VISION
Every student will explore and enhance their potential, passions, and strengths to thrive as contributing global citizens.

VALUES
As a learning organization our actions will be guided by our values...

Accountability • Creativity • Empathy • Collaboration • Equity • Integrity

Abbey Park High School
(905) 827-4101
aph.hdsb.ca

Acton District High School
(519) 853-2920
act.hdsb.ca

Aldershot High School
(905) 637-2383
ald.hdsb.ca

Burlington Central High School
(905) 634-7768
bch.hdsb.ca

Craig Kielburger Secondary School
(905) 878-0575
cks.hdsb.ca

Dr. Frank J. Hayden Secondary School
(905) 332-5235
dfh.hdsb.ca

Garth Webb Secondary School
(905) 847-6875
gws.hdsb.ca

Gary Allan High School
905-632-2944
garyallan.ca

Georgetown District High School
(905) 877-6966
geo.hdsb.ca

Iroquois Ridge High School
(905) 845-0012
irs.hdsb.ca

M.M. Robinson High School
(905) 335-5588
mmr.hdsb.ca

Milton District High School
(905) 878-2839
mil.hdsb.ca

Nelson High School
(905) 637-3825
nel.hdsb.ca

Oakville Trafalgar High School
(905) 845-2875
oth.hdsb.ca

Robert Bateman High School
(905) 632-5151
rbh.hdsb.ca

T.A. Blakelock High School
(905) 827-1158
tab.hdsb.ca

White Oaks Secondary School
(905) 845-5200
wos.hdsb.ca
# TABLE OF CONTENTS

- **Graduation Requirements** 2-8
  - Ontario Secondary School Diploma (OSSD) 2
  - Ontario Secondary School Certificate (OSSC) 3
  - Course Information 4-6
  - Grade 9 EQAO Math and Grade 10 Literacy Requirement 7
  - Community Involvement Hours 8

- **Transition to Secondary School** 9-10
  - Get Involved 10

- **Support Services Teams** 11-12

- **Special Education** 13-15

- **Policies and Procedures** 16-20
  - Well-Being Team 16
  - Code of Conduct 16-17
  - Assessment and Evaluation Policies 18-20

- **Pathways** 21-25
  - Apprenticeship, College, Community, University, Work

- **Regional Pathways Programs** 26-30
  - International Baccalaureate Diploma Programme (IBDP) 26
  - I-STEM 26
  - English as a Second Language (ESL) and English Literacy Development (ELD) 27
  - Locally Developed 28
  - French Immersion 28
  - Specialist High Skills Major, Ontario Youth Apprenticeship Program, Dual Credit, School to Career 29-30

- **Additional Learning Opportunities** 31-33
  - eLearning 31
  - Cooperative Education 31
  - Summer School & Night School 32
  - Gary Allan High School - Alternative and Adult Programs 33

- **Websites** 34

- **Community Resources** 35

- **Terms and Definitions** 36-38

- **Halton Secondary Schools** 39

- **What Do You Need To Graduate?** 40

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The term *parent* is used throughout this document to refer to the legal guardian of any student under 18 years of age.
In order to earn an OSSD a student must:

- Earn 30 credits (18 compulsory credits and 12 elective credits)
- Complete 40 community involvement hours
- Successfully complete the Ontario Secondary School Literacy Requirement

Compulsory Credits
Students must earn 18 compulsory credits. Compulsory credits are determined by the Ministry of Education.

Elective Credits
Students must earn 12 elective credits. Elective credits are determined by the student based on their pathway plan and post-secondary destination in consultation with parents and with support from guidance counsellors.

Visit www.myblueprint.ca/halton for educational planning resources.

### WHAT DO YOU NEED TO GRADUATE?

**18 compulsory credits**

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>credits in English</td>
</tr>
<tr>
<td>3</td>
<td>credits in Mathematics</td>
</tr>
<tr>
<td>2</td>
<td>credits in Science</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian History</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian Geography</td>
</tr>
<tr>
<td>1</td>
<td>credit in the Arts</td>
</tr>
<tr>
<td>1</td>
<td>credit in Health and Physical Education</td>
</tr>
<tr>
<td>1</td>
<td>credit in French as a second language</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in Career Studies</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in Civics</td>
</tr>
</tbody>
</table>

**Plus one credit from each of the following groups:**

1. **Group 1:** an additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities or Canadian and world studies or guidance and career education or cooperative education.

2. **Group 2:** an additional credit in health and physical education, or the arts or business studies, or French as a second language, or cooperative education.

3. **Group 3:** an additional credit in science or technological education, or French as a second language, or computer studies, or cooperative education.

**In addition to the above the students must complete:**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>elective credits</td>
</tr>
<tr>
<td>40</td>
<td>hours of community involvement activities</td>
</tr>
</tbody>
</table>

Ontario Literacy Requirement OSSLT or OSSLT

### SECONDARY SCHOOL COURSE PLANNER

<table>
<thead>
<tr>
<th>Grade 9 Courses</th>
<th>Grade 10 Courses</th>
<th>Grade 11 Courses</th>
<th>Grade 12 Courses</th>
<th>Additional Year</th>
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<tr>
<td>English</td>
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<td>English</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>Math</td>
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<td></td>
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<td>History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>History</td>
<td>Civics &amp; Career Studies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology/Business*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts*</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*options may vary by school
ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)
& CERTIFICATE OF ACCOMPLISHMENT

The Ontario Secondary School Certificate
The OSSC is granted to students who have earned a minimum of 14 credits.
• 7 compulsory credits:
  - 2 credits in English
  - 1 credit in Canadian Geography or Canadian History
  - 1 credit in Mathematics
  - 1 credit in Science
  - 1 credit in Health and Physical Education
  - 1 credit in the Arts or Technological Education
• 7 elective credits.
• Students are not required to complete 40 community involvement hours.
• Students are not required to complete the Ontario Secondary School Literacy Requirement.

Certificate of Accomplishment
The Certificate of Accomplishment is granted to students who have earned a maximum of 13 credits. This certificate may be a useful means of recognizing achievement for students who plan to enter the workplace or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.
COURSE INFORMATION

Courses vs. Credits
Successful completion of a 110-hour course has a credit value of 1.0. Typically a course runs for one semester, one period a day to meet the 110-hour requirement. Some courses are offered for half a semester (e.g. Careers, Civics) and have a 0.5 credit value and some courses (e.g. Cooperative Education) have a credit value of 2.0 and are two periods per day.

Types of Courses
Five types of courses are offered in Grade 9 and 10:
1. Academic courses emphasize theory and abstract problem solving.
2. Applied courses focus on the essential concepts of a subject, and develop students’ knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.
3. Locally Developed (Essential) courses are designed to focus on core knowledge and skills to meet individual student needs.
4. Open courses are appropriate for all post-secondary pathways. These courses prepare students for further study and enhance educational experience.
5. K-Coded courses are alternative curriculum and are non-credit bearing courses.

Six types of courses are offered in Grade 11 and 12:
1. Open courses are appropriate for all post-secondary pathways. These courses prepare students for further study and enhance educational experience.
2. College Preparation courses are designed to prepare students for most college programs and related careers.
3. University Preparation courses are designed to prepare students for entrance requirements for university programs and related careers.
4. University/College Preparation (Mixed) courses are designed to prepare students for entrance requirements for specific university and college programs and related careers.
5. Workplace Preparation courses are designed to prepare students for a variety of jobs, training programs and careers. These courses emphasize workplace applications.
6. K-Coded courses are non-credit bearing courses developed by the school board. The course expectations are individualized for the student and generally focus on preparing the student for daily living.

Course Descriptions
Course offerings and descriptions can be found on your school’s website and at www.myblueprint.ca/halton. Each school determines its own course offerings based on the courses selected by their students. As a result, course offerings vary by school. Contact your school’s Guidance Office for additional information.

Course Selection
Students select their courses for the next school year in January/February with support from teachers, Guidance Counsellors, Special Education teachers, parents, and online resources such as www.myblueprint.ca/halton. Course selection is an important part of pathway planning for every student. Course selection determines the courses, timetable, and staffing for their school.

Note: Students may take a 9th credit on their day school time table once during their high school career.

www.myblueprint.ca/halton
Course Codes

**ENG 1 D 1**

These three letters identify the subject. Subject Codes - the first letter in the course code denotes the course's department area.

- A = Arts
- B = Business
- C = Canadian & World Studies
- E = English
- F = French
- G = Guidance & Career Ed.
- H = Humanities & Soc. Sciences
- L = International Languages
- M = Mathematics
- P = Physical Education
- S = Sciences
- T = Technology

This school indicator is used to distinguish course characteristics.

- 1 = Common code
- 4 = French Immersion
- B = ALP/IB Program
- E = ESL
- F = Female
- M = Male

This letter identifies the course type.

**Grade 9-10**

- D = Academic
- L = Locally Developed
- O = Open
- P = Applied

**Grade 11-12**

- C = College
- E = Workplace
- M = University/College
- O = Open
- U = University

This number identifies the grade.

- 1 = Grade 9
- 2 = Grade 10
- 3 = Grade 11
- 4 = Grade 12

Course Outline

A course outline is provided in each course at the start of the semester. The course outline includes:

- The course title, course code and course description.
- The course curriculum expectations, assessment and evaluation information including the course's achievement chart, academic standards and learning skills.
COURSE INFORMATION

Course Changes:
Students wishing to request a course change should consult their Guidance Counsellor. Parents of students under the age of 18 must approve any course changes. Requests for course changes are subject to course availability and class size considerations as approved by Guidance and/or Administration.

Sample Student Timetables

<table>
<thead>
<tr>
<th>Period 1</th>
<th>Day 1</th>
<th>Period 1</th>
<th>Day 1</th>
<th>Period 1</th>
<th>Day 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>08:30-09:45</td>
<td>MPM1D1-07 K. Nguyen</td>
<td>08:30-09:45</td>
<td>SNC1D1-04 A. Balogh</td>
<td>08:10-08:47</td>
<td>MPM1DB-01 R. Sangha</td>
</tr>
<tr>
<td>Sem 1</td>
<td>Term 1</td>
<td>Sem 1</td>
<td>Term 1</td>
<td>Sem 1</td>
<td>Term 2</td>
</tr>
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<td>08:48-09:24</td>
<td>ENG1DB-04 B. Khan</td>
<td>08:10-08:47</td>
<td>MPM1DB-01 R. Sangha</td>
</tr>
<tr>
<td>Sem 1</td>
<td>Term 1</td>
<td>Sem 1</td>
<td>Term 2</td>
<td>Term 2</td>
<td>A219</td>
</tr>
<tr>
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<td>09:28-10:08</td>
<td>SNC1DB-04 D. Marceau</td>
<td>08:10-08:47</td>
<td>MPM1DB-01 R. Sangha</td>
</tr>
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<td>Sem 1</td>
<td>Term 1</td>
<td>Sem 2</td>
<td>Term 2</td>
<td>Term 2</td>
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<td>10:07-10:43</td>
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<td>Term 1</td>
<td>Sem 1</td>
<td>Term 2</td>
<td>Term 2</td>
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<td>Term 1</td>
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<td>13:30-14:45</td>
<td>TU101-23 T. Kim</td>
<td>08:10-08:47</td>
<td>MPM1DB-01 R. Sangha</td>
</tr>
<tr>
<td>Sem 1</td>
<td>Term 1</td>
<td>Sem 2</td>
<td>Term 1</td>
<td>Term 1</td>
<td>A219</td>
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<td>Term 1</td>
<td>Sem 2</td>
<td>Term 1</td>
<td>Term 1</td>
<td>A219</td>
</tr>
</tbody>
</table>
The Grade 9 EQAO Assessment of Mathematics:
• Measures the math skills students are expected to have learned in Grade 9.
• Students working toward a credit in Grade 9 Mathematics (Academic or Applied) are required to take this test as part of their final evaluation.
• Different versions of the test are administered in the Academic and the Applied Grade 9 Mathematics courses.

Please contact your Guidance Counsellor for more details.

The Grade 10 Literacy Requirement:
• Measures whether students are meeting the minimum standard for literacy (reading and writing) across all subjects up to the end of Grade 9.
• Students write the Grade 10 Literacy Test (OSSLT) in the spring of Grade 10.
• Successful completion of the OSSLT is a requirement for the Ontario Secondary School Diploma (OSSD).
• There is support for students who are not successful, including an opportunity to rewrite the test or to take the Ontario Secondary School Literacy Course (OSSL). 

• Students with special education needs may receive accommodations consistent with regular classroom assessment practices and as specified in their IEP as permitted by EQAO.
• English Language Learners may receive accommodations as permitted by EQAO.

Support and Preparation for EQAO Math and OSSLT
• Students are provided with a wide range of support within the classroom and outside class time to ensure they are well prepared for these evaluations.
• Test materials and additional resources are available at www.eqao.com.
Students entering Grade 9 must complete 40 community involvement hours as one of the requirements for their Ontario Secondary School Diploma (OSSD). The aim is to encourage students to become actively involved in making positive contributions to their community. Students may begin accumulating their 40 hours during the summer before they enter Grade 9.

Students submit a signed letter(s) from the supervisor (on letterhead) that includes the number of hours completed, a description of the activity and the name of the organization to their Guidance Office.

Eligible Community Involvement Activities

An event/activity/program:

- Designed to be of benefit to the community.
- Supporting not-for-profit agencies, institutions or foundations.
- Structured to promote tutoring, mentoring, coaching and the purpose is to assist others.
- Supporting work of a global nature.
- Promoting environmental awareness.
- Contributing to the health and well-being of any group, including school-based activities.
- Affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community.

Ineligible Community Involvement Activities

- Activities during instructional/ class time within the school day.
- Activities that consist of duties assigned to paid work.
- Required activities of a course where you earn a credit.
- Participating on school sports teams or clubs.
- Experiential learning (e.g. “Take Our Kids to Work Day”, job shadow, cooperative education).
- Regular family responsibilities (e.g. chores).
- Court ordered community service programs.

Tips for Success

- Be on time
- Dress appropriately
- Listen to instructions
- Ask for help if in doubt

Submit evidence of earned hours to the Guidance Office as you earn them.

Completion of the 40 hours is recommended before entering Grade 11 (by age 16).

Students may begin to accumulate hours following Grade 8 graduation.

For more information:
Visit your Guidance office
www.hdsb.ca
www.volunteerhalton.ca
Transition programs support the successful transition from Grade 8 to 9. Every school provides comprehensive orientation for students and their families that may include:

- Guidance visits to all elementary feeder schools
- Grade 8 Information evening (parent and student)
- Course selection workshops
- Grade 8 visits/tours
- Orientation to secondary school with senior student mentors
- Grade 9 activities and events throughout the year

**Student Mentors**

Every secondary school has student leaders to mentor and act as role models for incoming Grade 9 students. These senior student leaders play an integral role in planning activities for Grade 9 students as they begin their secondary school experience. Grade 9 students are grouped with student leaders to familiarize them with life at secondary school through a variety of activities designed to develop a strong sense of belonging in the school community. These events may include tours, dances or BBQs. Student mentors stay connected with Grade 9 students throughout the year to support academic success and community building. Every Grade 9 student is encouraged to engage in the wide range of activities that all secondary schools offer.

Grade 9 students are grouped with student leaders to familiarize them with life at secondary school.
GET INVOLVED
Athletics and Co-Curriculars

Research shows that students who get involved are more likely to succeed academically. There are more than 70 co-curricular activities, clubs and sports offered in Halton secondary schools. By getting involved, students explore their physical, creative, and social selves while meeting new people and trying new things.

**TIP** Check with your school for a list of co-curricular activities.

**TIP** If a club or team of interest is not currently offered, students can get involved and get it started by speaking to other students, student council and/or teachers.
Support Services Teams

Each secondary school has a Support Services team that assists students in a variety of ways to ensure success for all students. Support Services staff includes: Administrators, Guidance Counsellors, Social Workers, Special Education teachers, and Student Success teachers.

Administrators

Principals and Vice-principals play an essential role as school leaders. Every secondary school has a Principal and Vice-principal(s). The focus of administrators is to develop and maintain effective educational programs within the school. Principals and Vice-principals are available to assist and problem-solve with students and parents. Administrators are responsible for setting the climate in the school, professional development for staff, and ensuring a safe and inclusive learning environment and facility. In addition, Principals work to support and encourage partnerships between the school and the broader community.

Guidance Counsellors

Guidance Counsellors provide comprehensive counselling services to support the academic, career and personal development of all students.

Questions? The Guidance Office can help!
Counsellors are available by drop-in, email, phone and by appointment.

The Guidance Office is a safe place for students to express their needs and concerns. Counsellors provide school-based support and connect students and their families with community resources. In addition to individual counselling services, Guidance Counsellors:

- Facilitate Grade 8 to 9 transition
- Complete new student registration
- Lead course selection and timetabling
- Host pathway planning and information evenings
- Support the transition to post-secondary destinations
- Track and monitor student achievement toward graduation

Special Education Teachers

Special Education Teachers, as a part of the Support Services team, provide a variety of programs to assist students identified as exceptional by an IPRC and students who have needs beyond those met by regular classroom instruction. Special Education teachers assist students with goal setting, self-advocacy, and the development of learning skills. They work closely with students to help them understand their individual learner profile and recognize which accommodations and resources will enable them to achieve at their greatest potential.
SUPPORT SERVICES TEAMS

Social Worker
Social Workers are part of the Support Services team in every secondary school and can provide counselling for students and families. They bring unique knowledge and skills to support students’ learning and success, particularly in the area of mental health and wellness. Social Workers also act as the attendance counsellor for the school in situations that involve prolonged absences. Social Workers assist students in developing competencies in the following key areas: confidence building, problem-solving, adapting to change and taking responsibility. Referrals to a Social Worker may be made by students themselves, parents, and the Support Services team. Students aged 14 and over can access social worker services without parental consent, however involving parents in their child’s support is a priority.

Student Success Teacher
Student Success Teachers collaborate with all staff as members of the Support Services team to ensure the success of all students. Student Success teachers track and monitor the progress of students who are behind in credit accumulation, provide assistance and instruction to students to improve achievement, facilitate school-wide initiatives to improve outcomes for struggling students, re-engage early school leavers, and work with parents and the wider community. Student Success programs in secondary schools may include: credit rescue, credit recovery, homework clubs, study hall, after school remediation, learning strategies courses, peer tutoring, locally developed compulsory courses, literacy test support, multiple-credit technology programs, self-paced courses, eLearning, and specialized co-operative education.

“Working in partnership with students, families, and community to meet the educational needs of every student.”

These programming supports are determined by local needs and available resources.
The Halton District School Board is committed to the principle that learning is a developmental process and children proceed through the stages of development at varying rates. The HDSB is also committed to early recognition of learning needs and early intervention as the most effective way to ensure the learner remains confident about his/her own abilities as a learner and is engaged in the schooling process for years to come.

**Special Education Plan**

The Halton District School Board Special Education Plan outlines the school board’s framework for the delivery of special education programs and services in Halton. This plan has been written in compliance with the Ministry Standards for School Boards’ Special Education Plan and is available on the Board’s website at www.hdsb.ca.

**School Resource Team (SRT)**

A formal team composed of a school administrator, teachers and other staff as needed to discuss student needs. This team meets as part of the problem solving pathway. Parents are invited to school resource team meetings and are active partners in determining how to best support their student at school.

**The Special Education Resource Teacher (SERT)**

Special Education Resource Teachers provide a variety of supports and services in a school. These may include diagnostic assessments to determine the student’s learning strengths and needs; providing support to the student’s classroom teachers by generating ideas and suggestions for developing modified expectations, alternative programs, or accommodations (e.g., individualized teaching or assessment strategies, human support, individualized equipment); providing advice about materials and resources; planning instruction to address those expectations and assessing the student’s achievement of the expectations; and working with the classroom teacher(s) to maintain ongoing communication with the student’s parents and other teachers.

**Individual Education Plan (IEP)**

An IEP is a written plan describing the special education program and/or services required by a particular student, based on the student’s strengths and needs and their effect on the student’s ability to learn and to demonstrate learning. The IEP may include a record of the particular accommodations needed to help the student achieve his or her learning expectations, learning expectations that are modified from the expectations for the age-appropriate grade level in a particular subject or course, as outlined in the Ministry of Education’s curriculum policy documents, and/or alternative expectations in program areas not represented in the Ontario curriculum.

Regulation 181/98 requires that an IEP be developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC). In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services when a student’s achievement will be assessed on the basis of modified expectations; and/or the student regularly requires accommodations for instructional or assessment purposes.

The parent/guardian and the student, if the student is 16 years of age or older, must be asked to sign the IEP and the Contact Form and to indicate whether they were consulted in the development of the IEP; they declined the opportunity to be consulted; they have received a copy of the IEP; and any comments they provided during the development of the IEP.
**Identification, Placement and Review Committee (IPRC)**

The IPRC is a committee of school board staff who determine whether or not a student should be identified as exceptional according to the categories and definitions of exceptionalities provided by the Ministry of Education and decide an appropriate placement for that student based on the information presented by the student’s home school. Parents are invited and encouraged to attend the IPRC meeting.

The Education Act defines an exceptional pupil as, “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a special education program.” Students are identified according to the categories and definitions of exceptionalities provided by the Ministry of Education.

**Working Together** is a guide for parents, guardians and students about the Identification, Placement and Review Committee (IPRC) process in Halton. This document sets out the procedures involved in identifying a student as exceptional.

**Special Education Placement Options**

**A. Resource Support Placements:**
- A regular class with consultative support
- A regular class with resource assistance
- A regular class with withdrawal assistance

For students identified as gifted in Grade 8 moving into high school and for all identified gifted students currently in high school:

**Secondary Gifted Placement** offered at designated schools:
- **East** - Oakville Trafalgar HS, Iroquois Ridge HS, Abbey Park HS
- **North** - Georgetown District HS, Milton District HS
- **West** - Nelson HS

Secondary gifted students in Grade 9 and 10 will have the option of being timetabled into the class/section of the core academic subjects of English, Math, Science, Geography and History, where common course selections occur, timetables permit and with student/parental input. Secondary gifted students in Grade 11 and 12 will have the option of being timetabled into the same class/section of the core University destination subjects of English, Math, Science, Geography and History, where common course selections occur, timetables permit and with student/parental input.

**Please note:** Not all high schools offer Secondary Gifted Placement – for further information, please contact your secondary school Principal or Head of Special Education.

**B. Self-Contained Placements:**
- A special education class with partial integration
- A special education class full-time
- Communication and Community Independence Class (available in secondary) students move towards supported independence and a high quality of life.

The placement focuses on the following eight program areas: Functional Life Skills, Communication Skills, Social Skills, Leisure and Recreation.
Skills, Transition to Work Skills, Functional Academics, Social/Emotional/Self-Regulation, Personal Life Management and others as appropriate so students can be successful in their post-secondary destination.

Please note: Not all schools offer these self-contained placements – for further information, please contact your secondary school Principal or Head of Special Education.

Special Education Advisory Committee (SEAC)

Special Education Advisory Committee members are representatives of local associations appointed by the Board, and, as such, attend monthly participatory meetings. They act in an advisory capacity to the Halton District School Board on issues and policies that affect Special Education. They act as a liaison to their local associations; so that issues, concerns, and recommendations of a local association can be brought to a SEAC meeting. Similarly, those changes in policy or procedure initiated by the Board or Ministry are shared with SEAC members. Each SEAC member in turn shares this information with his or her local association. There are also members at large who do not represent a local organization. (More information on SEAC can be found at www.hdsb.ca).
Every student has the right to learn in a safe, healthy and engaging environment. This core belief guides the implementation of the Safe Schools Act, the Code of Conduct, and the development of policies to ensure our schools are safe and supportive places to learn. A positive and inclusive school environment is essential for students to succeed. Staff, students, parents and community partners have a part to play in making our schools safe. Halton District School Board policies have been developed in accordance with provincial legislation and Ministry of Education directives to ensure schools are safe and caring communities.

Information regarding bullying, prevention and intervention policies and the changes in legislation concerning school safety can be found at www.hdsb.ca.

**Well-Being School Team**

Each school has a well-being team. Well-being is fundamental to overall student access. The team is composed of students, parents, teachers, support staff, community partners and the Principal. To learn more, contact your Principal.

**Code of Conduct for Safe, Caring and Inclusive Schools — A Shared Responsibility**

When staff, students and parents work together to keep their school safe, it has a powerful impact on the culture and climate of the school. Each partner has an important contribution to make.

**The school’s role:**
- Provide a climate free from distractions
- Teach and model positive behaviour and good citizenship
- Teach acceptance of and respect for others
- Foster open, honest communication
- Help students work to their full potential and develop their sense of self-worth
- Provide bullying prevention programs, including bullying prevention throughout the curriculum in daily classroom teaching

**The student’s role:**
- Practise honesty and integrity
- Exercise self-control and self-discipline
- Come to school prepared, on time, and ready to learn
- Show respect for self and others
- Treat others with kindness, dignity and respect
- Show respect for school property

**The parent’s role:**
- Understand your school’s Code of Conduct as well as the Board and provincial Code of Conduct
- Show an active interest in your student’s school progress
- Talk with your student about how they can contribute to keeping their school a safe place
- Assist your student in following the rules of positive behaviour
- Communicate with your student’s school
- Be a positive role model for your student

“When staff, students and parents work together to keep their school safe, it has a powerful impact on the culture and climate of the school.”
Progressive Discipline

Progressive Discipline is a whole school approach that uses a continuum of interventions, support and consequences that include opportunities for reinforcing positive behaviour and helping students make good choices. The progressive discipline approach includes:

• Early and ongoing prevention and intervention strategies
• Addressing inappropriate behaviour
• Opportunities for a student to learn from their choices
• Parental awareness and involvement
• A shift from solely punitive to both corrective and supportive measures

Student Transportation

Busing is provided to students who live beyond set distances from their designated secondary school. Distances vary based on grade and whether it is an urban or rural setting.

Transportation information is available at www.haltonbus.ca.

Student Attendance

Students who attend school regularly are more successful than students who do not. Regular school attendance and punctuality is an expectation of all students and an important component of strong learning skills. Absent students miss out on the carefully planned sequence of instruction.

Parents should notify the school of any and all attendance concerns (lates and absences) through the Student Absence Reporting System. Upon arrival or departure from the school the student is to sign in/out at the main office.

Early notification of planned absences is important. Vacations should not be planned during final evaluations in January and June. Absences during this final evaluation period may require documentation.

Parents are kept informed about student attendance through automated notification systems by email or phone. Parents may also log in to the Student Information System at http://info.hdsb.ca/sis (requires birth date and student number) to review their student’s attendance history. Parents are also encouraged to consider their student’s attendance on report cards, progress reports and in dialogue with teachers.

For additional information on HDSB policies and procedures please consult your student’s agenda or visit www.hdsb.ca.
Assessment and Evaluation Policies

Classroom practices for all courses are aligned with Ministry of Education policy. The primary purpose of assessment and evaluation is to improve student learning.

The Seven Fundamental Principles

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, those who are learning the language of instruction (English or French), and those who are First Nations, Métis, or Inuit.

• 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.

Student Reports

Teachers provide regular feedback on student achievement. Formal reports are provided at both midsemester and semester-end (see sample copy below). There are additional opportunities to receive feedback on student progress and achievement. Parents are encouraged to communicate at any time with their student’s teachers and/or guidance counsellor.

Reporting focuses on two distinct but related aspects of student achievement: the achievement of curriculum expectations (Achievement Chart) and the development of learning skills.
Achievement Chart
The achievement chart is a standard province-wide guide used by teachers and includes four categories of knowledge and skill:

Knowledge & Understanding
- Subject-specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding).

Thinking
- The use of critical and creative thinking skills and/or processes.

Communication
- The conveying of meaning through various forms.

Application
- The use of knowledge and skills to make connections within and between various contexts.

Assessment and evaluation is based on the provincial curriculum expectations and achievement levels. The percentage grade represents the student’s overall achievement of the course expectations as described in the achievement chart.

Learning Skills
The development of learning skills and work habits is an integral part of a student’s learning. Teachers will support the development of learning skills and work habits identified as: Responsibility, Organization, Independent Work, Collaboration, Self-Regulation, Initiative.

The final percentage grade for all secondary school courses is derived as follows:

- **70% of the final grade**
  - is based on term work evaluations conducted throughout the course. This portion of the grade should reflect the student’s most consistent level of achievement throughout the course, although special consideration should be given to the more recent evidence of achievement.

- **30% of the final grade**
  - is based on a final evaluation(s) towards the end of the course. Final evaluation may include a final performance task and/or a final exam.

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<thead>
<tr>
<th>Percentage Mark</th>
<th>Achievement of the Provincial Curriculum Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td>The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. (Level 4)</td>
</tr>
<tr>
<td>70-79</td>
<td>The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. (Level 3)</td>
</tr>
<tr>
<td>60-69</td>
<td>The student has demonstrated the required knowledge and skills with considerable some effectiveness. Achievement approaches the provincial standard. (Level 2)</td>
</tr>
<tr>
<td>50-59</td>
<td>The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. (Level 1)</td>
</tr>
<tr>
<td>Below 50</td>
<td>The student has not demonstrated the required knowledge and skills. Extensive remediation is required.</td>
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</tbody>
</table>
Credit Counselling Summary
A student’s Credit Counselling Summary lists all credits and marks. It also shows how many credits are still needed to graduate, how many community involvement hours are submitted and whether the literacy requirement is complete. Credit Counselling Summaries are available from your Guidance office.

Please note: A Credit Counselling Summary is not an official transcript.

Ontario Student Transcript (OST)
The Ontario Student Transcript is an official and consistent summary of a student’s achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

Ontario Student Record (OSR)
The Ontario Student Record is the official school record for a student. Every Ontario school keeps an OSR for each student enrolled at that school. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student.

Students and their parents (if the student is under 18 years of age) may examine the contents of the OSR. The Education Act and Freedom of Information legislation protect these records.
Pathways initiatives provide a wide range of course types, programs and learning opportunities to prepare students for success in secondary school and beyond.

Secondary schools offer a variety of course types to meet the needs of all learners.

Each pathway includes different course types and may also include specialized regional pathways programs.

Pathways are flexible and may be combined and changed. As students begin to know themselves as learners they have the opportunity to adjust pathway plans as they move through secondary school, with the assistance of their Guidance Counsellor and parents.

Most students’ secondary school experience includes courses from a variety of course types. Pathways in secondary school prepare students for their chosen post-secondary destination. The five destination Pathways initiatives are: Apprenticeship, College, Community, University and Work.

**APPRENTICESHIP**

Pathway

Apprenticeship is a practical method of learning, providing hands-on training in over 130 skilled trades.

Apprentices are paid while gaining work experience. Wages increase with skill levels.

**Apprenticeship leads to:**

Apprenticeships can lead to careers such as: construction workers, chefs, horticulturists, information technologists, educational assistants and hairstylists.

**How long does Apprenticeship take?**

Becoming a certified tradesperson requires a combination of on-the-job training and in-school training usually done at a local college, and usually lasts two to five years.

**Consider Apprenticeship if:**

- You enjoy hands-on learning and have good mechanical and spatial abilities.
- You enjoy fixing things, assembling and disassembling structures.
- You are able to solve problems, determine why something does not work and how it can be done better.
- You are interested in a career that requires the completion of an apprenticeship.

For more information on Apprenticeship, visit:

www.oyap.com
www.myblueprint.ca/halton
www.apprenticesearch.com
www.apprenticetrades.ca
www.collegeoftrades.ca
www.careercruising.com
www.earnwhileyoulearn.ca
www.ontario.ca/page/start-apprenticeship

www.ontario.ca/page/start-apprenticeship
COLLEGE

Pathway

College programs provide an effective combination of real life skills with quality education.

College leads to:
College programs give you the skills you need to pursue a variety of careers such as: journalists, police officers, dental hygienists, website technicians, paralegals and chemical technologists.

How long does College take?
Colleges have certificate, diploma, graduate certificate, applied degree, or joint college - university programs, that usually take one to three years to complete.

Consider College if:
• You find success in hands-on/ applied curriculum
• You enjoy smaller classes and the personal approach to instruction
• You have specific career goals that require a college education
• You are interested in developing technical and occupational skills required for your chosen career area

For more information on College, visit:
www.ontariocolleges.ca
www.myblueprint.ca/halton
www.gotocollege.ca
www.ontario.ca/page/ontario-colleges
www.careercruising.com
COMMUNITY (CPP)

Pathway

The Community Pathway Program (CPP) is designed for students with special education needs who are primarily accessing non-credit courses leading to a Certificate of Accomplishment. In some cases, students may work toward an Ontario Secondary School Certificate (OSSC), which requires 14 credit courses.

Making Plans for this Pathway?

- Special Education staff, parents and community support agencies work together in a collaborative community process to individually plan and prepare students for life in the community upon leaving secondary school. (Students in this pathway may remain in school until June of the year in which the student turns 21 years of age).
- In planning, options could include, but are not limited to: volunteer work, paid employment, and participation in recreational programs. A few students may access specialized programs (CICE - Community Integration through Co-operative Education) offered at a few Ontario colleges.

Students graduate with one of the following:

- Ontario Secondary School Certificate (OSSC)
  This certificate is awarded to students who successfully complete a minimum of 14 credits including 7 compulsory credits — 2 credits in English, 1 credit in each of the following: Math, Canadian Geography or Canadian History, Science, Health and Physical Education, Arts or Technological Education — plus 7 optional credits.
- Certificate of Accomplishment
  This certificate is awarded to students upon leaving school who have made progress in completing individual personal and educational goals.

For more information on the Community Pathway visit:
www.hdsb.ca (search: Special Education Plan)
www.dsontario.ca
www.sopdi.ca
www.communitylivingontario.ca
UNIVERSITY Pathway

University offers degree programs that are theoretical in nature in the General Arts, Sciences and Business.

University leads to:
University can lead to careers such as: teachers, engineers, doctors, accountants, computer programmers and lawyers.

How long does University take?
• Students in university obtain bachelor degrees, master degrees, and doctorate degrees, ranging from three to 10 years of study
• Universities also offer continuing education and certificate programs for specific occupations

Consider University if:
• You enjoy abstract concepts associated with course material and academic/theoretical learning
• You enjoy independent learning
• You have specific career goals in mind that require a university education

For more information on University, visit:
www.ouac.on.ca
www.myblueprint.ca/halton
www.electronicinfo.ca
www.ontario.ca/page/ontario-universities
www.careercruising.com
WORK Pathway

A wide variety of careers require a high school diploma, followed by specific on-the-job training or entry-level positions from high school including: real estate agents, animal care workers, bank tellers, photographers, website designers and construction labourers.

Some students who choose direct entry into work may later pursue apprenticeship, college and/or university.

Several programs in Halton provide opportunities for students to meet initial requirements for entering specific industries, allowing them to make a successful transition from school to the workplace.

Consider direct entry into Work if:

• You have developed practical workplace skills that have prepared you for a specific career without needing to pursue college, university, or an apprenticeship first

• You have been successful in workplace pathway courses and wish to explore workplace opportunities

• You want to gain workplace experience before continuing post-secondary education

• You have specific career goals in mind that allow you to go directly to the workplace for on-the-job training

For more information on direct entry into Work, visit:
www.jobfutures.ca
www.jobbank.gc.ca
www.myblueprint.ca/halton
www.careercruising.com
www.ontario.ca/page/employment-ontario
REGIONAL PATHWAYS PROGRAMS

The Halton District School Board offers a variety of specialized Regional Pathways such as: French Immersion, International Baccalaureate, and ESL (English as a Second Language). Senior students may also enter Regional Pathways Programs including: Specialist High Skills Major (SHSM), Dual Credit, Ontario Youth Apprenticeship Program (OYAP) and School to Career.

International Baccalaureate Diploma Programme (IBDP)

- A multidisciplinary program
- A preparation for university study
- Internationally recognized curriculum, expectations, and focus
- High level of university acceptance and scholarship potential

The IB Diploma Programme is a comprehensive two-year programme that takes place in the last two years of secondary school (Grade 11 & 12). An IB Diploma holder may also receive credit for courses at some universities.

The IB Diploma Programme is designed as an academically rigorous and balanced programme of education with final examinations that prepare students for success at university and life beyond. The programme has gained recognition and respect from the world’s leading universities.

Students who succeed in earning the IB Diploma will at the same time earn the Ontario Secondary School Diploma.

Halton secondary schools offering IBDP include:

All IBDP schools offer a cluster program for Grade 9 and 10 students accepted to IBDP.

This two-year programme is designed to prepare students for the academic rigour and challenges of the IBDP.

Halton secondary schools offering IBDP include:

East – White Oaks SS
North - Georgetown District HS, Craig Kielburger SS*
West - Robert Bateman HS, Burlington Central HS**

* proposed program to begin in 2020/21. Grade 9 will begin preparation program in 2019/20. See www.cks.hdsb.ca for updates.

** 2019/20 Grade 9 will attend Burlington Central, Grade 10-12 will remain at Robert Bateman HS. 2021/21 Grade 9-12 will attend Burlington Central HS.

Please Note: HDSB does not provide transportation for IB programme or Grade 9/10 preparation program.

I-STEM PROGRAM

The I-STEM regional program is an interdisciplinary, experiential, competency-based and inquiry-based program focused on innovation. Students work collaboratively and in partnership with post-secondary and community partners to solve social, economic or environmental local and global issues. I-STEM is a new program that will be offered at Aldershot High School beginning in 2019-2020 for students entering Grade 9.

For more information, visit www.hdsb.ca (search: I-STEM).

Note: HDSB does not provide transportation for I-STEM students.
REGIONAL PATHWAYS PROGRAMS
English as a Second Language (ESL) and English Literacy Development (ELD)

The English language proficiency of all English Language Learners (ELL) will be assessed upon registration with the Halton District School Board. The time needed to complete the assessment will vary based on individual student needs. The assessment will include:

- A structured interview to assess oral communication skills (listening and speaking)
- An assessment of reading comprehension
- An assessment of student writing
- An assessment of mathematical knowledge and skills

The assessment provides information about the type and the amount of support the student needs to develop English language skills and address gaps in learning.

In secondary schools, placement in courses will depend upon the results of the assessment and the student’s educational background.

English As a Second Language (ESL) and English Literacy Development (ELD) STEPs 1-5 sites include:

East - T. A. Blakelock HS, White Oaks SS
North - Craig Kielburger SS
West - Burlington Central HS

All other secondary schools offer programming and/or support for students at STEPs 4+.

Please note: Transportation is provided for students who live more than 3.2 km from their ESL secondary school.

This chart shows how most English language learners progress through ESL and/or ELD courses and into mainstream English courses. Not all students will follow this pathway exactly. Individual students may vary in the rate at which they progress through the levels.

*When offered, these courses must all be completed prior to taking ESL courses.
LOCALLY DEVELOPED

Locally Developed Programs are for students who:
- Require flexibility and support to meet graduation requirements
- Are several grade levels behind in literacy and numeracy skills
- Benefit from structure and organization
- Complete tasks and homework with assistance, support, and prompting
- Benefit from authentic, hands-on learning experiences

The LEAP Program is available to select Grade 8 students who are likely to attend the Locally Developed Program. Grade 8 students in the LEAP Program have the opportunity to earn 4 high school credits towards their OSSD.

The LEAP Program:
- Eases the transition to high school
- Improves confidence
- Builds literacy and numeracy skills
- Develops academic and social skills through project-based learning

LEAP and Locally Developed Program sites include:
- East - White Oaks SS
- North - Craig Kielburger SS, Georgetown District HS
- West* - M.M. Robinson HS, Nelson HS, Robert Bateman HS

* 2019/20 Grade 8 and 9 at M.M.Robinson HS, program will be extended to Grade 10 in 2020/21, Grade 11 in 2021/22, Grade 12 2022/23. The program from Robert Bateman HS will move to Nelson HS for Grade 8 and 9 in 2019/20, it will be extended to Grade 10-12.

REGIONAL PATHWAYS PROGRAMS

French Immersion and Extended French

The French Immersion Program is open to students who have completed the French Immersion program in a Halton elementary school or with principal permission for appropriate students from school boards outside Halton.

French Immersion students must accumulate a total of 10 immersion credits in order to receive a Certificate of Immersion Studies. The 10 immersion credits include 4 French Language Arts credits and 6 additional courses in other subjects taught in French.

French Immersion programs include:
- **East** - Iroquois Ridge HS, Oakville Trafalgar HS, T.A. Blakelock HS, White Oaks SS, Garth Webb SS
- **North** - Acton District HS, Craig Kielburger SS, Georgetown District HS, Milton District HS
- **West** - Aldershot HS, Nelson HS, Burlington Central HS, M.M. Robinson HS

Students in the French Immersion Program take the following:

Grade 9: French Immersion Course plus 3 additional courses taught in French*
Grade 10: French Immersion Course plus 3 additional courses taught in French*
Grade 11: French Immersion Course
Grade 12: French Immersion Course

The Extended French Program begins in Grade 7 at Sir E. MacMillan PS and continues in Grade 9-12 at M.M. Robinson HS.

Extended French students must accumulate a total of 7 extended French credits in order to receive a Certificate of Extended French. The 7 extended credits include 4 French Language Arts credits and 3 additional courses in other subjects taught in French.

Students in the Extended French Program take the following:

Grade 9: Extended French Course plus 2 additional courses taught in French
Grade 10: Extended French Course plus 1 additional course taught in French*
Grade 11: Extended French Course
Grade 12: Extended French Course

*Some school’s French Immersion program may adjust the number of additional courses taught in French for the Grade 9-11 years, additional courses taught in French may vary by school.
REGIONAL PATHWAYS PROGRAMS
SHSM & OYAP

Specialist High Skills Major Programs

SHSM programs have been introduced to offer specialized programming for students in various sectors. These programs allow students to focus their learning on a career path that matches their skills and interests. Each SHSM program includes a bundle of eight to ten Grade 11 and 12 courses related to the chosen sector. In addition, students choosing a SHSM program earn valuable industry certification and training and have an experiential learning opportunity working in the chosen sector.

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<tr>
<th>Sector</th>
<th>Region</th>
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<tbody>
<tr>
<td>Agriculture</td>
<td>Halton Hills</td>
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<tr>
<td>Arts &amp; Culture</td>
<td>Burlington</td>
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<td>Milton</td>
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<td>Business</td>
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<td>Environment</td>
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<td>Information and Communications Technology</td>
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<td>Justice, Community, Safety &amp; Emergency Services</td>
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<td>Oakville</td>
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<th>Sector</th>
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<td>Health &amp; Wellness</td>
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<td>Horticulture &amp; Landscaping</td>
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<td>Sports</td>
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<td>Hospitality &amp; Tourism</td>
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<td>Halton Hills</td>
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Concentrated Ontario Youth Apprenticeship Programs

Concentrated OYAP helps prepare students for apprenticeship by combining high school courses with a cooperative education placement to provide the knowledge, skills and work experience to begin an apprenticeship. Hours and skills accumulated in OYAP may be applied to the student’s apprenticeship certification requirement.

<table>
<thead>
<tr>
<th>Program</th>
<th>Region</th>
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</thead>
<tbody>
<tr>
<td>Auto Body &amp; Automotive Painter</td>
<td>Burlington</td>
</tr>
<tr>
<td>Chef/Baker</td>
<td>Burlington</td>
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<tr>
<td>Cabinetmaking/Carpentry</td>
<td>Burlington</td>
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<td>Halton Hills</td>
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<tr>
<td>Child and Youth Worker</td>
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<td>Electrical</td>
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<td>Milton</td>
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<tr>
<td>Child Development Practitioner</td>
<td>Milton</td>
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<tr>
<td>Hairstylist</td>
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<td>Milton</td>
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<td></td>
<td>Oakville</td>
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<tr>
<td>Precision Machining/Millwright</td>
<td>Burlington</td>
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<tr>
<td>Transportation</td>
<td>Burlington</td>
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<td></td>
<td>Halton Hills</td>
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<td></td>
<td>Milton</td>
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<td></td>
<td>Oakville</td>
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<tr>
<td>Welding</td>
<td>Halton Hills</td>
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</tbody>
</table>

For more information on Regional Pathways Programs see your Guidance Counsellor and/or visit www.haltonpathways.ca www.myblueprint.ca/halton
REGIONAL PATHWAYS PROGRAMS
Dual Credit Programs & School to Career Programs

Dual Credit Programs

These partnership programs between school boards and colleges provide an opportunity for senior students to simultaneously earn secondary school and college credits. These credits are applied to their OSSD and college diploma or Level 1 apprenticeship training. Dual Credit programs run either in the secondary school or at the college, and allow students to reach ahead to their future education in the apprenticeship or college post-secondary pathways. Some Dual Credit programs are also offered as a SHSM.

<table>
<thead>
<tr>
<th>Program</th>
<th>Region</th>
<th>College Partner</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Landscaping and Horticulture</td>
<td>Milton</td>
<td>Humber</td>
</tr>
<tr>
<td></td>
<td>Halton Hills</td>
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<td></td>
<td>Oakville</td>
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<tr>
<td>Sociology</td>
<td>Halton Hills</td>
<td>Humber</td>
</tr>
<tr>
<td>Construction/Welding Re-engagement</td>
<td>Burlington</td>
<td>Mohawk</td>
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<tr>
<td></td>
<td>Halton Hills</td>
<td></td>
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<tr>
<td>Mental Health Re-engagement</td>
<td>Milton</td>
<td>Mohawk</td>
</tr>
<tr>
<td>Media - Re-engagement</td>
<td>Burlington</td>
<td>Mohawk</td>
</tr>
<tr>
<td>Advanced Construction - Electrical</td>
<td>Burlington</td>
<td>Mohawk</td>
</tr>
<tr>
<td>Manufacturing SHSM: Advanced Robotics</td>
<td>Burlington</td>
<td>Mohawk</td>
</tr>
<tr>
<td>Pathways to Community Services</td>
<td>Burlington</td>
<td>Mohawk</td>
</tr>
<tr>
<td>Art Fundamentals</td>
<td>Oakville</td>
<td>Sheridan</td>
</tr>
<tr>
<td>Trades &amp; Technology Fundamentals</td>
<td>Brampton</td>
<td>Sheridan</td>
</tr>
</tbody>
</table>

Pathways Programs

These programs are designed to engage Grade 10 -12 students by extending their learning in an alternative educational setting. Learn more at www.haltonpathways.ca and by visiting your Guidance Counsellor.

<table>
<thead>
<tr>
<th>Program</th>
<th>Description</th>
<th>Region</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bronte Creek Project*</td>
<td>One semester, four credit, environmental leadership program available to Grade 11 and 12 students.</td>
<td>Burlington</td>
</tr>
<tr>
<td>Trailhead</td>
<td>One semester, four credit, community and environmental leadership program available to Grade 10 students.</td>
<td>Burlington</td>
</tr>
<tr>
<td>RBG Eco Studies*</td>
<td>One semester, four credit, environment program at the Royal Botanical Gardens.</td>
<td>Burlington</td>
</tr>
<tr>
<td>Can-Fit Pro Personal*</td>
<td>One semester, four credit, Can-Fit Pro Personal Trainer program available to Grade 11 and 12 students.</td>
<td>Burlington</td>
</tr>
</tbody>
</table>

*Indicates the program is also offered as a SHSM program.
ADDITIONAL LEARNING OPPORTUNITIES

eLearning & Cooperative Education

**eLearning** is growing in Halton! eLearning encompasses all learning opportunities and instructional strategies that incorporate electronic and internet-based resources.

**Blended Learning** is a part of many classrooms and courses at all secondary schools. It combines the more traditional classroom experience with a variety of internet-based resources and applications through the D2L (Desire to Learn) learning management system.

**Fully online** courses are available to students in both semesters and at summer school. In an online course, students interact and learn with their teacher, classmates and electronic resources using any internet-connected computer. Online courses allow students to:

- Earn the same credits in a different way.
- Learn at a flexible time (no scheduled classes), place and pace (within semester limits).
- Access engaging, unique courses unavailable in some high schools.

Students are encouraged to evaluate their learning styles and learning skills when considering a course delivered online. Guidance Counsellors and online teachers can assist students with an exploration of online learning opportunities in Halton.

For more details on eLearning visit www.elearning.hdsb.ca.

**Cooperative Education**

Cooperative Education (Co-op) allows students to earn secondary school credits while completing a work placement. The integrated Co-op course connects prior learning/credits and related work experience. The course begins with an in-school pre-placement learning plan to ready students for the out-of-school work experience. Cooperative Education teachers work in partnership with the Halton Industry Education Council (HIEC) to match students with appropriate Halton employment placements.

Students are monitored and assessed by the Cooperative Education teacher and have regular performance appraisals by the placement supervisor (employer).

Most Co-op work placements are designed as half-day programs.

- Students can apply up to two Co-op credits towards their compulsory course requirements, with no limit on earning elective credits.
- Co-op programs are appropriate for all post-secondary destinations including: apprenticeship, college, community, university or work.

**Co-op students have the opportunity to:**

- Experience hands-on learning
- “Test-drive” career interest
- See the relevance of their classroom learning
- Earn credits and develop essential skills through workplace experience
- Gain valuable work experience, build a résumé to prepare for future employment and/or post-secondary education
- Earn apprenticeship hours and/or be registered as an apprentice while participating in an apprenticeable trade through the Ontario Youth Apprenticeship Program (OYAP). For more information about OYAP, please go to www.haltonpathways.ca
ADDITIONAL LEARNING OPPORTUNITIES
Summer School & Night School

Summer School - Secondary
In July, some secondary schools are designated as sites for Summer School. Courses are available for students who wish to earn new credits or upgrade previous courses. Students may register for one full-credit course with the HDSB (including online courses).

- Full-credit courses are four weeks in duration (110 hours of instruction). These courses are appropriate for new credit and/or for students who require additional learning/support to meet provincial standards.
- Courses available: in class, online, co-op.
- Two week credit recovery is available for failed courses based on school referral.
- Summer School course offerings and registration forms are available from your school’s Guidance office in May and at www.garyallan.ca.

Students who intend to register for summer school with other school boards must inform their Guidance office.

Students are required to provide official documentation to their Guidance office for all credits earned outside of the Halton District School Board.

Summer School - Elementary
- Elementary summer school programs are available to students in Grade 7 and 8 who are looking to build literacy and numeracy skills.
- Reach ahead opportunity for Grade 8 students to take Grade 9 credit course over a four-week period prior to starting high school.

Night School
Night School offers full-credit courses for some Grade 11 and 12 courses at designated secondary schools each semester. Classes are scheduled two evenings per week from 6:30 - 9:30 p.m.

Night School course offerings and registration are available from the Guidance office in mid-September for semester 1 courses and mid-February for semester 2 courses. Course offerings and schedule information are also available at www.garyallan.ca.

Students who intend to register for Night School with other school boards must inform their school’s Guidance office.

Students are required to provide official documentation to their school’s Guidance office for all credits earned outside of the Halton District School Board.

See your Guidance Counsellor for more information.

www.garyallan.ca
**ADDITIONAL LEARNING OPPORTUNITIES**
Gary Allan High School – Alternative and Adult Programs

Gary Allan High School (GAHS) serves learners of all ages at sites in Burlington, Georgetown, Milton and Oakville. The wide range of courses and programs offered at GAHS are suitable for all destination pathways.

**Programs at a Glance**

<table>
<thead>
<tr>
<th>Program</th>
<th>Location(s)</th>
<th>Age Range</th>
<th>Learner Profile</th>
<th>Start Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Online+</strong></td>
<td>Burlington&lt;br&gt;Halton Hills&lt;br&gt;Milton&lt;br&gt;Oakville</td>
<td>18+</td>
<td>Fully online learning with ongoing teacher support and direction in class or online.</td>
<td>Continuous enrolment Sept. - March</td>
</tr>
<tr>
<td><strong>STEP</strong></td>
<td>Burlington&lt;br&gt;Halton Hills&lt;br&gt;Milton&lt;br&gt;Oakville</td>
<td>16-20</td>
<td>Guided learning focusing on compulsory credits combined with an experiential learning program.</td>
<td>Intakes Sept.- Oct. Jan. - April Extended morning program</td>
</tr>
<tr>
<td><strong>TREX</strong></td>
<td>Burlington</td>
<td>16-20</td>
<td>Experiential learning program for youth interested in landscaping or construction.</td>
<td>Intakes Sept.- Oct. Jan. - April Extended morning program</td>
</tr>
<tr>
<td><strong>Literacy/ Numeracy remedial programs</strong></td>
<td>HDSB secondary and elementary schools</td>
<td>Grade 7-10</td>
<td>Students looking to develop their skills with literacy and numeracy studies, including preparation for Grade 9 EQAO Math and Grade 10 OSSLT programs.</td>
<td>Sept. - June</td>
</tr>
<tr>
<td><strong>Heads Up Grade 9</strong></td>
<td>Halton secondary schools</td>
<td>Incoming Grade 9 students</td>
<td>Transition to high school program for students entering Grade 9. Students will be welcomed to their school community through literacy and numeracy activities.</td>
<td>Three-day program in late Aug.</td>
</tr>
<tr>
<td><strong>Credit International Language</strong></td>
<td>Burlington&lt;br&gt;Oakville&lt;br&gt;Milton</td>
<td>14+</td>
<td>Secondary students and adults looking to earn secondary school credits in various International Languages.</td>
<td>Sept. (full-year program)</td>
</tr>
</tbody>
</table>

To learn more, speak to your Guidance Counsellor or visit www.garyallan.ca.
<table>
<thead>
<tr>
<th>Area of Interest</th>
<th>Website(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Halton District School Board</strong></td>
<td><a href="http://www.hdsb.ca">www.hdsb.ca</a></td>
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<tr>
<td></td>
<td><a href="http://www.garyallan.ca">www.garyallan.ca</a></td>
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<td></td>
<td><a href="http://www.haltonpathways.ca">www.haltonpathways.ca</a></td>
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<tr>
<td></td>
<td>eLearning.hdsb.ca</td>
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<tr>
<td><strong>Ontario Ministry of Education Curriculum</strong></td>
<td><a href="http://www.edu.gov.on.ca/eng/curriculum">www.edu.gov.on.ca/eng/curriculum</a></td>
</tr>
<tr>
<td><strong>Program Pathway Planning</strong></td>
<td><a href="http://www.myblueprint.ca/halton">www.myblueprint.ca/halton</a></td>
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<td></td>
<td><a href="http://www.careercruising.ca">www.careercruising.ca</a></td>
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<td></td>
<td><a href="http://www.osca.ca">www.osca.ca</a></td>
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<td></td>
<td><a href="http://www.ontario.ca/page/education-and-training">www.ontario.ca/page/education-and-training</a></td>
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<tr>
<td><strong>Scholarships and Financial Assistance</strong></td>
<td><a href="http://www.scholarshipscanada.com">www.scholarshipscanada.com</a></td>
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<td></td>
<td><a href="http://www.studentawards.com">www.studentawards.com</a></td>
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<td><a href="http://www.osap.gov.on.ca">www.osap.gov.on.ca</a></td>
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<tr>
<td><strong>Apprenticeship Pathway</strong></td>
<td><a href="http://www.apprenticesearch.com">www.apprenticesearch.com</a></td>
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<td></td>
<td><a href="http://www.oyap.com">www.oyap.com</a></td>
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<td><a href="http://www.apprenticetrades.ca">www.apprenticetrades.ca</a></td>
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<tr>
<td></td>
<td><a href="http://www.careercruising.ca">www.careercruising.ca</a></td>
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<tr>
<td><strong>College Pathway</strong></td>
<td><a href="http://www.ontariocolleges.ca">www.ontariocolleges.ca</a></td>
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<td></td>
<td><a href="http://www.gotocollege.ca">www.gotocollege.ca</a></td>
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<td><a href="http://www.degreesindemand.ca">www.degreesindemand.ca</a></td>
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<td><a href="http://www.ocutg.on.ca">www.ocutg.on.ca</a></td>
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<tr>
<td><strong>Community Pathway</strong></td>
<td><a href="http://www.dsontario.ca">www.dsontario.ca</a></td>
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<td></td>
<td><a href="http://www.communityliving.ca">www.communityliving.ca</a></td>
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<tr>
<td><strong>University Pathway</strong></td>
<td><a href="http://www.electronicinfo.ca">www.electronicinfo.ca</a></td>
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<td><a href="http://www.ouac.on.ca">www.ouac.on.ca</a></td>
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<td><a href="http://www.aucc.ca">www.aucc.ca</a></td>
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<tr>
<td></td>
<td><a href="http://www.ocutg.on.ca">www.ocutg.on.ca</a></td>
</tr>
<tr>
<td><strong>Work Pathway</strong></td>
<td><a href="http://www.on.workinfonet.ca">www.on.workinfonet.ca</a></td>
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<tr>
<td></td>
<td><a href="http://www.workingincanada.gc.ca">www.workingincanada.gc.ca</a></td>
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<td></td>
<td><a href="http://www.haltonpathways.ca">www.haltonpathways.ca</a></td>
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# COMMUNITY RESOURCES

<table>
<thead>
<tr>
<th><strong>COMMUNITY RESOURCES</strong></th>
<th><strong>Burlington</strong></th>
<th><strong>Milton</strong></th>
<th><strong>Oakville</strong></th>
<th><strong>Halton Hills</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADAPT</strong></td>
<td>905-639-6537</td>
<td>905-693-4250</td>
<td>905-847-6547</td>
<td>Georgetown 905-873-2993</td>
</tr>
<tr>
<td>Alcohol and Drug Counselling</td>
<td></td>
<td></td>
<td></td>
<td>Acton 519-853-8222</td>
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<tr>
<td><a href="http://www.haltonadapt.org">www.haltonadapt.org</a></td>
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<tr>
<td><strong>Halton Children's Aid Society (CAS)</strong></td>
<td>Burlington</td>
<td>905-639-6537</td>
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<tr>
<td><a href="http://www.haltoncas.ca">www.haltoncas.ca</a></td>
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<tr>
<td>Individual and family counselling</td>
<td><a href="http://www.haltonfamilyservices.org">www.haltonfamilyservices.org</a></td>
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<tr>
<td><strong>Halton Multicultural Council</strong></td>
<td>905-842-2486 ext.482</td>
<td>905-864-6565</td>
<td>905-257-1555</td>
<td>905-864-6565</td>
</tr>
<tr>
<td><a href="http://www.hmccconnections.com">www.hmccconnections.com</a></td>
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<tr>
<td><strong>Halton Region</strong></td>
<td>Dial 311 905-825-6000</td>
<td>905-864-6565</td>
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<tr>
<td><a href="http://www.halton.ca">www.halton.ca</a></td>
<td>905-825-6000</td>
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<tr>
<td><strong>Halton Regional Police Services</strong></td>
<td>905-825-4747</td>
<td>905-878-5511</td>
<td>905-825-4747</td>
<td>905-878-5511</td>
</tr>
<tr>
<td><a href="http://www.haltonpolice.ca">www.haltonpolice.ca</a></td>
<td>905-825-4747</td>
<td></td>
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<tr>
<td><strong>Halton Trauma Centre</strong></td>
<td>Oakville 905-825-3242</td>
<td>905-825-4747</td>
<td>905-825-4747</td>
<td>905-878-5511</td>
</tr>
<tr>
<td>Services for children and families affected by abuse</td>
<td><a href="http://www.haltontraumacentre.ca">www.haltontraumacentre.ca</a></td>
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<tr>
<td><strong>Halton Women's Place</strong></td>
<td>North Shelter: 905-878-8970</td>
<td>905-332-1593</td>
<td>905-878-8970</td>
<td>905-332-1593</td>
</tr>
<tr>
<td><a href="http://www.haltonwomensplace.com">www.haltonwomensplace.com</a></td>
<td>Crisis Line: 905-878-8555</td>
<td></td>
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<tr>
<td><strong>Kids Help Phone</strong></td>
<td>1-800-668-6868</td>
<td>905-875-2575</td>
<td>905-339-3525</td>
<td>905-875-2575</td>
</tr>
<tr>
<td><strong>Our Kids Network</strong></td>
<td>905-333-1844</td>
<td>Milton Hub 905-876-1306</td>
<td>North Oakville Youth Project 905-635-3525</td>
<td>Acton Hub 289-428-5097</td>
</tr>
<tr>
<td>Local support for children, youth, families</td>
<td>Aldershot Hub 905-633-7108</td>
<td>905-875-2575</td>
<td>905-339-3525</td>
<td>905-875-2575</td>
</tr>
<tr>
<td><a href="http://www.ourkidsnetwork.ca">www.ourkidsnetwork.ca</a></td>
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<tr>
<td><strong>Reach Out Centre for Kids</strong></td>
<td>905-634-2347</td>
<td>905-875-2575</td>
<td>905-339-3525</td>
<td>905-875-2575</td>
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</tbody>
</table>
Accommodations –
Adjustments made in the delivery of course material, including specific, teaching and assessment strategies, and/or assistive technology, that support a student’s access to the subject or course materials, but do not change the learning expectations.

Achievement Categories –
The four achievement categories are: Knowledge and Understanding, Thinking, Communication and Application.

Achievement Chart –
The chart provides a reference point for all assessment practice and a framework within which to assess and evaluate student achievement.

Assessment –
The process of gathering information/evidence that accurately reflects how well a student is achieving the curriculum expectations in a course.

Certificate of Accomplishment –
This certificate will be granted to students who have earned a maximum of 13 credits.

Code of Conduct –
Provides guidelines and expectations for all students regarding behaviour within the school. It is usually found in the student agenda or on the school website.

Community Involvement Hours –
As part of the OSSD all students must complete 40 community involvement hours. Students may begin to accumulate hours during the summer before their Grade 9 year.

Compulsory Course –
Refers to a specific course that students must take as part of the Ontario Secondary School Diploma (OSSD).

Cooperative Education (Co-op) –
Provides students with an opportunity to extend their classroom learning with a work placement.

Course Code –
Six character course codes are used to represent the subject, grade, and course type.

Course Selection –
The process of selecting courses for the following school year. This occurs in January/February.

Course Types –
Courses are offered as: Academic, Applied, College, Essential, Open, University, University/College, Workplace and K-Coded courses.

Credit –
A credit value of 1.0 is granted upon successfully completing a 110-hour course with a minimum of 50%.

Credit Counselling Summary –
A record of marks and credits attempted and achieved, community involvement hours, and completion of the Ontario Secondary School Literacy Test requirement.

Credit Recovery –
A Student Success initiative that provides students who have failed a course an opportunity to complete the required learning expectations and earn the credit. Students who withdraw from a course are not eligible for credit recovery.

Credit Rescue –
A Student Success initiative that supports students at risk of failing a course. Credit Rescue occurs while the student is enrolled in the course.

Elective Course –
A course students select based on interest.

English Literacy Development Program (ELD) –
A course which will teach students the basics of reading and writing.

English as a Second Language Program (ESL) –
A course which will support students in developing English language skills (reading, writing, listening, and speaking).

English Language Learners (ELL) –
Refers to students whose first language is not English.
Evaluation – The process of judging the quality of student learning on the basis of established performance standards and assigning a value (mark) to represent that quality.

EQAO Grade 9 Assessment of Mathematics – A test based on the Grade 9 Applied and Academic Mathematics programs written towards the end of the student’s Mathematics course.

Final Evaluation – This evaluation represents 30% of the final grade in a course and may include a final performance task and/or final examination. This evaluation is administered towards the end of the course.

Final Performance Task – Students are asked to complete this major piece of evaluation for each course.

Full Disclosure – Following the Full Disclosure date (each semester) any Grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the course. Full Disclosure occurs five instructional days after the issue of the midsemester Provincial report card. Full disclosure does not apply to Grade 9 or 10 courses.

Fully Online – A course delivery method based on the use of online course resources taught by an off-site teacher outside of a traditional classroom.

Guidance – The Guidance office is a safe place for students to express their needs and concerns. Guidance Counsellors provide support services for many aspects of adolescent development including, personal, academic and career counselling. The Guidance office may also be referred to as ‘Student Services’ in some schools.

Identification, Placement and Review Committee (IPRC) – A committee that meets and decides if a student should be identified as an exceptional pupil and, if so, the placement that will best meet the student’s needs.

Individual Education Plan (IEP) – A written plan, which describes the strengths and needs of an individual student, the special education programs and services established to meet that student’s needs, and how the programs and services will be delivered.

International Baccalaureate Diploma Programme (IBDP) – The Diploma Programme is a comprehensive two-year program that takes place in the last two years of secondary school (Grade 11 & 12).

Learning Skills – Learning Skills are reported on the Ontario Provincial Report Card in the following areas: responsibility, independent work, organization, collaboration, initiative and self-regulation.

Modifications – Adjustments made to the grade level expectations for a subject or course, to meet the needs of the student. Students are working at their own level and are assessed based on their Individual Education Plan rather than meeting course expectations.

Ontario Education Number (OEN) – A student identification number assigned by the Ministry of Education when a student starts school in Ontario. The number will follow the student throughout his or her education in Ontario.

Ontario Student Transcript – An official record of academic achievement at a secondary school in Ontario.

Ontario Secondary School Certificate (OSS Certificate) – This certificate will be granted to students who have earned a minimum of 14 credits.

Ontario Secondary School Diploma (OSSD) – The OSSD is granted to students who achieve the requirements of 30 credits (18 compulsory and 12 elective), complete 40 community involvement hours and successfully complete the Ontario Secondary School Literacy requirement.
Ontario Secondary School Literacy Course (OSSLC) – This course meets the Ontario Secondary School Literacy requirement and may be recommended for students not previously successful on the OSSLT.

Ontario Secondary School Literacy Test (OSSLT) – In Grade 10, students write their OSSLT as a required component of an OSSD.

Ontario Student Record (OSR) – The official school record for each student enrolled in an Ontario school. The OSR file contains report cards, credit history and completed diploma requirements, and other material relevant to the education of the student. The OSR follows the student through school and remains at the final Ontario school attended. The Ontario Education Act and Freedom of Information legislation protect these records.

Ontario Youth Apprenticeship Program (OYAP) – A Pathways program which allows students to gain experience and training in apprenticeship occupations through Co-operative Education.

Parent – The term parent is used throughout this document to refer to the legal guardian of any student under 18 years of age.

Pathways – Pathways initiatives provide a wide range of course types, programs and learning opportunities to prepare students for success in secondary school and in their chosen post-secondary destination.

Prerequisite – The course a student must have completed prior to the next course in that subject area.

Professional Support Services Personnel (PSSP) – PSSP staff includes: Child and Youth Workers/Counsellors, Social Workers, Psycho-Educational Consultants and Speech Language Pathologists.

Progressive Discipline – A range of responses and consequences when a student’s actions are contrary to the Code of Conduct.

School Council – School Councils advise principals and, where appropriate, the school board on issues affecting the education programs and the operation of individual schools. Their membership reflects both the school and the community and includes parents and guardians of students, the principal, a teacher, a student representative (secondary school councils), a non-teaching school staff member as well as members from the community at large. Parents must make up the majority of council members.

Semester – The school year is divided into two semesters. A student will generally take four courses in each semester. Some courses are de-semestered and run from September to June.

Specialist High Skills Major (SHSM) – A Pathways program that allows students to focus their learning on a career path that matches their skills and interests. SHSM programs include a compulsory bundle of eight to twelve Grade 11 and 12 courses, industry certification/training and experiential learning from the chosen sector.

Support Services Team – A team composed of school Administrators, Guidance Counsellors, Special Education teachers, Social Worker, and Student Success teacher. The team works together to support student achievement and wellness.

Student Success – Refers to the many initiatives in place to support student learning.

Timetable – A timetable outlines the course, time, room number, lunch period, teacher and semester in which students will take all their courses.
### 18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

<table>
<thead>
<tr>
<th>Credit</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>credits in English</td>
</tr>
<tr>
<td>3</td>
<td>credits in Mathematics</td>
</tr>
<tr>
<td>2</td>
<td>credits in Science</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian History</td>
</tr>
<tr>
<td>1</td>
<td>credit in Canadian Geography</td>
</tr>
<tr>
<td>1</td>
<td>credit in the Arts</td>
</tr>
<tr>
<td>1</td>
<td>credit in Health and Physical Education</td>
</tr>
<tr>
<td>1</td>
<td>credit in French as a second language</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in Career Studies</td>
</tr>
<tr>
<td>0.5</td>
<td>credit in Civics</td>
</tr>
</tbody>
</table>

**Plus one credit from each of the following groups:**

1. **Group 1**: an additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities or Canadian and world studies or guidance and career education or cooperative education

2. **Group 2**: an additional credit in health and physical education, or the arts or business studies, or French as a second language, or cooperative education

3. **Group 3**: an additional credit in science or technological education, or French as a second language, or computer studies, or cooperative education

**In addition to the above the students must complete:**

1. 12 elective credits
2. 40 hours of community involvement activities
3. Ontario Literacy Requirement OSSLT or OSSLC
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