

Niagara Catholic
District School Board



"High Performance"

Academic Support Program

Nurturing SOULS and BUILDING Minds



The Niagara Catholic District School Board, through the charisms of faith, social justice, support and leadership, nurtures an enriching Catholic learning community for all to reach their full potential and become living witnesses of Christ.

The Niagara Catholic "High Performance" Academic Support Program is designed to support the educational needs of "elite" or identified high performing students.

This program supports the Ministry of Education document "Reach Every Student-Energizing Ontario Education" commitment to helping every student reach his or her full potential with the focus on the Ministry's three core priorities: higher levels of student achievement, reduce gaps in student achievement, and increased public confidence in publicly funded education. Within the Niagara Catholic District School Board the practicum aligns with the Board and School Improvement Plans and the Niagara Catholic Strategic Directions and System Priority of "Advance Student Achievement for All".

It will offer students who meet the criteria, flexible and quality programming that support their training or competition schedules and academic pathway without compromising the educational standard of excellence that exists in the Niagara Catholic District School Board.

Student course selection would be accommodated throughout the school year according to student training or competitive schedules and academic pathway. Other options that will be made available to promote student achievement include but are not limited to On-line Learning, Co-operative Education, Dual Credit Recovery, Home Instruction, and Prior Learning Assessment and Recognition (PLAR).

Niagara Catholic has an outstanding student success model for those students struggling academically, emotionally, physically or experiencing troubled lives, and now we would like to implement supports for those students aspiring to compete at the highest level of sport or "performance activity".

The flexibility of the Niagara Catholic High Performance Academic Support Program will not only support the student but it will also reduce some of the anxieties a parent has with regards to their student's academic achievement. Teachers will also benefit as they will be notified on timely bases of the students that have been accepted into this program. This will allow them to review a variety of options, planning and accommodations for students while they are involved in their activities. The Principal, teacher, student and parent/guardian will work collaboratively to select the best option in order to facilitate the students' needs. With supports put into place the teacher will work collaboratively with various staff members to ensure student success.

GOAL OF PROGRAM

To offer students who meet the criteria of “elite” or are identified as high performance athletes/participants, the flexibility and quality programming that supports their training and competition schedules without compromising the educational standard of excellence that exists in the Niagara Catholic District School Board.

BENEFITS

- Create community partnerships with major sport and recreational organizations.
- Individual student programming support the Board’s system priority of “Advanced Achievement for all Students”.
- Student Success

OBJECTIVES

- Design and maintain programs that are responsive to the individual needs of all students.
- Develop strategic plans for school systems collaboratively and ensure that structures exist for effective implementation of these plans.
- Improve Student Achievement through the creation, alignment, development and monitoring of system wide policies, programs, structures, processes, resources and staff.
- Envision, collaborate and build partnerships with educational stakeholders concerning all aspects of provincial and Niagara Catholic District School Board challenged and initiatives.
- Communicate effectively with all stakeholders.

PLAN A

Students will be absent part of the “Traditional Semester” timetable

- Example-student is absent for a portion of the morning or absent from a last period class as a result of a practice schedule.
- Programming Support
 - Timetabling
 - Semester loading of core subjects

PLAN B

Students will need to acquire one or more credits online

- Example-student is absent an entire period or extended period of days for competition and/or an intense practice schedule.
- Programming Support
 - Student obtains an online credit(s) similar to current 'Student Success' model/format

PLAN C

Prior Learning Assessment and Recognition (PLAR)

- Students may earn no more than four credits for Grade 10, 11, 12 courses with no more than two credits in any one discipline towards the Ontario Secondary School Diploma (OSSD).
- All credits gained through the PLAR process must represent the same standards as credits gained to students who have taken the course.

PLAN D

Students will achieve a portion of credits through High Performance Co-operative Education Program

- Student can earn a maximum of eight credits relevant to their 'High Performance' activity.

Note: a SHSM certification could also be gained in the Health and Wellness or other targeted area.

PLAN D HIGH PERFORMANCE CO-OPERATIVE EDUCATION PROGRAM

PURPOSE

This document serves as a guideline for the High Performance Co-operative Education Program in the Niagara Catholic District School Board. It provides parameters for the administration of a consistent program throughout the Board. This program is optional and may be available in all secondary schools in the Niagara Catholic District School Board.

PROGRAM DESCRIPTION

High Performance Co-operative Education Program is an opportunity available to students who compete / perform nationally or internationally as athletes or performing artists. Athletes must be provincially carded.

In this program, students are given the opportunity to earn Co-operative Education credits while training to compete or perform in their chosen area. The training and performing / competing experience is the Co-operative Education placement. This enables students to pursue both their academic and athletic or artistic goals within an experiential learning program.

These students may earn a maximum of 8 credits, during their high school years, through the High Performance Co-operative Education Program. Students are required to link their Co-operative Education credits to a related course(s) that they are taking currently or have previously completed successfully (e.g. Health and Physical Education, Music).

The High Performance Co-operative Education Program consists of a Classroom Component and a Placement Component.

- The Classroom Component involves in-school course work based on the expectations in the Co-operative Education and Other Forms of Experiential Learning Policy, 2000.
- The Placement Component includes the training and competing / performing experiences in which the student is involved.

CRITERIA FOR STUDENT ADMITTANCE TO THE PROGRAM

THE STUDENT MUST:

- be training for competition at the regional, provincial, national or international level (a provincially carded athlete, Quest for Gold Ontario/Canada-OHL players)
- be enrolled as a full-time student
- have an average of at least 65%
- provide a copy of his / her most recent report card
- attend school regularly when not involved in performance, training or competition
- be training, performing or competing on a year round basis for at least 15 hours per week
- provide a letter from the coach / instructor that indicates:
 - the coach / instructor's commitment to the High Performance Co-operative Education experience to:
 - meet / communicate with the Co-operative Education teacher
 - provide, twice per semester or three times per year, a Performance Appraisal for the student and anecdotal comments based on criteria established at the beginning of the course
 - assist the student with Co-operative Education assignments
 - the coach / instructor's qualifications related to the sport or art form
- participate in an interview with the school's Guidance and Co-operative Education staff and obtain approval from the school Principal for enrolment in the school's High Performance Co-operative Education Program
- be currently enrolled in a related course or have taken the related course and successfully passed. Students who do not pass their related course(s) will not receive their full Co-operative Education credit(s). (Section 3.2.2, Co-operative Education and Other Forms of Experiential Learning Policy, 2000)

HIGH PERFORMANCE ACADEMIC SUPPORT PROGRAM REQUIREMENTS

- The Personalized Placement Learning Plan (PPLP) for the student will be established in consultation with the Co-operative Education teacher, the student, the related subject teacher, the student's coach / instructor and the student's parents.
- Guidance and Co-operative Education staff work with the student's subject teachers to support the student in his / her school subjects and in the High Performance Academic Support Program. This may require flexibility in scheduling and types of assignments and tests.

- Guidance and Co-operative Education staff work with students enrolled in the High Performance Academic Support Program to provide information related to their post-secondary plans (e.g. scholarships and awards available in the students' areas of specialty, universities and colleges that provide opportunities for their areas of interest).
- All components of the High Performance Academic Support Program must meet the requirements for Co-operative Education as outlined in the *Co-operative Education and Other Forms of Experiential Learning Policy, 2000*.
- The Co-operative Education teacher and the related subject teacher work together for the success of the students in this program.
- The Co-operative Education visits the student and the coach / instructor at least four times for a two-credit Co-operative Education Course and formally communicates via telephone or e-mail on at least two other occasions throughout the course.

CLASSROOM COMPONENT PRE-PLACEMENT AND INTEGRATION SESSIONS

- Students in a High Performance Academic Support Program must achieve the Co-operative Education expectations outlined in *Co-operative Education and Other Forms of Experiential Learning Policy, 2000*. This learning is the focus of pre-placement classes at the school for two weeks prior to the placement and of several in-school integration sessions through the remainder of the course. Pre-placement expectations require the student to learn and review health and safety aspects of their placement requirements (e.g. injury prevention, nutrition, and stress management).
- Integration expectations require the student to make connections between their learning in school and their learning through their placement experience.
- Students in the High Performance Program are required to attend the Pre-placement and Integration sessions as scheduled for the regular Co-operative Education Program.
- When conflicts with these in-school sessions arise, Co-operative Education teachers may need to meet with this student / group of students at an alternate time and / or prepare personalized study packages and assignments that can be completed off-site. Prior to the beginning of the High Performance Co-operative Education Program, the Co-operative Education teacher and the student review the student's time commitments and establish ways to deal with schedule conflicts.

INSURANCE COVERAGE

- Students in approved programs are not covered under the Workplace Safety and Insurance Board. Parents / guardians of students enrolled in the High Performance Co-operative Education Program must read and sign the Work Education Agreement Contract indicating their awareness of this.

- Parents / guardians are required to purchase student accident insurance or private insurance for the student to participate in the Co-operative Education Program
- Work Education Agreement Contract available through My Niagara Catholic Program.

PLACEMENT

- Placements will be selected based on the needs of the student and the recommendation of the coach / instructor and parent / guardian. Placements must be at another location from the home school of the student.
- Students must provide their Co-operative Education teacher a schedule of their activities and locations for each week of the placement to facilitate teacher monitoring.

THE COACH / INSTRUCTOR MUST AGREE TO:

- collaborate in the development of the PPLP
- meet with the monitoring teacher at least four times during the (2 credit) Co-operative Education course.
- provide an e-mail address or telephone number for formal contact at least twice during a 2 credit Co-operative Education course and 4 times during a 4 credit Co-operative Education course.
- complete a formal Performance Appraisal and provide written anecdotal feedback on the achievement of the student at least twice in a semestered Co-operative Education course and 3 times for a non-semestered course.
- supervise the student
- assist the student with Co-operative education assignments where necessary

TEACHER RESPONSIBILITIES

In addition to responsibilities outlined for Co-operative Education teachers in the *Co-operative Education and Other Forms of Experiential Learning Policy, 2000*, teachers of students in the High Performance Academic Support Program:

- Assist with selection of students for the High Performance Co-operative Education Program
- Liaise with parents, coaches / instructor prior to student admission to the program
- Advocate for students involved in the High Performance Co-operative Education Program and work with them and other teachers to plan for their school success

**WORK EDUCATION AGREEMENT CONTRACT
FOR STUDENTS ENROLLED IN THE
HIGH PERFORMANCE CO-OPERATIVE EDUCATION SUPPORT PROGRAM**

1. Student Name: _____

Home Address: _____ Telephone: _____

Related Subject: _____

School: _____ Co-op Teacher: _____

2. Placement: _____

Address: _____ Telephone: _____

Name of Supervisor (coach, instructor): _____

3. Placement Times: _____

The student shall attend from: _____
(Starting Date)

(Ending Date)

and _____

on the following days of the week _____
(or attach a schedule)

4. While at the placement described above, the student is not covered by the Workplace Safety and Insurance Board. Parents / guardians are required to purchase Student Accident Insurance or provide insurance for the duration of the placement.

Signatures of parties to the agreement:

Student: _____

Parent / Guardian: _____

Supervisor: _____



Design and Print Centre

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