Guide to Secondary School

2026



Halton District School Board

Halton District School Board

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

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

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

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

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

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

Elsie MacGill Secondary School
(289) 878-4881
hdsb.ca/ems

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

Gary Allan Learning Centres (main office)
(905) 632-2944
garyallan.ca

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

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

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

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

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

New Oakville Secondary School
hdsb.ca/nos

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

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

Welcome Centre
(905) 335-3665 ext. 3440
www.hdsb.ca/students-families/welcome-centre

White Oaks Secondary School
(905) 845-5200
hdsb.ca/wos

Table of Contents

Graduation Requirements 2-8
- Ontario Secondary School Diploma (OSSD) 2
- Ontario Secondary School Certificate (OSSC)/Certificate of Accomplishment 3
- Course Information 4-7
- Grade 9 EQAO Math, Grade 10 Literacy Requirement (OSSLT) and Grade 10 Financial Literacy Requirement 7
- Community Involvement Hours, eLearning Graduation Requirement 8

Transition to Secondary School 9-10
- Student Mentors 9
- Get Involved 10

Support Services Teams 10-12
- Support Services Team 10-11
- Glossary 12

Policies and Procedures 13-15
- Well-Being Team, Code of Conduct 13
- Progressive Discipline, Student Transportation, Student Attendance 14
- Assessment and Evaluation 15

Pathways 16-17
- Apprenticeship, Work 16
- Community, University, College 17

Student Pathway Planning
- Individual Pathways Plan, myBlueprint 18

Specialized Programs 19-22
- Academy of Athletic Performance & Excellence (APEX), Advanced Placement (AP) 19
- Community Pathways Program (CPP) 19
- English as a Second Language (ESL) and English Literacy Development (ELD), French Immersion
- International Baccalaureate Diploma Programme (IBDP) 20
- I-STEM 20-21
- Dual Credit Program, Locally Developed, School Within a College (SWAC) 21
- Ontario Youth Apprenticeship Program (OYAP), Specialist High Skills Major (SHSM) 22

Additional Learning Opportunities 23-25
- eLearning, Cooperative Education 23
- Summer School & Night School 24
- Gary Allan High School - Alternative and Adult Programs 25

Websites 26

Community Resources 27

Terms and Definitions 28-30

Halton Secondary Schools 31

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

Ontario Secondary School Diploma (OSSD)

In order to earn an OSSD a student must:

- earn 30 credits (17 compulsory credits and 13 elective credits)
- complete 40 community involvement hours
- successfully complete the Ontario Secondary School Literacy Requirement
- Successfully complete the Financial Literacy Graduation Requirement
- 2 eLearning courses (opt out available)

Compulsory Credits

Students must earn 17 compulsory credits. Compulsory credits are determined by the Ministry of Education. The selection of compulsory credits should be done carefully to ensure that pathway options are left open for students as long as possible until a first post-secondary destination has been chosen.

English: Understanding Contemporary First Nations, Métis, and Inuit Voices (NBE3) is the Grade 11 compulsory English credit This update reflects the HDSB commitment to Indigenous Rights and Education. Students will gain a deeper knowledge and appreciation and current realities while continuing to develop the necessary knowledge and skills for success in Grade 12 English and beyond.

Elective Credits

Students must earn 13 elective credits. Elective credits are determined by the student based on their post-secondary destination in collaboration with their family and working directly with support from Guidance Counsellors and other caring adults that support their pathway planning.

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

What Do You Need To Graduate?

17 compulsory credits

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

4	credits in English (including NBE3) 1 per grade
3	credits in Mathematics 1 each in grade 9, 10 and 11/12
2	credits in Science
1	credit in Canadian History
1	credit in Technological Education (Grade 9 or 10)
1	credit in Canadian Geography
1	credit in The Arts
1	credit in Health and Physical Education
1	credit in French as a second language
0.5	credit in Career Studies
0.5	credit in Civics

Plus one credit from the following group:

1	The STEM-related course group includes a credit from: • business studies • computer studies • cooperative education • mathematics (in addition to the 3 compulsory credits currently required) • science (in addition to the 2 compulsory credits currently required) • technological education (in addition to the 1 compulsory credit required)

In addition to the above, students must complete:

13	elective credits
40	hours of community involvement activities
2	eLearning courses (opt out is available)
	Ontario Literacy Requirement OSSLT or OSSLC
	Financial Literacy Graduation Requirement

Secondary School Course Planner

Grade 9 Courses	Grade 10 Courses	Grade 11 Courses	Grade 12 Courses	Additional Year
• English	• English	• English - **NBE3**	• English	•
• Math	• Math	• Math	•	•
• Science	• Science	•	•	•
• Geography	• History	•	•	•
• French	• Civics & Career Studies	•	•	•
• Health & Physical Education*	• Technology**	•	•	•
• Technology/Business*	•	•	•	•
• The Arts*	•	•	•	•

*options may vary by school **unless completed in Grade 9

Ontario Secondary School Certificate (OSSC) & Certificate of Accomplishment (COA)

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
  - Ontario Secondary School Literacy Requirement
  - Financial Literacy Graduation Requirement
  - 2 eLearning courses



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

Course Types for the Ontario Secondary School Diploma (OSSD)

Every course in secondary school has a unique course code. The first five characters of all course codes are mandated by the Ministry of Education.

Most secondary school courses are scheduled for 110 hours in a semester. You earn one credit when you complete a 110-hour course. Some courses (e.g. Careers, Civics) are offered for half a semester and have a 0.5 credit value and some courses, such as co-op, are 220 hours long and have a credit value of two.



Grade 9

De-streamed (W) courses equip all students with the knowledge, skills and work ethic to be successful in academic or applied courses in Grade 10.

The HDSB has de-streamed Grade 9 courses to ensure students are able to make informed decisions about their pathway in Grade 10. If a Grade 9 course is not yet de-streamed, you will select the academic course.

Grade 10

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

Open (O) courses are appropriate for all students and are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. Please note that open French (FSF 10) is not an option for students with core or Immersion French experience.

Academic (D) courses focus on the essential concepts of the discipline plus additional related concepts. Academic courses develop students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts while incorporating practical applications, as appropriate.

Locally Developed (L) courses are designed to focus on core knowledge and skills to meet individual student needs for compulsory subjects. Locally developed courses are intended for students whose educational needs are not met by the de-streamed, academic or applied courses.

Course Information

Grade 11 and 12

Open (O) courses are appropriate for all students and are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

College (C) preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

University (U) preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/College (M) preparation courses (often referred to as mixed) are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

Workplace (E) preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

Q: Will de-streamed, single streamed and open courses prepare me for any post-secondary pathway I might choose?
A: Yes! Courses in Grade 9 are designed to prepare students for any pathway they may choose after high school.

Q: Is there somewhere I can go for help if I have questions about the courses I should take?
A: Yes! Your secondary Guidance department can assist you with selecting courses. If you have an IEP, you can discuss your options with your SERT and the Head of Special Education Department at the secondary school. There may also be information sessions for more information and you can discuss specific subjects with your classroom teacher. Your parents/guardians can also be helpful in providing advice and assisting you with your planning.

Q: I have an IEP (Individual Education Plan). What support will I have in secondary school?
A: Your IEP is part of your transition plan to secondary school. Accommodations are available based on the needs of each student. Connect with your Special Education Resource Teacher at your school to discuss your needs in more detail.

Q: I am learning English as an additional language. Can I take ESL courses?
A: If you are a multilingual student who is learning English, your Grade 8 or 9 ESL/ELD teacher along with your parent(s)/caregiver(s)/guardian(s) can assist you in selecting the appropriate ESL or ELD courses based on your level of English language proficiency.



Course Information

How to Decode a Course Code?

Every course in secondary school has a unique course code. The first five characters of all course codes are mandated by the Ministry of Education.

Subject Codes: The first letter in the course denotes the subject area.

- A = The Arts
- B = Business Studies
- C = Canadian World Studies
- E = English
- F = French as a Second Language
- G = Guidance and Career Education
- H = Humanities and Social Sciences
- L = International Languages
- M = Mathematics
- N = First Nations, Métis and Inuit Studies
- P = Health and Physical Education
- S = Sciences
- T = Technological Education

Course Codes: This letter identifies the course type.

Grade 9-10	Grade 11-12
D = Academic	C = College
L = Locally Developed	E = Workplace
O = Open	M = University/ College
P = Applied	O = Open
W = De-streamed	U = University



This number identifies the grade:

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

This school indicator is used to distinguish course characteristics:

- 1 = Common Code
- 4 = French Immersion
- B = IBDP-Prep/IB Program
- E = ESL
- P = AP Prep/ AP Program
- Q = I-STEM
- Z = APEX
- F = Female
- M = Male

What is recorded on my Ontario Student Transcript?

✓ Student Achievement
- Grade 9 and 10 courses that are successfully completed (mark of 50% and above) are recorded
- All Grade 11 and 12 courses are recorded with percentage grades, including courses that are not successful (below 50%). If a student withdraws from a course within five days of the midterm report card (full-disclosure date) the course will not be recorded.

✓ Completion of community involvement hour requirement
✓ Completion of the Ontario Secondary School Literacy Requirement
✓ Completion of Specialist High Skills Major (SHSM) requirements
✓ Completion of the eLearning graduation requirement (unless an opt out form has been completed)
✓ Completion of the Financial Literacy Graduation Requirement

What if I am enrolling in secondary school with prior secondary education outside Ontario?

Your HDSB secondary school will review your prior learning, academic history and educational goals to build a timetable to support your goals upon registration. Please bring your transcripts with you to facilitate this process. The school will monitor your progress and adjust your timetable as required to ensure a successful transition. Towards the end of your first semester or year, the distribution of Prior Learning Equivalency (PLE) credits will be discussed, shared and entered on your Ontario Student Transcript. Students graduating in Grade 12 may have their PLE assessment completed earlier to meet post-secondary timelines. Questions about the PLE process can be discussed with your guidance counsellor. Note: some students new to Ontario may be required to register through the HDSB Welcome Centre. More information can be found at www.hdsb.ca

Course Information Continued...

Course Outline

Course outlines are available on school websites at the start of each semester. The course outline includes:

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

Course Changes

Students wishing to request a course change should consult their Guidance Counsellor. Parents/guardians 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.

Grade 9 EQAO Math, Grade 10 Literacy Requirement and Grade 10 Financial Literacy Requirement

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 are required to take this test as part of their final evaluation.

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 or fall 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 (OSSLC).
- Students who miss the opportunity to write the OSSLT in Grade 10 can attempt in their Grade 11 year.

The Grade 10 Financial Literacy Graduation Requirement:

- For students taking Grade 10 Career Studies (GLC 2O) beginning September 2026 or later.
- Counts for 5% of the final mark in Career Studies.
- An assessment of financial literacy knowledge and skills created by TVO/ILC with supporting preparatory modules to help students learn key concepts.
- Students can take 2 attempts to pass the assessment within the Career Studies course, with remedial supports offered if required.

Support and Preparation for EQAO Math and OSSLT

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



Community Involvement Hours and eLearning

Did you know?

Students entering Grade 9 must complete 40 community involvement hours as one of the requirements for their Ontario Secondary School Diploma (OSSD). Students may begin accumulating their 40 hours during the summer before they enter Grade 9.

How do I document my community involvement hours?

Students must 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 Counsellor/Guidance office or a completed Record of Community Involvement Form.

What are considered eligible community involvement activities?

See the table below for some examples of eligible community involvement activities.

Visit hdsb.ca
for more information

Eligible Community Involvement Activities	Ineligible Community Involvement Activities
An event/activity/program that is: • designed to be of benefit to the community (e.g., Ribfest, Earth Day Event, Pride Walk) • supporting the work of a global nature (e.g., Earth Day cleanup, tree planting) • contributing to the health and well-being of any group, including school-based activities (e.g., volunteering at a nursing home or food bank) • affiliated with a club, religious organization, arts or cultural association, or political organization that seeks to make a positive contribution in the community (e.g., Girl Guides/Scouts, Rotary Club, supporting an event at your mosque.)	An event/activity/program that is: • during instructional/class time within the school day (e.g., The Terry Fox Run during class time, score/time keeping, supporting tournaments) • assigned to paid work (e.g., part-time job) • required activities of a course where you earn a credit (e.g., class project to collect food donation) • participating on school sports teams or clubs • part of an experiential learning opportunity during the school day (e.g., Take Our Kids to Work Day, job shadowing, Cooperative Education) • part of regular family responsibilities (e.g., doing laundry, watching a sibling) • court ordered community service program

Minister's Certificate of Recognition for Community Involvement: Students that choose to complete 50 or more hours of community involvement by the time they graduate can earn one of the following certificates of recognition: bronze (50-99 hours), silver (100-199 hours), gold (200+ hours). More information can be found at https://www.ontario.ca/page/get-your-high-school-volunteer-hours.

eLearning Graduation Requirement

Students will be required to complete 2 eLearning courses as part of their graduation requirements. The intent is for students to build their digital literacy and citizenship skills in preparation for post-secondary learning. The eLearning courses must be asynchronous (i.e. no specific times required for the students to be online) and provide a full 110 hours of learning as they would for any other credit they complete. Parents/guardians can give consent for their student to 'opt out' of this requirement by completing a **form** that can be picked up in the student's high school Guidance office. Further details regarding eLearning in the HDSB can be found in the 'Additional Learning Opportunities' portion of this document or at hdsb.ca.

Transition to Secondary School



Transition programs support the successful transition from Grade 8 to 9.

Every school provides a 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

Grade 9 students are grouped with student leaders to familiarize them with life at secondary school.

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.



Get Involved in 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. **Tips**: Check with your school for a list of co-curricular activities. 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 Team

Each secondary school has a Support Services team that assists students in a variety of ways to ensure success for all students. The Support Services team includes, but is not limited to; Administrators, Guidance Counsellors, Special Education staff, English as a Second Language staff, Student Success teachers, Social Workers, Graduation Coaches and Youth Settlement Specialists. The following chart explains the roles and responsibilities of various members of the Support Services Team.



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

School Well-Being Team

The School Well-Being Team supports and promotes the ongoing well-being, mental health and safe and accepting schools efforts at your school. A whole school approach will bring everyone together to promote positive mental health, foster safe and accepting schools, and support inclusive education. The team is composed of administrators, teachers, professional support services staff and other educators, students, and parents.

Role	Responsibilities
Attendance Counsellors	• Investigate student absences when a Principal completes a referral for a student who has significant habitual unexcused absences and/or unexcused absences that reach 15 consecutive days
English as a Second Language teacher	• Assist students with goal setting, self-advocacy, and the development of language acquisition • Work with classroom teacher to provide accommodations (e.g., instructional strategies and learning resources) that will support students' language acquisition • Track and monitor student assessments (i.e., ELL Initial Assessment, Ongoing OLB assessment or ELD OLLB assessment and the Orientation to School Life continuum)
Graduation Coach for 2S&LGBTQ+ Students	The Graduation Coach Program for 2S&LGBTQ+ Students* is designed to support academic excellence. (*in select schools) To support students, coaches will: • Help identify and address barriers to a welcoming and positive school learning environment in collaboration with school leaders,

Support Services Team Continued

Role	Responsibilities
(continued) Graduation Coach for 2S&LGBTQ+ Students	(continued) • Provide targeted, identity affirming mentorship and advocacy for 2S&LGBTQ+ students to improve their mental health, well-being and academic achievement, with the assistance of school staff and board leadership, • Act as mentors and advisors, and • Identify intervention points and facilitate access and referrals to academic supports as well as community and school resources
Graduation Coach for Black Students	The Graduation Coach Program for Black Students* is designed to support academic excellence. (*in select schools) To support students,coaches will: • Help identify and address barriers to a welcoming and positive school learning environment in collaboration with school leaders, • Provide targeted, culturally responsive mentorship and advocacy for Black students to improve their mental health, well-being and academic achievement, with the assistance of school staff and board leadership, • Act as mentors and advisors, and • Identify intervention points and facilitate access and referrals to academic supports as well as community and school resources
Guidance Counsellor	• Support the academic, career, and personal development of all students • Connect students and their families with community resources • Facilitate Grade 8 to 9 transitions and complete new student registrations • Host pathway planning and information events • Support the transitions to post-secondary destinations • Track and monitor student achievement toward graduation
Principal/ Vice-principal	• Develop and maintain effective education programs within the school • Assist and problem-solve with students and parents/guardians • Ensure a safe and inclusive learning environment and facility • Provide professional development for staff • Support and encourage partnerships between the school and the community
Social Worker	• Provide counselling for students that consent to Social Work services • Share information about services/programs particular to mental health & well-being • Work at the elementary and secondary level • Students can self refer to see their Social Worker by emailing them directly, or reaching out to them in their school's guidance office. Alternatively their guidance counsellor and/or a member of the Admin team can assist with facilitating a referral.
Special Education Staff	• Assist students with goal setting, self-advocacy, and developing learning skills • Help students (those with an IEP) to understand their individual learner profile (e.g., strengths, needs, accommodations, modifications) • Work with classroom teachers to provide strategies/resources/diagnostic assessment that will support student engagement, well-being, and/or achievement
Indigenous Rights and Education Department	Members of the team engage and support First Nations, Inuit and Métis students with: • Academic achievement • Community building events • Advocacy for Indigenous students and caregivers • Affirming student identity
Student Success Teacher	• Collaborate with all staff to ensure the success of all students • Track and monitor students who are "at-risk" (e.g., credit accumulation, re-engagement, work with parents and the wider community) • Provide a variety of programs and resources to support success for all students (e.g., credit recovery, study hall, learning strategies courses, peer tutoring, eLearning)
Youth Settlement Specialist	• Work with Youth Settlement Specialists to ensure newcomer families receive settlement support and may arrange for interpretation for family communication

Support Services Team - Glossary

Guidance Terms

Graduation Summary: A student's Graduation Summary lists all credits and marks. It also shows how many credits are still needed to graduate, how many community involvement hours are submitted, whether the literacy requirement (OSSLT) is complete and that the eLearning course requirement has been met (or opt out completed). This is not an official transcript.

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



Students and parents/guardians have the right to examine the contents of the OSR.

Ontario Student Transcript (OST): This is an official and consistent summary of a student's achievement in Ontario secondary school credit courses. A current copy of the OST will be included within the Ontario Student Record (OSR).

Special Education Terms

Identification, Placement and Review Committees (IPRC)
Regulation 181/98 requires that all School Boards shall establish Identification, Placement and Review Committees (IPRCs). The IPRC has a legal responsibility to make decisions about the identification of pupils as exceptional and placement of pupils into special education.

Individual Education Plan (IEP): A written plan based on the student's strengths and needs to support educational programming and/or special education services required by a particular student to access curriculum and demonstrate learning to the best of their ability. The IEP includes a record of the particular accommodations and/or program goals needed to support the student in achieving age-appropriate, grade level curriculum expectations from the Ontario Curriculum or expectations from an alternative curriculum.

School Resource Team: A formal team of school administrators, teachers, and other regional support staff and may include a member from a community support agency that is supporting the student. The teams meet as part of the problem solving pathway. Parents are invited to school resource team meetings and are active partners in the process.

Special Education Advisory Committee (SEAC): SEAC members are representatives of local associations appointed by the Board, and, as such, attend monthly participatory meetings. This committee acts in an advisory capacity to the Halton District School Board on policies and issues that affect Special Education.

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 Ministry Standards.

For more information on Special Education, check out the Working Together Guide at www.hdsb.ca/documents/workingtogetherbooklet.pdf

Policies and Procedures

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. When students, staff, and parents/guardians work together, it has a powerful impact on the climate of the school and student success. Each partner has an important contribution to make toward the establishment of a positive school climate in which all members of the school community feel safe, included, accepted, and actively promote positive behaviours and interactions.

The School's Responsibility:

School staff provide a safe and respectful learning environment when they:

- Provide a safe, caring and inclusive learning environment
- Teach and model positive behaviour
- Teach acceptance of and respect for others
- Foster open and collaborative communication
- Help students work to their full potential and develop their sense of self-worth
- Integrate bullying prevention strategies throughout the curriculum
- Notify parents/guardians of students who have been harmed and those of students who are believed to have caused harm
- Provide support for students who have been harmed, students who have witnessed harmful behaviours and students who have caused harm

The Student's Responsibility:

Students contribute to a safe and respectful learning environment when they:

- Treat others with kindness and dignity
- Show respect for self, others and school property
- Refrain from bringing anything to school that may compromise the safety of others
- Refrain from bringing to school recreational tobacco, cannabis, alcohol or vaping products and paraphernalia
- Follow requests of staff
- Report real or perceived bullying incidents and follow the Bullying Response and Discriminatory and Harmful Language Protocols
- Report activities motivated by bias, prejudice or hate
- Adhere to the HDSB Responsible Use Procedure for Information and Communication Technology (ICT)

The Parent's/Guardian's Responsibility:

Parents/guardians support a safe and respectful learning environment when they:

- Encourage and assist children in following the rules of behaviour outlined in the Provincial and HDSB Code of Conduct
- Encourage and assist children to attend school regularly and on time
- Show an active interest in the academic and social development of children
- Talk with children about how they can contribute to keeping their school a safe and inclusive place
- Communicate regularly with the school, participate in meetings with teachers and other members of the child's education team, and collaborate with school staff in dealing with disciplinary issues
- Engage and collaborate with staff in respectful dialogue and actions that demonstrate kindness and connection to the school community and avoid:
  - excessive demands for meetings or unreasonable communication requests
  - shouting/swearing at or making derogatory/insulting comments to staff bullying/gossiping recording others without consent



Policies and Procedures Continued...



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

For additional information on HDSB policies and procedures please visit hdsb.ca.

Student Transportation

Busing is provided to students who live beyond set distances from their designated secondary school.

Transportation information is available at 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 SchoolMessenger. 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/guardians may also log in to the Online Student Information System at info.hdsb.ca/sis (requires birth date and student number) to review their student's attendance history. Parents are also encouraged to review their student's attendance on report cards, progress reports and in dialogue with teachers.



Assessment and Evaluation

The primary purpose of assessment and evaluation is for students to improve learning and reach their full potential. Part of being successful in high school (and experiencing less stress) is knowing about how you will be assessed and evaluated. Students will receive a percentage grade in each of the courses/subjects they take.

Assessment is the process of gathering, from a variety of sources, information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course.

Evaluation is the process of judging student learning on the basis of established criteria and assigning a value. Evaluation is based on assessments of learning that provide data on student achievement at strategic times throughout the grade/subject/course, often at the end of a period of learning.

Informal

Teachers provide regular feedback on student achievement. Formal reports are provided at both mid-semester and semester-end. Informal reports are also provided at various points throughout the semester. Parents/guardians are encouraged to communicate at any time with their student's teachers and/or Guidance Counsellor. Reporting focuses on two distinct aspects: the achievement of the curriculumexpectations and the learning skills.

Achievement Chart

A standard, province-wide guide used by teachers to make judgements about student work based on clear performance standards in the area of knowledge and understanding, thinking, communication and application.

Learning Skills and Work Habits

The six Learning Skills and Work Habits are: Responsibility, Organization, Independent Work, Collaboration, Initiative, and Self-Regulation. The learning skills and work habits promote students' achievement of the curriculum expectations, however these are not used in determining student's academic marks. Learning skills are evaluated in each high school course/subject using the following letter codes:

E - Excellent G - Good S - Satisfactory N - Needs Improvement

In Grades 9 and 10, a student's final mark will be based on:

- 65% classroom work completed throughout the course
- 20% mandatory final evaluations*
- 15% attendance and participation



*Effective September 2026, the Ministry has designated which subject areas will require final examinations as part of the final 20% for grade 9 and 10 courses.

In Grades 11 and 12, a student's final mark will be based on:

- 65% classroom work completed throughout the course
- 25% mandatory final evaluations**
- 10% attendance and participation

**Effective September 2026, the Ministry has designated which subject areas will require final examinations as part of the final 25% for grade 11 and 12 courses.

More information can be found at https://www.ontario.ca/page/growing-success-assessment-evaluation-and-reporting-ontario-schools-kindergarten-grade-12#assessment2026

Pathways



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/guardians. 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 are: Apprenticeship, Work, Community, University and College.

Apprenticeship

Apprenticeship is a practical way of learning and includes a combination of on-the-job training and classroom instruction. Apprentices are paid while gaining work experience and wages increase with skill levels.

Apprenticeship leads to a career and a Certificate of Qualification in one of over 150 'apprenticeable' occupations in Ontario.

How long does Apprenticeship take?
To become a certified tradesperson, an apprenticeship usually lasts two to five years depending on the occupation. Apprentices work for the majority of this time, and attend in-school training, usually at a local community college. Apprentices pay a nominal fee to attend the in-school portion of their training.

Consider Apprenticeship if you...

- enjoy activity based learning and have good mechanical and spatial abilities
- enjoy repairing things, assembling and disassembling structures
- enjoy solving problems, determine why something does not work and how it can be done better
- are interested in a career that is fulfilling, profitable and can lead into other careers

Work

Many careers require a high school diploma for direct entry. These jobs usually include specific on-the-job training after you start. Opportunities exist in many economic sectors including Arts & Culture, Construction, Business, Health & Wellness, Hospitality & Tourism, Manufacturing, Agriculture, Landscaping, etc. HDSB offers several "School to Work" Programs.

Some students who choose direct entry to 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 the Work pathway 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
- have been successful in workplace pathway courses and wish to explore workplace opportunities
- want to gain workplace experience before continuing post-secondary education
- have specific career goals in mind that allow you to go directly to the workplace for on-the-job training

The Community Pathway Program

The Community Pathway Program (CPP) is a pathway determined by an Identification Placement and Review Committee and requires students to have an Intellectual Exceptionality. It is designed for students with special education needs who are primarily accessing non-credit courses leading to a Certificate of Accomplishment or in some cases, an Ontario Secondary School Certificate (OSSC). Students in this pathway may remain in school until June of the year in which the student turns 21 years of age.

Special Education staff, parents and community support agencies work collaboratively to individually plan and prepare students for life in the community upon leaving secondary school.

Options for this pathway could include, but are not limited to: volunteer work, paid employment, and participation in recreational programs. Students leaving CPP may also be accessing day programs through local community agencies. Some may access specialized programs (CICE - Community Integration through Co-operative Education) offered at a few Ontario colleges.

This pathway leads to…

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



University

Universities offer degree programs that are more theoretical, in areas such as General Arts, Sciences and Business.

University can lead to a variety of 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
- enjoy academic and theoretical learning
- enjoy independent learning
- have specific career goals that require a university degree

College

College programs provide an effective combination of real life applied skills and quality theoretical education.

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. Some programs transfer over into University programs/credits.

How long does College take?
College programs usually take one to three years to complete. Colleges have certificate, diploma, graduate certificate, degree, and some joint college/university programs.

Consider College if you…

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

Student Pathway Planning

The Halton District School Board offers a variety of Pathways Programs for students. For more information about these programs, visit hdsb.ca.

Individual Pathways Plan (IPP)

Students develop their IPP through class activities, co-curriculars, experiential learning opportunities, and pathways planning tasks. The IPP is part of a student's education and career/life planning, which is an ongoing, cyclical process that focuses on the following four questions:

- **Who am I?**
- **What are my opportunities?**
- **Who do I want to become?**
- **What is my plan for achieving my goals?**



myBlueprint

Students in the HDSB use ***myBlueprint*** as their Individual Pathways Planning (IPP) tool for education and career/life planning. *myBlueprint* provides students with tools to explore their opportunities, plan their educational pathway, and document their learning. *myBlueprint* is a comprehensive IPP program that includes information on:

- secondary course offerings
- post-secondary opportunities
- occupation planning
- SHSM, OYAP, and Dual Credit Regional Pathways Programs
- budgeting
- resume writing
- portfolio planning
- goal setting and achievement



All HDSB students have an account. Students can use their HDSB login information to access *myBlueprint*. Families can also create an account where they can directly link to their children's/child's account.

For more information, visit myblueprint.ca/halton.

my Blueprint education planner
www.myBlueprint.ca

Specialized Programs

Learn more about all HDSB Regional Programs at hdsb.ca

Academy of Athletic Performance & Excellence (APEX)

APEX is a 4-year* full-time integrated academic and athletic pathway designed for competitive student-athletes.

The Core Program Pillars:

- **Flexible Academic Scheduling** - Customized learning plans accommodating training and competition with academic priorities.
- **Athletic Performance & Recovery** - Targeted strength, conditioning, agility and athletic growth in both classroom and team environments.
- **Mindset & Health -** Integrated sports psychology, athletic nutrition and injury prevention strategies within clustered APEX courses.
- **Academic & College/University Prep -** Specialized and challenging academics to ensure a strong foundation for collegiate athletics (NCAA, USPORTS, CCAA) as well as post-secondary degree and diploma programs in sports management, kinesiology and sports marketing.

APEX students will be clustered in select Grades 9-10 courses in Health & Physical Education and Careers. The intent for Grades 11-12 APEX students is to be part of a Sport SHSM Program.

Application: APEX has a specific application and follows the timelines of the other HDSB Specialized Programs.

Please note: HDSB does not provide transportation for APEX.

*Gr. 10 students in the school's inaugural year (2027-28)

The Academy of Athletic Performance & Excellence

Advanced Placement (AP)

Advanced Placement (AP) gives high school students the opportunity to explore university-level learning while still in secondary school, with the flexibility to choose which courses to take and when. Students can deepen their understanding of subjects they love and may even earn university credits by writing AP exams, typically held in May.

In HDSB, students take AP Preparatory courses that are based on the Ontario Curriculum, with the AP content layered in as enrichment. These courses emphasize critical thinking, academic independence, and subject mastery. AP exams are set by the College Board (USA), and credit recognition varies by post-secondary institution; students are encouraged to check individual university websites for details.

With options to take one or more courses in Grades 9–12, AP supports personalized learning, allowing students to engage at their own pace and interest level.

Community Pathways Program (CPP)

Placement in the Community Pathways Program is done through the Identification Placement and Review Committee. The Community Pathway Program is designed for students with special education needs who are primarily accessing non-credit courses leading to a Certificate of Accomplishment (COA) or in some cases, an Ontario Secondary School Certificate (OSSC). Students in this pathway may remain in school until June of the year in which the student turns 21 years of age. Students in the Community Pathways Program work on individualized goals, outlined in their IEP, and some may work towards an Employability Skills Certificate (ESC) in preparation for gainful employment.

Special Education staff, parents and community support agencies work collaboratively to individually plan and prepare students for life in the community upon leaving secondary school.

Specialized Programs

English as a Second Language (ESL) and English Literacy Development (ELD) Programs

The Halton District School Board welcomes new families and international students to Canada and the Halton region at the Welcome Centre. Support for New/Returning families include; registration, assessment and settlement support. New students may have their English language and mathematics skills assessed. This assessment will help schools offer students the support needed as they begin studying in the Halton District School Board. Every school in HDSB has students who are learning English at a variety of proficiency levels and provides support to multilingual language learners acquiring English. Each school also has educators and staff who are responsible for supporting students learning English in an inclusive, welcoming and supportive classroom and school environment.

Here are 2 programs to support the accelerated development of English language and literacy skills:

1. English as a Second Language (ESL): At ESL Centre Schools students can select ESL language courses (ESLAO, ESLBO, ESLCO) and additional content courses to support accelerated English language development
2. English Literacy Development (ELD) are for students with limited prior schooling whose first language is other than English or is a variety of English significantly different from that used for instruction in Ontario schools. ELD programming is offered at 3 schools in HDSB.

Note: *The HDSB provides transportation for students who live more than 3.2 km from the ESL/ELD centre school that they attend.*

French Immersion

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.

Students in French Immersion 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 credits (Grade 9-12) and 6 additional courses in other subjects taught in French. French Immersion students may also be able to take other Regional Pathways Programs.

International Baccalaureate (IB) Diploma Programme

The IB Diploma Programme (IBDP) is a comprehensive and academically rigorous two-year programme offered in Grades 11 and 12, recognized by top universities worldwide. Students who complete the IBDP earn both the IB Diploma and the Ontario Secondary School Diploma (OSSD), and may be eligible for university credits, depending on their post-secondary destination. Designed to prepare students for success in university and beyond, the program emphasizes critical thinking, research, global awareness, and well-rounded personal development. Students complete courses in six subject areas, along with three core components:

- Theory of Knowledge (ToK)
- Extended Essay (EE)
- Creativity, Activity, and Service (CAS)

To support success in the Diploma Programme, all IB schools in HDSB offer a Grade 9 and 10 IBDP-Prep. This two-year preparatory program builds the academic foundation and inquiry skills needed for the challenges of the IB experience.

I-STEM

I-STEM is a four-year, hands-on, interdisciplinary program that begins in Grade 9 and focuses on innovation, design thinking, and solving real-world problems.



Specialized Programs

Through inquiry-based learning and collaboration with community organizations and post-secondary partners, students explore the im pact of science, technology, engineering and math (STEM) on social, economic, and environmental challenges, both locally and globally. I-STEM students work across subjects to explore how science, technology, engineering, and math intersect in everyday life. With an emphasis on teamwork, innovation, and authentic problem-solving, this program prepares students for advanced pathways in STEM and beyond, supported by a de-semestered morning schedule.

Dual Credit Program

Dual Credit programs are Ministry-approved programs that allow Grade 11 and 12 students to take college courses that count towards the OSSD and a post-secondary college diploma. HDSB has partnerships with Conestoga, Humber, Mohawk, Niagara and Sheridan colleges as part of the provincial School College Work Initiative.

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. Students interested in Dual Credit programs should meet with their guidance counsellor to discuss opportunities and to determine if they meet the student criteria to enroll.

Note: *Transportation for regional dual credit programs may be provided.* Visit haltonpathways.ca and myBlueprint.ca/halton to learn about Dual Credit programs in HDSB

Locally Developed

Students entering the Locally Developed program at the 5 HDSB sites (Georgetown District High School, Craig Kielburger Secondary School, White Oaks Secondary School, Nelson, MM Robinson High School) are referred in collaboration with the student and family to the high school.

Locally Developed Programs are for Grade 9-12 students who:

- are several grade levels behind in literacy and numeracy skills
- require flexibility and support to meet graduation requirements
- benefit from structure and organization
- complete tasks and homework with prompting and/or support
- benefit from authentic, hands- on learning experiences

- work toward the completion of an OSSD.

This program leads students directly to the workplace pathway in Grade 11/12, but students will have opportunities to explore any post-secondary pathway of interest with careful planning.

School Within A College (SWAC)

The HDSB offers SWAC in partnership with Sheridan College. This program offers students between the ages of 17-20, with at least 22+ credits, the opportunity to earn up to five secondary school credits and two college-delivered Dual Credits on a college campus. These courses also count towards their OSSD and college transcript.

Benefits:

- This program is FREE for all HDSB students and includes transportation, textbooks, tuition and material costs.
- The Dual Credit earned is counted both towards a first year college program and OSSD requirements.
- SWAC students will be registered college students and receive a student number and identification card.
- Access to all college services space (Gym, Library, Computer labs) and events.

The SWAC program is offered in semester 2, with the primary focus on students facing challenges in graduating but having the potential to succeed in college.

Specialized Programs

Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) offers Ontario secondary school students the opportunity to get experience in any apprenticeable occupation through the co-op program.

Successful students can begin to train as a registered apprentice while enrolled in high school. OYAP allows a student to complete their Ontario Secondary School Diploma (OSSD) and to gain apprenticeship training towards a certificate of apprenticeship, which may lead to a journeyperson status. Through specialized cooperative education and appropriate in-school courses students can get experience in an apprenticeship trade, and if they show the ability and drive they can start an apprenticeship while still in high school. The OYAP programs are designed for senior students in secondary school as early as Grade 11. The OYAP-FAST Pathway (Focused Apprenticeship Skills Training) allows senior students to complete 8-11 co-operative education credits in their grade 11-12+ years in a skilled trades sector of interest. Students must have a registered training agreement (RTA) by the completion of their 8th co-op credit. Students will receive a special blue seal on their Ontario Secondary School diploma upon completion of the program in recognition of this.

The OYAP-FAST Pathway (Focused Apprenticeship Skills Training) allows senior students to complete 8-11 co-operative education credits in their grade 11-12+ years in a skilled trades sector of interest. Students must have a registered training agreement (RTA) by the completion of their 8th co-op credit. Students will receive a special blue seal on their Ontario Secondary School diploma upon completion of the program in recognition of this 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 requirements.

Many concentrated OYAP programs are accredited by Niagara College.

Students who are successful in these courses earn their level 1 (basic) towards their apprenticeship. Often students earn up to 2 years towards their apprenticeship prior to graduation. Visit haltonpathways.ca and myBlueprint.ca/halton to learn about specific OYAP programs in the HDSB.

Note: *Transportation for regional; OYAP programs may be available (eligibility requirements must be met).*

Specialist High Skills Major (SHSM)

The Specialist High Skills Major (SHSM) is a specialized program that allows Grade 11 and 12 students to focus on knowledge and skills that are in a specific economic sector and obtain certifications recognized in those sectors to explore informed career decisions. All students in the SHSM are prepared for success in the post-secondary destination of their choice, whether it be apprenticeship training, a college or university program, or the workplace.

To earn a SHSM diploma, students will complete:

- **Bundle of credits:** A defined bundle of credits consisting of eight to 10 Grade 11 and Grade 12 credits, including cooperative education credits
- **Certification and training experiences:** Sector-recognized certifications and/or training courses
- **Experiential learning and career exploration activities:** Experiential learning and career exploration activities within the sector
- **Reach ahead experiences:** Learning experiences connected with the student's post-secondary plans
- **Sector-partnered experiences:** Experiences in which students engage with a sector partner to explore sector-related content, skills, and knowledge. There are 15 SHSM sectors offered in the HDSB: Agriculture, Arts & Culture, Business, Construction Energy, Engineering, Manufacturing & Robotics, Environment, Health and Wellness, Horticulture & Landscaping, Hospitality & Tourism, Information & Communications Technology, Justice Community Safety and Emergency Services, Non Profit, Social Justice, Sports, and Transportation

Visit haltonpathways.ca and myBlueprint.ca/halton to learn about specific SHSM programs in the HDSB.

Note: *Transportation within a region for SHSM programs may be available (eligibility requirements must be met).*

Additional Learning Opportunities

eLearning & Cooperative Education

eLearning in Halton

eLearning is intended to support students in developing familiarity and comfort with learning and working in a fully online and asynchronous environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

eLearning in Halton is offered through the eLearning Campus, with courses available in both semesters during the school year. In an eLearning course, students interact with their teacher and classmates in a fully online, asynchronous environment.

This experience allows students to:

- Earn credits in a different way
- Learn at a flexible time of day and location
- Access engaging, unique courses unavailable in some high schools
- Meet the mandatory requirements for graduation

Students are required to earn two (2) eLearning credits to graduate from secondary school as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD). Students may submit a signed opt-out form to be excused from this requirement.

Guidance Counsellors and homeschool eLearning contacts can assist students with an exploration of eLearning opportunities in Halton. For more details visit the eLearning site at 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 interests
- 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 eduction
- 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 haltonpathways.ca.

Additional Learning Opportunities

Summer School - Secondary (Credit)



Summer School provides students with the opportunity to earn Grade 9-12 credits or upgrade their mark from a previous course in the month of July. Summer School offerings include:

- Full-credit courses that are four weeks in duration (110 hours) or half-credit courses that are two weeks in duration (55 hours). These courses are appropriate for new credit and/or students who require additional learning and/or support to meet provincial standards
- Reach Ahead Opportunities for Grade 8 students to take a Grade 9 elective credit in the summer before they start Grade 9. These courses are four weeks in duration (110 hours)
- Two-week upgrading courses (55 hours) for students who have passed the course but want to achieve a higher final mark

Summer School courses are available in-class (offered at three locations throughout the Halton Region), in-person, e-Learning (Asynchronous) and through Co-operative Education.*

Summer School course offerings are available in late April through your school's guidance office and on garyallan.ca. Students can register for these courses through myBlueprint.

Summer School - Elementary (Non-Credit)

Gary Allan Learning Centres offer summer programming for Elementary students:

- Literacy and Math for students in Grade 6-8
- International and Indigenous Languages for students in JK-Grade 8 regardless of their cultural or linguistic background

Night School

Night School provides students with the opportunity to earn credits in some Grade 10-12 courses in the evening. See your Guidance Counsellor for more information or visit garyallan.ca. Night School Offerings include:

- Grade 11-12 academic courses that follow a traditional school semester. These courses run two evenings per week for three hours per night
- Grade 10-12 International Language Credits run once per week for the whole school year or twice a week for one semester depending on enrollment. Prerequisite courses are required regardless of the students linguistic background.

Night School courses are available via in-person classes (offered at 3 locations throughout the Halton Region), and through Co-operative Education. *

Night School course offerings are posted on garyallan.ca in August for Semester 1 and Full Year Courses and in December for Semester 2 Courses. This information is also available through your home school Guidance Office. Students can register for these courses through myBlueprint.

Students who intend to register for summer school or night school with other school boards must inform their home school Guidance office. Students are required to provide official documentation to their Guidance office for all credits earned outside of the Halton District School Board.

Additional Learning Opportunities

Gary Allan Learning Centres - Adult, Alternative, and Continuing Education

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

Programs at a Glance

Program	Location(s)	Age Range	Learner Portrait	Start Dates
Adult				
E-Credit	Gary Allan LC online	21+	Self-directed online for students to work at their own pace. No direct teacher support.	Continuous Enrolment Sept. - April
Alternative				
STEP -in person	Gary Allan HS Burlington Halton Hills Milton Oakville	15-18	Guided learning focusing on compulsory credits combined with an experiential learning program.	Continuous Intake Sept. - May
BTS Online+ -asynchronous online with drop in support available	Gary Allan HS Burlington Halton Hills Milton Oakville	18-20	Fully online learning with teacher support and direction in person or online for recent high school graduates or students 18+ who are close to graduating	Continuous Enrolment Sept. - May
Continuing Education*				
Literacy/ Numeracy programs	HDSB secondary and elementary schools	Grade 7-10	Students looking to develop their skills with literacy and numeracy studies, including preparation for Grade 9 EQAO Math and Grade 10 OSSLT programs.	Sept. - June
Ignite! Grade 9	HDSB	Incoming Grade 9 students	Transition to high school program for students entering Grade 9. Students are welcomed to their school community through literacy and numeracy activities. School participation varies from year to year	Last week of summer break.
International and Indigenous Languages	Burlington Oakville Milton	JK- Grade 8	Elementary students interested in learning one of 25 offered languages.	Sept. - June (Friday night and Saturday morning)
Night School & Summer School	Varied locations - offered via *in-person or *online learning	Gr.9 - 12	Secondary students or Adult Learners striving to achieve high school credits	Night School - Sept. to June. Summer School - July

* For Secondary Credits through Summer School and Night School (including International Languages) please see previous page.
To learn more, speak to your Guidance Counsellor or visit www.garyallan.ca.

Websites

Area of Interest	Website(s)
Halton District School Board	www.hdsb.ca www.garyallan.ca www.haltonpathways.ca www.hdsb.ca (search eLearning)
Ontario Ministry of Education Curriculum	www.edu.gov.on.ca/eng/curriculum
Program Pathway Planning	www.myblueprint.ca/halton https://osca.ca www.ontario.ca/page/education-and-training
Scholarships and Financial Assistance	www.scholarshipscanada.com www.studentawards.com www.ontario.ca/page/osap-ontario-student-assistance-program
Apprenticeship Pathway	www.apprenticesearch.com www.oyap.com https://osca.ca www.myblueprint.ca/halton www.haltonpathways.ca
College Pathway	www.ontariocolleges.ca www.gotocollege.ca www.ontransfer.ca/i/ontransfer+home https://osca.ca www.myblueprint.ca/halton www.haltonpathways.ca
Community Pathway	www.dsontario.ca www.communitylivingontario.ca
University Pathway	www.ontariouniversitiesinfo.ca www.ouac.on.ca www.aucc.ca https://ontransfer.ca/i/ontransfer+home www.haltonpathways.ca https://osca.ca www.myblueprint.ca/halton
Work Pathway	www.onwin.ca www.jobbank.gc.ca/home www.myblueprint.ca/halton www.haltonpathways.ca



Community Resources

	Burlington	Milton	Oakville	Halton Hills
Reach Out Centre for Kids ROCK Individual and family counselling www.rockonline.ca	Crisis Line: 905-878-9785 Referrals through ASN: 289-266-0036			
Kids Help Phone www.kidshelpphone.ca	1-800-668-6868			
One Stop Talk www.onestoptalk.ca	One Stop Talk is a free, confidential service that lets children and youth under 18 years of age get immediate mental health support with a registered therapist. Call 1-855-416-TALK (8255) or connect online from anywhere in Ontario. The service is available in multiple languages			
988 Suicide Hotline https://988.ca	A safe space to talk, 24 hours a day, every day of the year. Call or Text 9-8-8			
ADAPT Alcohol and Drug Counselling www.haltonadapt.org	905-639-6537	905-693-4250	905-847-6547	Georgetown 905-873-2993 Acton 519-853-8222
Halton Children's Aid Society (CAS) www.haltoncas.ca	Burlington Toll free 866-607-5437 • 905-333-4441			
Halton Multicultural Council Settlement Services & Newcomer Youth Programs www.hmcconnections.com	905-842-2486 ext.482	905-864-6565	905-257-1555	905-864-6565
Halton Region www.halton.ca	Dial 311 • 905-825-6000 • Toll free 1-866-442-5866			
Halton Regional Police Services www.haltonpolice.ca	905-825-4747	905-878-5511	905-825-4747	
Halton Women's Place www.haltonwomensplace.com	North Shelter: 905-878-8970 • South Shelter: 905-332-1593 Crisis Line: 905-878-8555 • Crisis Line: 905-332-7892			
Lighthouse for Grieving Children and Youth www.grievingchildrenlighthouse.org	Oakville 905-337-2333 2522 Rebecca Street			
Queer@ROCK Network Supports and programming for 2SLGBTQIA + youth www.rockonline.ca/group	289-266-0036			
Radius Child and Youth Services Services for children and families affected by abuse www.haltontraumacentre.ca	Oakville Toll free 800-663-9888 • 905-825-3242			
SAVIS (Sexual Assault and Violence Intervention Services) www.savisofhalton.org	905-825-3622 Call and identify the location that you would like to access. Telephone counselling is also available			
Thrive Counselling Individual and family counselling www.haltonfamilyservices.org	905-637-5256	905-845-3811	905-845-3811	905-878-5511

Additional resources can be found on hdsb.ca under Student /Parent Mental Health and Well-Being Support

Terms and Definitions

Guide to Secondary School



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 practices 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.

Asynchronous – Learning that does not require consistent real-time interactions with an instructor.

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 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 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.

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.

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

Elective Course – A course students select based on interest.

English as a Second Language (ESL) – Courses designed for students learning English as an additional language who have grade and age appropriate literacy skills.

English Language Development (ELD) – Courses designed for students learning English with limited prior schooling who have not had the opportunity to develop age appropriate literacy skills in any language.

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

Terms and Definitions

Guide to Secondary School

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

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.

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.

Financial Literacy Graduation Requirement – In Grade 10, students write their Financial Literacy Graduation Requirement assessment within the Career Studies (GLC 2O) course as a required component of an OSSD.

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 mid-semester Provincial report card. Full disclosure does not apply to Grade 9 or 10 courses.

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

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 their education 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 (19 compulsory and 11 elective), complete 40 community involvement hours and successfully complete the Ontario Secondary School Literacy requirement.

Terms and Definitions

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

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

Parent/guardian – 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.

Settlement – The process of helping students and families adjust to their new school and life in Canada.

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.

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

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.

Synchronous – learning that requires consistent real-time interactions with an instructor.

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

Welcome Centre – Facility in the HDSB that handles registration, language assessments, and provides settlement services for families returning or new to Canada.

HDSB Secondary Schools
Programming for 2026-2027

Please contact the school for specific program questions.

East Schools

Abbey Park High School
hdsb.ca/aph • 905-827-4101
Advanced Placement, ESL Resource STEP 4-6, Secondary Gifted Cluster, SHSM/OYAP

Garth Webb Secondary School
hdsb.ca/gws • 905-847-6875
Advanced Placement, ESL Centre School STEP 1-6, French Immersion, Secondary Gifted Cluster, SHSM/OYAP

Iroquois Ridge High School
hdsb.ca/irs • 905-845-0012
Advanced Placement, ESL Centre School STEP 1-6, French Immersion, Secondary Gifted Cluster, SHSM/OYAP

Oakville Trafalgar High School
hdsb.ca/oth • 905-845-2875
Advanced Placement, ESL Resource STEP 4-6, French Immersion, Secondary Gifted Cluster, SHSM/OYAP

T.A. Blakelock High School
hdsb.ca/tab • 905-827-1158
Advanced Placement, Community Pathways Program, ESL Centre School STEP 1-6, French Immersion, Secondary Gifted Cluster, SHSM/OYAP, I-STEM

White Oaks Secondary School
hdsb.ca/wos • 905-845-5200
Community Pathways Program, ESL/ELD Centre School STEP 1-6, French Immersion, International Baccalaureate, Locally Developed, Secondary Gifted Cluster, SHSM/OYAP

New Oakville Secondary School
hdsb.ca/nos
Academy of Athletic Performance and Excellence (APEX), Advanced Placement - Prep, Community Pathways Program

North Schools

Acton District School
hdsb.ca/act • 519-853-2920
Advanced Placement, ESL Itinerant Resource STEP 4-6, French Immersion, SHSM/OYAP

Craig Kielburger Secondary School
hdsb.ca/cks • 905-878-0575
Community Pathways Program, ESL/ELD Centre School STEP 1-6, French Immersion, International Baccalaureate, Locally Developed, SHSM/OYAP

Elsie MacGill Secondary School
hdsb.ca/ems • 289-878-4881
Advanced Placement, Community Pathways Program, ESL Centre School STEP 1-6, I-STEM, SHSM/OYAP

North Schools cont'd

Georgetown District High School
hdsb.ca/geo • 905-877-6966
Community Pathways Program, ESL Resource STEP 4-6, French Immersion, International Baccalaureate, Locally Developed, Secondary Gifted Cluster, SHSM/OYAP

Milton District High School
hdsb.ca/mil • 905-878-2839
Advanced Placement, ESL Resource STEP 4-6, French Immersion, Secondary Gifted Cluster, SHSM/OYAP

West Schools

Aldershot School
hdsb.ca/ald • 905-637-2383
Advanced Placement, ESL Resource STEP 4-6, I-STEM, SHSM/OYAP

Burlington Central School
hdsb.ca/bch • 905-634-7768
ESL/ELD Centre School STEP 1-6, French Immersion, International Baccalaureate, Secondary Gifted Cluster, SHSM/OYAP

Dr. Frank J. Hayden Secondary School
hdsb.ca/dfh • 905-332-5235
Advanced Placement, ESL Resource STEP 4-6, Secondary Gifted Cluster, OYAP,

M.M. Robinson High School
hdsb.ca/mmr • 905-335-5588
Advanced Placement, Community Pathways Program, ESL Resource STEP 4-6, French Immersion, Locally Developed, Secondary Gifted Cluster, SHSM/OYAP

Nelson High School
hdsb.ca/nel • 905-637-3825
Advanced Placement, Community Pathways Program, ESL Rsource STEP 4-6, French Immersion, Locally Developed, Secondary Gifted Cluster, SHSM/OYAP

All Regions

Gary Allan Learning Centres

Gary Allan Learning Centres
garyallan.ca • 905-632-2944
Alternative, Adult and Continuing Education, International Languages, LINC/ESL/FSL for adults, mPLAR, Night and Summer School

Keeping Track

Ontario Secondary School Diploma (OSSD)

17 compulsory credits Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:	
4	credits in English (including NBE3) 1 per grade
3	credits in Mathematics 1 each in grade 9, 10 and 11/12
2	credits in Science
1	credit in Canadian History
1	credit in Technological Education (Grade 9 or 10)
1	credit in Canadian Geography
1	credit in The Arts
1	credit in Health and Physical Education
1	credit in French as a second language
0.5	credit in Career Studies
0.5	credit in Civics
Plus one credit from the following group:	
1	The STEM-related course group includes a credit from: • business studies • computer studies • cooperative education • mathematics (in addition to the 3 compulsory credits required) • science (in addition to the 2 compulsory credits required) • technological education (in addition to the 1 compulsory credit required)
In addition to the above the students must complete:	
13	elective credits
40	hours of community involvement activities
2	eLearning courses (opt out is available)
Ontario Literacy Requirement OSSLT or OSSLC	
Financial Literacy Graduation Requirement	

Notes:

Halton District School Board



J.W. Singleton Education Centre:

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2050 Guelph Line, Burlington, ON L7P 5A8

Mailing Address:
PO Box 5005 STN LCD 1, Burlington, ON L7R 3Z2

Tel: 905-335-3663
Toll free: 1-877-618-3456
Fax: 905-335-9802
Website: www.hdsb.ca