selections – Listing

Compulsory Courses

Course	College	University	University/ College	Workplace
English	NBE3C1	NBE3U1		NBE3E1
Mathematics	MBF3C1	MCR3U1	MCF3M1	MEL3E1

Grade 12 Course Selections – Listing

Compulsory Courses

Course	College	University	Workplace
English	ENG4C1	ENG4U1	ENG4E1

Elective Course Options & Myblueprint
Please consult individual course descriptions in the various course disciplines in My Blueprint for the variety of elective courses available for Grade 10 through Grade 12.

To view course descriptions in My Blueprint - click here

My Blueprint login page - click here

My Blueprint course selection instructions - click here