



**PARENT-STUDENT
HANDBOOK
and
COURSE CALENDAR
2022 – 2023**

Emmanuel Christian High School Association

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PARENT-STUDENT HANDBOOK and COURSE CALENDAR

2022 – 2023

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ECHS MISSION, VISION, AND CORE VALUES

Mission Statement

The mission of ECHS is to “Assist parents to develop the knowledge, talents, and skills of their covenant children in a biblically directed manner.”

Vision Statement

“Equipping for Kingdom Service”

Core Values

Committed to Christ

We seek to do all things in accordance with Christ’s teaching as summarized in our Reformed confessions, persevering through challenges, and trusting in God’s purposes for the benefit of others and for our witness to the world.

Building Godly Character

Created in the image of God, yet understanding our sinfulness, we strive to be His image bearers by growing in the fruit of the Spirit (Galatians 5:22-23).

Fostering Community

Anchored in the covenant, we work together to educate our youth and nurture a culture of belonging.

Cultivating Excellence

God has created every person with unique gifts; we are required to fully develop these gifts to His glory.

ECHS EDUCATIONAL STATEMENT

Our Statement of Purpose

The Emmanuel Christian High School was built by parents and other school society members in the conviction that education, like all of life, must be biblically based and directed. The “founding fathers” of our school recognized that there must be unity in what students are taught at home, in church and in school. Furthermore, they were convinced that reformed education was a necessity and not an option because the LORD demands that parents instruct their sons/daughters in the fear of His Name. This conviction has not changed. The school assists parents in carrying out the task they promised to fulfill at the baptism of their children.

Although providing reformed education for the youth of the church is a matter for the entire church community, we call the Emmanuel Christian High School a parental school. By means of this term, we acknowledge as reformed community, that the education of our students is, first and foremost, the responsibility of parents. The LORD commands parents to raise their children in the fear of His Name. Parents may not abdicate this responsibility, but they may enlist the help of other church members. Parents who send their children to Emmanuel delegate the academic aspects of that task to teachers who, together with the parents, submit to the authority of the infallible Word of God as it is summarized in the *Three Forms of Unity*, the confessional standards of the Canadian Reformed Churches. In this sense, then, Emmanuel is a parental school.

The task of the school, although distinct from that of the home and the church, serves the same goal – to equip the children of the covenant for a life of obedient and thankful service in that covenant. The instruction given at home, at school, and in the church, must all contribute to that *training in godliness* which equips our students to fulfill their calling to be prophets, priests, and kings. The students must be able and prepared *to make a defense to anyone who calls {them} to give account for the hope that is in {them}*” (1 Peter 3:15). The school shares in the task of telling the next generation about *the glorious deeds of the LORD* so that they *should set their hope in God, and not forget the works of God, but keep His commandments* (Psalm 78:4,7).

Within this covenant framework that must shape all instruction, the school specifically assumes responsibility for the academic knowledge and skills which students need to carry out their task and calling in their lives before the LORD. The task of the school to provide academic training for the youth of the covenant may rightly be called covenantal education because the education of our students takes place within this covenant framework. By means of this term we acknowledge that the purpose of our schools has everything to do with the promises and demands of the covenant which the LORD has made with “believers and their seed”.

Students

Education is based on the view that students are traveling on their way to maturity. From a reformed point of view the following aspects are fundamental:

1. God’s Word and Confessions

The basis of education and instruction is the infallible Word of God as the Canadian Reformed Churches confess in the Three Forms of Unity, namely, the Heidelberg Catechism, the Belgic Confession and the Canons of Dort.

2. The Student is a Covenant Child

We believe that God made a covenant with us and our children. Baptism is the sign and seal of that fact. God has put His sign on the foreheads of our children. We accept this covenantal relationship in faith, and raise and instruct our youth accordingly. In the classroom situation, the covenant relation determines our work. It means that the instruction will not be tainted with the aimlessness and hopelessness of this life, but with the joy and thanksgiving of those whose future is secure in the LORD. This also means that in addition to showing students the riches of God’s promises, we also show them the demands of the covenant: obedience to God’s commandments. From this obedience flow two lines: the praising of Him who made us, and the love towards the neighbour to serve Him in this life.

3. Cultural Mandate

God created the world and the fullness thereof so that the whole creation would glorify His Holy Name. The crown and culmination of the creation was the making of mankind after the likeness of God. The two adults were given this mandate and task,

“Be fruitful and multiply and fill the earth and subdue it and have dominion over the fish of the sea and over the birds of the air and over every living thing that moves upon the earth” (Genesis 1:28) and “The Lord God took the man and put him in the garden of Eden to till it and keep it” (Genesis 2:15).

The relevance and importance of these texts are that they place us on suitable and sure footing and supply the correct perspective on and in which education is to be placed. There are two commandments given in these texts: 1) multiply and increase yourselves, and 2) work with this world; discover all its hidden treasures. In giving these instructions God demonstrates His desire to employ men and women to cultivate His creation. Since the fall into sin this task will be done with many stumbles, but nevertheless, God’s people, His Church, are to fulfill this mandate.

Each student has received gifts and talents from God; however, not all have the same talents. There is a difference in gifts received. God asks each student to develop his or her unique set of gifts in the service of God and the neighbour. The school helps this development as much as it can.

The General Aims of the Education at Emmanuel Christian High School:

- a) To assist the parents in enabling and encouraging students to fulfill their cultural tasks in this world.
- b) To assist the parents in revealing and declaring to the students their triune God who wishes to be known by them so that they may rightly confess and serve Him in their given office.
- c) To assist the parents in the instruction of the students in these important areas of knowledge: Bible and confessions, arts, Canadian and world studies, language, mathematics, physical education and the sciences.
- d) To assist the parents in their task of bringing up students in the fear of the Lord.

Teaching and Learning in School

The teacher is the key in a reformed classroom. It is, therefore, of the utmost importance that we as teachers consider and reconsider all our actions: in providing a safe and comfortable classroom atmosphere, in the way we view our students, in the manner we treat them, in selecting course content, and in how we present the content of the course. As the general aims of education stated above focus on “assist the parents”, the way we present the content of our subjects must follow the thoughts and views of most of the parents. Staff may have divergent views on some material that they teach, but divergent views should be kept personal. For the school to truly function as a parental school as expressed in this introduction to our handbook, staff members must build on what the parents teach in the home according to God’s Word. (Proverbs 1:8,9).

Focus of Learning and Teaching

The aims of reformed education as adopted by our school suggest that the focus of our work as teachers is primarily on the students. We are called to educate our students in the fear of the Lord. Education is not in the first place a matter of transferring a certain body of knowledge or information from the teacher to the student; education is well described as an ongoing communication (perhaps even conversation) between teacher and students so that the young may learn from the older what it means to live and work as a child of God in the world that God has created so wonderfully and which has been so badly damaged by sin through man’s fault. Therefore, the focus of all teaching and learning in Emmanuel is on persons first, and on subjects second.

Teaching as Enabling and Facilitating

Teachers must help students increase their competence and knowledge so that eventually they will be able to work and live as children of God independently. Teachers assist the development of the student into young adult, facilitating this process wherever they can, and enabling the students to become more and more independent so that they will grow into making responsible, God-pleasing decisions. Another way of thinking about this dimension would be to consider what the students will be able to do on their own because of our teaching.

Integration

Sound instruction creates units of learning which students can easily absorb and internalize. Therefore, education involves age-determined grades, subjects, lessons, units, etc. It is equally necessary that a sound educational program does not fall apart into a series of unrelated events. All of education works together for the one goal: fear the Lord, as He requires of us in His Word. This scriptural fear of the Lord provides our work with a unified focus. Such unity of vision does not come about automatically as we teach the various subjects of the curriculum; in fact, it is essential that we work consciously to create a sense of integration so that students come to see their studies and their lives as harmoniously integrated in service to God and to their neighbours.

Students with Individual Needs

Not all students are endowed with the same gifts and talents. In fact, there are no two persons identical; therefore, every interaction between teacher and student will be in some sense unique. The nature of education and instruction is such that there is always a move from the general - applicable to all - to the specific - fit for the one. Within the classroom setting this will often create tension between the intended, prescribed curriculum and that which each individual student learns. This tension cannot, and should not, be removed, but teachers should understand each student is unique, learns in unique ways, and gains from the instruction in unique ways. Therefore, a third dimension of the instruction at Emmanuel is having close attention to the understandings, perceptions and abilities of the individual students.

Assessment and Evaluation

An important aspect of instruction is assessment and evaluation of the academic progress of the students. Since we want to pay close attention to the understandings, perceptions and abilities of each of our students, we must ask ourselves on a regular basis whether the program we offer is, indeed, fit for the students we teach. Consequently, the program we teach will vary somewhat from year to year just as our students will vary from year to year. At the same time, we will also assess the learning progress of each of our students to ascertain whether adequate progress is being made, and whether adjustments may have to be made to the program and/or its presentation to optimize the learning of each student.

Reporting

Especially in this aspect of instruction we will find ourselves struggling with the apparent tension between the prescribed, intended curriculum and what each student will gain from that curriculum. The report cards used by Emmanuel attempt to provide teachers with a clear tool to describe the progress of each student in relation to the prescribed curriculum (answering questions such as: Does the student understand the basic concepts of the subject? Is the student able to apply what he has learned in new situations?). Especially by means of personal comments the teachers can add further insight to encourage and direct the student in a personal manner. We have chosen not to adopt a standard set of comments, but every teacher is encouraged to consider carefully the unique progress of each of his/her students.

June 2010



STAFF 2022-2023

Full-Time Teachers

Gerry Alkema, B.Sc., B.Ed.

Stephen DeBoer, B.Sc., M.Ed., OCT

Trevor Gansekoele, B.Sc., B.Ed., OCT

Theo Hopman, B.Sc., Ph.D.

Calvin Hutchinson, B.Eng.

Arthur Kingma, B.A., B.Ed., OCT

Cameron Vanderveen, B.A.

Lydia VanVeen, B.A., B.Ed., OCT

Subject Areas

Bible, Biology, Science, Math

Music, Science, Principal

Bible, Math, Accounting, French, Phys. Ed.

Math (Functions, Calculus), Physics, Computer Science, IT

Chemistry, Computers/ICT, Phys. Ed., Athletic Director

Bible, English, Writer's Craft, History, Vice-Principal

Bible, English, Geography, History, Philosophy, Civics

Bible, Math (Data Management), History, Humanities

Part-Time Teachers

Lauren Endeman, B.Sc.

Math, Science

Rev. Marc Jagt, B.A., M.Div.

Bible

Amy Lodder, B.Sc., Dip. Ed.

Science, Kinesiology, Food and Culture

Henk Nobel, B.A., M.Ed.

Bible, English, Math

Crystal VanderVeen, B.A., B.Ed., OCT

Guidance, Careers, Co-op, Computers/ICT

Susan Vanleeuwen, B.A.

Art, Business, Computers/ICT, Emotional Support

Heather VanWoudenberg, Dip. Teach.

French, Geography, English

Kim Vis, B.A.

Bible, English, Phys. Ed.

Learning Assistance Coordinator

Jody Jagt, Dip. Teach.

Learning Assistance, Emotional Support

Office Administrator

Trish Van Dyk, Dip. Bus. Admin.

Custodian

Bert Knot, Dip. Woodworking



SCHOOL CALENDAR 2022-2023

Semester 1

September:

- 2 Last day for Sem. 1 course change requests
- 5 **Labour Day**
- 6 First Day of School, Opening Assembly
- 20 School Pictures
- 30 Graduation

October:

- 10 ***Thanksgiving Day**
- 27 ***PD Day**
- 28 ***PD Day – LCRSS Teachers Convention**

November:

- 11 Interim report cards go home
- 17 Parent/teacher interviews
- 18 ***PD Day**

December:

- 8-9 Grad Pictures
- 26 ***Christmas Holidays begin**

January:

- 9 Back to school
- 24 Last day of classes
- 25-31 First semester exam period

Semester 2

February:

- 1-3 ***Teacher preparation days**
- 3 Last day for Sem. 2 course change requests
- 6 1st day of second semester
- 10 1st semester reports sent home
- 17 ***PD Day**
- 20 ***Family Day**

March:

- 13-17 ***March Break**
- TBD Grade 10 OSSLT (Literacy Test)

April:

- 7 ***Good Friday**
- 10 ***Easter Monday**
- 14 Interim report cards go home
- 20 Parent/teacher interviews

May:

- 19 ***PD Day**
- 22 ***Victoria Day**

June:

- 21 Last day of classes
- 22-28 2nd semester exam period
- 29-30 ***Administrative Days**

***denotes a non-instructional day**

Government regulations call for 110 hour of instruction time per course. From the numbers below, we have the usual 110.75 hours of instruction time per course.

Semester 1 has 87 days x 75 minutes / 60 = 108.75 hrs + 2 hrs (exam/summative) = 110.75 hrs of instruction time.

Semester 2 has 87 days x 75 minutes / 60 = 108.75 hrs + 2 hrs (exam/summative) = 110.75 hrs of instruction time.

ACADEMIC POLICIES, PROGRAMS, AND REGULATIONS

ASSESSMENT AND EVALUATION POLICY

1. INTRODUCTION

The primary purpose of assessment and evaluation is to improve student learning. The following seven fundamental principles lay the foundation for our practice in assessment and learning. To ensure that assessment, evaluation and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- Are fair, transparent and equitable for all students;
- Support all students, including those with special education needs;
- Are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs and experiences of all students;
- Are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- Are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- Provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement.
- Develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

2. PURPOSE

At the high school level, we also are concerned specifically with developing academic discipline, varied feedback, and valid data with which to report student performance. Education is a dynamic interaction with students. Evaluation also is a process that constantly requires the teacher's planning and implementation.

3. GENERAL GUIDELINES

- a. Assessment is to be regular and reflect content, objectives, and skills developed in class.
- b. Using a variety of techniques ensures increased validity of assessment and evaluation and accommodates student learning difficulties. Do not compromise educational standards to provide convenient outcomes.
- c. A variety of methods is to be used to improve the validity of the evaluation, including triangulation of observations, conversations, and student products.
- d. Although there are individual differences, our evaluations are mostly a reflection of student performance and not potential.
- e. The stress on knowledge, attitudes and skills is to be appropriate to the grade level. Appropriate balance is to be made in assessing recall, analysis, synthesis, and application.
- f. We act as models to our students through our evaluation. Neatness, clarity, advance warning, good organization, and quick return of tests and projects go far to challenge students to greater efforts.
- g. The reviewing of tests and projects is viewed as part of the learning process and an extra review of the material covered by the evaluation.
- h. Evaluation also guides further subject planning and assistance for individual students.
- i. Be consistent in the use of questions and direction terms such as list, describe, explain, etc.
- j. Do not give a mark on a purely subjective factor such as effort. There is room on report cards to make comments on that aspect of the student's performance.
- k. Validity of evaluation can be checked through consultation with other teachers.
- l. Written comments and corrections on tests and projects promote student learning, even though they take more teacher effort and do not provide quantitative data.

- m. We test more than what is learned intuitively. Therefore, guidance should be given to students in planning the review of material learned over a long period of time.
- n. The timing of tests or evaluation tasks should provide advance notice for students and fall appropriately at the end of a unit.
- o. The guidelines produced by the Ministry of Education contain extensive sections on student assessment and evaluation, in particular *Growing Success (2010)*. Study these guidelines carefully when establishing goals for student assessment and evaluation.
- p. Applied, workplace and modified-level students should receive frequent and brief evaluation, covering limited material.
- q. After missing more than 12 classes of a course, a phone call will be made to the home. If more than 15 classes are missed, the student may forfeit the credit in that course.

4. HOMEWORK AND COURSEWORK

- a. As we are called to be diligent in our work and work habits (i.e. Proverbs), students will be penalized for late submission of student work. Teachers may deduct a percentage of the mark per day and/or give student office detention. The manner in which this may occur will differ from course to course. Every teacher must stipulate in handouts, as well as in each course outline how they will deal with late submissions.
- b. It is up to the discretion of the teacher to grant extensions on deadlines. Special arrangements may be made for extenuating circumstances such as legitimate absences, personal emergencies and mitigating circumstances. Students should not assume that special arrangements will automatically be made; therefore, they must discuss their unique situation with the teacher involved before the due date.
- c. The last week of semester is a 'dead' week, which means that no new assignments (this does not include homework) will be given. The only permissible new assignment would be the final summative assignment in a course, which may be worth up to 30% of the course mark, or a final unit test.
- d. Homework is something that flows out of a particular day's lesson, and is to be completed for next day's class; it is not an assignment for which a longer period of time is usually given. Homework should be an expected element of classes at ECHS. It is expected that students participate fully and actively in their education by completing their homework assignments. Should a student not understand the homework, he/she is expected to request help from the teacher before the homework is due. If a student uses his/her time wisely in class, the total time spent on homework and assignments outside of class, not including studying for tests, should, on average, follow these guidelines:

Grade 9/10 – 90 minutes per day	Grade 11/12 – 120 minutes per day
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 Teachers routinely check homework. Teachers will inform parents when homework is consistently not complete or when a major assignment is not handed in.

5. TESTS, EXAMINATIONS, REPORTING

- a. The following considerations will be used to determine the students' final semester mark in the academic courses:
 - 70% of the grade will be based on assessments and evaluations conducted throughout the course (term mark)
 - 30% of the grade will be based on a final evaluation in the form of an examination or final culminating activity towards the end of the course, or a combination of the two.
- b. To help students gain the fullest possible benefit from this set-up, teachers should ensure that:
 - Students are assisted in synthesizing the semester's work by clear statement of objectives;
 - Students are supplied with review sheets and similar aids, especially before the final examinations;
 - Course outlines are coordinated with evaluation procedures;
 - Courses are continually checked for unity and coherence, and educational objectives established.
- c. Teachers should prepare rubrics for specific evaluation tasks that follow the guidelines in the Ministry of Education documents. These rubrics are most suitable for complex tasks such as assignments, oral presentations and group work.
- d. Preparation of Final Examinations
 - A week prior to the exam being written, teachers are to submit an initial copy of their exam to the principal. Upon return, make changes if required and run off the exam and store copies in the principal's office. On the day of the exam, the

supervising teachers will pick up the exam by 8:20 at the latest in order to set up the gym for the exam. Teachers with exam supervision duties must be in the gym 15 minutes before the start of the exams.

- Length of exams for all courses is 2 hours. Exam marks will not be divulged to students except on report cards. Final exams are kept in the office for a year. If parents wish to appeal an exam mark, they should be accommodated. An appointment will be made by the principal so that the parents can view the exam in the presence of the principal. If they make the request, they should also be informed about the manner in which the final mark is arrived at. Exam marks will appear on the February and June report cards.
- e. A student in Grade 9-10 may receive an “I” on his or her report card to indicate that insufficient evidence is available to determine a grade and that credit recovery may be necessary. There are three ways in which a student can receive an “I” on his or her report card:
- i. By not completing an assignment that was included in a pre-defined list for a course. Each course outline must list any major assignment that must be completed by a student before he can receive his final grade.
 - ii. By being an exceptional case. There may be cases such as prolonged illness, personal trauma, or a circumstance beyond the school’s control. In these cases, the teacher may decide to give the student an “I”. The teacher may only do this with the approval of the principal. Other options should also be discussed.
 - iii. Upon the recommendation of a teacher. If a student fails to complete a major part of the course the teacher may request that this student receive an “I” subject to the approval of the principal. If a student receives an “I”, he or she has a set duration of time to complete the work. If the work is not made up in that allotted time, the “I” will result in the loss of the credit for that course.

6. GRADES

A mark of 50 is considered a pass. Numerical grades are used on all report cards. Ministry of Education requirements stipulate the following categories:

Percentage Grade Range	Letter Grade Equivalent	Description of Ranges
80 – 100%	A	Level 4: A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	B	Level 3: A high level of achievement. Achievement is at the provincial standard.
60 – 69%	C	Level 2: A moderate level of achievement. Achievement is below but approaching the provincial standard.
50-59%	D	Level 1: A passable level of achievement. Achievement is below the provincial standard.
Below 50%	F	Insufficient achievement; no credit granted.

7. PROMOTION POLICY

All teachers will attend student promotion meetings in February and June. In these meetings, students with final marks just below 50% are discussed. A collective staff’s professional judgment is used to help the teacher give the final mark for the course.

On all reports, marks of 49 should not be awarded. This should be changed either to a 48% or a 50% and will be decided at the promotion meeting.

Students failing an academic level course may be allowed to take that course at the applied level in the next higher grade if the mark is above 40%. This must be agreed to at the staff promotion meeting. Students may go to a summer school to redeem one or two failures.

8. HONOUR ROLL

At the end of each school year, a student will receive an “honour roll” certificate with their final report card to indicate if the average of all his or her course grades (including Bible) is equal to or greater than 80%.

BIBLE PROGRAM

In addition to the Ministry of Education requirements, Emmanuel also requires that all students take Bible courses, with the exception of some Gr. 12 students in semester 2 (principal's discretion in consultation with parents). Our courses in Bible are not accredited, but these courses are an integral part of the students' total education in our reformed Christian school. With respect to teaching techniques, assessment and evaluation and a standard curriculum, the Bible program is like the other subjects. To graduate with an ECHS diploma each student's average of all their Bible courses must be a minimum of 60% and not more than 10% lower than the average of all their other courses.

STUDENT SERVICES DEPARTMENT

Department Vision and Overview:

The mission and vision of ECHS is to assist parents of covenant children to develop their knowledge, talents, and skills so that they may be equipped for kingdom service to our God. The role of the student services department is to ensure every student of ECHS has the appropriate educational tools and guidance to be successful in this mission and toward this vision.

The student services department is a collaborative effort between students, parents, educators, and student success counselors to create an environment that promotes student learning. These counselors operate in the following three spheres: a) The Learning Assistance Program (LAP); b) The Guidance Program; and c) The Student Emotional Support (SES) Program. These three program areas are crucial for students to successfully navigate through their years at ECHS.

Structure and Accountability

The guidance counsellor, the learning assistance coordinator, and the student emotional support counsellors will meet at a minimum of once per month from August to June with a standard agenda which discusses ongoing student support initiatives. Members of administration (e.g., principal or vice-principal) will be invited to attend these meetings *ex officio* as needed.

As a rule, these meetings will result in a regular monthly one-page written report to all staff meetings and education committee meetings. The principal or vice-principal will act as liaison at education committee meetings.

Program Descriptions:

LEARNING ASSISTANCE PROGRAM

ECHS recognizes that God has apportioned gifts and talents differently among all people, and thus, students learn in different ways. Most students can learn in the regular classroom situation with any programming support. Some students may need occasional assistance, individualization, or encouragement; some may need long-term, daily support; others may need additional academic challenges. Although ECHS does not offer many work-place level courses, it recognizes the need for a learning assistance program to facilitate optimum learning for all students. This program provides direct assistance to students, and it provides resource support to teachers and parents. The end goal of the program is to help all students who use it to become positive, confident, independent learners.

Policy

Learning assistance will be provided in core subjects for every student in high school who has a diagnosed learning exceptionality. The learning assistance coordinator will work with these students in their classroom or will assist them in the learning commons. Priority will be given to Grade 9 and 10 students and/or to students with higher needs.

Learning assistance is a team effort. Teachers and para-professionals work together to benefit each student's learning. Within the team, members have specific roles. The subject teacher is ultimately in charge of the students and is responsible for initiating parental contact, for providing the course content, and for evaluation. The learning assistance coordinator will assist in the delivery of the course content, will coordinate the work of EAs and of professional services, and will run the learning commons. The vice-principal coordinates the work of the learning assistance program, including the contact with parents and with the feeder schools. Parents of children with special needs are encouraged to work together with the school in developing a realistic plan outlining what can be achieved during a student's enrolment at our school.

Student Profiles and IEPs

At ECHS, all students will have a Student Profile. This document outlines the student's learning strengths and needs, program goals and classroom accommodations (including EA support if needed). Students who have been formally identified and all students requiring accommodations to write the literacy test will need an Individual Education Plan (IEP). This plan outlines the specific learning goals and accommodation that will be made for each course in which the student is enrolled.

Special High School Consideration for Learning Assistance

- a.) Streaming in all grades provides some academic adjustment for students with learning exceptionalities.
- b.) Teachers have a high degree of specialized knowledge in the subjects they teach. They look for help from the learning assistance coordinator as to how the content, evaluation, and methodology should be adjusted.
- c.) Regular meetings of teachers and the learning assistance coordinator are organized throughout the year to help them deal with students with specific needs.

The Learning Assistance Coordinator is expected to:

- a.) Collaborate with the classroom teacher on subject content, classroom activities, and student assessment for students with learning needs, ensuring that appropriate accommodations and modifications are made.
- b.) Be responsible for the design and supervision of special needs student programs,
- c.) Plan overall program goals and objectives for students with EA assistance
- d.) Develop an Individual Education Plan for the student in collaboration with the classroom teacher and with input from parents. This IEP is used by the teachers to plan specific teaching strategies.
- e.) Administer both oral and written tests to the students as requested by the teacher.
- f.) Attend meetings with teachers, students, and parents when requested by the principal or vice-principal.
- g.) Provide supportive intervention for students with special social, emotional, and behavioural needs.
- h.) Maintain a strict confidentiality with respect to student, classroom, teacher, and school information.
- i.) Coordinate, together with the vice-principal, CCAC services, assessments, etc. and keep staff informed of services/therapy results.
- j.) Monitor the performance of EAs or PSWs who assist in the Learning Assistance Program in consultation with the vice-principal.
- k.) Attend SERT meetings.

The classroom teacher is expected to:

- a.) Provide the learning assistance coordinator at the beginning of the semester or school year, or upon the student's entry into the learning assistance program, with a yearly course outline, textbooks, and other related resources.
- b.) Provide the learning assistance coordinator with a weekly overview and daily lesson plans. The latter should include specific areas that the teacher wants the learning assistance coordinator to focus on.
- c.) Prepare summative evaluations (tests or unit activities), in consultation with the learning assistance coordinator, unless other arrangements have been made. Evaluations that will be conducted by the learning assistance coordinator need to include answer keys.
- d.) Dialogue daily with the learning assistance coordinator either before or after the class to ensure cooperative planning and observation of student performance.
- e.) Consult with the learning assistance coordinator when parents may need to be contacted.
- f.) Accommodate learning assistance in the classroom when needed
- g.) Encourage acceptance from classmates
- h.) Have regular contact with parents of students who are being accommodated.
- i.) Be responsible for writing the report card, with input from the learning assistance coordinator.
- j.) Assist in monitoring the performance of EAs.

Yearly Process to Initiate and Support Learning Assistance

With the feeder schools:

- a.) In February/March principals of the feeder schools and parents of grade 8 students are requested to indicate on the grade 9 application/registration forms the special needs of any student who require assistance.
- b.) In May the learning assistance coordinator will send out a Transition Form to feeder schools to help the student make the transition from Grade 8 to Grade 9 smoothly.
- c.) In June the ECHS learning assistance coordinator meets with the principal or the special education teacher of each feeder school to gain more information about students requiring assistance. At the same time, written reports are forwarded to ECHS.

Within the ECHS staff:

- a.) In August the learning assistance coordinator, in consultation with the principal, introduces the staff to the unique characteristics of students with learning exceptionalities.
- b.) the learning assistance coordinator and the vice-principal meet with grade 9 and 10 teachers involved with special-needs students three times per semester to review students' performance, methodology, and student placement.
- c.) Parents are encouraged to contact the principal, to meet with the learning assistance coordinator, the principal, and their child's teachers to review the success of the program that has been put in place for their child.

Tracking the Accommodation and Modification of Special-Needs Students

Definition of Terms:

The following definitions have been taken from *The Guide for Accommodations, Special Provisions, Deferrals and Exemptions, 2002*, or from *Special Education: A Handbook for Christian Schools, OACS 2013*. This document explains what can be done for exceptional students who write the grade 10 Literacy Test.

Accommodations

- a.) Accommodations are supports and services that enable students with special needs to demonstrate their competencies.
- b.) Accommodations involve teaching strategies that change how material to be learned is delivered or how a student might demonstrate knowledge/mastery of concepts without changing the expectations and/or course content.
- c.) Accommodations can include extra time for testing, oral rather than written testing, and help in organizing notes and study sheets and in keeping on task. Complicated assignments can be accommodated by breaking the assignment into smaller steps.

Modification

Modification refers to changes in what a student is expected to learn and/or demonstrate. Modifications include changes to content and performance criteria (evaluation). Modifications will be noted on the student's transcript. For the Literacy Test, students on IEP can receive some accommodations but not modification of the test.

Relevant Ministry of Education Policy Documents

a.) Program Planning and Assessment, 2000

The document emphasizes that the learning expectations for exceptional students will be the same or similar to the expectations outlined in policy documents. Accommodation can be provided. If modifications to content and evaluation are made, then this document refers the reader to the next document.

b.) Ontario Secondary Schools, Grade 9 to 12 (Program and Diploma Requirements, 1999)

This document states that if the content and evaluation criteria are changed from the policy documents standards, then the principal will determine whether the achievement of the modified expectations will indicate successful completion of the course, and will decide whether the student will be eligible to receive a credit for the course.

In every case that a grade 9 and 10 student had a course modified, the principal will grant a credit upon successful completion of the course. This will be done with the understanding that these students will take their grade 11 and 12 courses at the workplace level, or would not be able to complete a grade 12 graduation diploma.

Implications for Tracking Our Special Needs Students

Grade 9 and 10 courses have only two official streams, academic and applied. Upon recommendation from the feeder schools and confirmed by ECHS staff, some students will have course expectations modified. This means that some adjustment will be made to the course content and/or the evaluation to ensure student success. The word "modified" will be added to the report card and the transcript, and a credit will be assigned to each course only if the principal approves.

Summary

- a.) The principal has the final authority to grant credits for courses in grades 9 and 10 that have been modified.
- b.) Students who take grade 9 and 10 modified courses should take college, open, or workplace level courses in grades 11 and 12.
- c.) Workplace level and "O" level courses will not be modified in grades 11 and 12 unless the student has been deemed unable to receive a grade 12 diploma. These students would then receive adapted content and evaluation.
- d.) By the end of grade 10, parents will be informed if their child cannot successfully complete a grade 12 diploma. A list of courses will then be worked out for the student so that the student can receive a certificate of completion.

Revised: August 2020

GUIDANCE PROGRAM

“If any of you lacks wisdom, let him ask God, who gives generously to all without reproach, and it will be given him.” James 1:5

Revised: November 2022

I. Overview and Program Rational

The purpose of the guidance program at ECHS is to provide our students and their parents with knowledge and resources in the development, understanding, and implementation of the students' God-given gifts and talents in their education and career pathways. This is accomplished through regular reflection and activities starting in Grade 8 to the end of Grade 12 at ECHS, facilitated by both one-on-one meetings with the guidance counsellor as well as small- and larger-group discussions and presentations.

II. Policy objectives and principles

A. ECHS intends to assist parents in the development of students who are aligned with our core values; that is, students who are committed to Christ, display godly character, value community, and seek to serve the Lord with excellence in their God-given talents and abilities.

B. ECHS promotes the idea that our work, whether it be short-term or long-term, is a blessing and gift from God and for God.

C. Although it is good to delight in your gifts and abilities, it is good to keep in mind that these are gifts and abilities given to you by God. Our work in reflection is a glorification of what God has done in and through you.

D. ECHS intends to create an environment where students take time to reflect on who God is, what He has done for them, and finally, what He requires of them in their vocation.

III. Overview of Approach

Current information is consistently updated and maintained on the [Guidance website](#)

Grade Level	Topics
Grade 9	<p>Develop an Individual Pathway Plan (IPP) which includes short-, medium- and long-term goals at the beginning of the year, then check in with the guidance counsellor with these goals at the end of the year. Students will reflect on how their first year of high school went, what courses they enjoyed, what courses or concepts were more challenging. They will look for areas of personal growth.</p> <p>A future goal is for guidance counsellor individually to check in with Gr. 9 students, make goals, give an overview of high school, check in on physical health and talk about what they do well (study skills, Edsby, adjusting, etc.)</p> <p>Students will be introduced to myBlueprint, and complete several activities that will help them to explore their interests, gifts and talents.</p> <p>The guidance counsellor will be available by appointment to grade 9 students as needed.</p>
Grade 10	<p>Students will continue to develop their IPP by adding a “Personal Profile”, as well as a “Statement of Faith” written after our completion of our study from the book “Every Good Endeavour”. Much of this will be accomplished in the <i>Careers</i> course which is taught by the guidance counsellor.</p> <p>Students will continue to work through myBlueprint activities to help them gain an understanding of their future opportunities.</p> <p><i>A course planning presentation in grade 10 and 11 around April will be hosted to help students make decisions about their courses. They will have the opportunity to use myBlueprint to help them plan their course selections/pathway opportunities.</i></p> <p>The guidance counsellor will be available by appointment to grade 10 students as needed.</p>
Grade 11	<p>The guidance counsellor will meet one-on-one to review the IPP with students, and review course selection and requirements for credits and volunteering to graduate. They will discuss career pathway options (including college, university, workplace, apprenticeship and co-op opportunities) and have students create short-, medium- and long-term goals for the school year and meet with them again at the end of the school year.</p> <p>Students will continue to work through myBlueprint activities to help them gain an understanding of their future opportunities.</p>

Grade 12	The guidance counsellor will meet one-on-one to review the IPP with students and assist them with course and post-secondary planning. They will continue discussions about pathways and opportunities, provide access to college and university fairs, scholarships and financial planning workshops, and discuss current barriers. Students will continue to work through MyBlueprint activities to help them gain an understanding of their future opportunities.
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IV. Responsibilities and Duties

Tasks by Calendar

Time	Tasks	Notes
Spring	- Set up universities/colleges to visit the school.	Many colleges and universities no longer come to high schools. Check out regional fair opportunities as well.
August	<ul style="list-style-type: none"> - Request the office admin to add the guidance counsellor to OUAC (Ontario Universities Application Centre) - Update guidance website with new links (as needed) - See deadlines and important dates for university and college applications, make them available to students via Edsby and website - check myBlueprint and ensure it is up to date - collaborate with admin on course change requests 	
September	<ul style="list-style-type: none"> - Publish a list of open houses, fairs, etc for students - Start planning for Career Day (hosted bi-yearly, started in 2021 - next will be 2023) - Orientation day for Grade 9? Host with the SLT, off school property for “get to know you activities” - Start meeting with Grade 12 students (individually or in pairs, see PPT for discussion points) - Plan for college fair visit to Conestoga (likely need bus) 	Should the college trip include all Grade 12 students? Colleges offer bachelor programs and apprenticeship opportunities. It may be better for the Grade 12 teachers to manage.
November/ December	<ul style="list-style-type: none"> - Meet with spring co-op students (send out co-op intake form) - Continue to meet with Grade 12 for follow up visits, application visits - Start meeting with Grade 11 - Application workshop for college/university - Host scholarship/bursary workshop - Call Grade 9 parents to start checking in. Do new parents first. 	Host the application workshops in the afternoon when many Grade 12's have a spare. Should all students start an application? Note: students can start an application and complete it at home with their parents (and pay). Once applications are submitted, college choices can be changed without charge but university applications will charge \$50 with each change. Students can only apply to 5 colleges. Students can apply to 3 universities, and pay an additional \$\$ to apply to more.
January	<ul style="list-style-type: none"> - Announcement re: application deadlines and supplementary applications - Continue to meet with Grade 11 - Review application reports for Grade 12 	
February	<ul style="list-style-type: none"> - Spend time with all grade 10 in careers course - Host 2 job shadow days (afternoons?) in the course - Continue to meet with Grade 12, 11 re applications, scholarships, acceptance as needed 	Discussion with staff: should the Grade 11 college/university trip, job shadow day and “grade 9” day all happen on the same day?

March	<ul style="list-style-type: none"> - Start meeting with Grade 9, discuss course planning and creating goals - Plan for Grade 8 visits (welcome evening?) Maybe this could also be a day where Grade 8 students are welcomed into high school for a day of "being a Grade 9 student"? Guido does a morning where student walk through the school and meet the teachers while the current Grade 9's stay home. 	
April	<ul style="list-style-type: none"> - Next steps presentation from colleges? - College trip to Conestoga/Laurier for Grade 11? 	
May	<ul style="list-style-type: none"> - Course selection and planning presentation for Grade 10 and 11? - Announce deadline for university acceptance and remind re: Deposits for tuition/holding seat, residence, etc. - Send post-secondary destinations and scholarship information to front office and Update 	

Guidance Counsellor Task List

- Assist students in transitioning from grade to grade and into high school.
- Provide resources to students
 - University
 - College
 - Apprenticeship
 - Workplace
- Develop and monitor students' IPP
- Assist students with timetable, course selection and provide counselling about OSSD (diploma) requirements
- Support students in their post-secondary pathway
- Communicate student meetings with parents, and be available as part of regular parent-teacher interviews
- Available by appointment for all students
- Collaborate with other student services counsellors (LAP, SES) to monitor student progress through courses
- Provide financial assistance workshops/information sessions for scholarships, bursaries, etc.
- Teach the Grade 10 careers course
- Continue to foster relationships with students starting from Grade 8-12
- Manage the guidance budget; including thank gifts for career presenters, career/college/university fair travel expenses, career day refreshments, myBlueprint subscription, etc
- Host a "**Career Day**" every other year to expose students to different jobs/skills/sectors.

Parent's Role

- Have a conversation with their child about post-secondary opportunities
- Stay connected with ECHS with questions, concerns and suggestions
- Prayerfully support the work of ECHS staff and students

Educators' Role

- To support and listen to each other and our students in a caring and empathic manner
- Support students in specialised course subjects, and provide extra guidance support when needed. For example, a student may want to discuss with the respective teacher about the course content to see if the course meets their interests
- Communicate regularly with Guidance counsellor
- Meet the career expectations of their respective courses

STUDENT EMOTIONAL SUPPORT PROGRAM

Overview and Program Rationale

I. Introduction and Context

The staff and students at ECHS share a unique biblical foundation that informs their culture and practice. ECHS actively supports the learning of all students, recognizing that each student is a covenant child of God, and has been created with a unique character, as well as gifts and talents, that need to be developed and used to bring praise to God as the giver of these gifts.

It is acknowledged that pain and suffering, as well as threats and challenges to students' health and wellbeing, is one of the consequences of living in a sinful world. Although most students will navigate their school years with minimal concerns regarding their mental and emotional health and wellbeing, the reality is that there will be students, who at some point in their schooling, will experience emotional or psychological distress for various reasons, or will be exposed to trauma and cumulative harm that will impact on their schooling.

Educators at ECHS recognise that emotional wellbeing of students is fundamental to their ability to learn effectively. Emotionally healthy students are content and able to deal positively with life's challenges, are better prepared to cope with the everyday demands of school life (such as attending class, forming and maintaining supportive peer relationships, completing assignments and achieving academic excellence), experience a sense of connectedness with the school and school community and are well placed to develop into Godly, well balanced and successful young adults. This ECHS Student Emotional Support program overview and rationale summarises the way in which ECHS supports the mental and emotional health and wellbeing of its staff and students.

II. Policy objectives and principles

- ECHS intends to promote and develop a godly, Biblical, whole school approach to mental & emotional health & wellbeing, by:
 - providing a school environment and culture which recognises, values, promotes and builds student safety and wellbeing (posters, outreach/communication/newsletter) and "normalizing" the need for emotional wellbeing of our students.
 - facilitating and encouraging a culture of school spirit that embodies the servant-like love and care between all students and teachers in their relationships as demonstrated by our Lord and Saviour
- Teachers will walk alongside the student in those struggles which are manifested when they are in school, and which negatively impact their ability to learn
- The SES team will work collaboratively with families/parents and professionals] who are involved in caring for students' mental and emotional health and wellbeing and support families in the education of their students
- The school will engage in professional learning to build capacity for enhancing the social, emotional and learning outcomes of all students and to promote student and staff wellbeing

III. Overview of Approach

The Student Emotional Support program at ECHS will follow a three-tier approach. Phase one of this program, as it is rolled out in Fall 2021, will focus exclusively on Tiers 1 and 2. Tier 3 is something that may be implemented at a future date, and will require more development.

Tier 1 – Peer support and Education

This incorporates the following initiatives, coordinated by the SES committee in collaboration with the SES teacher liaisons, the principal, and student's council/student leadership team:

- Peer support - students will be divided into cross-grade pods/small groups and will remain in these pods for the duration of a school year. These pods will be their "student community" for the year, and together with their pod, students will participate in a mixture of educational and fun, social activities. (e.g., historically student's council has had ECHS homerooms compete in fun activities and gather points for their 'team' and these points would be tracked as part of a 'points race', with a designated prize at the end - these SES pods could replace these homeroom teams; pods would include senior students with designated leadership roles in the pod, who would collaborate with SES teacher liaisons to coordinate SES educational activities)
- Education - the SES committee in collaboration with the SES team, administration, and teachers will coordinate small- and large-group workshops, assemblies, and evening presentations on topics related to students' mental and emotional health and wellbeing. This will include, as much as possible, connections to course curriculum, and in particular the PE/Health curriculum.

Tier 2 – Formalized Emotional Support for individual students.

The SES team will be available for students for emotional support for specific time appointments every day. The coach will also be available to teachers for “emergency” help with students when needed during other times of the day (student breakdowns). This includes individual meetings with students who are struggling and need support to manage their day. The meeting can be initiated by the student, teacher or a parent. The meeting would begin by listening to the student in a caring and empathetic manner and collecting information. The SES coach might collaborate with students to develop strategies to enhance wellbeing, promote safety and counter bullying and abuse in all online and physical spaces. It might also include advocating for students with their teachers in managing the pressure they may feel at school in the forms of classroom expectations, seating arrangements, assigned work pressures, etc. The SES coach could also collaborate with the LAP coach to create a plan. Or perhaps the student needs more help than the SES coach is equipped to give at that time; they would then be given other resources to help them. The SES coach would encourage and facilitate parental involvement wherever they can. And in every step the SES coach reminds the student of God’s love and His covenantal promises.

Tier 3 (Future plan) – Professional Counselling

Available on limited appointment times. This tier would be only available after both the 1st and 2nd tier have been utilized and deemed not enough for a student. This counselling is available only with parental consent. This could be partly funded by parents/ church/ membership.

IV. Responsibilities and Duties

Committee’s Role:

- to oversee the overall function of the SES program at ECHS, regularly be updated on the progress and development of the program
- to evaluate the progress and impact of the program
- to offer support in gathering data and resources.
- to evaluate school data to identify trends in order to effectively respond to the changing needs of students and families to prevent mental ill health impacting on student learning and school culture
- to facilitate the communication between home and school
- to represent the SES program to the Education Committee and Board of Directors

SES Team Member’s Role:

- To actively walk alongside the students in their day at school and support them wherever possible.
- Support and listen to each other and our students in a caring and empathic manner
- Role model positive mental health and well being
- Employ positive, God centred, behaviour support and management strategies that seek to nurture and train students in wisdom and godliness
- Recognise that students are better prepared for learning when they are content, thankful and feel safe
- Collaborate with students to develop strategies to enhance wellbeing, promote safety and counter bullying and abuse in all online and physical spaces
- To be available for students for emotional support for specific time appointments every day (currently 8:45-9:20).
- To be available to teachers for “emergency” help with students when needed during other times of the day (student breakdowns).
- To advocate for students with their teachers in managing the pressure they may feel at school in the forms of classroom expectations, seating arrangements, assigned work pressures, etc.
- To collaborate with the LAP coach to create a plan.
- To help teachers promote emotional wellbeing of students in their classrooms
- To educate students on what the SES program is and how it can be used
- To educate students and teachers by organizing assemblies and events that promote and support an emotionally sensitive environment.
- To create events and clubs that support and educate students about emotional wellbeing

- To create a network of resources that can be used by students and families.
- To collaborate with parents and support them in their role.
- Information between the student and the SES team member is confidential within the boundaries of risk and duty of care as students are minors. If a student discloses information that is judged to be of a nature that places the student or another person(s) at serious risk, or the student is involved in behaviour that is against the law, the SES team will follow the Ontario law.
- The SES will maintain appropriate case management notes that will be stored in a confidential manner.

Parent's Role:

- Be made aware of the SES program at Emmanuel Christian High School
- Encouraged to stay in close communication with the school if they notice issues that may impact their child's academic progress or overall wellbeing at the school
- Be invited to attend any educational opportunity that the SES committee hosts for the student body
- Be encouraged to offer suggestions for educational opportunities which could be offered or organized by the SES committee
- Notified and communicated with regularly as to the work of the SES committee
- Prayerfully support the work of ECHS staff and students and the Student Emotional Support program

Educators' Role:

- To support and listen to each other and our students in a caring and empathic manner
- To embed mental ill-health prevention and early intervention into the school (eg explicitly teach social and emotional skills using evidence informed practices)
- To promote strategies that increase student resilience
- To include professional development of staff in areas such as social and emotional learning, student safety, student wellbeing and mental health literacy (knowledge about mental health disorders including their recognition, management, and prevention).
- To identify concerns early and act on these concerns in a meaningful manner and inform parents when necessary.
- To encourage and advocate help from the SES team.
- To support the recovery of student following disclosure of suicidal behaviour or self-harming behaviour
- To work together with the student, family, and mental health professionals to support the improvement in mental health should there be mental health concerns.

REGULATIONS FOR STUDENTS

It is our expectation that every student who attends Emmanuel Christian High School will show the Christian qualities of love, respect, and courtesy towards the teachers and towards the other students who attend the school.

Below you will find a number of specific regulations, organized alphabetically by topic.

1. Athletics:

- a. All teams will be limited to two practices/games per week, with the exception of tournaments.
- b. Practices for one season should not commence until the previous season has been completed.
- c. Student participation is guided by the following guidelines:
 - i. It is expected that a student who participates on a school team will maintain grades and a level of performance corresponding to his gifts and abilities. A student is permitted to participate in a game or tournament provided that in-class effort is at a satisfactory level. It is expected that a student will budget his time wisely during the season to ensure that homework and assignments are completed, and that content missed is caught up as quickly as possible.
 - ii. Prior to the start of an activity that will involve students missing class, the teacher/coordinator will circulate to the staff a list of potential student participants.
 - iii. Student participation could be affected by prior poor classroom attendance, inappropriate behaviour and poor academic performance. Once a student has been allowed to join an activity, a classroom teacher who has a concern about the student not keeping up with his work may contact the teacher/coordinator an/or parent to ensure that corrective action is taken by the student or (s)he could forfeit her position on the team.
- d. A letter is to be sent to all parents of team members at the beginning of the season. This letter will include team costs, responsibilities, rides, scorekeeping, etc.
- e. All ECHS athletics, their parents, coaches, trainers, and teacher supervisors must annually complete the Concussion Code of Conduct to be filed by the Athletic Director – see also “Concussion Protocol”

2. Attendance:

- a. Regular and punctual attendance on the part of students is vital to the process of learning and essential for success in a course. Attendance is checked on a regular basis as follows:
 - i. If a student is reported absent from school and the parents have not called, the school will call home to confirm the reason for the absence.
 - ii. Skipping classes during the school day will result in office detentions. A second offense in a school year will result in a suspension.
 - iii. If a student is absent for 12 days in any semester, the principal will contact the home. A further interview with the parents may also be arranged.
 - iv. At 15 absences in a course, a student will be in jeopardy of losing her/his credit.
- b. Parents are asked to inform the school before 8:45 a.m. why their son or daughter is absent. Studying for a test, completing an assignment, or being absent without parental consent is not considered a valid reason for being absent, and could result in a zero being assigned to any form of evaluation during the absence.
- c. Students planning to be absent for more than two days for reasons other than illness are to have their parents contact the office prior to their absence. Students are responsible for catching up on their work and for making arrangements with the teachers to complete tests and assignments within one week of their return to school.
- d. If a student is ill and cannot write a final examination, his parents should immediately inform the school and obtain a written medical doctor’s note.
- e. Punctuality is critical to the successful start of each class. Students are expected to be in their appropriate classrooms by the time the bell rings to start the class. A warning will be given to the student for his or her first incident of lateness, unless the student has been detained by a teacher in a previous class. All subsequent incidents of lateness will result in a classroom and/or office detention.
- f. Students arriving late for school or leaving early during class time must sign in/out at the office. A note or a phone call from their parents is required to explain the reason for the late arrival or early departure.

3. **Contact:** The school has a “No Contact Rule” as it pertains to public display of affection. In this sensitive area of conduct, it is important to recognize and respect boundaries and standards of public behaviour.
4. **Dress Code:** Students are expected to reflect a Christian life-style in dress and appearance. They should be well groomed and wear neat, and clean clothing. Clothing must be worn so that modesty is maintained at all times. This means that clothing must not be distracting to others or sexually provocative. For these reasons, ECHS has a mandatory uniform policy for all students:
 - a. During school hours and on school property, and while on school-sponsored day trips, all students must wear shirts and sweaters/hoodies with the school logo and name supplied by Premium Promoworx. These shirts can be worn alone or under prescribed sweaters, hoodies, or vests. Only white, black, or grey plain T-shirts can be worn under compulsory shirts. Sizes must avoid excessively baggy or tight fits. Non-Emmanuel uniform sweaters cannot be worn in the school building at any time.
 - b. Shorts, skirts and skorts must be mid-thigh (tips of finger-tips when arms are extended down the side of body) and longer in length.
 - c. Jean cut-offs, pants with holes, stretchy sports pants, pajama pants, yoga pants, are not permissible.
 - d. Leggings are permitted if covered with a skirt or shorts.
 - e. The only body piercing permitted is earrings for girls.
 - f. Underwear should not be visible.
 - g. Hats, hoods, and sunglasses are not to be worn anywhere in the building.
 - h. Hair is to remain a natural colour.
 - i. In all cases of disagreement concerning any student clothing, the school administration’s decision will be final. Parents are requested to support the school in its attempt to uphold an acceptable standard for both boys and girls.
5. **Drugs and Alcohol:** Because ECHS has a zero-tolerance policy on the possession or use of any illegal substances, any student caught with possession or use of drugs or alcohol on school property (including student vehicles) or at school-sponsored activities will be suspended.
6. **Electronic Devices:** Personal electronic devices (e.g., wireless earbuds, phones, tablets, smartwatches, etc.) must be stored in your locker at all times when you are in the building during the school day, from the arrival of the first morning bus at 8:15 until the departure of the buses at 3:30. These devices may be used at your locker only during breaks, lunch and preps. Devices are permitted to be used outside the building during lunch but must be returned to your locker upon coming back inside. If a personal device is seen in the classroom or hallways during class time, at lunch, or on preps, the device will be confiscated for the remainder of the school day and the student will be required to keep their device in the office at all times throughout the school day for the following 3 school days (1st offence) or 6 school days (2nd offence). Upon further repeated misbehaviour, the principal (or principal-designate) will consult with parents to determine further appropriate action, including office detentions if necessary. This policy does not apply to school-sponsored trips, except where device restrictions are required by the host venue.
 - a. Personal laptops may be brought into the classroom only if the classroom teacher gives permission. Students on prep may use a personal laptop only with the principal’s permission.
 - b. Playing games on your computer or doing something other than what is assigned during the class can result in the loss of your computer. Teachers have the right to check your computer if they suspect that you are misusing it at any time.
7. **Food and Drink:**
 - a. Gum chewing is allowed in the school building as long as gum is chewed discreetly and discarded properly in garbage containers.
 - b. Grade 9 and 10 students are expected to eat their lunch in their homeroom classroom for the first 10 minutes of the lunch period. Grade 11 and 12 students may eat their lunch at their convenience on or off property.
 - c. No food or drink (other than water) will be allowed in the gym.
 - d. Students may not eat during class time; at the teacher’s discretion, students may drink in class as long as the drink is in a closed container and is not a mess or distraction.
8. **Learning Commons/Library:** The Learning Commons (a.k.a. Library) is to be used for *quiet* school work and research. Students are not to take food into the Learning Commons. Books are to be properly checked out (ask the LAP coordinator). Reference books must be returned to the shelf before the end of class. Teachers are encouraged to plan in advance the use of library

materials and facilities. Students on prep may use the Learning Commons for **quiet** studying only. Conversational study should be done in the Student Commons.

9. **Lockers:** Students have the privilege of using lockers assigned to them by the school. It is highly recommended that lockers are locked with a combination lock. All combinations must be provided to the office. Lockers must be closed to promote safety in the halls and respect for each other's possessions.
 - a. Students are expected to keep their lockers neat. No pictures that are sexually suggestive or feature modern music, bands or celebrities are to be posted in lockers.
 - b. School administration can check lockers any time throughout the school year, and has the right to cut locks if necessary.
10. **Off-Property Privilege:**
 - a. Students may leave the school property at lunch time. Students who abuse this privilege by being late for class or by not presenting themselves as proper representatives of our school in the surrounding neighbourhood will have their privileges suspended for a minimum of one week. Students in grade 9 and 10 may not ride in student vehicles at lunch.
 - b. Students are not allowed on any part of the adjacent condominium property. Anyone on these grounds will receive an office detention.
11. **Office Phone:** A landline phone is located on the office counter for student use.
12. **PE Uniforms:** Students are required to wear "ECHS approved" PE uniforms during physical education classes and sport team practices, unless the principal has approved otherwise. Only non-marking runners may be worn in the gym. Approved PE uniforms can be purchased in the school office.
13. **Plagiarism/Academic Dishonesty:** Plagiarism is using ideas and words of others without clearly acknowledging the source of information. It includes the copying of other student's work and the lending of personal work to another student to copy. Plagiarism is a serious offence of academic dishonesty and will be taken seriously. For more details read the Plagiarism Policy to be found on the ECHS website.
14. **Prep Periods:** Students on prep are not to wander the hallways. They may use the Learning Commons, Student Commons or study rooms. They may only leave the school if they have signed out and with the principal's permission.
15. **Property Damage:** Students who inflict property damage (i.e., textbooks, furniture, lockers, windows, walls, posters, vehicles etc.) are liable to restore the damage or to pay for its restoration, at the discretion of the ECHS property committee.
16. **School Supplies:** Students are expected to have the required school supplies as published in the August *ECHS CONNECTION*.
17. **Smoking/Vaping:** Students are not allowed to smoke/vape or be in possession of cigarettes/vapes during school hours or at school-sponsored activities (see also ECHS Smoke Free Ontario Policy). The first infraction will result in two office detentions and informing of parents. The second infraction will result in a suspension. This policy has the following implications:
 - a. Since the smoking ban is in effect for the entire school day both on and off property, students who smoke/vape should leave their cigarettes/vapes at home.
 - b. Students who wish to participate on school teams or extended school trips or after school activities must follow the smoking ban that is in effect for the entire trip or activity.
 - c. The ultimate purpose of this policy is to encourage all students not to start smoking/vaping, and to encourage all smokers/vapers to quit.
18. **Staircases:** Only staircases on the ends of the north and south sides of the school are for student use. The elevator is only to be used with permission from the principal. The east emergency stairwell is off-limits to students except for emergency.
19. **Student Vehicles:** Vehicles are allowed to be used by students in the ECHS parking lot.
 - a. Vehicles cannot be used during class time or preps unless the driver has permission from the principal.
 - b. Drive slowly and cautiously (10kph).
 - c. Back into all parking spaces.
 - d. Traffic around the school is one-way. Obey traffic signs.
 - e. Pedestrians always have the right of way.
 - f. Use the Hwy. 6/Tower St. entrance only when entering and exiting the property.
 - g. Drivers may not take Grade 9 and 10 students in their vehicles during lunch.
 - h. Buses exit first at end of school day. All other vehicles must exit after them.

- i. Students who do not obey these rules will not be allowed to use the parking facilities.
- j. Students who come to school by bike may not use their bikes throughout the day unless they have permission from a teacher. Bikes should be locked in the designated bike racks.

20. Textbooks/Course Materials: If students have abused a textbook (or other course materials) during the school year, he/she will be required to pay for the damage to the text/item before receiving his/her report card. Any textbook/item not returned on the exam day of that class will be considered lost, and the student will pay replacement cost. Materials handed in late will be charged a \$5.00 administration fee.

21. Tuck Shop: Students can buy from the Tuck Shop only during lunch. The profits made by the Tuck Shop are used for funding Student Council activities.

SPECIFIC EXPECTATIONS FOR STUDENTS

When entering school property:	When entering the school building:	When entering the classroom:
<p>Students will:</p> <ul style="list-style-type: none"> • not have in their possession cigarettes/vapes, or other illegal substances like drugs, alcohol. • wear clothing that meets school standards of modesty and decency. • drive slowly (10 kph) in the parking lot and ensure they have backed into a parking space. • be courteous and interact with teachers and other students in a positive way to promote a safe environment. • show respect for the school building, school property, neighbourhood housing and stores. • be polite to strangers and school neighbours. 	<p>Students will:</p> <ul style="list-style-type: none"> • remove their caps, hats, hoods, sunglasses. • not wear earrings to school (boys only). • put away and leave all personal electronic devices in lockers. • place garbage and recycling in designated containers. • respect other students' possessions and lockers. • refrain from pushing and running. • listen for the bells and organize books and materials on time. • not disrupt any classes when walking through the halls. • respect the custodian, office administrator, and all teaching staff, coaches, referees, and any other guests or visitors to the school 	<p>Students:</p> <ul style="list-style-type: none"> • may drink in class as long as the drink is in a closed container and is not a distraction. • may not wear jackets and coats, except with permission from a teacher if there is a problem with the heating system in the classroom. • will be in the classroom before the second bell rings. • will organize books and materials so that they can be ready for work. • may move desks or adjust windows and blinds only after receiving permission from the teacher. • may not sit on the windowsills. • will listen when the teacher is talking or when a classmate is asking a question or doing a presentation. • will do assigned work without disrupting the class or other students. • will be in the designated lunchroom on time (9 and 10 only) and eat lunch while sitting in the desks. • may not use any personal electronic devices during class time.

BUS RULES

1. Passengers are not to ride on the bus other than on the one to which they have been assigned. Exceptions will be considered only if written requests have been made one day prior to the event, and if the bus driver grants permission. Do not assume permission has been granted as buses are near capacity.
2. Students are to be at their bus stop 5 minutes before scheduled pick-up time.
3. Be aware of the danger zone around the bus. The danger zone is anywhere close enough to the bus to touch it. The bus driver cannot see you when you are in the danger zone.
4. If students are to cross the road at their designated stop, never cross before the bus has come to a complete stop, and the cross arm has been extended. The bus driver will signal for you cross when he/she is sure that it is safe to do so.
5. Passengers are to take their seats promptly, and sit facing forward always. They must be seated always when the bus is in motion. Passengers should move only with driver's permission.
6. The emergency exit (rear door) shall not be used, except in case of an emergency.
7. Passengers must, always, keep their bodies and all parts thereof inside the bus.
8. No loud or annoying noises that may distract the driver's attention are permitted.
9. Swearing and foul language are absolutely prohibited.
10. No eating or drinking on the bus.
11. No litter is to be left on the bus or thrown from the bus.
12. No fighting or disturbances of any kind are permitted on the bus.
13. Feet are not allowed on the seats or backrests. Any wilful damage done to the bus by a student will be the responsibility of the student or his/her parents.
14. Passenger seating is to be arranged by the bus driver.
15. Passengers must be dressed to suit weather conditions.
16. Parents of children with chronic health problems are asked to please notify the transportation committee and they will inform the appropriate driver.

PINK SLIP POLICY

The bus driver has the authority (and is expected) to enforce the bus rules. If the student persists in behaviour contrary to the rules, the driver will admonish the student and use the following disciplinary procedure:

1. The driver will fill in a disciplinary form describing the misconduct. This form will be distributed to transportation committee and principal. Parents will be notified after 1st offence. After a 3rd offence, bus privileges will be suspended for one day.
2. Chronic misbehaviour and serious offences will be dealt with by the principal in consultation with the transportation liaison in an expedient manner, and may result in immediate suspension of busing privileges for a period.

DISCIPLINE CODE

Our school requires a sound, Christian approach to discipline. Since we by nature are prone to sin, students will misbehave. Teachers need to use discipline that:

1. Encourages and sustains positive behaviour
2. Restrains negative behaviour
3. Is based on the biblically sound principles of authority.

EXPECTATIONS FOR STUDENT CONDUCT

Our school was instituted for the instruction of covenant children. Through the covenant God promises everything, but also demands much in the way of thankful obedience. Instruction is part of that training in godliness which parents have promised to provide for their children. It follows therefore that the school as well as the home is part of the training ground for life within the covenant. Children have to learn to live what they are taught to confess. This demand to live obediently according to the demands of the covenant brings certain expectations of how children have to conduct themselves. At ECHS, students are expected to:

1. Demonstrate respect for and obedience towards the Word of God as it is taught in the school. This respect means that opinions, decisions, and conduct are submitted to the authority of the Scriptures. This submission includes a willingness to be corrected by the Word of God.
2. Demonstrate respect for and obedience to the teachers as those set in authority over them. This respect can be shown by addressing teachers by their proper titles, by speaking politely without backtalk, and by accepting and submitting to their instruction and discipline.
3. Demonstrate respect for their fellow students as fellow heirs in the covenant. This respect can be shown in the way they treat the person, property and feelings of others. Gossip and ridicule break down and destroy. Any type of bullying will be dealt with seriously.
4. Stand up for what is right in our life before the LORD. This may mean speaking out against wrong doing as well as encouraging peers in doing good.
5. Use language respectfully in service to God and their neighbour. Verbal abuse of any kind is sin and cannot be tolerated.
6. Dress in a manner that reflects they are followers of Christ.
7. Demonstrate respect for the school and for their own property by taking care of things entrusted to them and by leaving alone what does not belong to them.
8. Obey the school rules without complaining or trying to undermine them. Rules are there for the physical and spiritual well-being of everyone.
9. Admit and apologize for wrongdoing and accept the consequences that may follow.

EXPECTATIONS FOR TEACHER CONDUCT

1. The teacher does not work in isolation but is part of the covenant community. As a member of the community the teacher must connect with parents of the students. Use the phone or e-mail (Edsby) to communicate with parents, especially when the student is struggling academically or behaviourally.
2. The teacher is part of the staff team. Be a collegial team player, looking out for the benefit of one another, being positive, solution oriented, sharing in the extracurricular duties.

All teachers are expected to:

3. Clearly define to the students the expected academic and behavioural standards to be achieved in the classroom.
4. Spell out consequences for breaking #3 above. Be consistent and do not hand out punishment indiscriminately.
5. Set a proper example for the students in promptness, dress, language, neatness, relationships with others, and enthusiasm for the school and what it stands for.
6. Be properly prepared for each class in terms of organizing required materials, making full use of each class period, providing a variety of teaching-learning techniques and maintaining high expectations for student effort.
7. Make use of colleagues in handling discipline problems. This consultation should emphasize corrective action and suitable punishment.
8. Remember that most students behave properly most of the time. Remember and give recognition to these students. Isolate the negative minority and deal quickly and firmly with them.

9. Demand suitable student behaviour everywhere in the school. Proper discipline is a collective responsibility.
10. Speak positively of other teachers' handling of discipline. If there is a disagreement, the teacher should speak privately with the colleague before referring the matter to the principal.
11. Provide the principal with clear and objective information in cases of severe or prolonged discipline problems. Written documentation would be a great asset.
12. Contact parents and invite their support and help for the corrective action to be taken with their child. Remember that parents desire a close connection with their child's teachers.
13. Limit sending students out of class. If a student is sent out, he must stay by the classroom door and the teacher should talk to the student within reasonable time and admit the student back to class. It is assumed that if a student is sent to the office, the teacher could not resolve the matter but that it requires the attention of the principal.
14. Remember that punishment of students should be suitable to the seriousness of the students' action. Contact with the home, teacher-assigned detentions, re-writing assignments and referral to the office are some available options to teachers. Except in cases of self-defense, teachers are not to physically hit students.

PUNISHMENT

Teachers stand in the place of parents. When students do wrong at school, the teacher must correct them in love based on a true concern for their spiritual well-being. Punishments are corrective measures. As such, they must be just and appropriate for the nature of the offence as well as for the character and age of the student. Because all students are different it is neither possible nor right to punish them all in the same way. In some cases, a word of reproof is enough. Other forms of punishment may include classroom or office detentions, taking away a certain privilege, or giving them an additional assignment. Corporal punishment is not used. Any form of physical contact is not proper and must not take place.

The following corrective measures may be taken:

1. Counselling is the first step in dealing with misbehaviour. Such counselling of a student by a teacher can be immediate and informal.
2. Unacceptable behaviour will result in a student losing his/her privilege in taking part in intra-mural sports, school teams, clubs, school trips, and off property privilege.
3. Teachers may give a classroom detention if a student fails to complete his/her work, or is inattentive or disruptive in class. The main purpose of a class detention is for the student and teacher to review the reason and solution for the student's misbehaviour.
4. Repeated misbehaviours in class, serious offences, and any breaking of general school rules are to be brought to the attention of the principal by means of a written report. The principal has the following options in dealing with discipline:
 - i) The first step should be a conversation to see if the problem can be quickly resolved or if there is a misunderstanding between a student and a teacher.
 - ii) The principal will contact the parents if there has been a serious infraction or when a less serious infraction is repeated. Parents are also contacted by phone or email if a student is accumulating too many office detentions.
 - iii) Office detentions can be assigned for lateness to class and repeated lateness of assignments and homework, truancy, breaking of general school rules, and major or repeated disruptions in class. Office detentions have precedence over all other school activities. A detention is intended to inconvenience the student and to deter him from future actions that might result in additional detentions.
 - iv) Three office detentions will result in an after-school detention, where the students will be dismissed at 5:00 p.m. Six office detentions (two after school detentions) will result in a one-day suspension. The accumulated office detentions will apply to one semester only, with a clean slate for the next semester.
 - v) Detentions received from substitute teachers are automatically classified as office detentions.

When students do not respond to discipline as they should, the school will take stronger measures to protect the school as a reformed community and to correct these children who persist in disobedience. These measures are suspension and expulsion.

SUSPENSION POLICY

The principal has the authority to suspend a student. A student will be suspended under the following circumstances:

1. If he/she commits a flagrant act of disobedience such as swearing, cursing, fighting, bullying, plagiarism, forgery, filthy talk, gestures, or notes, vandalism or theft, smoking. A serious offence could result in an immediate suspension. Otherwise the first two offences will result in an office detention with notification of parents. The third offence will result in suspension, the length to be determined at the time.
2. If he/she continually disobeys and undermines the rules of the school and the authority of the staff despite repeated classroom detentions. (See student rules.)

RESPONSIBILITY OF PRINCIPAL:

1. The principal will inform the parents of the cause, duration, and implications of the suspension via a telephone call on the day that the suspension is issued.
2. The principal will inform the Education Committee about all suspensions.
3. The principal has the authority to extend the suspension if proper apologies have not been made.

RESPONSIBILITY OF PARENTS:

1. Parents will see to it that the time spent at home as the result of the suspension is not turned into a holiday. The student must also experience the discipline of his/her parents. Parents should arrange to have the student telephone a reliable classmate for homework assignments.
2. One or both parents must bring the student back to school at the end of the suspension period and personally see to it that the student apologizes to all parties involved. This is the most crucial part of the suspension procedure and should be carefully prepared and carried out.

IMPLICATIONS FOR THE STUDENT:

A suspension means that the student:

1. Will receive a zero grade for all tests and assignments missed;
2. Will possibly experience some difficulty with subsequent school work because of missed lessons;
3. Will be entirely responsible for making up and understanding work missed; and
4. Will have to apologize sincerely for the misdemeanor(s) which led to the suspension and show amendment of his/her ways afterwards.

EXPULSION POLICY

When a student deliberately and persistently refuses to act in a Christian manner and threatens the spiritual, emotional and physical well-being of other students and/or teachers, then s/he does not belong at our school. When there is no longer a willingness to accept and respond to correction, then such a student must be removed from the school through a formal expulsion. The purpose of expulsion, like that of suspension, is correction - an amendment of life and change of heart - so that the student can be received back into the school community after the expulsion period set by the School Board.

The steps for expulsion are as follows:

1. Except for cases of flagrant abuse or crime, there will be a period during which the student will be admonished and perhaps suspended. The staff will consult with the parents about the behaviour or attitude of their child. The principal will inform the Education Committee of any actions taken.
2. When the staff deems that a student no longer responds to correction and that his/her presence threatens the well-being of others, then the principal will inform the School Board and Education Committee of the need to proceed with expulsion.
3. The School Board will proceed with formal expulsion by visiting the parents and setting the length of time for which a student will be expelled. Normally an expulsion will last the duration of the current school year.
4. Re-entry to school will take place via an interview which includes the parents and student and staff and school board representatives after the set expulsion period. This interview must satisfy all parties concerned of the student's willingness to show amendment of past behaviour and to submit to the demands of covenantal living.

PLAGIARISM POLICY

INTRODUCTION

Plagiarism:

Plagiarism is using others' ideas and words without clearly acknowledging the source of the information. Specifically, plagiarism includes:

1. the copying of published materials without giving credit;
2. copying parts or all of another student's assignment/homework that was to have been done individually
3. and/or lending an assignment/homework to another student to copy

Whether this happens accidentally or deliberately, it is an illegal and unacceptable practice.

Failure to correctly cite sources includes:

Where the ideas of another are paraphrased or interpreted, quotation marks cannot be used. However, the source must be fully and accurately identified. While each instructor who assigns a paper, report or examination may direct students to a particular style for footnote and bibliographic documentation, the rules noted above must be followed. Ignorance here or in any other part of the code is no excuse.

PREVENTATIVE MEASURES (FOR TEACHERS)

1. *Educate*

1. The primary way to catch plagiarism is to educate about what it is. If students know what it is, they can avoid it.
2. Students often use plagiarism as a way of defending themselves from their own laziness or procrastination; however, if they know about it, and know that you're aware of it, then there will be less of a desire to take this route.
3. Any sequence of words taken verbatim from another source which is not the original work of the student must be enclosed in quotation marks, and its source fully and accurately identified. Such material must be quoted accurately.

2. *Restrict the content of the assignment*

1. Assignments that are restricted in content or are narrowly defined for a certain subject will allow for very specific information; therefore, it would be difficult for a student to plagiarize.

3. *Take it step-by-step*

Require that students hand in various aspects of their projects, such as:

1. the outline will tell the teacher the topic, sub-points, and sources that will be used for the project.
2. The rough draft (perhaps written) will allow the teacher to analyze the content of the report and the value of the sources being used.
3. the final draft will be the culmination of the project, scrutinized previously so that plagiarism is nearly impossible to miss.

4. *Assign a research presentation*

1. Have students do the research behind the scenes and present material to the class.
2. Stipulate that no written notes are to be allowed while presenting.
3. Use of this method will ensure that students are reformulating what they have read, putting things into their own words.
4. Require a supplemental bibliography or written notes in order to evaluate the sources of information being presented.

5. *Hand out course packs*

1. Give the students the information they will need in order to complete an assignment. Although this takes more preliminary time on the teacher's part, it may prevent headaches later on.
 - i. the teacher needs to pick up and distribute topics to the students.
 - ii. the teacher hands out pre-made course packs of information on the topics
 - iii. students use only what is in the course pack to create their report.
2. If this method is used, the teacher knows exactly what information is in the course pack, and therefore, plagiarism can be caught immediately.

6. *Sources*

Students will still need to write up a bibliography or sources, so it is important for the teacher to include all pertinent information of this sort.

If any of these steps are missed, plagiarism and cheating have a chance - so insist on all of them.

CONSEQUENCES OF PLAGIARISM

The consequences for students who have plagiarized have been detailed below. All plagiarized assignments will result in failure or "0". Additionally:

- First offense: The teacher will contact the parent(s) and explain the incidence and the resulting mark (0 or failure). An office detention will be given.
- Second offense: A second offense will result in a one-day suspension. This suspension will be treated as a regular disciplinary infraction.
- Third offense: A third offense will result in a minimum two-day suspension. This suspension will be treated as a regular disciplinary infraction.

The student who plagiarises will run the risk of losing their credit in the subject as well.

If plagiarism is discovered after a course is complete, the earned credit may be revoked.

OTHER ACADEMIC DISHONESTY

Copying during a test includes:

- a) Using hidden notes.
- b) Copying from another students' paper.
- c) Asking another student for an answer.
- d) Giving answers to another student verbally or by letting him/her see test answers.
- e) Power translators.
- f) Unauthorised use of cell phones and other electronic devises.

These offenses will result in a zero on the test or quiz or translation assignment, and contact with the parents.

Last Updated: August 2019

CONCUSSION POLICY

The ECHS staff and board of directors recognizes the importance of maintaining a safe learning environment for all students, including during health and physical education classes, extracurricular activities and interschool sports competition. This concussion policy was developed to ensure alignment with current Ontario legislation (Rowan's Law—Concussion Safety) and the Ontario Ministry of Education Policy/Program Memorandum No. 158.

Concussion Awareness

Concussion is the term for a clinical diagnosis that is communicated by a physician or a nurse practitioner. School staff, board staff, or volunteers cannot make a concussion diagnosis, but must advise students who are suspected of having sustained a concussion and their parents to seek a medical assessment by a physician or a nurse practitioner. The definition of concussion given below is adapted from the definition provided in the concussion protocol in the Ontario Physical Activity Safety Standards in Education.

A concussion:

- is a brain injury that causes changes in the way in which the brain functions and that can lead to symptoms that can be physical (e.g., headache, dizziness), cognitive (e.g., difficulty in concentrating or remembering), emotional/behavioural (e.g., depression, irritability), and/or related to sleep (e.g., drowsiness, difficulty in falling asleep);
- may be caused either by a direct blow to the head, face, or neck or by a blow to the body that transmits a force to the head that causes the brain to move rapidly within the skull;
- can occur even if there has been no loss of consciousness (in fact, most concussions occur without a loss of consciousness);
- cannot normally be seen by means of medical imaging tests, such as X-rays, standard computed tomography (CT) scans, or magnetic resonance imaging (MRI) scans.

Research demonstrates that a concussion can have a significant impact on an individual – cognitively, physically, emotionally, and/or socially. Most individuals with a concussion get better in one to four weeks, but, for some, the healing process may take longer. It is possible for a concussion to have long-term effects. Individuals may experience symptoms that last for months or even years – symptoms such as headaches, neck pain, or vision problems. Some individuals may even experience lasting changes in their brain that lead to issues such as memory loss, difficulty concentrating, or depression. It should also be noted that if an individual suffers a second

concussion before they are free from symptoms sustained from the first concussion, this may lead to “second impact syndrome”, a rare condition that causes rapid and severe brain swelling and often has catastrophic results.

At ECHS, effort will be made to regularly educate staff, students, and parents on the importance of concussion prevention and safety. Concussion signs/symptoms and protocol review material will be placed prominently in the staffroom and the entrance to the gymnasium. These materials will also be placed on the website and this concussion policy will be included in student/staff handbooks.

All individuals involved in athletics at ECHS will be expected to complete, yearly, an ECHS Concussion Code of Conduct, including review of the Ontario Government *Concussion Awareness Resource: Rowan’s Law* e-booklet and video (<https://www.ontario.ca/page/rowans-law-concussion-awareness-resources>). It is the responsibility of the ECHS athletic director to ensure that all participants in ECHS PE and athletic activities complete these codes of conduct annually.

Additionally, concussion-related and other sports-related first-aid training and professional development will be encouraged and financially supported for relevant staff and coaches as needed.

Concussion Removal-from-Sport Protocol

If a teacher supervisor or coach suspects a student of receiving a concussion that student shall be removed from sport and other physical activity immediately (sport = training, practice, competition, class). It is the teacher-in-charge’s responsibility to communicate this decision to student, coach, and parents/guardians.

Suspicion of concussion will be determined by the teacher supervisor or coach observing **one or more** of the following signs or symptoms of concussion. These signs or symptoms might show up right away after a blow to the head, face, neck, or body, or they might show up hours or even days later. (Note: most people with a concussion **do not** lose consciousness).

Common signs and symptoms, in conjunction with a blow to the head, face, neck, or body:

<p>Physical</p> <ul style="list-style-type: none">● Headache● Pressure in the head● Dizziness● Nausea or vomiting● Blurred vision● Sensitivity to light or sound● Ringing in the ears● Balance problems● Tired or low energy● Drowsiness● “Don’t feel right”	<p>Cognitive (Thinking)</p> <ul style="list-style-type: none">● Not thinking clearly● Slower thinking● Feeling confused● Problems concentrating● Problems remembering <p>Emotional</p> <ul style="list-style-type: none">● Irritability (easily upset or angered)● Depression● Sadness● Nervous or anxious <p>Sleep-related</p> <ul style="list-style-type: none">● Sleeping more or less than usual● Having a hard time falling asleep
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Upon suspicion of concussion both the principal and parents/guardians of the student shall be notified that same evening. Upon removal from activity by the observation of one or more signs or symptoms of concussion the student shall not return to sport or physical activity at the school until the return-to-sport protocol (below) has been satisfied. The principal is responsible for ensuring that a student does not return to sport until the return-to-sport protocol has been satisfied whether or not the injury occurred at school.

Emergency situations: Call 911 if the person is unconscious, has lost consciousness or had a seizure.

Concussion Return-to-Sport Protocol

An athlete who has sustained a concussion or is suspected of having sustained a concussion will not return to sport or physical activity at ECHS until the principal is satisfied that both of the following have approved a return-to-sport in writing.

- Parent / guardian
- Medical official (note from a physician or nurse practitioner)

The school will support a **gradual** return to school and sport activities, in consultation with parents/guardians, medical officials, and the learning assistance coordinator if necessary.

The principal is responsible to communicate this decision to relevant school staff.

Last Updated: April, 2021

GRADUATION AWARDS

Every year at the grade 12 graduation ceremonies, eligible students receive awards and bursaries in recognition of specific achievements and/or to pursue post-secondary studies.

The following are awards and bursaries awarded by ECHS and supporters of ECHS.

- The **Honours Achievement Award** is based on a student's personal academic standing. All those who have attained an average of 80 percent or better in all courses (including Bible, academic or applied levels) throughout the 4 high school years are the honoured recipients of this award.
- This year we are pleased to once again offer the **Royal LePage RCR Realty Business Excellence Award**. This award is presented to the ECHS graduate who has successfully enrolled in a university or college level business program, and who has achieved the highest standing of these students in all Grade 12 level courses, including Bible.
- **Post Farm Structures Award** is a monetary award provided to stimulate students to study further in the area of construction. This award is given to the ECHS graduate who has successfully enrolled in a college-level program in the field of construction-technology and who has attained the highest average of these students in all grade 12 level courses, including Bible. If no student is enrolled in a college-level program at the time of graduation, then a student successfully enrolled in an apprenticeship program in the area of technology or a trade will be considered. The award will be given upon proof of successful enrollment in the program as long as proof is provided no later than 1 year after the date of graduation.
- Fergus District Horticulture Society offers the **Fergus Thistle Award**, named thus in recognition of the Scottish thistle, as a monetary award provided to a grade 12 student who has been accepted into a course of post-graduate study at a college or university, or is enrolled in a formal apprenticeship course, in horticulture, agriculture, or arboriculture, (environmental science if none are in the above categories, but then FDHS needs to be advised) and who has the highest average academic grades in the current year of those eligible.
- The **Wightman Family Bursary** is a monetary bursary awarded to graduating students who are pursuing post-secondary education in the fields of information/ communications technology, engineering technology, telecommunications, environmental studies, sustainability, or a related field. The successful recipient(s) actively display(s) the following qualities and standards: Proven demonstration of social and community involvement, volunteerism, community-minded, exemplary strong leaders within their peer group, environmentally-conscious with a focus on sustainability.
- The **Ashley's Music Studio Music Appreciation Award** is a monetary award provided to celebrate students' musical achievement and to stimulate students to study further in the area of music. This award is given to the ECHS graduate who has demonstrated a genuine interest and love for music at ECHS, has excelled in the music program through participation in at least 1 senior music course, as well as in extra-curricular musical activities such as ECO, musical productions, or private music instruction, and has successfully enrolled in a post-secondary program in the field of music. If more than one student fit the above criteria, then the most deserving student is decided by selecting the highest average mark in music courses. If no student is enrolled in a post-secondary program at the time of graduation, then an appropriate student fitting the other criteria is chosen by staff.
- The **Jordan Hutchinson Memorial Academic Proficiency Award** was set up in honour of former ECHS student, Jordan Hutchinson, to promote university level, post-secondary education among the ECHS student body. It is presented to the student who has achieved the highest standing in the top six Grade 12 university level courses, and who is enrolled at the university level.

- The **L. Martin Toet Memorial Athletics Scholarship** was created to annually benefit “two graduands, one male and one female, who have enrolled in full-time post-secondary college or university, and who have shown during their four high school years, a strong commitment, loyalty, and leadership in the sports program.” More specifically, the recipient must have participated in extra-curricular sports activities each year of high school, exhibited a high level of commitment to both practices and games, fulfilled additional service and leadership roles to help the ECHS athletic program, recognize and carry the balance between academics and athletics, and exhibited positive qualities both on and off the court/field, including teamwork, ambassadorship, respect, fair play, and sportsmanship. The award is offered at graduation but the money is given only to the selected student upon receipt of proof of successful completion of the first year of post-secondary studies and enrollment in 2nd year studies.
- Every recognized high school in Canada receives a **Governor General’s Award** each year. This award is given to the student who has the highest average of all Grade 11 and 12 courses based on the transcript of courses sent by each school to the Ministry of Education.
- **The Lieutenant Governor’s Community Volunteer Award** is awarded to the grade 12 student who has gone above and beyond the required hours of service, accumulating the highest number of approved volunteer hours throughout his or her four high school years.
- The **Golden Eagle Award** is awarded each year to one or more students who are involved in extra-curricular activities at an exceptional level. Each year, coaches and activity leaders award points to students based on their level of participation in each club or team. These points are tallied over the course of a students’ four years of high school, and those who reach a set number of points by the end of Gr. 12 are awarded the Golden Eagle Award.
- The ECHS Board offers the **Citizenship Award** to highlight the qualities of service. The student who receives this award must “promote the school in a positive and active way.”
- The **Stewardship Award** is awarded by the Board to the student who “has used his or her talents to the fullest.”

ECHS COURSE CALENDAR

INTRODUCTORY NOTES ON COURSES

1. Curriculum Streaming

In Grade 10 at ECHS, students will choose courses in History, English, Mathematics, and Science from two streams: Academic and Applied. In Grades 11 and 12, students will choose from four destination-related types of courses: University Preparation, University/College Preparation, College Preparation, and Workplace Preparation.

Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications as appropriate.

Applied courses develop students' knowledge and skills by emphasizing practical, concrete applications of the essential concepts while incorporating theoretical applications as appropriate.

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

University/College Preparation courses include content that is relevant to both university and college programmes.

College Preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college programmes.

Workplace Preparation courses are designed to equip students with the knowledge and skills they need for direct entry into the workplace or for admission to apprenticeship programmes offered in the community.

Open courses are appropriate for all students and are not linked to any post-secondary destination.

2. Learning Assistance Program

For students who need special help in meeting curriculum expectations, including English language learners, accommodations and/or modifications may be developed at the school's discretion. Educational assistance is available for students who need more assistance in their learning than the classroom teacher is able to provide. See also a detailed description of the LAP Program earlier in this document.

3. Considerations in Selecting Programmes

In selecting their programme, students should be guided by such considerations as interest, aptitude, requirements of post-secondary institutions, and career choice. They should not take certain courses because they seem easiest. If they do, they may be left with an accumulation of credits that will not help them in qualifying for post-secondary education or in obtaining suitable employment. Success in job application and admission to post-secondary institutions will often be determined by the courses students have taken, the level of difficulty they have maintained, and the marks they have received. In other words, a high school diploma is not in itself the key that opens the door to acceptable employment or further education. Colleges and universities as well as many potential employers demand not simply a diploma but require an actual transcript of courses, levels, programmes, and marks. Students should keep this in mind from the start of their high school career. Above all, students should recognize that everyone has been granted talents and given the responsibility to use them to the utmost of his or her ability in obedience to God's Word.

4. Course Codes

A course code consists of five characters. They are assigned by the Ministry of Education and are used in all Ontario secondary schools. A code indicates the following information:

<p>Characters 1 – 3: Subject area and course</p> <p>Character 4: Grade: 1 = 9 2 = 10 3 = 11 4 = 12</p>	<p>Character 5: <i>Streams:</i></p> <p>W = De-streamed D = Academic P = Applied U = University Preparation M = University/College Preparation C = College Preparation E = Workplace Preparation O = Open</p>	<p>Example: AMU30 AMU = Music 3 = Grade 11 O = Open</p>
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5. Credits

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. (Unless otherwise indicated, all courses listed in this calendar are worth one credit each.)

6. Final Marks

In any course, assessments and evaluations conducted throughout a semester will account for 70% of the final mark; 30% will be based on an examination and/or final culminating activity.

7. Cancellation of Courses

Minimum enrolment needed to offer a course at Emmanuel is 6 students. If fewer than 6 students enrol, the principal may choose to offer the course anyway, with the concurring advice of the vice-principal and Education Committee.

8. The Certificate of Accomplishment

According to Ontario law, students are required to remain in secondary school until the student has reached the age of eighteen or has obtained an Ontario Secondary School Diploma (OSSD) – see also the next section for more details about requirements.

Students who leave school before fulfilling requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment. This Certificate is a means of recognizing a student's participation in the secondary school program, especially for those students who plan to take certain types of vocational programs or further training for employment after leaving school.

A student may return to school or take additional credit courses after receiving the Certificate. The student's transcript (OST) will be updated, but a new Certificate of Accomplishment will not be awarded when the student leaves again.

A student who receives the Certificate and chooses to return to study at the secondary level may earn the OSSC and/or the OSSD after fulfilling the appropriate credit requirements.

9. Reporting Student Achievement

The school will communicate formally with parents by means of two report cards per semester sent home with students at the mid-point and at the end of the semester. In addition, all student marks are accessible on Edsby by both students and parents at any time.

This student evaluation is the result of judging the quality of a student's work based on established achievement criteria. The reports will include percentage grades and comments about work habits. The reports also show the number of community involvement hours the student has earned, and whether or not the student has successfully completed the provincial literacy test (OSSLT).

For the two final report cards, the school will adopt the Ministry of Education's directive that "seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course."

The dates for examinations are included in the School Year Calendar. Parents are asked not to plan trips or vacations around these time frames. Students who miss examinations without a doctor's note explaining medical reason for not being able to write an exam, will receive a mark of zero, and this will be used in the calculation of the final mark.

10. Ontario Student Record

- The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act.
- The OSR folder contains achievement results, credits earned, and other information important to the education of the student.

11. Ontario Student Transcript

- The Ontario Student Transcript (OST) is a provincially standardised document that provides a comprehensive record of a student's achievement in secondary school.
- The credits that a student has earned towards fulfilment of the requirements for graduation will be recorded on the OST.
- In Grades 9 and 10, the student's achievement with percentage grades earned and the credits gained are recorded for successfully completed courses.
- In Grades 11 and 12, the student's achievement for all courses taken or attempted is recorded, showing percentage grades earned, credits granted, (if successful), or "W" for "withdrawn from course." Students repeating a course for which they have already received a credit will have all marks recorded, but only one credit granted. Students who withdraw from a course within 5 instructional days following the issue of the first provincial report card will NOT have the "W" withdrawn code recorded on the OST.

- Identification of any course that has been substituted for a compulsory course will be made. Also, confirmation that the student has completed the mandatory requirements of Community Involvement and the Ontario Secondary School Literacy Test will be noted.
- Students transferring in from home schooling, a non-inspected private school, or a school outside Ontario will be granted “equivalency credits” using the ECHS “Equivalent Credit Form” (completed form will be included in the OSR); credits are recorded on the OST with the code “PLE” and “EQV” will be recorded instead of a grade.

12. Literacy Test

Students will normally write the Ontario Secondary School Literacy Test (OSSLT) during the first or second semester of their grade 10 year. Accommodations are available for those who need them, via the Learning Assistance Program (LAP). Students who unsuccessfully attempt the OSSLT are eligible to register in the Ontario Secondary School Literacy Course (OSSLC) offered by ILC, as long as they have been eligible to write the OSSLT at least twice.

13. Community Service Hours

All students must complete a minimum of 40 hours of volunteer community service before they graduate as a requirement to earn the OSSD. The main responsibility for organizing the program and making the required contact lies with the student and the parents. The purpose of this government-initiated program is to encourage students to develop awareness and understanding of civic responsibility and the role they can play in strengthening their local communities. Full details of the program (including suggestions of possible activities, a list of ineligible activities and recording forms) are available on the ECHS website. Students may begin completing these hours immediately after completion of Gr. 8. **Note:** doing unpaid work for a for-profit organization is not eligible; further, community service hours may not be completed during hours of the day that a student is to be in class. In other words, students may not take time off school to complete community service hours.

14. Other Ways to Earn Credits

When it is appropriate, students will be helped to plan a program that can include alternative ways of earning credits, for example:

- Summer or night school courses in a publicly funded school
- Independent Learning Centre (ILC) courses
- Prior Learning Assessment and Recognition (PLAR)

15. Substitution for Compulsory Credits

In order to ensure that all students can qualify for the secondary school diploma, substitutions can be made for up to three compulsory courses. The courses used for substitution must be taken from the list of compulsory courses. A substitution is made only if the student’s educational interests are best served by the substitution. The decision is the responsibility of the school Principal.

16. 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. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools and inspected private schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the principal, who grants credits. PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work or a quiet environment provided for activities. The PLAR process developed by a school board in compliance with ministry policy 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. Assessment instruments for this process must include formal tests (70 per cent of the final mark) and a variety of other assessment strategies appropriate to the particular course (30 per cent of the final mark). Such strategies may include the evaluation of student work, including written assignments and laboratory work, and observation of student performance. Determining equivalency involves the assessment of credentials from other jurisdictions. Principals will determine the number of credits, including compulsory credits that a mature student needs in order to meet diploma credit requirements.

17. Assessment and Evaluation of Student Achievement

Assessment and Evaluation Strategies

The main purpose of assessment and evaluation is to improve student learning. Information gathered helps teachers identify students' strengths and those areas needing improvement.

Assessment is the process of gathering information from a variety of sources, including assignments, demonstrations, projects, performances and tests. This information should demonstrate how well students are achieving curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time. In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- address both what the students learn and how well they learn;
- are based on the categories of knowledge and skills and on the achievement-level descriptions given in the achievement chart that appears in the curriculum policy documents for each discipline;
- are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- are fair to all students;
- ensure each student is given clear directions for improvement;
- promote students' abilities to assess their own and others' learning and to set specific goals;
- include the use of samples of students' work that provide evidence of their achievement;
- are communicated clearly to students and parents at the beginning of and at other appropriate points throughout the course.

Achievement Levels

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organized into four broad categories of knowledge and skills:

- knowledge/understanding;
- thinking/inquiry;
- communication;
- application/making connections.

The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain descriptions of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices.

The achievement levels will enable teachers to make consistent judgments about the quality of students' work and to give clear and specific information about their achievement to their parents.

The achievement levels are associated with percentage grades and defined as follows:

80 to 100%	Level 4: a very high to outstanding level of achievement above the provincial standard
70 to 79%	Level 3: a high level of achievement, at the provincial standard
60 to 60%	Level 2: a moderate level of achievement but approaching the provincial standard
50 to 59%	Level 1: a passable level of achievement, below the provincial standard
below 50%	Insufficient achievement of the curriculum expectations, no credit granted

18. Waiving prerequisites

Prerequisites for courses may be waived by the principal. The prerequisite will only be waived after consultation with the parent, student and appropriate school staff.

19. Changing Course Types

Typically, students will follow a particular course type pathway, for example, traveling from applied courses in Gr. 10 into open and college-preparation courses in Gr. 11-12, or traveling from academic courses in Gr. 10 into university- or university/ college-preparation courses in Gr. 11-12. However, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. See PLAR (#16) or Waiving prerequisites (#18) above for more details.

20. ILC (and other distance education) Courses

Distance education courses, offered by the Ministry of Education as Independent Learning Centre (TVO-ILC) Courses, or any other distance education courses, are available to ECHS students only if the course requested is not offered at ECHS, but is required for the students' post-secondary school program. The student, with the endorsement of his or her parents, would need to present a detailed request clearly showing the need for taking the non-ECHS course. Requests will be considered by the guidance teacher and the principal and a determination will be made by the principal, after consultation with the student and his or her parents. ECHS is committed to a reformed Christian perspective in its courses and ECHS students are expected to take their courses taught from this perspective.

If permission is granted to take non-ECHS calendar courses because ECHS cannot offer the required course for a student's post-secondary program, ECHS will reimburse the student for the approved course cost upon successful completion of the course. If the course is selected for any other reason, such as making up for a failed credit, the cost for the course is the responsibility of the student.

21. Co-operative Education Program

Beginning in the 2022-23 school year, ECHS will participate in the Edvance OYAP Program for Independent Schools. Additionally, beginning in the 2022-23 school year, the co-op program will be expanded to include Gr. 12 students in BOTH 1st and 2nd semesters. Then beginning in 2023-24 school year, the co-op program will be expanded to Gr. 11 students as well. However, a cap will be applied such that ECHS students may not take more than 4 credits of co-op as part of their 30 credits toward their OSSD diploma. For more information about Co-op and OYAP, speak to the ECHS guidance counsellor.

22. Guidance and Career Education Programs and Course Selection Policy

Every effort is made to assist students in choosing courses that are in the best interest of the students. All students must complete the provincially mandated grade 10 Careers Course. Students (and parents) in grades 10 and 11 are typically invited to an annual guidance open house with school staff to support education planning and the course selection process. Additionally, students in grades 11 and 12 will have regular conferences with the school's guidance counsellor. Grade 12 students will receive extra support in making choices about post-secondary options and applying to college and university. In the fall parents with students in grade 12 have the opportunity to meet with the guidance counsellor and principal (during regularly scheduled parent-teacher interviews) to receive more information about post-secondary options. Important and related links can be found on the school's Edsby platform as well as using the *myBlueprint* web service. The Individual Pathways Plan is another resource available to students in consultation with Guidance.

23. Course Selection Policy

Unless there are compelling reasons for students to change their course selections, they will not be changed after course selection sheets have been signed by parents and returned to the school. Course Change Requests will be considered (via the form for that purpose) in consultation with parents and teachers concerned and will be determined by the principal. Requests for changes after a semester has begun will be considered only for very exceptional circumstances, and never after the first week of class in the semester.

24. Other Supports and Resources

ECHS has a dedicated computer lab which is kept up-to-date with modern IT infrastructure, hardware, and software. Additionally, students have access to Chromebooks both in the Learning Commons and on mobile lab carts. The library is situated adjacent to the Learning Commons as an additional resource to support student learning.

For additional community resources and supports available, contact the school office or student services department for more details.

25. Online Learning Graduation Requirement Exemption

Principals of inspected private schools may exempt all students of the school from the online learning graduation requirement if, in the principal's opinion, the online learning graduation requirement strongly conflicts with the religious or educational mission of the school, and the school holds the Ontario Student Record for each student.

The board and administration of ECHS has decided to exempt students of ECHS from the online learning requirement. Our school is committed to assisting the parents of our supporting church communities raise their children in the fear of the Lord. As such the community supports an in-person educational platform where curriculum is infused with a Reformed Christian world view and taught by teachers who share our core religious values. Having a portion of that education provided outside the school setting is not in line with our school's core mission. Further, having our students taught by instructors who are not members of our church communities goes against the founding principles of our school society.

This rationale will be included in the Ontario Student Record of each student at the school. It will be recorded on the student transcript as "Online Graduation Requirement – N/A".

DIPLOMA REQUIREMENTS

MINISTRY OF EDUCATION REQUIREMENTS FOR THE GRANTING OF DIPLOMAS AND CERTIFICATES

1. The Requirements for the Ontario Secondary School Diploma (OSSD)

Students must meet the following requirements to obtain the Ontario Secondary School Diploma:

Compulsory Credits (total of 18)

- 4 credits in English (1 credit per grade)
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
- 2 credits in Science
- 1 credit in Canadian History (Grade 10)
- 1 credit in Canadian Geography (Grade 9)
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a second language
- 0.5 credit in Career Studies and 0.5 credit in Civics

and

- 1 additional credit in English, or French as a second language, or a Native Language, or FNMI Studies, or classical studies & international languages, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or co-op
 - 1 additional credit in health and physical education, or the arts, or business studies, or French as a second language, or co-op
 - 1 additional credit in science (Grade 11 or 12), or technological education, or French as a second language, or computer studies, or co-op
- Note: of the compulsory “additional credits” described above, a maximum of 2 credits in French as a second language can count as compulsory credits, and a maximum of 2 credits in cooperative education can count as compulsory credits.*

Optional Credits (total of 12)

Community Involvement Activities

Students must complete a minimum of 40 hours of community involvement activities. These activities may be completed any time during their years in the secondary school programme including the summer prior to entering grade 9. ECHS requires hours to be submitted to the office by June 1st in their current school year for the hours to be added to their school record. Any hours outside of the summer prior to, and during the current school year will not be eligible after June 1st.

The Ontario Secondary School Literacy Test (OSSLT)

Students will normally take this compulsory literacy test, administered by EQAO, when they are in Grade 10. It is based on the Ontario curriculum expectations for language and communication—particularly reading and writing—up to and including Gr. 9.

Online Learning Graduation Requirement

ECHS Students are exempt from the newly mandated 2 online learning credits. For more information, see the previous page.

2. The Ontario Secondary School Certificate

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario School Diploma, if 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, Computer Studies, or Technological Education

Optional Credits (total of any 7)

3. 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.

COURSE DESCRIPTIONS

INTRODUCTION

Some of the course descriptions in this publication are abbreviated versions of the official descriptions prepared by the Ontario Ministry of Education. Complete information about all courses and prerequisites may be obtained from the school. Ontario curriculum policy documents are available online at www.edu.gov.on.ca/eng/. Complete course outlines are available from the school office/administration.

The flow charts show the sequence in which courses are normally taken. A solid arrow (→) pointing to a course indicates that you are permitted to take this course only if you have completed the prerequisite, i.e., the course which precedes it in the given sequence.

THE ARTS



Music

AMU10 – Music

Grade 9, Open

This course emphasizes the creation and performance of music at a level consistent with previous experience and is aimed at developing technique, sensitivity, and imagination. Students will develop musical literacy skills by using the creative and critical analysis processes in composition, performance, and a range of reflective and analytical activities. Students will develop an understanding of the conventions and elements of music and of safe practices related to music, and will develop a variety of skills transferable to other areas of their life.

AMU30 – Music

Grade 11, Open

This course develops students' musical literacy through performance and the preparation and presentation of music productions. Students will perform works at a level consistent with previous experience. Independently and collaboratively, students will use current technology and the creative and critical analysis processes to plan, produce, present, and market musical productions. Students will respond to, reflect on, and analyse music from various genres and periods, and they will develop skills transferable to other aspects of their life and their careers.

Prerequisite: None

AMU3M – Music

Grade 11, University/College Preparation

This course provides students with opportunities to develop their musical literacy through the creation, appreciation, analysis, and performance of music, including traditional, commercial, and art music. Students will apply the creative process when performing appropriate technical exercises and repertoire and will employ the critical analysis processes when reflecting on, responding to, and analysing live and recorded performances. Students will consider the function of music in society and the impact of music on individuals and communities. They will explore how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 9 or 10, Open

AMU4M – Music

Grade 12, University/College Preparation

This course enables students to enhance their musical literacy through the creation, appreciation, analysis, and performance of music. Students will perform traditional, commercial, and art music, and will respond with insight to live and recorded performances. Students will enhance their understanding of the function of music in society and the impact of music on themselves and various communities and cultures. Students will analyse how to apply skills developed in music to their life and careers.

Prerequisite: Music, Grade 11, University/College Preparation

Visual Arts

AVI10 – Visual Arts

Grade 9, Open

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

AVI20 – Visual Arts

Grade 10, Open

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

Prerequisite: None

AVI30 – Visual Arts

Grade 11, Open

This course focuses on studio activities in one or more of the visual arts, including drawing, painting, sculpture, photography, printmaking, collage, and/or multimedia art. Students will use the creative process to create art works that reflect a wide range of subjects and will evaluate works using the critical analysis process. Students will also explore works of art within a personal, contemporary, historical, and cultural context.

Prerequisite: None

AVI3M – Visual Arts

Grade 11, University/College Preparation

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g., photography, video, computer graphics, information design).

Prerequisite: Visual Arts, Grade 9 or 10, Open

AVI4M – Visual Arts

Grade 12, University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Prerequisite: Visual Arts, Grade 11, University/College Preparation

Drama

ADA30 – Drama

Grade 11, Open

This course requires students to engage in dramatic processes and the presentation of dramatic works, and emphasizes the application of drama skills in other contexts and opportunities. Students will interpret and present works in a variety of dramatic forms, create and script original works, and critically analyse the processes involved in producing drama works. Students will develop a variety of skills related to collaboration and the presentation of drama works.

Prerequisite: None

BUSINESS STUDIES, COMPUTER STUDIES & TECHNOLOGICAL EDUCATION

Business Studies and Information/Communication Technology			
BTT10	BBI20	BAF3M	BDV4C
Computer Studies			
		ICS3C	
		ICS3U	
Technological Education			
	TGJ20	TEJ3M	

Business Studies and Information / Communication Technology

BTT10 – Information and Communication Technology in Business

Grade 9, Open

This course introduces students to information and communication technology in a business environment and builds a foundation of digital literacy skills necessary for success in a technologically driven society. Students will develop word processing, spreadsheet, database, desktop publishing, presentation software, and website design skills. Throughout the course, there is an emphasis on digital literacy, effective electronic research and communication skills, and current issues related to the impact of information and communication technology.

BBI20 – Introduction to Business

Grade 10, Open

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Prerequisite: None

BAF3M - Financial Accounting Fundamentals

Grade 11, University/College Preparation

This course introduces students to the fundamental principles and procedures of accounting. Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Prerequisite: None

BDV4C – Entrepreneurship: Venture Planning in an Electronic Age

Grade 12, College Preparation

This course provides students with the opportunity to develop and apply entrepreneurial skills through the creation of a venture plan that capitalizes on the potential of e-commerce. Students will research and identify an opportunity for a venture. They will then complete the components of a venture plan that includes a website.

Prerequisite: None

Computer Studies

ICS3C – Introduction to Computer Science

Grade 11, College Preparation

This course introduces students to computer programming concepts and practices. Students will write and test computer programs, using various problem-solving strategies. They will learn the fundamentals of program design and apply a software development life-cycle model to a software development project. Students will also learn about computer environments and systems, and explore environmental issues related to computers, safe computing practices, emerging technologies, and postsecondary opportunities in computer-related fields.

Prerequisite: None

ICS3U – Introduction to Computer Science

Grade 11, University Preparation

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Prerequisite: None

Technological Education

TGJ2O – Communications Technology

Grade 10, Open

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie productions, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and post-secondary education and training pathways and career opportunities in the various communications technology fields.

Prerequisite: None

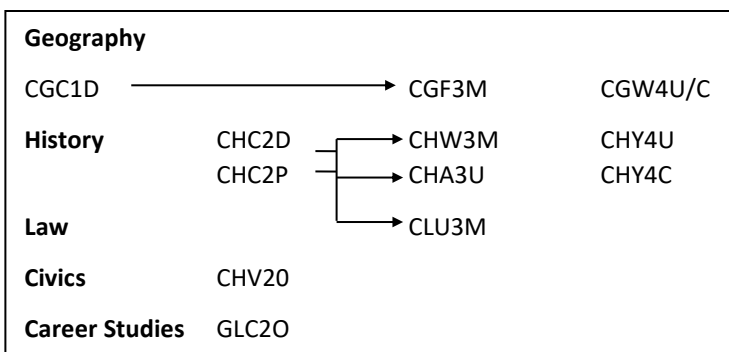
TEJ3M - Computer Engineering Technology

Grade 11, University/College Preparation

This course examines computer systems and control of external devices. Students will assemble computers and small networks by installing and configuring appropriate hardware and software. Students will develop knowledge and skills in electronics, robotics, programming, and networks, and will build systems that use computer programs and interfaces to control and/or respond to external devices. Students will develop an awareness of related environmental and societal issues, and will learn about college and university programs leading to careers in computer technology.

Prerequisite: None

CANADIAN AND WORLD STUDIES, CAREER STUDIES



Geography

CGC1D – Issues in Canadian Geography

Grade 9, Academic

This course examines interrelationships within and between Canada’s natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

CGF3M – Forces of Nature: Physical Processes and Disasters

Grade 11, University/College Preparation

In this course, students will explore physical processes related to the earth's water, land, and air. They will investigate how these processes shape the planet's natural characteristics and affect human systems, how they are involved in the creation of natural disasters, and how they influence the impacts of human disasters. Throughout the course, students will apply the concepts of geographic thinking and the geographic inquiry process and use spatial technologies to analyse these processes, make predictions related to natural disasters, and assess ways of responding to them.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

CGW4U – World Issues: A Geographic Analysis

Grade 12, University Preparation

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

CGW4C – World Issues: A Geographic Analysis

Grade 12, College Preparation

This course explores many difficult challenges facing Canada and the world today – challenges such as unequal access to food, water, and energy; urbanization; globalization; and meeting the needs of a growing world population while ensuring the sustainability of the natural environment. Students will explore these and other world issues from environmental, social, economic, and political perspectives, while applying the concepts of geographic thinking, the geographic inquiry process, and spatial technologies to guide and support their investigations.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

History

CHC2D – Canadian History since World War 1

Grade 10, Academic

This course explores social, economic, and political developments and events and their impact on the lives of different groups in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on Canadian identity, citizenship, and heritage. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

CHA3U – American History

Grade 11, University Preparation

This course explores key aspects of the social, economic, and political development of the United States from precontact to the present. Students will examine the contributions of groups and individuals to the country's evolution and will explore the historical context of key issues, trends, and events that have had an impact on the United States, its identity and culture, and its role in the global community. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating various forces that helped shape American history.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CHW3M – World History to the End of the Fifteenth Century

Grade 11, University/College Preparation

This course explores the history of various societies and civilizations around the world, from earliest times to around 1500 CE. Students will investigate a range of factors that contributed to the rise, success, and decline of various ancient and pre-modern societies throughout the world and will examine life in and the cultural and political legacy of these societies. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating social, political, and economic structures and historical forces at work in various societies and in different historical eras.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

CHY4U – World History since the Fifteenth Century

Grade 12, University Preparation

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

CHY4C – World History since the Fifteenth Century

Grade 12, College Preparation

This course explores key developments and events in world history since approximately 1450, with a focus on interactions within and between various regions. Students will examine social, economic, and political developments and how they have affected different peoples. Students will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key turning points in world history and historical forces that have shaped our world.

Prerequisite: Any university, university/college, or college preparation course in Canadian and world studies, English, or social sciences and humanities

Law

CLU3M – Understanding Canadian Law

Grade 11, University/College Preparation

This course explores Canadian law, with a focus on legal issues that are relevant to the lives of people in Canada. Students will gain an understanding of laws relating to rights and freedoms in Canada; our legal system; and family, contract, employment, tort, and criminal law. Students will develop legal reasoning skills and will apply the concepts of legal thinking and the legal studies inquiry process when investigating a range of legal issues and formulating and communicating informed opinions about them.

Prerequisite: Canadian History since World War I, Grade 10, Academic or Applied

Civics

CHV2O – Civics and Citizenship

Grade 10, Open (credit value: 0.5)

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisite: None

Career Studies

GLC20 – Career Studies

Grade 10, Open (credit value: 0.5)

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

Prerequisite: None

CO-OPERATIVE EDUCATION

Co-operative Education Linked to a Related Course (or Courses)

This course consists of a learning experience connected to a community and a co-operative education curriculum that incorporates relevant expectations from the student’s related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

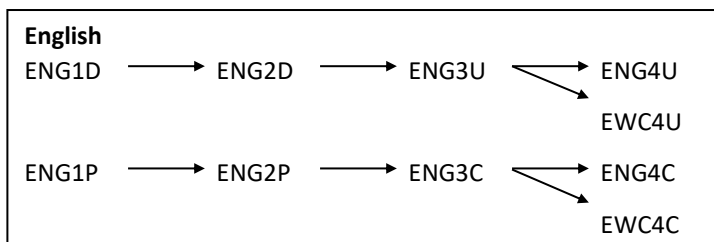
DCO30 – Creating Opportunities through Co-op

Grade 11, Open

This course consists of a learning experience connected to a community and a co-operative education curriculum focused on developing skills, knowledge, and habits of mind that will support students in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being and that will strengthen their inquiry, decision-making, and leadership skills. Students will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Prerequisite: None

ENGLISH



ENG1D – English

Grade 9, Academic

This course is designed to develop the oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

ENG1P – English

Grade 9, Applied

This course is designed to develop the key oral communication, reading, writing, and media literacy skills students need for success in secondary school and daily life. Students will read, interpret, and create a variety of informational, literary, and graphic texts. An important focus will be on identifying and using appropriate strategies and processes to improve students' comprehension of texts and to help them communicate clearly and effectively. The course is intended to prepare students for the Grade 10 applied English course, which leads to college or workplace preparation courses in Grades 11 and 12.

ENG2D – English

Grade 10, Academic

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Prerequisite: English, Grade 9, Academic or Applied

ENG2P – English

Grade 10, Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in secondary school and daily life. Students will study and create a variety of informational, literary, and graphic texts. An important focus will be on the consolidation of strategies and processes that help students interpret texts and communicate clearly and effectively. This course is intended to prepare students for the compulsory Grade 11 college or workplace preparation course.

Prerequisite: English, Grade 9, Academic or Applied

ENG3U – English

Grade 11, University Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course.

Prerequisite: English, Grade 10, Academic

ENG3C – English

Grade 11, College Preparation

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: English, Grade 10, Applied

ENG4U – English

Grade 12, University Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace.

Prerequisite: English, Grade 11, University Preparation

ENG4C – English

Grade 12, College Preparation

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

Prerequisite: English, Grade 11, College Preparation

EWC4C – The Writer’s Craft

Grade 12, College Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will investigate models of effective writing; use a workshop approach to write a variety of works; and make considered decisions for improving the quality of their writing. They will also complete a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, College Preparation

EWC4U – The Writer’s Craft

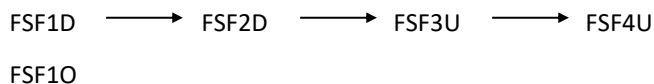
Grade 12, University Preparation

This course emphasizes knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialized forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

Prerequisite: English, Grade 11, University Preparation

FRENCH

French



FSF1D – Core French

Grade 9, Academic

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Minimum of 600 hours of French instruction, or equivalent

FSF1O – Core French

Grade 9, Open

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

Prerequisite: None

FSF2D – Core French

Grade 10, Academic

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 9, Academic or Applied

FSF3U – Core French

Grade 11, University Preparation

This course offers students extended opportunities to speak and interact in real-life situations in French with greater independence. Students will develop their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, through responding to and exploring a variety of oral and written texts. They will also broaden their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 10, Academic

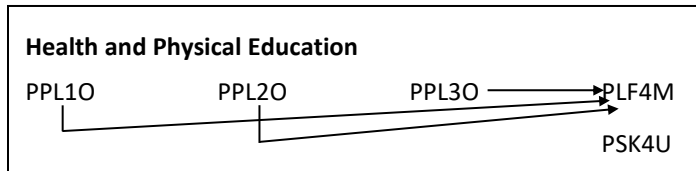
FSF4U – Core French

Grade 12, University Preparation

This course provides extensive opportunities for students to speak and interact in French independently. Students will develop their listening, speaking, reading, and writing skills, apply language learning strategies in a wide variety of real-life situations, and develop their creative and critical thinking skills through responding to and interactive with a variety of oral and written texts. They will also enrich their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisite: Core French, Grade 11, University Preparation

HEALTH AND PHYSICAL EDUCATION



PPL10 – Healthy Active Living Education

Grade 9, Open

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

PPL20 – Healthy Active Living Education

Grade 10, Open

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PPL3O – Healthy Active Living Education

Grade 11, Open (Co-ed)

This course enables students to further develop the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities and exposure to a broader range of activity settings, students enhance their movement competence, personal fitness, and confidence. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

Prerequisite: None

PLF4M Recreation and Healthy Active Living Leadership

Grade 12, University/College Preparation

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organize, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

Prerequisite: Any health and physical education course

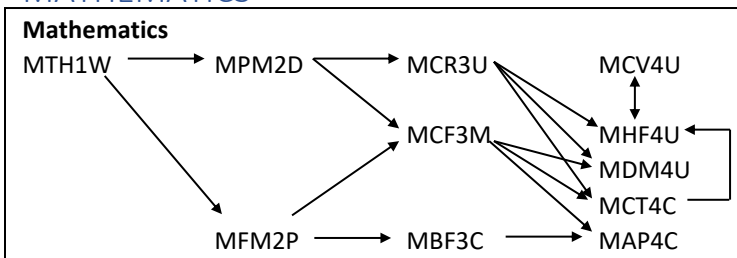
PSK4U Introductory Kinesiology

Grade 12, University Preparation

This course focuses on the study of human movement and of systems, factors, and principles involved in human development. Students will learn about the effects of physical activity on health and performance, the evolution of physical activity and sport, and the physiological, psychological, and social factors that influence an individual's participation in physical activity and sport. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

MATHEMATICS



MTH1W - Mathematics

Grade 9 Mathematics (de-streamed)

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

MPM2D – Principles of Mathematics

Grade 10, Academic

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

MFM2P – Foundations of Mathematics

Grade 10, Applied

This course enables students to consolidate their understanding of relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

Prerequisite: Mathematics, Grade 9 Academic or Applied**MCR3U – Functions and Relations**

Grade 11, University Preparation

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Principles of Mathematics, Grade 10, Academic**MCF3M – Functions and Applications**

Grade 11, University/College Preparation

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Mathematics, Grade 10, Academic or Applied**MBF3C – Foundations for College Mathematics**

Grade 11, College Preparation

This course enables students to broaden their understanding of mathematics as a problem-solving tool in the real world. Students will extend their understanding of quadratic relations; investigate situations involving exponential growth; solve problems involving compound interest; solve financial problems connected with vehicle ownership; develop their ability to reason by collecting, analysing, and evaluating data involving one variable; connect probability and statistics; and solve problems in geometry and trigonometry. Students will consolidate their mathematical skills and they solve problems and communicate their thinking.

Prerequisite: Foundations of Mathematics, Grade 10, Applied**MHF4U –Advanced Functions**

Grade 12, University Preparation

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

Prerequisite: Functions and Relations, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation**MCV4U – Calculus and Vectors**

Grade 12, University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical function; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose

to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Note: Advanced Functions (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U)

MDM4U – Mathematics of Data Management

Grade 12, University Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade 11, University/College Preparation

MCT4C – Mathematics for College Technology

Grade 12, College Preparation

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Prerequisite: Functions and Applications, Grade 11, University/ College Prep, or Functions and Relations, Grade 11, University Prep

MAP4C – Foundations for College Mathematics

Grade 12, College Preparation

This course enables students to broaden their understanding of real-world applications of mathematics. Students will analyse data using statistical methods; solve problems involving applications of geometry and trigonometry; solve financial problems connected with annuities, budgets, and renting or owning accommodation; simplify expressions; and solve equations. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for college programs in areas such as business, health sciences, and human services, and for certain skilled trades.

Prerequisite: Foundations for College Mathematics, Grade 11, College Prep, or Functions and Applications, Grade 11, University/College Prep

RELIGIOUS STUDIES/BIBLE PROGRAM

Religious Studies

KBI1 → KBI2 → KBI3 → KBI4

The following are *non-credited*, locally developed courses:

KBI1A – Overview of the Old Testament

Grade 9, Open (credit value: 0)

KBI1B – Overview of Church History, Early Church to Today

Grade 9, Open (credit value: 0)

KBI2A – Wisdom Literature

Grade 10, Open (credit value: 0)

KBI2B – 1 Corinthians and the Smaller Pauline Epistles

Grade 10, Open (credit value: 0)

KBI3A – Applied Apologetics

Grade 11, Open (credit value: 0)

KBI3B – Worldview, Cults and World Religions

Grade 11, Open (credit value: 0)

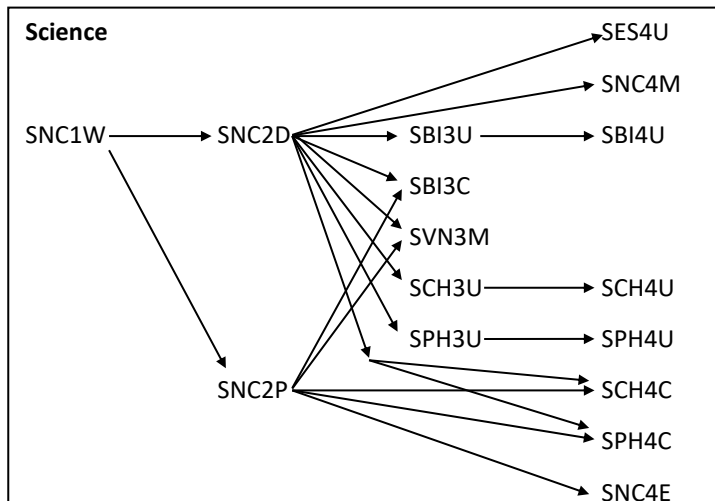
KBI4A – Church History, 1800 to Present

Grade 12, Open (credit value: 0)

KBI4B – Hermeneutics and Revelation

Grade 12, Open (credit value: 0)

SCIENCE



Science

SNC1W – Science

Grade 9 Science (de-streamed)

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SNC2D – Science

Grade 10, Academic

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan and conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid–base reactions; forces that affect climate and climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

SNC2P – Science

Grade 10, Applied

This course enables students to develop a deeper understanding of concepts in biology, chemistry, earth and space science, and physics, and to apply their knowledge of science in real-world situations. Students are given opportunities to develop further practical skills in scientific investigation. Students will plan and conduct investigations into everyday problems and issues related to human cells and body systems; chemical reactions; factors affecting climate change; and the interaction of light and matter.

Prerequisite: Science, Grade 9, Academic or Applied

SNC4E Science

Grade 12, Workplace Preparation

This course provides students with fundamental science knowledge & workplace skills needed to prepare them for success beyond high school. Students will explore hazards in the workplace, chemicals in consumer products, disease and its prevention, electricity at home and at work, and nutritional science. Emphasis is placed on current topics in science and relevant, practical activities that develop students' literacy and mathematical literacy skills and enhance their scientific literacy.

Prerequisite: Science, Grade 10, Applied

SNC4M – Science

Grade 12, University/College Preparation

This course enables students, including those pursuing postsecondary programs outside the sciences, to increase their understanding of science and contemporary social and environmental issues in health-related fields. Students will explore a variety of medical technologies, pathogens and disease, nutritional science, public health issues, and biotechnology. The course focuses on the theoretical aspects of the topics under study and helps refine students' scientific investigation skills.

Prerequisite: Science, Grade 10, Academic, or any Grade 11 university, university/college, college prep science course

Biology

SBI3U – Biology

Grade 11, University Preparation

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigations.

Prerequisite: Science, Grade 10, Academic

SBI3C – Biology

Grade 11, College Preparation

This course focuses on the processes that occur in biological systems. Students will learn concepts and theories as they conduct investigations in the areas of cellular biology, microbiology, genetics, the anatomy of mammals, and the structure of plants and their role in the natural environment. Emphasis will be placed on the practical application of concepts, and on the skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Science, Grade 10, Academic or Applied

SBI4U Biology

Grade 12, University Preparation

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite: Biology, Grade 11, University Preparation

Chemistry

SCH3U – Chemistry

Grade 11, University Preparation

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behaviour of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Prerequisite: Science, Grade 10 Academic

SCH4C Chemistry

Grade 12, College Preparation

This course enables students to develop an understanding of chemistry through the study of matter and qualitative analysis, organic chemistry, electrochemistry, chemical calculations, and chemistry as it relates to the quality of the environment. Students will use a variety of laboratory techniques, develop skills in data collection and scientific analysis, and communicate scientific information using appropriate terminology. Emphasis will be placed on the role of chemistry in daily life and the effects of technological applications and processes on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

SCH4U Chemistry

Grade 12, University Preparation

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information.

Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

Earth and Space Science

SES4U Earth and Space Science

Grade 12, University Preparation

This course develops students' understanding of Earth and its place in the universe. Students will investigate the properties of and forces in the universe and solar system and analyse techniques scientists use to generate knowledge about them. Students will closely examine the materials of Earth, its internal and surficial processes, and its geological history, and will learn how Earth's systems interact and how they have changed over time. Throughout the course, students will learn how these forces, processes, and materials affect their daily lives. The course draws on biology, chemistry, physics, and mathematics in its consideration of geological and astronomical processes that can be observed directly or inferred from other evidence.

Prerequisite: Science, Grade 10, Academic

Environmental Science

SVN3M Environmental Science

Grade 11, University/College Preparation

This course provides students with the fundamental knowledge of and skills relating to environmental science that will help them succeed in life after secondary school. Students will explore a range of topics, including the role of science in addressing contemporary environmental challenges; the impact of the environment on human health; sustainable agriculture and forestry; the reduction and management of waste; and the conservation of energy. Students will increase their scientific and environmental literacy and examine the interrelationships between science, the environment, and society in a variety of areas.

Prerequisite: Grade 10 Science, Applied or Academic

Physics

SPH3U – Physics

Grade 11, University Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic

SPH4U Physics

Grade 12, University Preparation

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Physics, Grade 11, University Preparation

SPH4C Physics

Grade 12, College Preparation

This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion; mechanical, electrical, electromagnetic, energy transformation, hydraulic, and pneumatic systems; and the operation of commonly used tools and machines. They will develop scientific investigation skills as they test laws of physics & solve both assigned problems and those emerging from their investigations. Students will consider the impact of technological applications of physics on society and the environment.

Prerequisite: Science, Grade 10, Academic or Applied

SOCIAL SCIENCES AND HUMANITIES

Anthropology/Psychology/Sociology	HSP3C HSP3U
Philosophy	HZB3M
Food and Culture	HFC3M HFC3E

Anthropology, Psychology, Sociology

HSP3C - Introduction to Anthropology, Psychology, and Sociology

Grade 11, College Preparation

This course introduces students to theories, questions, and issues related to anthropology, psychology, and sociology. Students learn about approaches and research methods used by social scientists. Students will be given opportunities to apply theories from a variety of perspectives, to conduct social science research, and to become familiar with current issues within the three disciplines.

Prerequisite: None

HSP3U - Introduction to Anthropology, Psychology, and Sociology

Grade 11, University Preparation

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies)

Philosophy

HZB3M – Philosophy: The Big Questions

Grade 11, University/College Preparation

This course encourages exploration of philosophy's big questions, such as: What is a meaningful life? What separates right from wrong? What constitutes knowledge? What makes something beautiful? What is a just society? Students will develop critical thinking and philosophical reasoning skills as they identify and analyse the responses of philosophers to the big questions and formulate their own responses to them. Students will explore the relevance of philosophical questions to society and to their everyday life. They will develop research & inquiry skills as they investigate various topics in philosophy.

Prerequisite: None

Food and Culture

HFC3M – Food and Culture

Grade 11, University/College Preparation

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will explore the origins of and developments in diverse food traditions. They will demonstrate the ability to cook with ingredients and equipment from a variety of cultures, compare food-related etiquette in many countries and cultures, and explain how Canadian food choices and traditions have been influenced by other cultures. Students will develop practical skills and apply social science research methods while investigating foods and food practices from around the world.

Prerequisite: None

HFC3E – Food and Culture

Grade 11, Workplace Preparation

This course focuses on the flavours, aromas, cooking techniques, foods, and cultural traditions of world cuisines. Students will demonstrate the ability to cook with ingredients and equipment from a range of cultures, describe food-related etiquette in a variety of countries and cultures, and explore ways in which Canadian food choices and traditions have been influenced by other cultures. Students will have opportunities to develop practical skills and apply research skills as they investigate foods and food practices from around the world.

Prerequisite: None