

How to Use this Resource

Chart your Course: Explore your future direction is designed to help you meet your **individual** and **academic** needs. It is also meant to encourage parents/guardians and students to keep themselves up-to-date with what is going on in secondary education in Ontario and the programs in their schools. This course calendar outlines courses available to students in Peel secondary schools.

We encourage you to familiarize yourself with the general information, policies and regulations in the calendar. It is your responsibility to ensure that the courses you choose are appropriate to the program requirements.

The calendar will help you understand the course selection process and provide information on the courses and programs offered in Peel schools. Inside you will find:

- diploma requirements
- information related to secondary education in Peel schools
- descriptions of specialized and regional programs
- school profiles
- individual school course offering charts
- course descriptions and prerequisites

As you read through the calendar and begin to make decisions about the courses you will take during the next school year, keep the following in mind:

- your long-term goals for education
- your desired initial post secondary destination – apprenticeship, college, the workplace or university
- your strengths and interests

It is important that you complete and submit course selections on time. Program selection for the following September will be made in February. The deadline is earlier for some locations and for some special programs. You should check with your school for exact dates.

We assume that you are making a firm commitment when you make course selections. Please note that some courses may be cancelled or combined if enrolment is too low.

Speak with your teachers and guidance counsellor if you have any questions or require further assistance.

This resource will be published every year. An online version is available on the Peel District School Board website at www.peelschools.org in the “Student Stuff” section.

All Ontario Curriculum Policy documents and course outlines may be accessed from the Ministry website: www.edu.gov.on.ca

Transitions to Secondary School

Peel schools offer a range of activities to support the successful transition of all students into secondary school as outlined in the Ministry of Education deliverables.

- The Board has a defined transitions plan including orientation activities, strategies and interventions.
- The transitions plan includes fall monitoring of all students ‘at risk.’
- Each grade 9 student ‘at risk’ has a designated caring adult who acts as an advocate.
- Each grade 9 student ‘at risk’ has a semester one timetable that reflects his/her interests and strengths.
- A mechanism for sharing student information between elementary and secondary schools exists and is utilized by the board.

Each Peel secondary school has a designated Student Success Teacher to assist in this process. Interventions and strategies used by schools may include strategic timetabling to support students’ strengths, monitoring programs, cross-panel planning and alignment of literacy and numeracy supports, and a variety of communication links with parents and the community.

Diploma Requirements

For students entering grade 9 in September 2008, requirements for the Ontario Secondary School Diploma are currently being revised by the Ontario Ministry of Education. Any changes to the diploma requirements will be communicated to schools as soon as they are made available by the Ministry.

The Credit System

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. For the purpose of granting a credit, “scheduled time” is defined as the time during which students participate in planned learning activities (other than homework) designed to lead to the achievement of the curriculum expectations of a course. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

Requirements for Ontario Secondary School Diploma

In order to earn an Ontario Secondary School Diploma (OSSD), a student who entered grade 9 in the 1999-2000 school year, or enters in subsequent years, must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits. Students must also complete 40 hours of community involvement activities and must successfully complete the Ontario Secondary School Literacy Test (OSSLT).

Effective September 2005, two co-operative education credits can be counted toward the 18 compulsory credits.

Note: Successful completion of the OSSLT is not required as a diploma requirement for those students who entered grade 9 in September 1999. Refer to page 3 for conditions under which a student may take the Ontario Secondary School Literacy Course (OSSLC) in lieu of the test. Under special circumstances an adjudication process would be put in place. Eligibility is determined in consultation with schools.

Credits required – 18 compulsory credits

4 credits	English
3 credits	Mathematics (at least one senior math credit)
2 credits	Science
1 credit	The Arts
1 credit	Canadian Geography
1 credit	Canadian History
1 credit	French as a Second Language
1 credit	Health & Physical Education
½ credit	Civics
½ credit	Career Studies

An additional credit in one of:

(Group 1)
English
French as a Second Language
Native Language
Classical or International Language
Social Sciences and the Humanities
Canadian & World Studies
Guidance and Career Education
Co-operative Education

An additional credit in one of:

(Group 2)
Health & Physical Education
The Arts
Business Studies
Co-operative Education

An additional credit in one of:

(Group 3)
Senior Science
Technological Education
Co-operative Education

12 optional credits

In addition to the 18 compulsory credits, students must earn 12 optional credits selected from the courses listed as available in the course calendar.

Diploma Requirements

Additional Diploma Requirements

40-Hour Community Involvement

- The student is responsible for finding and completing 40 hours of volunteer work. The school will not be directly involved in finding volunteer placements for students or monitoring students while they are completing their volunteer work.
- Students are responsible for completing their 40 hours and submitting their completed form prior to the end of classes of their graduating year to ensure that their transcript is updated prior to the end of the school year.
- The parent is responsible for checking potential placements before the student begins volunteering.
- The school is responsible for advising students of the requirements and procedures for completing the 40-hour community involvement requirement. Students will receive information and appropriate forms from their home form teacher.
- Students entering a Peel secondary school from outside of the province or country must complete the full 40 hours regardless of their grade of entry.
- For more information, including guidelines for eligible activities, visit the Peel board website at www.peelschools.org, go to the “Student Stuff” section and look for the “40 hours” icon.

Ontario Secondary School Literacy Test (OSSLT)

- For students who entered secondary school in the 2000-2001 school year or later, successful completion of the test is a diploma requirement.*
- The test measures whether students can successfully demonstrate reading and writing skills that apply in all subject areas in the provincial curriculum, up to the end of grade 9.
- The test is designed and marked by the Education Quality & Accountability Office (EQAO).
- The test is conducted once each year.

- Students receive results – either “complete” or “incomplete.” Students who receive an incomplete will be sent detailed feedback. Students may re-take the test. No limits have been established regarding the number of re-takes allowed.
 - Sample test materials are available at www.peelschools.org or www.eqao.com.
 - Accommodations, deferral and exemption information are outlined in the Ministry of Education’s Programs/Policy memorandum 127; Accommodations, Deferrals and Exemptions for the grade 10 Literacy Test.
 - Any accommodations recommended by the school will be acceptable to EQAO, in accordance with Programs/Policy memorandum 127, and must be outlined in the individual student’s Individual Education Plan. Accommodation recommendations will be communicated by letter to parents/guardians in advance of the test.
 - Deferrals will be considered in individual circumstances. The consideration for a deferral may be initiated by a parent or by the principal. The principal will make a decision in consultation with the student’s parents/guardians and appropriate school staff. A letter outlining the reason for the deferral will be sent home with the student for parent/guardian signature in advance of the test. A student who is deferred must still successfully complete the test in order to earn an OSSD.
 - A student will only be exempted from the test if she is not working towards an OSSD.
- * A student who has been eligible twice to write the OSSLT, and who has failed at least once, is eligible to take the grade 12 literacy course (OSSLC). If passed, this will count in lieu of the literacy test (OSSLT). A principal may decide, based on individual needs, to allow a student to take the OSSLC before he has had his second opportunity to write the OSSLT.

Diploma Requirements

The Ontario Secondary School Certificate

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

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 & Physical Education
- 1 credit in The Arts or Technological Education

7 optional credits

7 credits selected by the student from available courses

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be used to recognize achievement for students who plan to take certain vocational programs or other types of further training, or who plan to find employment after leaving school.

Tracking of Credit Accumulation

Ontario Student Record (OSR)

This is the official record for a student. The OSR contains achievement results, credits earned, diploma requirements completed and other information important to the education of the student.

Ontario Student Transcript (OST)

The OST 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 in the Ontario Student Record.

Substitutions for Compulsory Courses

To meet individual student needs, the principal may replace up to three compulsory courses. The decision to make a substitution will be made only if the student's educational interests are best served by such a substitution. Each substitution will be noted on the student's Ontario Student Transcript.

Types of Courses

The Organization Of Secondary School Courses

The types of courses offered and their organization provide a graduated streaming of courses in grades 9 to 12. This keeps options open for all students in earlier grades and prepares students in senior grades for future destinations.

Grades 9 and 10

In grades 9 and 10, four types of courses are offered: academic, applied, locally developed compulsory and open courses. These courses set high expectations for all students. Academic and applied courses differ in the balance between essential concepts and additional material, and in the balance between theory and application.

Academic courses:

- focus on the essential concepts of the discipline and explore related concepts.
- develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications.

Applied courses:

- focus on the essential concepts of the discipline.
- develop students' knowledge and skills by emphasizing practical, concrete applications of the concepts and incorporating theoretical applications.
- focus on practical applications and concrete examples.

Locally Developed Compulsory Credit Courses:

- focus on essential skills.
- use relevant and practical activities that provide opportunities for students to develop their literacy, numeracy, problem-solving, decision-making and communication skills.
- prepare students for future studies in grade 11 and 12 workplace preparation courses.

Open courses:

- are offered in all subjects other than those offered as academic, applied or locally developed compulsory.
- comprise a set of expectations that is suitable for all students at a grade level.
- prepare students for further study in certain subjects.
- enrich students' education generally.

Types of Courses

Grades 11 and 12

In grades 11 and 12, courses offered to prepare students for post-secondary destinations include:

University preparation courses:

- were developed in close collaboration with universities.
- are designed to equip students with the knowledge and skills needed to meet entrance requirements for university programs.
- emphasize theoretical aspects of the course content, but also include concrete applications.

University/college preparation courses:

- were developed in close collaboration with both universities and colleges.
- include content that is relevant for both university and college programs.
- are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific university and college programs.
- emphasize both theoretical aspects and related concrete applications of the course content.

College preparation courses:

- were developed in close collaboration with colleges.
- are designed to equip students with the knowledge and skills needed to meet entrance requirements for college programs and some apprenticeship programs.
- emphasize concrete applications of the theoretical material covered in the course and also emphasize the development of critical thinking and problem-solving skills.

Workplace preparation courses:

- were developed in close collaboration with representatives from a variety of workplaces.
- are designed to equip students with the knowledge and skills needed for direct entry into the workplace or for admission to apprenticeship programs and other training programs offered in the community.
- allow students to prepare for a variety of jobs, training programs and careers.

- include Co-operative Education and work experience placements within the community.
- emphasize the development of generic employment skills, as well as independent research and learning skills.
- promote and stress the importance of lifelong learning.

Open courses in grades 11 and 12:

- are appropriate for all students, regardless of their post-secondary destination.
- are designed to provide students with a broad educational base.
- prepare students for active and rewarding participation in society.

Locally Developed Courses – Compulsory and Optional

Locally developed courses are courses that meet educational needs not met by provincial curriculum documents. Each school board may offer seven locally developed compulsory courses, only six of which may count as compulsory credits. In the Peel board these are grade 9/10 English, grade 9/10 Mathematics, grade 9/10 Science and grade 10 History. These courses are available in some schools.

Boards may offer an unlimited number of locally developed optional courses in order to meet the needs of students. At this point, the locally developed optional courses that have been approved are grade 10, 11 and 12 Heating, Ventilation, Refrigeration and Air Conditioning, available at Bramalea Secondary School. Check the course description section for availability and detailed descriptions.

The Course Coding System

The course code consists of a course title and a six-character code. The first five characters are designated by the Ministry of Education. The sixth character is determined by the Peel board. Normally, the sixth character is “0.” It acts as a placeholder. Sometimes the sixth character is a specific symbol, used for scheduling purposes. The sixth character does not appear on the Ontario Student Transcript.

Course Descriptions

Information regarding course expectations and achievement chart categories for each subject area is available through the Ministry of Education website at www.edu.gov.on.ca. Courses of study are available in the main office of each school.

Courses with Similar Expectations

If two courses share a significant number of similar learning expectations, credits will not be granted for both in the same discipline.

Note: All courses of mathematics have a significant number of different expectations, thus students taking 2 mathematics courses in the same grade should be granted 2 credits.

Code Characters	Explanation	Example – PPL 1OF
First, second, third	Subject discipline of the course in letters	“PPL” – represents Healthy Active Living Education
Fourth	Grade level as a number*	“1” – Grade 9
Fifth	Type of course as a letter: “C” College “D” “E” Workplace “L” Locally Developed “M” University/College “O” Open “P” Applied “U” University	“O” – Open course Academic
Sixth	Board designated character that assists with organization of classes	“F” – a class for girls only

*In the case of ESL/ELD and Classical/International Language courses, the fourth character (A, B, C, D, E) refers to a level of proficiency.

Guidance and Co-operative Education Programs

Guidance & Career Education Program Information

Guidance & Career Education program goals for students include:

- understanding the concepts related to lifelong learning, interpersonal relationships (including responsible citizenship) and career planning.
- developing learning skills, social skills, a sense of social responsibility, and the ability to formulate and pursue educational and career goals.
- applying learning to their lives and work in the school and community.

The goals are organized into three areas of knowledge and skills: student development, interpersonal development and career development. The comprehensive school guidance & career education program reflects the interconnectedness of these three areas through an inquiry-based approach to teaching and learning.

The key features of the program are:

- competencies for grade 9 to 12 students.
- a compulsory half credit course in Career Studies.
- optional courses in Designing Your Future, Discovering the Workplace, Leadership and Peer Support, Navigating the Workplace, and Learning Strategies (availability varies, see individual school offerings).
- preparation of an annual education plan.
- individual assistance and short-term counselling.
- a range of experiential learning activities, e.g., job shadowing, work experience and co-operative education.

Co-operative Education Programs

A co-operative education program is based on a related course (or courses) from an Ontario curriculum policy document or on a Ministry-approved locally developed course in which the student is enrolled or has successfully completed. All schools offer co-operative education. Two co-op credits can be counted toward the 18 compulsory credits. Co-op placements in the community provide students with the opportunity to take the theories learned in previous courses, and refine, extend, apply and practice those theories through experiential learning opportunities provided on-the-job.

Co-operative education courses include a classroom component, pre-placement and integration activities, and a placement component. Students earn co-operative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on curriculum expectations of the related course(s).

For each student, there is a Personalized Placement Learning Plan (PPLP) that includes a description of the curricular knowledge and skills and the employability skills that the student will demonstrate at the placement.

Any student who chooses a co-op placement in an apprenticeable trade is considered to be an OYAP student 'participant'. A student who 'participates' in OYAP must have a Personalized Placement Learning Plan (PPLP) that is based on the on-the-job training requirements outlined in the government approved training standard for that trade.

Information on specialized co-operative education programs is available in the guidance & career education office or at www.peelschools.org in the "Student Stuff" section. Brief descriptions are available in the Specialized Programs section of this resource.

Guidance and Co-operative Education Programs

Ontario Youth Apprenticeship Program (OYAP)

OYAP provides students the opportunity to become registered apprentices while earning credits toward an OSSD, if they are serious about pursuing careers in the skilled trades. Students must be a minimum of 16 years of age, have earned at least 16 credits and be full-time students who are earning co-operative education credits. As with OYAP 'participants', OYAP 'apprentices' must have PPLPs that are based on trade-specific training standards. Students who choose placements in 'restricted trades' must be registered as apprentices in order to receive training in 'restricted skills sets'. Registered apprentices start to accumulate some hours and 'competencies' toward the completion of the trade, which usually take about 3-5 years to complete. After graduation, students can move directly into the workplace and continue their apprenticeships. Some OYAP students may choose to enter an apprenticeship program at college or other training facility for additional education and training before entering the workplace. Students interested in the skilled trades are encouraged to consult with co-operative education and technological education teachers or guidance counsellors.

OYAP information is available in the guidance & career education office in schools, and online at www.peelschools.org in the "Student Stuff" section, or at www.oyap.com. Many websites about OYAP and apprenticeship are included in this section.

School-Work Programs

School-Work transition programs are specialized programs that include both in-school and work-based experiences, including job shadowing, work experience, co-operative education and in-depth skills training. They require the involvement of employers in their development and delivery. School-Work transition programs consist of a number of courses that prepare students to meet requirements of a specific occupation or apprenticeship.

Specialized Programs

The Peel board offers a number of specialized programs for secondary students in various locations. These programs aim to meet a diverse range of student needs. There may be special entrance requirements for these programs.

The chart below summarizes the nature of the program, location and a brief statement about the requirements. Further detail can be obtained through the guidance office of the student's home school.

CURRICULUM SPECIFIC PROGRAMS			
Program	School(s)	Entry Criteria	Entry Grade
Regional Arts (dance, drama, visual arts, music)	Cawthra SS (S), Mayfield SS (N)	Audition, interview, application and teacher recommendations in focus area	Grade 9 and senior students if places become available
Regional Strings (violin, viola, cello, bass)	Port Credit SS	Audition and interview in focus area	Grade 9 and senior students if places become available
Regional International Business and Technology (IBT)	Gordon Graydon SS (S) North Park SS (N)	Application, interview and teacher recommendation	Grade 9
Regional International Baccalaureate (IB)	Glenforest SS (S), Turner Fenton SS (N)	Application, high academic standing	Pre-IB in grade 9 and 10, regular IB program in grade 11
Regional SciTech	Port Credit SS	Application. Demonstrated aptitude or skill in Science and Technology	Grade 9
Regional French Immersion	Applewood SS (S), Bramalea SS (N), Clarkson SS (S), The Humberview (N), Streetsville SS (Grade 9, 10) (S) <i>Locations subject to review</i>	French Immersion grades 1 to 8 Minimum 3,800 hours of instruction in French or equivalent	Grade 9
Regional Extended French	The Humberview (N), Lorne Park SS (S), Turner Fenton SS (N) <i>Locations subject to review</i>	Grade 8 Extended French (grades 7 and 8) Minimum 1,260 hours of instruction in French or equivalent	Grade 9
Regional Environmental Systems Technology, Heating Ventilation, Refrigeration and Air Conditioning	Bramalea SS	Application	Grade 10
'Recipe for Success' Regional Hospitality (OYAP)	Turner Fenton SS	Application. Completed 16 Credits and grade 10 Hospitality/Chef Training at Turner Fenton SS	Grade 11
Regional Co-op – Teaching Tomorrow – Caring for the Future – Construction (OYAP)	Chinguacousy SS Brampton Centennial SS North Peel SS	Application and interview	Grade 11 or 12
Centralized OYAP General Carpenter/ Local 27 Program	Home school Co-op/OYAP Local 27 Training Centre	Application and interview	Graduating grade 12 student

Specialized Programs

SPECIALIZED REGIONAL STUDENT SUPPORT PROGRAMS			
Program	School(s)	Entry Criteria	Entry Grade
Peel Alternative School (alternative program)	Peel Alternative School South (located at 1239 Lakeshore Road E., Mississauga) North (located at 315 Bartley Bull Parkway, Brampton) West (located at 6975 Meadowvale Town Centre Circle, Unit N2A, Mississauga)	Students requiring flexible programming. Criteria is program specific. Students are referred by the home school.	Grades 7-12
TEAM (alternative program)	Peel Alternative School Satellite locations	Young mothers or pregnant teens	Any secondary school grade
TELL – Temporary External Learning Link (alternative independent program)	Peel Alternative School (North, South and West satellite locations)	Must be 16 years of age or older	Grades 10-12
Regional ELD (English Literacy Development)	Bramalea SS (N), Central Peel SS (N), Lincoln M. Alexander SS (N), T.L. Kennedy SS (S), <i>Locations subject to review</i>	Feeder school assessment (Grades 1 to 8); ESL/ELD Reception Centre (Grades 9 to 12)	Any grade
Fresh Start	North and South locations	Limited expulsion	Any grade

SPECIALIZED REGIONAL STUDENT PROGRAMS REQUIRING IPRC			
Program	School(s)	Entry Criteria	Entry Grade
Enhanced programming for students identified Exceptional Intellectual Gifted	Glenforest SS, Heart Lake SS, The Humberview SS, Lorne Park SS, Turner Fenton SS (Gr. 11-12), Woodlands SS <i>Locations subject to review</i>	Regional IPRC and residency within assigned boundaries: identified Exceptional Intellectual Gifted	Any secondary school grade level
Secondary Regional Communication Program – LD (program for students with severe learning disabilities)	Brampton Centennial SS, Chinguacousy SS, Erindale SS, Gordon Graydon SS, Mayfield SS	Regional IPRC: identified Exceptional Communication – Learning Disability	Any secondary school grade level, usually grade 9
Vocational (modified programming and support)	Gordon Graydon SS, Lincoln M. Alexander SS, North Peel SS, Turner Fenton SS, West Credit SS	Vocational IPRC and residency within assigned boundaries	Any secondary school grade level, usually grade 9
Secondary Regional Communication Program – ASD (specialized programming and support) for students identified Exceptional Communication – Autism	Chinguacousy SS, Gordon Graydon SS, Streetsville SS	Regional IPRC and residency within assigned boundaries: identified Exceptional Communication – Autism	Any secondary school grade level, usually grade 9

Specialized Programs

Regional Arts Programs

Regional arts programs at Cawthra Park Secondary School and Mayfield Secondary School offer a package of specialized courses to artistically talented students interested in dance, drama, music or visual arts. In addition to the arts program, students study required and optional academic courses to earn their Ontario Secondary School Diploma. An audition is required for entry into the program. Students choose one of the four areas in which to audition.

Regional Strings Program

Students audition for this music program to study one of four string instruments (viola, violin, cello or bass) at Port Credit Secondary School. Previous experience is not required for the program. Professional coaching and field trip options that support the program are offered.

International Business and Technology (IBT) Program

The IBT program offered at Gordon Graydon Secondary School and North Park Secondary School provides students with a wide variety of learning experiences in an articulated focus. Students are required to make connections to business, international studies and technology in all courses. Through partnerships with the community and business, content taught in the classroom relates to relevant and real world issues.

International Baccalaureate (IB) Program

The IB program is a world renowned pre-university course of studies offered in the last two years of secondary school. It has a dual purpose: (1) to prepare high achieving, highly motivated students for an internationally recognized university entrance; (2) to provide a curriculum which will challenge the whole student beyond the traditional realm of the secondary school experience. Courses are chosen from Languages, Science, Mathematics and Humanities. Grade 8 students can choose to apply to a pre-IB program at two sites in Peel – Turner Fenton Secondary School in the north and Glenforest Secondary School in the south. The pre-IB program (grade 9 and 10) provides appropriate preparation for entry into the senior IB program.

Regional Secondary SciTech Program

The SciTech program at Port Credit Secondary School is designed for students interested in an integrated science and technology program that may lead to

multiple destinations: work, apprenticeship, college or university. The program focuses on experiential learning, with connections to industry partnerships, Co-operative Education placements and apprenticeship opportunities. It is a regional program open to all Peel board students. Further information can be obtained through the Port Credit guidance office or online at www.pcssOnline.com.

Heating, Ventilation, Refrigeration and Air Conditioning (HVRAC)

Bramalea Secondary School's Environmental Systems regional program is open to all Peel board secondary students. Students in the program study heating, ventilation, refrigeration and air conditioning using leading-edge technology. The Bramalea program, which was established 20 years ago, is partnered with Humber College. Each credit obtained allows advanced standing/exemptions from courses in the first year HVRAC program at Humber College. Students who apply for the program in grade 9 are required to select Integrated Technologies (TTI 100) as one of their option selections. Students may also enter this program in grade 10 or 11.

Following successful completion of Integrated Technologies (TTI 100), students will take grade 10 Environmental Systems (TCH 230) as a single credit. In grade 11, students complete a two-credit package (TCH 367 and 369). Grade 12 also includes a two-credit college preparation package of Environmental Systems courses (TEE 460 and THE 460). A description of each course can be found at the back of this calendar. Enrolment is limited and students should apply for the program using the flex boundary process.

'Recipe for Success' Hospitality Program (OYAP) Specialist High-Skills Major

This program, offered at Turner Fenton Secondary School, is open to all Peel board students who are enrolled full-time in grade 11 and 12 and who are interested in beginning a career as a professional cook. Applicants must have completed 16 credits towards their OSSD or have completed the requirements of the grade 10 Certificate of Education. Students will prepare for employment in the food service industry, work in an entry-level position, graduate with a secondary school diploma, progress in a professional chef training program, enroll in related college diploma programs or continue in an apprenticeship program.

Specialized Programs

Regional Co-operative Education Programs

Teaching Tomorrow at Chinguacousy Secondary School is a specialized co-operative education program that exposes students to experiences in the field of teaching and education. It is a four-credit co-op package for students in grade 11 or 12 intending to pursue a teaching career.

Caring for the Future is offered through Brampton Centennial Secondary School and the William Osler Health Centre. It is a 4-credit co-op package for students exploring and planning careers in the health care sector. Students must be in grade 11 or 12, intend to go to college or university, and have successfully completed grade 11 biology (college or university level).

OYAP – Ontario Youth Apprenticeship Program – Brick and Stone Mason or Construction Craft Worker TCJ 4EC

(Prerequisite: one construction technology credit and recommendation of construction teacher)

This three-credit specialized construction program is offered to senior students interested in pursuing careers in the construction industry. Candidates must be 16 years of age, have a minimum of 16 credits and enjoy physical work in an outdoor environment. The program consists of hands-on practical learning and classroom instruction delivered by Labourers International Union of North America (LIUNA – Local 183), as well as a co-operative education placement. This program is part of the Ontario Youth Apprenticeship Program and successful students will earn Level 1 in-school curriculum for the particular trade as well as acquire trade-specific competencies at their placements.

Centralized OYAP Program – General Carpenter

This program is available to students in their final semester of secondary school, who will graduate upon the successful completion of their Co-operative Education/OYAP program. Students will be enrolled in a Co-op/OYAP program at their home school and must complete all components of the program by early May, before moving on to take the Level 1 (Basic) general carpenter apprenticeship training at the Carpenters' Local 27 (Woodbridge) in May/June. Successful candidates will then enter directly to paid unionized employment, arranged by the Carpenters' Local 27. See the 'Co-op/OYAP' section in the 'Student Stuff' website at www.peelschools.org for more information.

Peel Alternative School Programs

Programs at the north, south and west locations are alternative programs. These programs serve students with learning needs that are best met in an alternative setting. Criteria is program specific. Students are referred by the home school.

Included are students:

- with medical conditions, elite athletes or those with personal and family commitments (if over 16) who require flexible programming.
- who have experienced difficulties with attendance or negative influence of peers and who hope to have a more positive experience in a new setting.
- who prefer to work more independently than is possible in a regular school.

Programs are available for grade 9 and 10 students who are under 16 (Intermediate Alternative Program), older students who need credits in grade 9 and 10 (Foundations Program) and senior students who need grade 11 and 12 credits (Senior Program).

Temporary External Learning Link (TELL) Program

The TELL program is a Peel Alternative School program in which students work on courses from the Ontario curriculum offered in an independent study mode. There is continuous intake to the program so that students can begin study in a course at the point of registration. A student can earn between two to four credits per semester. There are also opportunities for School-Work Transition and Co-operative Education placements. Referral is done through the home school.

PASonline.ca

PASonline.ca provides an opportunity for students between 16 and 20 years of age to complete selected high school courses from the Ontario curriculum in an online environment. There is continuous intake to the program so students can begin study within days of their registration. A student can earn between two and four credits per semester at PASonline. Some students in full-time attendance at day school may wish to take a 4th credit in a semester online with approval from the day school. Referral is done through the home school. More details can be found at www.PASonline.ca.

Specialized Programs

Section 23 Programs

The Peel District School Board provides Section 23 programs to secondary aged students who are in care, custody, corrections or treatment programs. Many of these students have emotional, behavioural and/or mental health issues that require extensive services beyond what is available in a secondary school setting. These secondary Section 23 programs are provided through partnerships with agencies in the Peel Region. The academic and treatment components of these programs are delivered by a multi-disciplinary team involving Peel District School Board staff and agency staff.

English as a Second Language (ESL) Programs

ESL courses assist students whose first language is not English, to learn the language of instruction. Most have received educational experiences in their own countries that have prepared them for success in the secondary school program. Depending on their previous experience with English, they may be placed in ESL level 1, 2, 3, 4 or 5. Students who entered the Peel system before grade 9 will be assessed at their elementary schools. The home school will refer those arriving in Peel at the grade 9 level or higher to the appropriate reception centre for a language and mathematics assessment.

English Literacy Development (ELD) Programs

The regional ELD program provides literacy development for students who have significant gaps in their education. It is designed for students of all language backgrounds who have recently arrived from countries where access to education may have been very limited or who have had limited opportunities to develop literacy skills. Students may be assessed in elementary school as needing ELD support continuing into secondary school. Students entering the system in grade 9 or higher will be assessed at the reception centre. The home school will provide the location and contact information for the appropriate reception centre.

Online Courses

Online courses are available at Online Night/Summer School and at **PASonline.ca** (the online day school program). Assignments, discussions, research and testing are done online along with some offline activities. Students must have access to a computer with an internet connection to participate in this program. Talk to the guidance counsellor at your home school to discuss and process your registration.

Please check the websites below for updated course offerings.

Online Night/Summer School – www.school-online.ca

Online day school program – www.PASonline.ca

External Credits

Students who complete Royal Conservatory Certification (or other equivalents) may qualify for a maximum of two external credits that can be used for OSSD purposes. Documentation should be provided to the guidance office.

Specialist High Skills Major (SHSM)

What Is a Specialist High Skills Major?

- A Specialist High Skills Major (SHSM) is a type of ministry-approved specialized program that allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their diploma are prepared for success in a particular sector and in the postsecondary destination of their choice, whether it be apprenticeship training, a college or university program, or the workplace.
- Every SHSM must include the following five components, which are outlined in detail in ministry-approved frameworks developed for each area of specialization
 1. A package of 9-11 required credits (the majority earned in Grade 11 and 12 courses) that constitute a pathway to one of four possible destinations: apprenticeship training, college, university, or the workplace. The package must include:
 - four credits – called the “major” credits – for courses that provide knowledge and skills closely related to the particular sector of specialization, which are specified in each of the frameworks;
 - three or four additional required credits for courses in English and other relevant disciplines (e.g., science, mathematics, or business studies), as specified in each of the frameworks, which include units of study that are customized to the particular sector. Some credits (e.g., English) may be used to meet compulsory credit requirements for the OSSD;

Specialized Programs

- two co-operative education credits, which may be used to meet two of the 18 compulsory credit requirements for the OSSD;
 - one-half credit for the Grade 10 Career Studies course (which also meets a compulsory half-credit requirement for the OSSD).
2. Compulsory certifications, which are identified in each SHSM framework.
 3. Experiential learning through job shadowing, work experience, and a minimum of 2 credits earned through co-operative education.
 4. Use of the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits.
 5. “Reach ahead” opportunities, which allow students to experience learning in their intended postsecondary destination and which can range from a day of attendance at a college, a university, or a workplace to the completion of a dual credit.

How is the Specialist High Skills Major Being Delivered?

- In the 2006-07 school year, 27 school boards were given approval by the ministry to launch SHSMs related to five different economic sectors. The “majors” offered were in arts and culture, construction, hospitality and tourism, manufacturing, primary industries (agriculture, mining, forestry, and landscaping).
- Starting in September 2007, implementation of the SHSM was expanded as additional boards were given approval by the ministry to launch SHSMs. Frameworks for SHSMs in additional economic sectors will be provided in the future.
- More information about SHSMs is available at <http://www.edu.gov.on.ca/eng/6ways/welcome.html>.

Currently, the following Specialist High Skills Major programs are in place in Peel District School Board:

Business

Central Peel SS
Harold M Brathwaite SS

Hospitality and Tourism

Fletcher’s Meadow SS
Gordon Graydon Memorial SS
Sandalwood Heights SS
Turner Fenton SS

Landscaping

Stephen Lewis SS

Manufacturing

Port Credit SS
Rick Hansen SS
Sandalwood Heights SS

Please check the individual school’s listings for more information.

Regional Programs at a Glance

	Regional Arts	Secondary Regional Communication Program – ASD	Secondary Communication Program – LD	Regional Co-op	ELD	ESL	Enhanced	Extended French	French Immersion	HVRAC	Hospitality	IB	IBT	Non-Semestered	SciTech	Strings	TELL	Vocational
Applewood Heights						X			X					X				
Bramalea					X*	X			X	X								
Brampton Centennial			X	cf														
Cawthra Park	X																	
Central Peel					X*	X												
Chinguacousy		X	X	tt														
Clarkson						X			X									
Erindale			X			X												
Fletcher’s Meadow						X												
Glenforest						X	X					X						
Gordon Graydon		X	X										X					X
Harold M. Brathwaite						X												
Heart Lake							X											
Humberview							X	X	X									
John Fraser																		
Lincoln M. Alexander					X*	X												X
Lorne Park							X	X										
Mayfield	X		X															
Meadowvale						X								X				
Mississauga						X												
North Park													X					
North Peel				ct														X
Peel Alternative – North																	X	
Peel Alternative – South																	X	
Peel Alternative – West																	X	
Port Credit						X								X	X	X		
Rick Hansen						X												
Stephen Lewis																		
Streetsville		X				X			X									
T.L. Kennedy					X	X												
Turner Fenton						X	X	X			X	X						X
West Credit																		X
Woodlands						X	X											

*Locations subject to change depending on needs

Legend (Regional Co-op Programs):

ct: Construction

tt: Teaching Tomorrow

cf: Caring for the Future

Board and School Supports and Policies

Special Education Advisory Committee (SEAC)

Each school board is required to establish a Special Education Advisory Committee. This committee includes three trustees and representatives from local parent associations. These representatives serve as advocates for students and parents. The associations have useful parent resources. Information about SEAC, the board's special education parent policies and programs can be obtained by calling 905-890-1010, ext. 2345 or by visiting www.peelschools.org.

Special Education

Support for students with special education needs may include the following:

- emphasis on literacy and numeracy development
- access to technology which supports student learning and assessments
- time extensions for assessments
- instructional accommodations, e.g., visual cueing, organization supports, etc.
- alternative methods for assessment
- some curriculum modifications as permitted under OSS policy and supported by the student's Individual Education Plan (IEP)

There are two levels of support offered through the IPRC process to students with special education needs:

Learning Support Level 1 (LS1)

This level of support will be offered through the "Learning Strategies: Skills for Success in Secondary School" curriculum, which explores learning strategies and helps students become better, more independent learners. Students will learn how to develop and apply a range of strategies to improve their learning and achievement particularly in literacy, numeracy, communication and planning skills. It also prepares students to make successful transitions to work or post-secondary education. Students who have been identified as exceptional are able to earn a maximum of four GLE credits.

Learning Support Level 2 (LS2)

This level provides ongoing monitoring and assistance with no credit value. This may be offered to students either as a supplement to LS1 or as a stand-alone level of support.

Independent Learning Centres

Some secondary schools operate independent learning centres within their day school programs. Students can receive credits by working through Ministry-approved independent study curricula provided by the school with the support of a teacher. Assignments and evaluations are marked by the teacher. These programs assist students in the following circumstances:

- student needs to begin a course mid-year or mid-semester
- student needs an alternative delivery mode for the course (independent learning)
- student has a conflict in her timetable with two courses, one of which can be offered at the ILC
- extenuating circumstances have prevented the student from being successful in the regular program course

Independent Learning Centres – TVOntario

Students 16 to 19 years of age leaving school prior to graduation can choose to register for an ILC course through TVOntario. Students must provide a "Date of Leaving" letter from the last secondary school attended along with a copy of their Ontario Student Transcript. There is a fee for registration in each course. See the TVO website for more information – www.ilc-cei.com.

Remedial Programs

All schools offer remediation for students who require assistance with their courses. This may be offered in a variety of formats:

- after-school assistance by subject teachers. The student should contact his subject teacher for assistance as needed.
- remediation in literacy or numeracy during class time or spare periods as arranged by the school.
- peer tutoring in specific subjects arranged during lunch, spare periods, or after school through the guidance department.
- Counting On You: a remedial literacy and numeracy program, for students in grade 9 and 10, currently offered at 20 secondary schools across Peel. Running outside of regular school hours, each participating school may run a program either before school, after school, in the evenings or on weekends. Each program is specific to the school it runs out of and is taught by certified day-program Peel teachers from that school.

Board and School Supports and Policies

- Also offered through Counting On You, for any interested school, is a three day March Break program and a month-long Credit Completion summer school program in July. Multi-lingual brochures are available in school guidance offices where the program is offered as well as from Alternative Programs, at the Peel District School Board.

Credit Recovery

Credit recovery programs help Grades 9 and 10 students earn the credits they have previously failed to achieve, as they develop the learning skills needed for academic success. These programs:

- focus on improving learning skills.
- may target particular curriculum expectations that students have failed to achieve.
- may include behavioural or other supports.
- may involve the recovery of more than one credit.
- can involve both independent and group learning.
- may be combined with remedial programs, and may accommodate continuous intake.

(excerpt from Strategies for Student Success, Ontario Ministry of Education pamphlet, 2005)

Credit recovery programs are available in most schools. Please check with your home school for availability and detailed information.

Course Changes – From Grade 9 to 10

Students who are successful in any academic or applied grade 9 course may select either the academic or applied course in the same subject in grade 10. Students planning to switch from one course type in grade 9 to another in grade 10 in the same subject are strongly encouraged to complete additional course work, called Crossover Materials, in order to demonstrate the achievement of the learning expectations. The student may obtain a Crossover Materials CD-ROM from a counsellor, or access courses online at www.ilc-cie.com.

Course Changes – From Grade 10 to 11 or 11 to 12

A student wishing to change course types between grades 10 and 11 and/or grades 11 and 12 must complete the designated course prerequisite.

Course Changes – Math: From Grade 9 to 10

Students who successfully complete the grade 9 academic course may proceed to either the grade 10 academic or the grade 10 applied course. Those who successfully complete the grade 9 applied course may proceed to the grade 10 applied course, but must successfully complete a transfer course if they wish to proceed to the grade 10 academic course. It has been designed as a half-credit course. Transfer courses are available through summer school, night school and the board's online school.

Information Regarding Transfer Courses

Transfer courses are designed to prepare students to meet the expectations of a different type of course in the next grade. They provide partial credits that qualify as optional credits towards the diploma requirements since they require students to demonstrate achievement of new curriculum expectations. Course codes for transfer courses are structured such that the first three characters identify the subject areas, the fourth character identifies the grade, and the fifth character identifies the type of course from which the expectations of the transfer course are derived. The meaning of the fifth character of a transfer course code is indicated in the following chart:

Fifth character of transfer course code	Type of course from which expectations are derived
“H”	Academic
“J”	Applied
“K”	University Preparation
“L”	University/College Preparation
“Q” or “R”	College Preparation
“S”	Workplace Preparation

Student Expectations

Each school produces a student handbook every year. It includes important information on student expectations with respect to achievement, attendance and punctuality, resource supports such as computer use, the library resource centre and the student Code of Conduct.

Board and School Supports and Policies

Assessment, Evaluation, and Reporting

Each school has an assessment and evaluation policy based on board and Ministry policy. Standardized provincial report cards are issued at mid-term and at the end of a semester (November, February, April and June) in semestered schools and at trimesters (December, March and June) for non-semestered schools. Final evaluations are conducted for each course in a student's timetable. There are no exemptions from these final evaluations. Some of these are scheduled during class time and the rest are scheduled during examination days at the end of the semester and year. Examination dates can be found in the school year calendar, which is available online at www.peelschools.org in the "Get the Facts" section. Vacations, work experiences and other personal activities must be scheduled outside of examination days. In addition, final evaluations are scheduled during the last two to three weeks of the semester and year.

Fees for Courses

Regional programs related to specific academic themes have an application fee and an annual fee. The application fee supports the work done to determine who will be accepted into the program (clerical, auditions, document reviews, etc). The annual fee provides resources such as guest artists or experts and specialized equipment that may be necessary to ensure the quality of the program and instruction. The fees are indicated on the application package available for each candidate from the school offering the program.

Individual courses at any school may have a fee. These fees are collected to provide art kits for students with personal equipment like paintbrushes and art pencils, workbooks that are for individual students and are not re-usable, materials for special projects beyond the mandatory program, e.g., lumber for furniture, which will be taken home by the student or fabric for personal sewing projects, and special activities of an optional nature, such as ski trips for recreational physical education programs.

If applicable, fees are indicated beside the course listing in the course offering charts. The following fee legend applies to each school's chart:

+	\$1 – \$10
++	\$11 – \$50
+++	more than \$50

Exact amounts can be determined by inquiring at the particular department offering the course.

Flexible Boundary Policy

The Flexible Boundary Policy can be found on the PDSB website: http://www.peelschools.org/departments/diroff/policies/policy_19.htm

The Flexible Boundary Application form is available at **all** elementary and secondary schools.

Students are expected to attend their home secondary school as determined by official school boundaries available at each secondary school and provided through Planning and Accommodation Support Services at extension 2212.

There are some exceptions to this expectation:

- The student has been accepted into a regional program. See information about regional programs on page 10. Transportation is not provided to these sites unless the student is entering through an Identification Placement Review Committee (IPRC) (e.g., regional gifted program).
- The student moves into Peel, part way through the school year, into a school boundary where the home school is semestered and the student has been in a non-semestered school prior to arrival or vice-versa. The student will apply for permission to attend a nearby school that offers the matching semestered or non-semestered timetable for the balance of the school year. In September of the next school year, the student will register at the home school regardless of semestering.
- The student wishes to access a program at another school that is not offered at the home school. The student and parent will complete a "Flexible Boundary" application form at the home school and seek approval from the principal of the requested school. Transportation will not be provided. **Students moving from grade 8 to grade 9 are expected to attend their home school.**
- The student wishes for other reasons to attend a different school in Peel. The "Flexible Boundary" application must be completed and approved by the principal of the requested school as above. Transportation will not be provided.

Student Bursaries and Scholarships

All graduating students should check the list of Peel scholarships and bursaries regularly to view the wide range of opportunities for post-secondary funding. The list is available online at www.peelschools.org. Go to the "Student Stuff" section.

Prior Learning Assessment and Recognition Process (PLAR)

PLAR Process for Adolescents

Prior Learning Assessment and Recognition (PLAR) is a way of evaluating and recognizing learning that has been acquired outside of secondary school. The student's knowledge is evaluated against the expectations outlined in provincial curriculum policy documents in order to determine whether a credit in the subject should be awarded to the student without the student having to enroll and attend the course. Students may earn no more than four credits through the challenge process (with no more than two credits in any one discipline). Students may not challenge certain types of courses (e.g., grade 9 courses, locally developed courses, Co-operative Education courses, and transfer courses). (*Excerpt from An Educator's Guide to Program Pathways – Draft*)

- All credits granted through the PLAR challenge process represent the same expectations and standards of achievement as credits granted to students who have taken the courses.
- Students may challenge for credit for a course only if they can provide reasonable evidence that they would be likely to be successful in meeting the overall course expectations as outlined in the curriculum policy documents. In Peel, students interested in pursuing a PLAR challenge should obtain an "Information about the PLAR Challenge Process" guideline from the guidance office. This guideline identifies which courses do and do not qualify for the PLAR process.
- Students must submit to their principal an "Application to Challenge for Credit for a Course" as well as a PLAR Challenge Support Package to meet course selection timelines, no later than March 1. For challenges for credit for grade 10 courses, only passing percentage grades will be entered on the Ontario Student Transcript (OST). No notation will be entered on the OST if the student withdraws from or receives a failing grade in the challenge process.
- For challenges for credit for grade 11 and 12 courses, passing and failing percentage grades will be entered on the student's OST. No notation will be entered on the OST if the student withdraws from the challenge process.
- Not all courses qualify for the PLAR challenge. Refer to the PLAR Information Guideline available in your guidance office.

PLAR Process for Mature* Students

Prior Learning Assessment and Recognition (PLAR) for Mature Students is the formal evaluation and credit-granting process through which mature students, who are enrolled in a secondary school course, may obtain credits for prior learning. Mature students may obtain credits towards the Ontario Secondary School Diploma (OSSD) for knowledge and skills that they have acquired, in both formal and informal ways, outside secondary school.

The PLAR process involves:

- Grade 9 and 10 individual assessment/equivalency process
- Grade 11 and 12 equivalency process
- Grade 11 and 12 challenge process

In all cases, the knowledge and skills gained through education, work experience and training must be directly related to the provincial curriculum expectations. Through the PLAR process, a mature student may be granted up to 26 credits towards his OSSD by the principal.

For more information and details about how to apply, mature students attending regular secondary schools should see their guidance counsellor. Adults enrolled in or considering adult education should contact the Adult Education Centre Credit Program, Mississauga Campus at 905-270-6000, ext. 420.

* **Note:** a mature student is a student who is at least 18 years of age on or before December 31 of the school year in which he or she returns to school, who was not enrolled in a day school program for a period of at least one year, and who is enrolled in a secondary school program or an adult education program for the purpose of obtaining an OSSD.

Effective February 1, 2004, the following mature students will follow the PLAR process and be required to meet OSS requirements to be eligible for an OSSD:

- mature students who were enrolled in an Ontario Secondary School in grade 9 in 1999-2000 or later
- mature students who are from out of province as of February 2004
- mature students who are from out of country as of February 2004

Mature students (those over the age of 18) who were enrolled in an Ontario secondary school prior to February 1, 2004 may either be granted Maturity Credits and work towards the OSSD under OSIS diploma requirements or choose the PLAR process and work towards the OSSD under OSS diploma requirements.

Continuing Education

Summer School

Credit Summer School operates during the month of July and into early August each summer. Active Peel day school students must register through the guidance office at their home school. Day school students from other boards must visit their guidance office to obtain permission to attend summer school. Summer school is designed for students who have failed a course during day school and wish to repeat the course in an attempt to improve their marks. As well, students can take a new credit over the summer. Locations and availability of courses are indicated in the summer brochure, which becomes available during the last week of April. Online courses are also available. This information is also posted on the Peel board website at www.peelschools.org/conted.

Night School (for day school students)

Night School programs are available for secondary school credits. Active Peel day school students must register through the guidance office at their home school. Day school students from other boards must visit their guidance office to obtain permission to attend night school. Students are expected to take courses in the regular day school program and only select night school for courses not available at their home school. Adults may also register for these courses. Online courses are also available. Information is available on the Peel board website at www.peelschools.org/conted.

International Languages

A select number of International Language courses are available for credit for secondary school students and for interest for elementary school students. These programs run on Saturdays or Sundays. Information is available on the Peel board website at www.peelschools.org/conted.

Adult Education (secondary school credits)

Secondary school credits are offered to adults, 21 years of age and older, during the day in both Brampton and Mississauga. Evening programs are offered in Mississauga only for adults, 18 years of age and over, who are not attending a day school. Information is available on the Peel board website at www.peelschools.org/alt_programs/adult_ed.