



GRAND ERIE DISTRICT SCHOOL BOARD



McKinnon Park Secondary School

2022-23 SCHOOL PROFILE

McKinnon Park Secondary School

Welcome to McKinnon Park Secondary School

Our guide will reveal all that MPSS has to offer you both inside and outside the classroom as you plan your secondary school experience.

We trust that you will find all of the information you need and we are happy to answer any questions you may have about our school, programs, support services and navigating secondary school in general.

Please contact us any time.

We look forward to helping you plan your pathway to success!

School Mission Statement

"McKinnon Park Secondary School: developing confidence, resourcefulness and integrity in a respectful, responsible school community."

McKinnon Park Secondary School has a long tradition of combining academic excellence with extra-curricular activities and community involvement. All students have the right to attend school and be educated in an environment that is challenging, supportive and free from discrimination, harassment or inappropriate behaviour. Students who demonstrate a commitment to excellence in their studies, volunteerism and active physical life develop themselves fully in mind, body and spirit.



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PRINCIPAL



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VICE-PRINCIPAL

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Guidance and Career Education

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GUIDANCE COUNSELLOR
- Karen Klassen
STUDENT SUCCESS
- Sharon Williams
INDIGENOUS COUNSELLOR

The primary goal of MPSS Guidance and Career Education is to enhance and promote student learning through three broad and inter-related domains: academic development, career development, and personal/social development.

Guidance counsellors consult with parents/guardians, teachers, other educators, and community agencies regarding strategies to help students work through their concerns and help them stay on track academically.

Guidance counsellors are there to support students as they explore various career pathways, support students transitioning to secondary school and to meet with students to help them find strategies to succeed. They help students to explore post-secondary options and assist them in making college and university applications. Information is provided to students who are interested in pursuing apprenticeships or moving directly to the world of work.

Guidance counsellors can also support students with referrals to community partners such as Social Work, REACH workers, Public Health or Addiction Services.

Learning Resource Support

- Andrea Calloway,
LEARNING RESOURCE TEACHER

Learning Services is open every morning before school begins and during lunch breaks for students to receive additional assistance to achieve their academic potential. After school, students can attend Homework Help which will run every Monday and Wednesday until 4:15. We have staff members available who can speak Cayuga and Mohawk, they are able to offer support to our MLL (multilingual learners).

Student Success

The Student Success team at McKinnon Park is committed to supporting all students in achieving academic success. We offer such opportunities as one to one monitoring and mentoring help.

Student Responsibilities

BEHAVIOUR

At McKinnon Park Secondary School, students are expected to show respect for their peers, their teachers, the school property and building, the community, and themselves. As well, students are expected to adhere to all school rules and regulations while on the way to school, at school, on the way home from school, and at school sponsored, off-campus activities.

ATTENDANCE

Students must make every effort to attend every class and to be punctual, recognizing that absences do have an adverse effect on achievement. Upon their return after an absence, students must provide a note explaining the absence. If a student leaves during the school day, they must present a signed note and sign out at the Main Office.

ACHIEVEMENT

At McKinnon Park Secondary School, we believe that our goal is to assist our students in acquiring the knowledge, skills, and values that will allow them to lead full and productive lives and will

help them to become lifelong learners. As a result, we expect that students will maintain a positive attitude and will strive for excellence in an effort to achieve their potential.

Student Timetables

McKinnon Park Secondary School has two semesters per year with the first semester running from September until the end of January and the second semester running from February until the end of June. Every February, students select their courses for the next year. In Grade 9, 10, and 11, students choose eight courses and two alternative selections. In Grade 12, if students have earned at least 24 credits, they are eligible to take a study period. Student timetables are built based on student selections, so it is important that students choose thoughtfully. Guidance counsellors can assist students in this process.

Special Education

Students who are identified as 'exceptional' pupils have access to the special services they require to meet their needs. McKinnon Park delivers special education through a variety of supports that range from accommodations of student program to allocations of special resources. Exceptional pupils are reviewed at least annually through an Identification, Placement and Review Committee (IPRC). An Individual Education Plan (IEP) is designed for each exceptional pupil and is based on the individual's needs. The IEP is developed by the LRT in co-operation with regular program teachers, students, and their parents; it contains specific strategies and accommodations to meet an individual's needs. Evaluations of the IEP are sent home at the school's regular reporting periods.

Parents who have questions and/or concerns about their child's Special Education Services are encouraged to contact our LRT at 905-765-4466 ext. 732214.



Programs

Co-Operative Education (Co-Op) and Ontario Youth Apprenticeship Program (OYAP)

CO-OPERATIVE EDUCATION (CO-OP)

Co-op is a planned learning experience that integrates classroom theory and learning experiences at a workplace which enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course. Co-op courses include a classroom component comprised of pre-placement and integration activities and a placement component.

Students earn co-op credits by integrating classroom theory with planned learning experiences in the community. Students are assessed and evaluated on their demonstration of

tasks linked to curriculum expectations of the related course(s) as outlined in Students' Cooperative Education Learning Plan.

Students interested in Co-op Education must apply for the program and complete an interview. Successful candidates will be notified and the recruitment process of an appropriate placement will follow. There is no formal restriction on the total number of co-op credits that students may earn in secondary school.

OYAP

Students gain knowledge and experience in an apprenticeable trade while working at an eligible work placement. Students acquire hours toward the completion of their apprenticeship while earning credits.

An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the school, the employer (who teaches the skills) and the Students'

Cooperative Education Learning Plan.

Students will get a head start on becoming a fully qualified journey person with a skill set that is in demand. Apprenticeships are an excellent way of learning valuable work skills and are a viable alternative to traditional post secondary programs.

For more information speak to your school's Co-op or OYAP teacher.

Visit www.apprenticesearch.com

TO BEGIN AN APPRENTICESHIP DURING SECONDARY SCHOOL A STUDENT MUST:

- Successfully complete 16 credits and be enrolled full-time in school
- Be 16 years of age or older
- Successfully complete the Ontario Secondary School Literacy Requirement
- Complete all compulsory credits required for an Ontario Secondary School Diploma



Graduation Requirements

COMPULSORY CREDITS (TOTAL OF 18)

4 CREDITS IN ENGLISH (1 CREDIT PER GRADE)

- The Ontario Secondary School Literacy Course(OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- Grade 11 English: Understanding Contemporary First Nations, Métis, and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 CREDITS IN MATH (AT LEAST 1 CREDIT IN GRADE 11 OR 12) 2 CREDITS IN SCIENCE 1 CREDIT IN THE ARTS

- The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

1 CREDIT IN CANADIAN GEOGRAPHY (GRADE 9) 1 CREDIT IN CANADIAN HISTORY (GRADE 10) 1 CREDIT IN FRENCH AS A SECOND LANGUAGE

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 CREDIT IN HEALTH AND PHYSICAL EDUCATION 0.5 CREDIT IN CAREER STUDIES 0.5 CREDIT IN CIVICS

3 ADDITIONAL CREDITS, CONSISTING OF 1 CREDIT FROM EACH OF THE FOLLOWING GROUPS:

GROUP 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, FNMI studies, social sciences and humanities, guidance and career education, cooperative education

GROUP 2: French as a second language, the arts, business studies, health and physical education, cooperative education

GROUP 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

NOTE: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Grade 10 - Ontario Secondary School Literacy Test (OSSLT)

All students must successfully complete this test which will be administered by the EQAO (Education Quality and Accountability Office). Students will first write this test in the spring of their grade ten year. Unsuccessful candidates will be given the opportunity for remediation at the school and will be able to rewrite the test. Students identified through an IPRC (Identification, Placement, and Review Committee) will be allowed accommodations for writing of the test. Students not working towards an OSSD (Ontario Secondary School Diploma) may be exempted from writing the test.

Ontario Secondary School Literacy Course (OSSLC)

Students who have written the OSSLT (Ontario Secondary School Literacy Test) once and were unsuccessful are eligible to take the OSSLC (Ontario Secondary School Literacy Course). Successful completion of the OSSLC satisfies the secondary school literacy graduation requirement.

Community Involvement

Students are responsible to complete 40 hours of community service as a requirement for graduation. Grade 8 graduated students can start accumulating during the summer prior to entering grade 9. Grade 12 graduating students are required to have all hours submitted by June 30 of their graduating year. If hours handed in after that date, there is no guarantee that they will be included in the Fall Graduation preparations.

It is the responsibility of the student to find opportunities for achieving community service hours. Various opportunities are communicated through the announcements, Twitter, or on the bulletin board outside of the Guidance office throughout the year.

Ontario Secondary School Certificate

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

7 COMPULSORY CREDITS (2 English, 1 Canadian Geography or Canadian History, 1 Mathematics, 1 Health and Physical Education, 1 Science, 1 Arts or Technological Education or Computer Studies)

7 OPTIONAL CREDITS Selected by the student from available courses

Certificate of Accomplishment

Students who are not working towards an OSSD or an OSSC may be awarded a Certificate of Accomplishment upon leaving secondary school. The Certificate of Accomplishment is a useful means of recognizing achievement for students who plan to transition directly to employment after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Courses

Grade 9 – 10 Course Pathways

ACADEMIC COURSES (D)

Academic Courses are suited to students who are comfortable with theoretical concepts and enjoy solving problems by applying what they have learned.

ACADEMIC COURSES:

- Focus on the essential concepts of a subject and explore related concepts
- Develop students' knowledge and skills through the study of theory and abstract problems
- Incorporate practical applications as appropriate
- Present and evaluate curriculum at a measured/brisk pace according to students' needs
- Often lead to post-secondary education, including College, University, and Apprenticeship, or to Workplace.

SPECIAL EDUCATION COURSES (K)

Special Education Courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting. Expectations are individualized for students who have a variety of strengths and needs. In some cases, these courses can be preparation for participation in Locally Developed Compulsory Courses.

SPECIAL EDUCATION COURSES:

May lead to a Certificate of Accomplishment, support work/ living, and in some cases, an Ontario Secondary School Certificate (OSSC).

LOCALLY DEVELOPED COURSES (L)

Locally Developed Courses are designed for students who have specific learning needs and require more direction in the classroom. Students will learn essential and practical concepts of a subject.

LOCALLY DEVELOPED COURSES:

- Are intended for students who require a measure of flexibility and support in order to meet the compulsory credit

requirements in English, mathematics and science for the OSSD (Ontario Secondary School Diploma) or (OSSC).

- May lead directly to the Workplace.

OPEN COURSES (O)

Open Courses allow students to learn concepts and skills designed to prepare them for further study in the subject area. Generally, in Grade 9, optional courses are offered as open courses, for example music, art, drama, business studies, family studies, physical education and technological studies. Expectations are created for all students and these students can have a variety of learning skills.

APPLIED COURSES (P)

Applied Courses teach students using real-life ideas and offer the chance to apply what they have learned to the work around them.

DE-STREAMED COURSES (W)

A de-streamed course is a course that is taught to all learners at that grade level. It will use a variety of teaching and learning strategies to engage students. It will be a progression of skills and topics from previous courses that will lay a foundation

for further courses in that subject area. Currently, the only de-streamed course being offered in secondary school is mathematics (MTH1W).

THESE COURSES:

- Focus on the essential concepts of a subject
- Develop students' knowledge and skills through practical applications and concrete examples
- Use familiar situations to illustrate ideas
- Present and evaluate curriculum at a gradual pace according to students' needs
- May lead to post-secondary education, including College or Apprenticeship; or to Workplace

What Courses Do I Choose For Grade 9?

Grade 9 students will select De-streamed Math and Science as well as Academic English, French and Geography. Each student will choose optional credits based on offerings at their secondary school.



Choosing Courses

In order to ensure student success, Grand Erie encourages all students to give careful consideration to the course type chosen in each subject area.

Grade 11 - 12

There are five types of program pathways are offered:

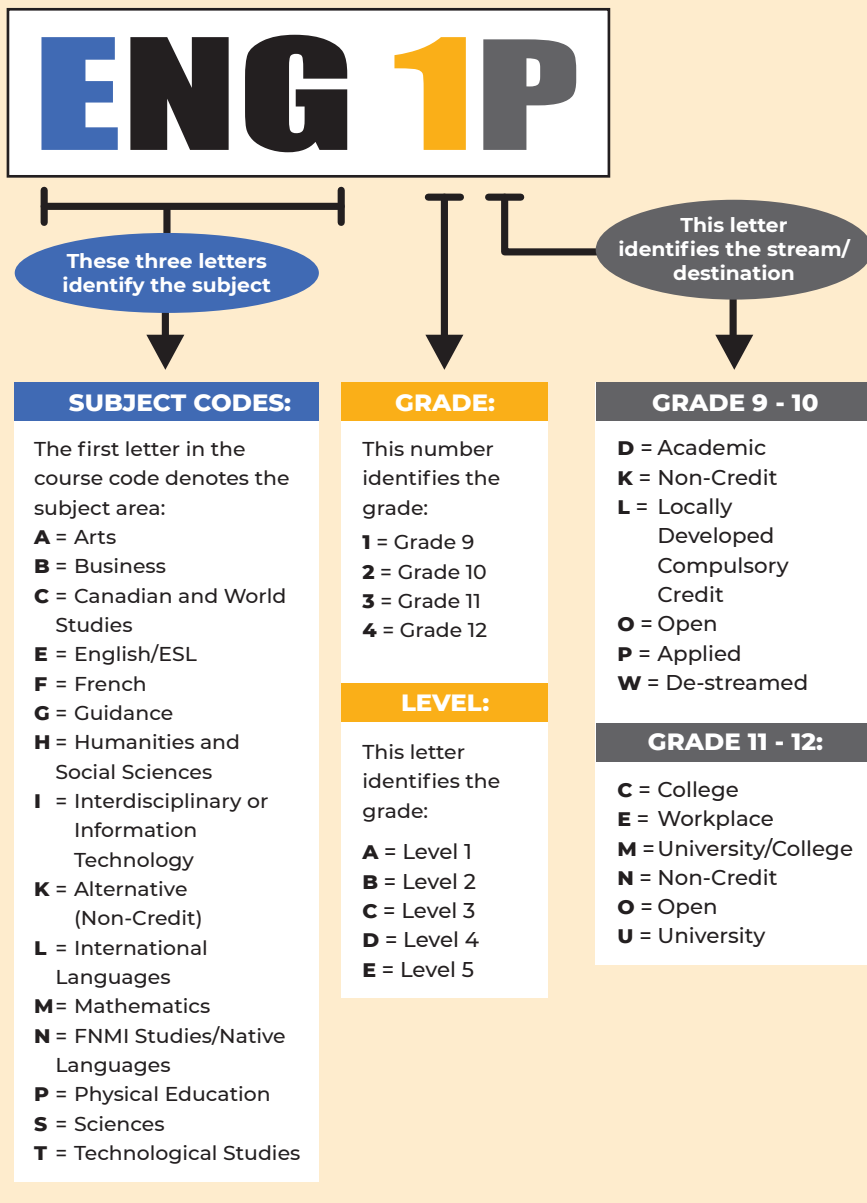
- COLLEGE COURSES**
 Are designed to prepare students for college programs and apprenticeships.
- WORKPLACE COURSES**
 Are designed to prepare students for entry to the workplace and/or apprenticeship.
- UNIVERSITY/COLLEGE COURSES**
 Are designed to prepare students for either community college or university programs.
- OPEN COURSES**
 Are available to all students regardless of pathway.
- UNIVERSITY COURSES**
 Are designed to prepare students for transition to a variety of university programs or apprenticeship.

12 Optional Credits

Optional credits may be earned in all subjects, including those named in the compulsory credit list, provided that such optional credits are additional to the compulsory credits.

The optional credits allow for concentration in a curriculum area of special interest.

Every subject is identified by a common course code. The code consists of five mandated characters and a sixth character for school use. Every course in secondary school has a unique COURSE CODE. All courses have the first five characters as mandated by the Ministry of Education.



% Grade Range	Achievement Level	Summary Description
80-100%	Level 4	A very high outstanding level of achievement. Achievement is above the provincial standard
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below provincial standards.
Below 50%		Insufficient achievement of curriculum expectations. Credit will not be granted.

Opportunities

Withdrawing from a course

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is recorded on the OST by entering a 'W' in the 'Credit' column. The student's percentage grade at the time of the withdrawal is recorded in the 'Percentage Grade' column.

Credit Recovery

Our provincially-recognized Credit Recovery program is an in-school program for students who have not successfully completed some of their courses. In a credit recovery classroom, students work on recovering previously failed courses and have the opportunity to get their credit accumulation back on track. Credit Recovery offers students a supportive environment that focuses on the key expectations of a course and also assists students with pathway planning and developing improved learning skills that will help them in earning their Ontario Secondary School Diploma.

DELFL

The DELF (diplôme d'études en langue française, or French language studies diploma) is an internationally-recognized certification of proficiency in French for non-francophones. DELF exams take place in 175 countries worldwide. There are six separate diplomas possible, based on the six levels of the Common European Framework of Reference for Languages (CEFR): A1 and A2 (basic user), B1 and B2 (independent user), and C1 and C2 (proficient user). In Ontario, Grade 12 Core, Extended, and Immersion FSL (French as a Second Language) students have the opportunity to challenge one of the following three exams, under the guidance of their French teacher: A2, B1, or B2. French language skills are evaluated in the four areas of oral comprehension, oral expression, written comprehension, and written expression. Obtaining DELF certification not only opens doors to post-secondary and employment opportunities, it also serves as an official, internationally-recognized testament to a student's language learning journey and accomplishments. Grand Erie encourages its students in all FSL pathways to challenge the DELF in their Grade 12 year.

Dual Credits

Grand Erie District School Board has partnered with Conestoga College, Fanshawe College and Mohawk College to allow students to earn college credits before they graduate secondary school.

These credits are delivered in three different ways within the Board:

SCHOOL WITHIN A COLLEGE (SWAC)

Is offered by Conestoga in Brantford, Fanshawe in Simcoe and Mohawk in Ohsweken. If you are between the ages of 17 and 20 years old and need 5 – 10 credits to graduate, speak to your guidance counsellor about this program.

TEAM TAUGHT

Is taught in combination with a college instructor and secondary school teacher during a student's regularly scheduled class.

AFTER SCHOOL

Is taught by a college instructor (and supported by a secondary school teacher) after school in one of the local secondary schools. Students from other schools are welcome to enrol. Speak with your guidance counsellor for further information.

eLearning

eLearning courses use a virtual classroom and are accessed by an electronic device. The teacher may be from a school in Grand Erie District School Board, or from another school board in Ontario. In eLearning courses, students will not be face-to-face with their teachers. Students enrolled in eLearning courses are required to attend and engage in their eLearning courses regularly and consistently, as they do for their face-to-face classes.



Opportunities

eLearning

There is an Orientation Module available within Grand Erie eLearning courses, to support students' success in their online learning. Students will require access to a device to complete their learning. Grand Erie students have access to a device within their home school so that they can work on their course during the regular school day. Students may want to have access to a device and the internet outside of regular school hours. Please check the technical requirements for eLearning courses by selecting the link at the top of this page.

eLearning courses are typically taken by senior students to fulfil missing graduation requirements. This provides opportunities for students to be able to access courses that they might not otherwise be able to take in a face-to-face class. As well, eLearning is now commonly found at the post-secondary level (apprenticeships, college, or university), and is often used in workplace training.

All students must be registered in a school in their home board before accessing eLearning opportunities. For this reason, schools may receive registration requests from students who are currently considered as home-schooled students.

To register for an eLearning course, students should see their guidance counsellors. Principals, in collaboration with the student and parent(s) and a guidance counselor, consider the best interests of the student when making decisions around facilitating access to eLearning.

Grand Erie Learning Alternatives (GELA)

GELA provides an alternate opportunity for secondary school students who, for various reasons, are not experiencing success in a regular school setting or who want to re-enter school after leaving.

Scheduled day programs, booklet and e-Learning are available.

For more information, contact your school's Guidance Counsellor.

NIGHT SCHOOL

Night school classes are offered in Brantford, Haldimand and Norfolk. They are offered Tuesday and Thursday evenings. A wide variety of compulsory courses are offered. For additional information call Grand Erie Learning Alternatives (GELA) 519 753-6079.

SUMMER SCHOOL

Grand Erie District School Board will be offering summer school for grades 9 - 12 credits during the month of July. Locations will be sent to each school in the spring. For additional information call 519-753-6079.

Indigenous Education Advisory Committee (IEAC)

IEAC is an advisory committee mandated by the Ministry of Education in September of 2017. The mandate of the committee is to enhance and improve Indigenous Education for all students. The committee reports to the board on the Board Action Plan and programming for both Elementary and Secondary panels. The committee is comprised of board personnel, community members and organizations with an interest in Indigenous Education, including parents.



At Grand Erie, we have a vision that all students leaving our secondary schools have a clear postsecondary plan. We support students with the tools they require to become the architects of their future.

As part of our commitment to Career Education and supporting the ministry mandate for Creating Pathways to Success, we have moved forward with a board license of the myBlueprint Education Planner. Our license provides access to all students 7-12, their families, and all 7-12 staff in Grand Erie.

myBlueprint has been supporting Ontario school boards for 13+ years. The service supports teachers, empowers students, and engages parents with their child's education, career, and life planning. Accessible via the website on any browser, myBlueprint captures current progress in the classroom and offers a complete representation of a child's unique pathway.

myBlueprint's Education Planner is mobile-friendly, and ever-evolving to support the needs of Grand Erie students. The program allows students to view their graduation requirements and over 12,000 post-secondary programs across the country based on their Ontario specific courses.

Grand Erie and myBlueprint work together to create an Individual Pathway Plan (IPP) for all students. This plan becomes a valuable archive of student learning and a catalogue of resources they will need as they continue to plan. Visit myblueprint.ca for more information.

Ontario Student Record (OSR)

The OSR is the official, on-going educational record for each student and is stored in the school most recently attended by the student. Teaching staff, each student, and the parent(s) or guardian(s) of a student are entitled to have access to the student's OSR. Supervised access can be arranged by appointment during normal business hours. Transcripts of marks are issued on written or personal request.

Once a student reaches the age of 18, by law, they control access to the OSR by anyone not mentioned above. Parents of adult students will only have access to a student's academic records upon written authorization from the student. All senior level courses remaining on a student's timetable five days after the first provincial report will be recorded on the transcript.

Transcripts requested after a student has graduated and is no longer attending secondary school are subject to a charge of \$5.00 per copy.

Opportunities

Prior Learning Assessment and Recognition (PLAR)

PLAR is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma. The PLAR process involves two components: "equivalency" and "challenge".

Special Education Advisory Committee (SEAC)

SEAC is an advisory committee mandated through the Education Act as a standing committee of each school Board. The committee reports to the school Board and makes recommendations to the board on special education programs and services. The committee is comprised of Trustees, Board personnel, community members, and associations representing a wide variety of interests related to students with exceptional needs.

Specialist High Skills Major (SHSM)

Grand Erie District School Board, in conjunction with the Ontario Ministry of Education, offers SHSM programs to secondary school students.

Students enrolled in a SHSM program are required to complete a bundle of classroom courses, workplace experiences and sector certifications to receive a special designation on their Ontario Secondary School Diploma (OSSD).

Participation in an SHSM program can help students prepare for apprenticeships, college, university or transition to work.

Grand Erie District School Board has programs in the following sectors:

- Arts & Culture – Performance and Production, Journalism and Media
- Construction
- Environment
- Health & Wellness – Fitness, Healthy Living, Health Care, Hairstyling
- Horticulture & Landscaping
- Hospitality & Tourism
- Information & Communications Technology
- Manufacturing
- Sports
- Transportation

Special Education

Grand Erie District School Board special education programs and services are delivered in safe and enabling environments in order to promote success for students with special education needs. An enabling environment is positive, inclusive and fosters student independence and well-being.

Each one of Grand Erie's Secondary schools has a Special Education department with Learning Resource teachers that can support the development and implementation of Individual Education Plans. Some of our schools have Self-Contained programs

to support the learning needs of individual students for which the most enabling environment for them to meet their program goals is in a smaller class setting with higher staff to student ratio. In addition, system Student Support Services are available to support students and programming in the areas of Speech and Language Services, Psychological Services, Social Services and Behavioural Services.



Extra-Curricular Activities



Students' Council

McKinnon Park Secondary School's student leadership is made up of two bodies of Students' Council. Students' Council General is open to every student in the school to attend. Students' Council General meets every Wednesday at lunch and helps plan, organize and implement activities for the entire student body. Students' Council Executive meets every Monday at lunch and provides students with additional leadership opportunities within the school.

Extra-Curricular Activities

Students at McKinnon Park Secondary School have many opportunities to be involved in school activities outside of the classroom. These activities provide students with opportunities to compete, develop new skills and friendships, give back to their school and community and experience school life to the fullest. The list below outlines the many school activities that are available to the students of MPSS.

Clubs and Groups

- Students' Council
- Reach for the Top
- Devils for Diversity
- Yearbook
- Eco
- Interact
- Anime
- Art
- PACT
- Drama
- Concert / Band
- Fitness
- Fishing
- Book
- Dungeons and Dragons
- Dance
- Crimestoppers

Sports

- Tennis
- Golf
- Basketball
- Volleyball
- Football
- Girls Field Hockey
- Cross Country
- Hockey
- Badminton
- Soccer
- Lacrosse
- Ultimate Frisbee
- Softball
- Track & Field

More Opportunities

- Prom Committee
- Commencement
- Dances
- Spirit Days
- Home Coming Week
- Twelve Days of Christmas
- Art Night
- Semi-Formal
- School Plays
- SEARS Festival
- Relay for Life
- Mental Health Wellness
- Europe Trip
- Quebec Trip
- Stratford Trip
- New York Trip

Special Programs

Indigenous Studies: A Focus for all Students

McKinnon Park Secondary School is dedicated to providing culturally responsive services and programs for Indigenous students that will improve the school experience and success of all Indigenous students. MPSS encourages the development of strong partnerships with Indigenous families, communities, and organizations.

INDIGENOUS COURSES OFFERED

- McKinnon Park Secondary School offers a wide variety of Indigenous courses for all students. A few examples are:
- Cayuga Language, Levels 1 & 2
- Expressing Aboriginal Cultures
- First Nations, Metis, and Inuit Peoples in Canada
- English: Contemporary Aboriginal Voices
- First Nations Beliefs, Values and Aspirations

INDIGENOUS POST-SECONDARY PLANNING

- The MPSS Indigenous student body actively participates in various post secondary programming from a variety of colleges and universities that have Indigenous focus events. The students are exposed to post-secondary classrooms and hands-on learning opportunities. They learn about various funding sources, such as:
- Off-Reserve Indigenous student supports
- Apprenticeships for Indigenous students
- Inspire scholarships and bursaries
- Grand River Post Secondary Education Office
- Grand River Employment and Training (GREAT)
- Niagara Peninsula Area Aboriginal Management Board



Indigenous Student Leadership

Many opportunities are available for students to take part in Indigenous Student Clubs and participate in leadership initiatives including the planning of school socials, Indigenous craft clubs, and more.

Library Learning Commons

The Library Learning Commons provides a safe, friendly environment, offering a balanced collection of print and digital resources to meet both curricular and personal interest needs. Through virtual and physical learning partnerships, we provide integrated learning opportunities which are global, connected, social, cross-curricular and interdisciplinary. In partnership with classroom teachers, the teacher-librarian teaches guided inquiry, whereby students learn to define problems, form questions, explore ideas, analyse, synthesize and evaluate information

and communicate new understandings. We strive to challenge students to think critically about the information they find, to instill in them a passion for reading and learning, and to equip them with multiple literacy skills for success in life after secondary school.

The Library Learning Commons provides information, resources, and opportunities for skill development that support classroom learning at McKinnon Park. The teacher librarians and library technician are available to help students with their specific project needs and to provide assistance to students who need to access the electronic catalogue, databases, online encyclopedias, books, e-books, and/or magazines. The library staff also enhance student learning by assisting them with editing, brainstorming, and project development and assembly.

Finally, those students who enjoy recreational reading are encouraged to join the MPSS Book Club which offers lively and insightful conversation about literature from a variety of genres.

Special Academic Programming



Hockey Canada Skills Academy @ MPSS

The Hockey Canada Skills Academy (HCSA) at MPSS offers students the opportunity to develop their hockey skills. The HCSA is designed to challenge and inspire all students who participate. It is a complete program that includes education, on-ice skills, off-ice strength

and conditioning, mental training, and personal development. On-ice sessions include hockey fundamentals such as skating, puck handling, checking, and passing. When students are not on ice, they are exposed to sport specific fitness training,



floorball, stick handling and shooting. Health promotion with a specific emphasis on sound food and nutrition habits will also be explored. With the HCSA, students will get a chance to train and develop their skills for playing our national sport in an academic setting.

GOALS AND OBJECTIVES

- Learn about perseverance and resiliency
- Focus on skill building
- Promote a healthy lifestyle
- Improve skating/hockey skill

For more information visit:
www.hockeycanada.ca/en-ca/hockey-programs/schools/hcsa

Co-Operative Education

Co-operative Education at McKinnon Park allows students to earn secondary school credits while completing a work placement. Co-op credits are generally taken on a two or four credit basis by students who are typically in the Grade 11 and 12. This is an excellent opportunity for those students who want to learn by doing while being mentored by a skilled professional all while earning credits towards their diploma.

MPSS enjoys the benefits of a strongly linked and integrated professional community that provides a wide array of employment opportunities for the students who are enrolled in the co-op program.

Dual Credit

HORTICULTURE & PERSONAL FITNESS

McKinnon Park Secondary School has three dual credit opportunities: one in Grade 12 Horticulture, one in Grade 12 Construction and one in Grade 12 Fitness. These classes are taught by college professors within a MPSS classroom environment. The college staff and the secondary teacher work together to support the program in a wide variety of ways. Students earn a college credit at the same time as earning their secondary school credit.

What is a Specialist High Skills Major?

An SHSM allows students to customize their secondary school experience to fit career interests.

Offered in Grade 11 and 12, an SHSM allows students to receive a specialized secondary school diploma that is recognized in various economic sectors in all four pathways.

What does a SHSM look like?

An SHSM is a bundle of 8 to 10 Grade 11 and Grade 12 credits that include two experiential learning (co-op) credits.

What do you get by taking an SHSM?

- Sector-recognized certifications and training
- Real workplace experience
- Learning experiences connected with post-secondary opportunities
- Skills and work habits required for employment success

Learn more information about Specialist High Skills Majors, visit: granderie.ca

SPECIALIST HIGH SKILLS MAJOR

The Construction Technology Program – Home Building Focus

MCKINNON PARK SECONDARY SCHOOL

The Construction SHSM enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. The program focuses on the design and construction of residential structures.

"I feel that the program has prepared me for my future studies as an electrician. The courses that were offered within the SHSM have allowed me to gain knowledge of career areas that I may not have taken if not in the program. I feel that the certifications and safety training have given me a good base for my future career aspirations."

TYLER CLAUSE

Benefits of the Construction Technology Program:

- Design and develop a residential construction project
- Attain sector specific certifications such as First Aid, CPR and Fall Protection
- Experience the design or construction environment through work placements via co-ops
- Relate their studies in core subject areas to chosen interest area
- Graduate with a SHSM seal of designation on your secondary school diploma
- Gain valuable industry-specific work experience and knowledge





OYAP

ONTARIO YOUTH
APPRENTICESHIP PROGRAM

Are you interested in an Apprenticeship?

Apprenticeship is an education and training program for people who enjoy learning by doing and who want to work in a skilled profession.

Once education and training is complete, you can receive a Certificate of Qualification, which identifies you as a skilled professional. This can lead to a career in a trade sector such as construction, industrial, motive power and service.

How to enroll?

Students, 16 years of age or older, who are enrolled full-time in secondary school with 16 completed credits can speak with a Guidance Counselor. Be sure to also ask about Specialist High Skills Major, Co-op and Dual Credit, three additional programs that feature OYAP.



A Grand Erie Program
granderie.ca
oyap.com

ONTARIO YOUTH APPRENTICESHIP PROGRAM (OYAP)

Join the thousands of high school students throughout Ontario who have chosen to take control of their future.

Earn high school credits while exploring the world of a skilled trade profession through the Ontario Youth Apprenticeship Program (OYAP). Discover the educational opportunities that can give you an advantage.

How does OYAP work?

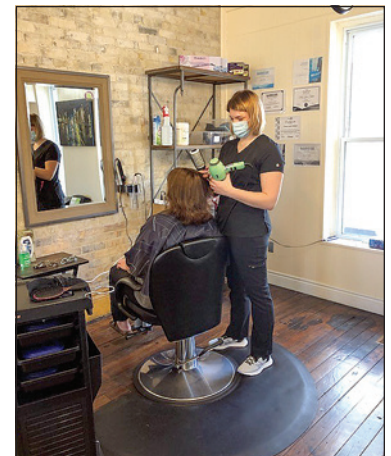
As an OYAP student, you will earn Co-op credits for work experience in an apprenticeship occupation while completing the requirements for your Ontario Secondary School Diploma. You may be formally registered as an apprentice while attending secondary school.

What are the benefits of OYAP?

- Gain a head start towards a chosen career
- Ease the transition from school to work
- Increase opportunities for post-secondary training and employment
- Earn work experience hours in addition to secondary school credits
- Develop general and specialized job skills
- Understand employer expectations
- Significant reduction in post-secondary tuition costs
- Increase of employable opportunities

"OYAP was the right program for me. After I completed my two construction technology credits, I applied to the four credit accelerated carpentry OYAP for semester two. My construction classes taught me so much about building. We were able to help build a house for Habitat for Humanity. It was awesome; we were doing the things that we had been taught about, a real hands-on experience."

Grand Erie OYAP student





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