

GRADE 8 REACH AHEAD OPPORTUNITIES INSIDE

CHOICES

Planning for grade 9

NEW!
Update to the
Out-of-Area
Admissions
Process

Course Selection:
Learn how to use
myBlueprint

Secondary School
Open Houses



Message from the Director, Colleen Russell-Rawlins

Dear Students,

Planning for high school is an exciting time!

Over the next four years, you will have the chance to explore new learning opportunities, connect with communities across Canada and the world, and learn with and from outstanding peers, educators and leaders. High school is a time to ask questions, discover more about what you are passionate about and develop your strengths as you set goals and consider options for your future.

Your course selections each year need to align well with your current interests and goals, so that you can pursue different programs and pathways in high school and beyond. As your interests can change, we encourage students to ensure they keep as many post-secondary and career options available to them as possible. I encourage you to find out more about apprenticeship opportunities post graduation.

High school will allow you to build on your foundational skills in critical thinking, literacy, numeracy, communication, digital learning, and collaboration. Our data shows that success in earning eight credits in Grade 9, especially in the compulsory courses puts students on a trajectory toward graduating with the option of attending college, an apprenticeship, or university.

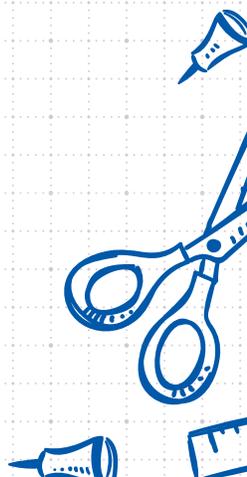
This guide is full of valuable information about the many learning opportunities available at the Toronto District School Board and includes an outline of the step-by-step course selection process. Please take the time to read this resource carefully, speak with your teachers and continue to ask questions as you take your next steps forward in your education.

Remember that no matter what high school and postsecondary pathways you choose to pursue, your educators, guidance counsellors, parents, guardians, caregivers and peers are here to support you along your journey. Reach out to them when you need advice or a listening ear.

Lastly, high school is also an important time for you to become more aware of the habits you are developing that will support your success in life. Practicing study routines, time management, making new friends, advocating for yourself and developing new hobbies are all valuable life skills.

I wish you the best in your learning and planning!

Ms. Russell-Rawlins
Director of Education

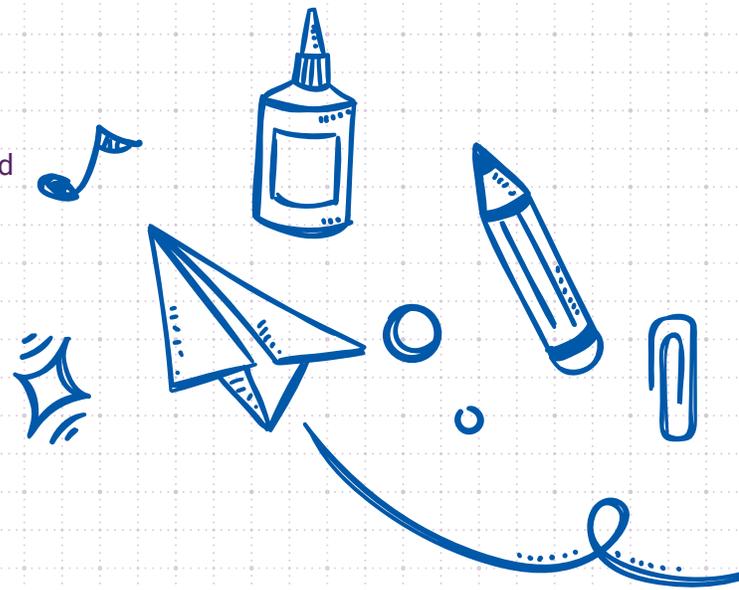


Our Mission

To enable all students to reach high levels of achievement and well-being and to acquire the knowledge, skills and values they need to become responsible, contributing members of a democratic and sustainable society.

We Value

- Each and every student's interests, strengths, passions, identities and needs
- A strong public education system
- A partnership of students, staff, family and community
- Shared leadership that builds trust, supports effective practices and enhances high expectations
- The diversity of our students, staff and our community
- The commitment and skills of our staff
- Equity, innovation, accountability and accessibility
- Learning and working spaces that are inclusive, caring, safe, respectful and environmentally sustainable
- The mental health and well being of each student by centering mentally healthy schools which honor social identities and are inclusive, equitable, caring and engaging



Our Goals

- Transform Student Learning
- Create a Culture for Student and Staff Well-Being
- Provide Equity of Access to Learning Opportunities for All Students
- Allocate Human and Financial Resources Strategically to Support Student Needs
- Build Strong Relationships and Partnerships Within School Communities to Support Student Learning and Well-Being

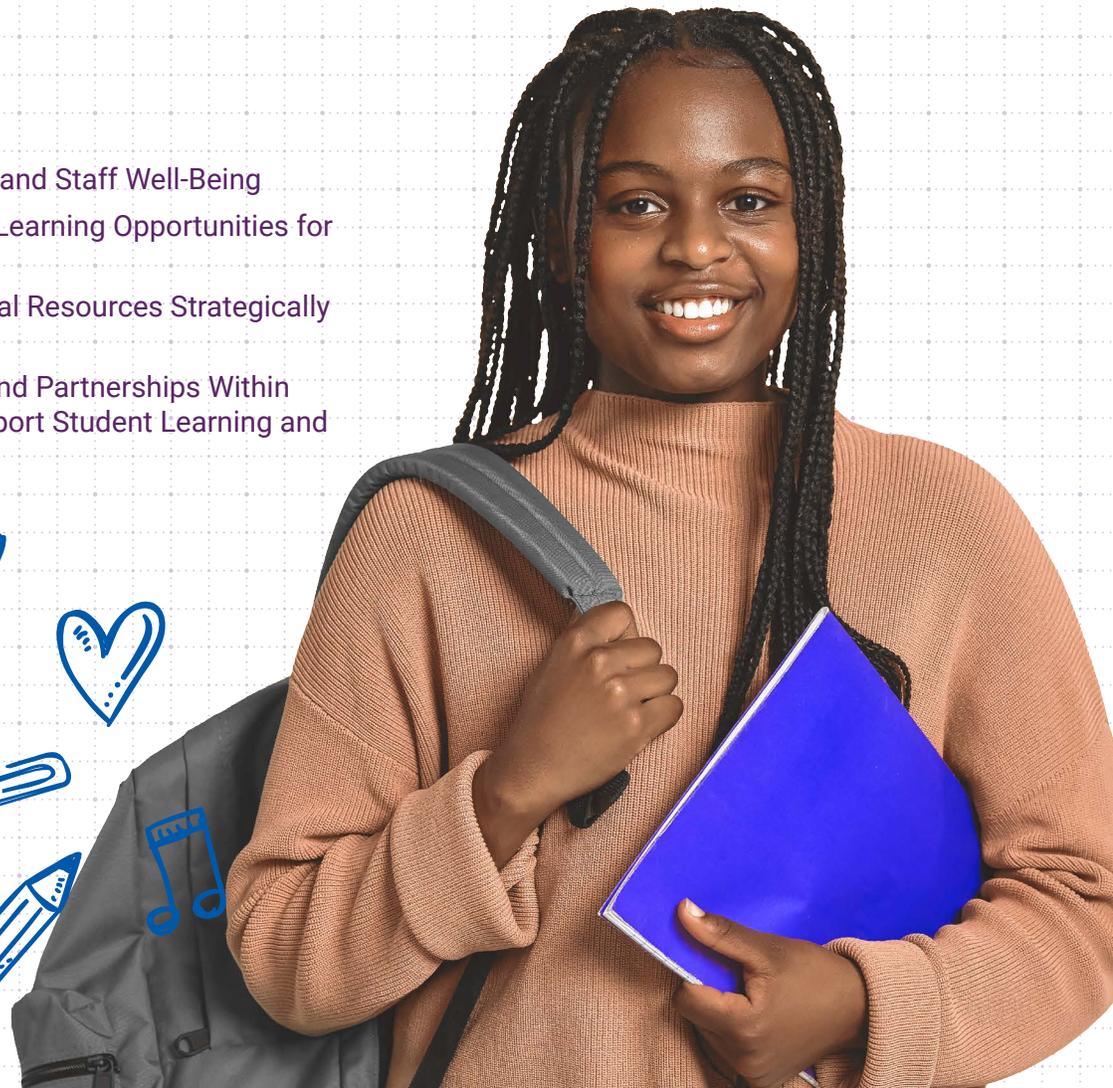
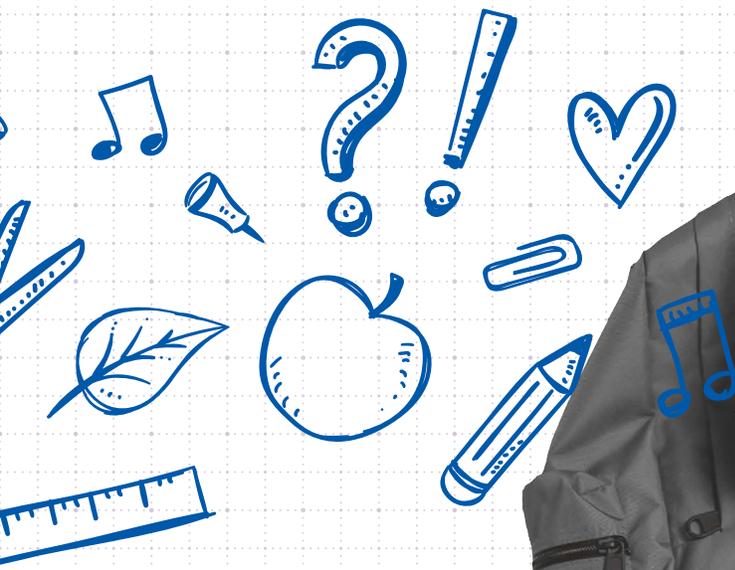
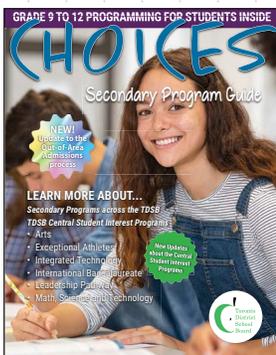


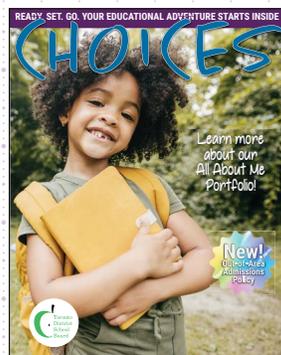


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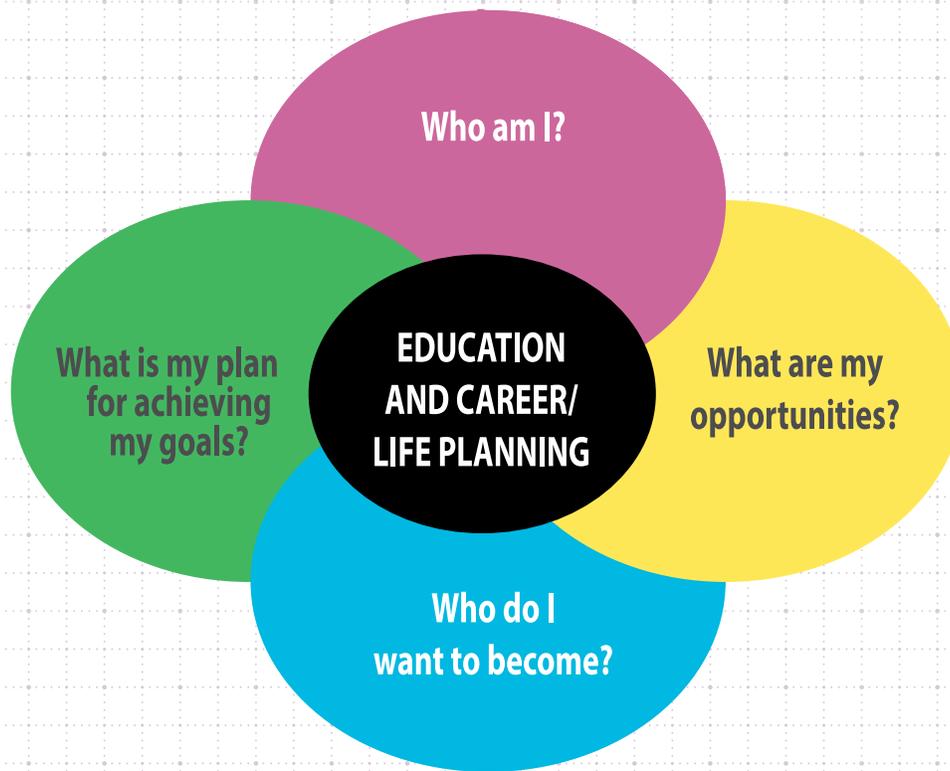
Secondary Program Guide



Elementary Program Guide

To view all of the 2023-2024
 Choices Magazines, please visit
www.tdsb.on.ca/high-school/guidance/choices

Creating Pathways to Success



“What students believe about themselves and their opportunities, and what their peers and the adults in their lives believe about them significantly influences the choices they make and the degree to which they are able to achieve their goals”

The education and career/life planning policy for Ontario schools is based on the belief that all students can be successful, that success comes in many forms, and that there are many different pathways to success.

The policy is founded on a vision in which all students leave secondary school with a clear plan for their initial postsecondary destination— whether it be apprenticeship training, college, community living, university, or the workplace—and with the confidence that they can revise their plans as they, and the work around them, change. This vision sees students as the architects of their lives.

INDIVIDUAL PATHWAYS PLAN

Students will need to create and maintain an Individual Pathways Plan (IPP) during Grades 7 to 12. The IPP becomes the planning tool for course selection, goal setting and postsecondary destination planning.

The Toronto District School Board has provided its students with an electronic version of the IPP through www.myBlueprint.ca/tdsb. The IPP Tracker provides grade-specific activities to complete in order to build an effective education plan annually.



Your tool for planning high school and beyond

High School Planner

Visually plan courses, track progress toward graduation, and instantly identify post-secondary eligibility for opportunities in all destinations

Who Am I Surveys

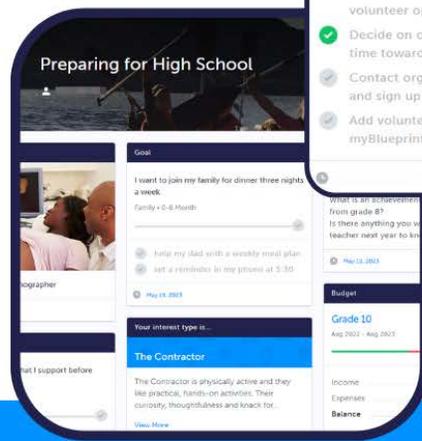
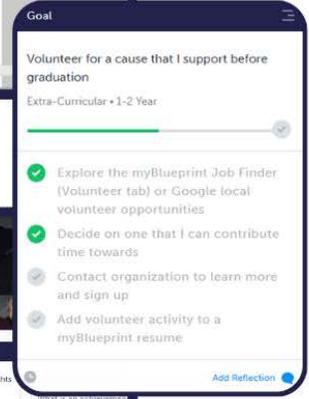
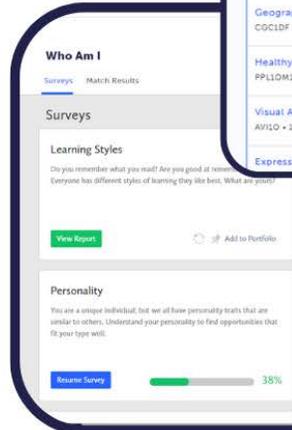
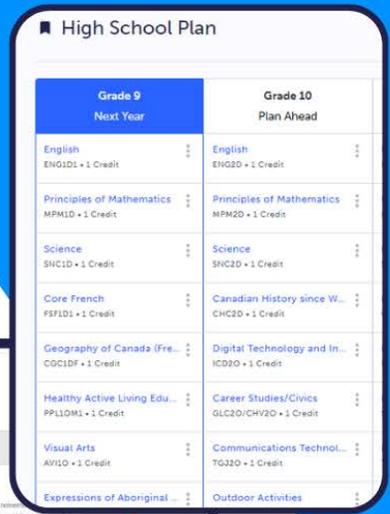
Complete 5 assessments to learn and discover more about yourself, including Learning Styles, Personality, Interests, Knowledge, and Motivations

Goal Setting

Tools and tips to set goals, create achievable tasks and track progress

Portfolios

Document and reflect on learning, keep record of experiences and skill development, and share your progress with parents, teachers, or future employers



Log in to get started

1. Visit: www.myBlueprint.ca/TDSB
2. Click School Account Login and enter your TDSB email and password

Family Access:

- Visit www.myBlueprint.ca/TDSB
- Click Sign Up and select your student's school to create a Family Account

What You Need To Graduate

Ontario Secondary School Diploma (OSSD) Requirements

COMPULSORY CREDITS

Students **must** earn the following **18 compulsory credits** to get their Ontario Secondary School Diploma:

- ✘ 4 credits in English (1 credit per grade)
- ✘ 3 credits in mathematics (at least 1 credit in Grade 11 or 12)
- ✘ 2 credits in science
- ✘ 1 credit in Canadian history (Grade 10)
- ✘ 1 credit in Canadian geography (Grade 9)
- ✘ 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 and citizenship
- ✘ 3 credits for group 1, 2 and 3 courses (1 credit in each group)*

Reminder!

OSSD Requirements

- 30 credits (including 2 online e-Learning credits)
- literacy requirement
- 40 hours of community involvement activities

*of the 18 compulsory credits, students **must complete 1** from **each** of the following groups:

GROUP 1

- ✘ English (including the Ontario Secondary School Literacy Course) or French as a second language
- ✘ Native languages
- ✘ First Nations, Métis, and Inuit studies
- ✘ classical and international languages
- ✘ social sciences and the humanities
- ✘ Canadian and world studies
- ✘ guidance and career education
- ✘ cooperative education
- ✘ American Sign Language as a second language
- ✘ Langue des signes québécoise langue seconde

GROUP 2

- ✘ health and physical education
- ✘ the arts
- ✘ business studies
- ✘ French as a second language
- ✘ cooperative education
- ✘ American Sign Language as a second language
- ✘ Langue des signes québécoise langue seconde

GROUP 3

- ✘ science (Grade 11 or 12)
- ✘ technological education
- ✘ French as a second language
- ✘ computer studies
- ✘ cooperative education
- ✘ American Sign Language as a second language
- ✘ Langue des signes québécoise langue seconde

For more information about what you need to earn your OSSD, visit www.ontario.ca/page/high-school-graduation-requirements.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted, on request, to students who are leaving school upon reaching the age of 18 without earning the Ontario Secondary School Diploma.

A student must have earned:

7 Compulsory Credits

- ✦ 2 English
- ✦ 1 Canadian geography or Canadian history
- ✦ 1 mathematics
- ✦ 1 science
- ✦ 1 health and physical education
- ✦ 1 arts, computer studies or technological education

7 Optional Credits

- ✦ 7 optional credits selected by the student from available courses

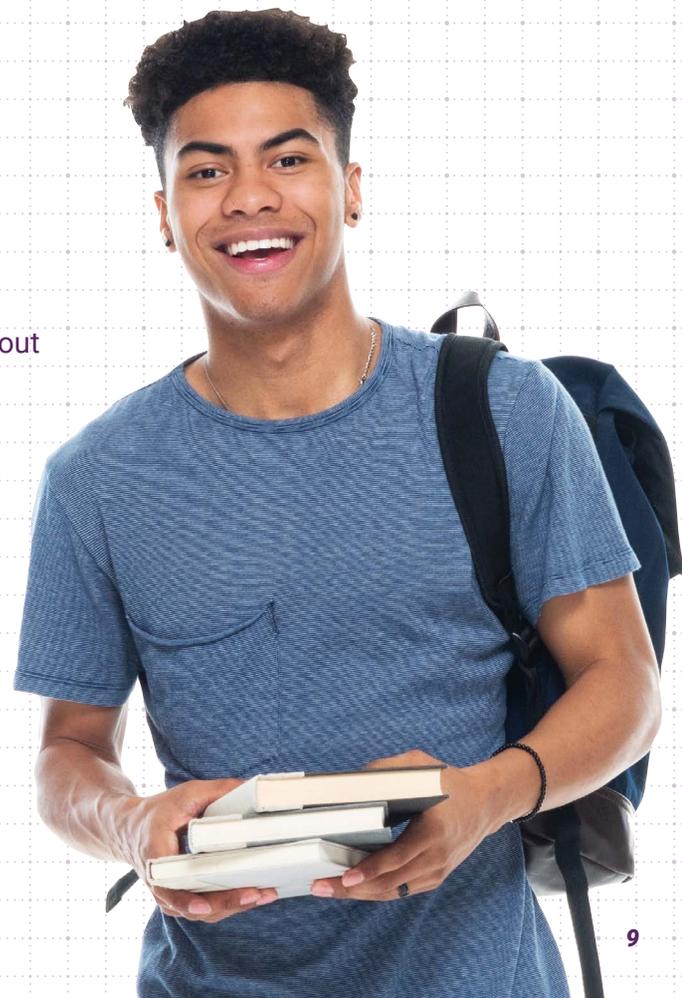


Certificate of Accomplishment

Students who leave school upon reaching the age of 18 without having met the requirements for the OSSD or OSSC may be granted a Certificate of Accomplishment.

This certificate is a useful means of recognizing achievement for students who plan to continue certain kinds of training or find employment.

A student may return to school and take additional credit and non-credit courses and have their transcript (OST) updated. A new certificate will not be awarded, but an OSSD or OSSC will be granted when the returning student has fulfilled the requirements.





Community Involvement

What is Community Involvement?

- ✧ An event or activity designed to be of benefit to the community.
- ✧ A volunteer activity – not for pay or credit.
- ✧ An event or activity to support a not-for-profit initiative.

Students must complete a minimum of 40 hours of community involvement prior to graduation in order to earn the OSSD. The community involvement requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. Students can actively participate in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities. Community involvement may begin in the summer after Grade 8.

For more information, connect with your Secondary School Guidance Counsellors or visit the [TDSB Beyond 8 Community Involvement website](#).

For volunteer opportunities check: www.volunteertoronto.ca

Helpful Tip!

Use the [TDSB Student Community Involvement Activity Notification and Completion Form](#) to track your hours.

Online Learning Graduation Requirement

The Ontario Ministry of Education has introduced a new graduation requirement for secondary students to complete two online e-Learning credits as part of the 30 credits required for the Ontario Secondary School Diploma (OSSD). Online learning supports the development of digital literacy and other transferable skills that will help prepare students for success after graduation.

Students may withdraw/opt out of this new requirement and graduate with an OSSD. Students who opt out of this new requirement may still enrol in e-Learning courses.

Students working towards an Ontario Secondary School Certificate (OSSC) or a Certificate of Accomplishment (CoA) are not required to complete this new graduation requirement. Students who are completing an OSSC or CoA may choose to enrol in e-Learning courses.

Secondary schools offer online e-Learning courses for students to request locally during the annual course selection process. Online e-Learning courses are also available, centrally, through the TDSB e-Learning Day School program.

For more information visit the [TDSB Online Learning Requirement](#)

Online e-Learning Opportunities

[TDSB e-Learning](#) provides students with learning experiences that are:

flexible: students can learn anytime, anywhere

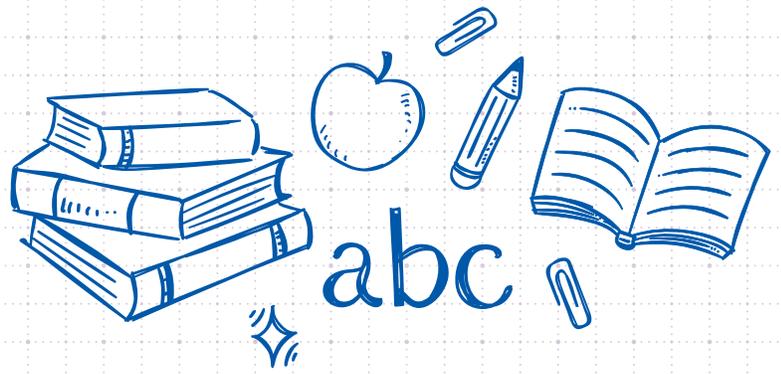
relevant: students prepare for their future in an increasingly digital world

engaging: students enjoy rich, interactive online content

Students can access three e-Learning opportunities through the TDSB

- ✧ [e-Summer School](#)
- ✧ [e-Learning Day School](#)
- ✧ [e-Credit \(18+\)](#)

Literacy



Ontario Secondary School Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma.

The online OSSLT will be administered between November 1 and November 30, 2023 and between March 20 to April 24, 2024. The test does not need to be administered to all students at the same time. It can be administered to small groups of students at different times and on different days. Schools have flexibility in determining when students complete the OSSLT within the administration window.

- ✦ Students who pass the test fulfill the Literacy requirement.
- ✦ School boards are required to provide additional support for students who do not complete the test successfully.
- ✦ If students have an Individual Education Plan (IEP), assessment accommodations on their IEP are available for the assessment although content may not be altered. A set of accessibility tools are available for every student taking the OSSLT.
- ✦ English Language Learners (ELL) only take the test when they have reached an appropriate level of language ability.
- ✦ Accommodations are available based on language acquisition needs.

Ontario Secondary School Literacy Course

All students must work toward the literacy graduation requirement by participating in the OSSLT or completing the Ontario Secondary School Literacy Course (OSSLC).

To provide maximum flexibility for students to acquire the literacy graduation requirement, particularly for students enrolled in remote learning, students can be enrolled in the OSSLC without having attempted the OSSLT in 2023–2024.

For answers to frequently asked questions about the OSSLT, visit www.eqao.com/frequently-asked-questions.





Numeracy

Grade 9 EQAO of Mathematics

The Grade 9 Assessment of Mathematics tests the math skills students are expected to have learned by the end of the Grade 9 mathematics course.

Students who are enrolled in the Grade 9 Mathematics course in semester 1 will write the assessment in January and students who are enrolled in the Grade 9 Mathematics course in semester 2 will write the assessment in June. If students have an Individual Education Plan (IEP), assessment accommodations on their IEP are available for the assessment although content may not be altered.

English Language Learners are also entitled to accommodations based on language acquisition needs to support students' ability to demonstrate skills. Content may not be altered.

A set of accessibility tools are available for every student taking the Grade 9 EQAO.

Need help with math?

Get **free, live, online** math tutoring from experienced, certified Ontario teachers through [Online Homework Help](#).

Reporting

Credits

A credit is earned when a course that has been scheduled for a minimum of 110 hours is successfully completed (a mark of 50% or more). "Scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course.

Unsuccessful Courses

If a student has completed a course, but has failed to achieve the curriculum expectations at a passing level (under 50%), no credit will be granted. At this time, staff will determine the best way to enable the student to earn a credit for the course, in consultation with the student and parents/guardians. This may be done at summer school, through an individualized remediation program, credit recovery or by repeating the entire course.

Withdrawal from a Course

If a student in a Grade 11 or 12 course withdraws after five instructional days following the issue of the second to last provincial report card, the withdrawal is recorded on the Ontario Student Transcript (OST). The percentage grade at the time of the withdrawal is recorded. If a student withdraws before the five instructional days following the issue of the second to last provincial report card, the withdrawal is not recorded on the OST. (The Ontario Student Transcript (2010), page 12)

Student Success

Student Success is about building responsive relationships and systems that support the individual student. By embracing student voice and choice, we design an education plan that represents the student's strengths, abilities and interests.

Schools are providing students with more opportunities to customize this education plan to complement their high school experience. Every secondary school in Ontario has a team comprised of a Principal, a Student Success Teacher, Special Education Teacher, and a Guidance Counsellor. Together, they:

- ✧ Identify students who could benefit from direct Student Success strategies
- ✧ Provide enhanced program opportunities
- ✧ Monitor and support student progress in areas of academics, learning skills, and personal development

Provincial Report Card

The standard Provincial Report Card includes the following information:

- ✧ each course that the student is studying;
- ✧ the student's mark expressed as a percentage grade, along with the course median;
- ✧ number of classes missed and times late for class;
- ✧ the student's achievement in six learning skills;
- ✧ an anecdotal comment from each subject teacher with a focus on what students have learned, including significant strengths, and identified next steps.

The report card will include information with respect to a student's Individual Education Plan (IEP) where appropriate. The report card will also indicate whether a course has been adapted to meet the needs of students who are learning English as a Second Language or need assistance with English Literacy Development.

Student progress is generally reported at mid-term or mid-semester and completion of the semester/year. A Response Form is included for student and parent/guardian comment. A summary of credits earned to date, including a break-down of compulsory and optional credits, is provided at the end of the final report card of the year or semester.

Credit Recovery allows a student to earn a credit where they found themselves unsuccessful, without repeating the entire course. To participate, students and/or parents and guardians should connect with a member of the Student Success Team at their school to discuss in school and continuing education opportunities.

Credit Rescue is an embedded Student Success strategy within all schools and classrooms that provides support to students by way of academic interventions to attempt to rescue the credit before the end of a course within the semester or full year timeline.

Mental Health and Wellness

School staff prioritize mentally healthy and culturally relevant school spaces to enhance and support belonging and mattering for students. Co-creating mentally healthy school spaces with students requires understanding mental health from an equity lens. This is then supported through daily mental health literacy within classroom spaces that represent, include and support the intersectionalities of student social identities.

Creating conditions for positive mental health includes recognizing and nurturing the brilliance, self-love and resistance of students, families and communities. It centers relationship and trust-building with students and families, from an asset lens, which realizes student autonomy and strengths.

If you need support, the caring adults within school spaces such as your Teachers, Guidance staff, Principals, Vice-Principals and Professional Support Staff (Social Workers, Child and Youth Workers/Counsellors, Psychologists, Speech Language Pathologists and Occupational/Physical Therapists) can assist in providing socio-emotional support, strategies, resources and advocacy to strengthen your circle of care and support in and outside of the school.

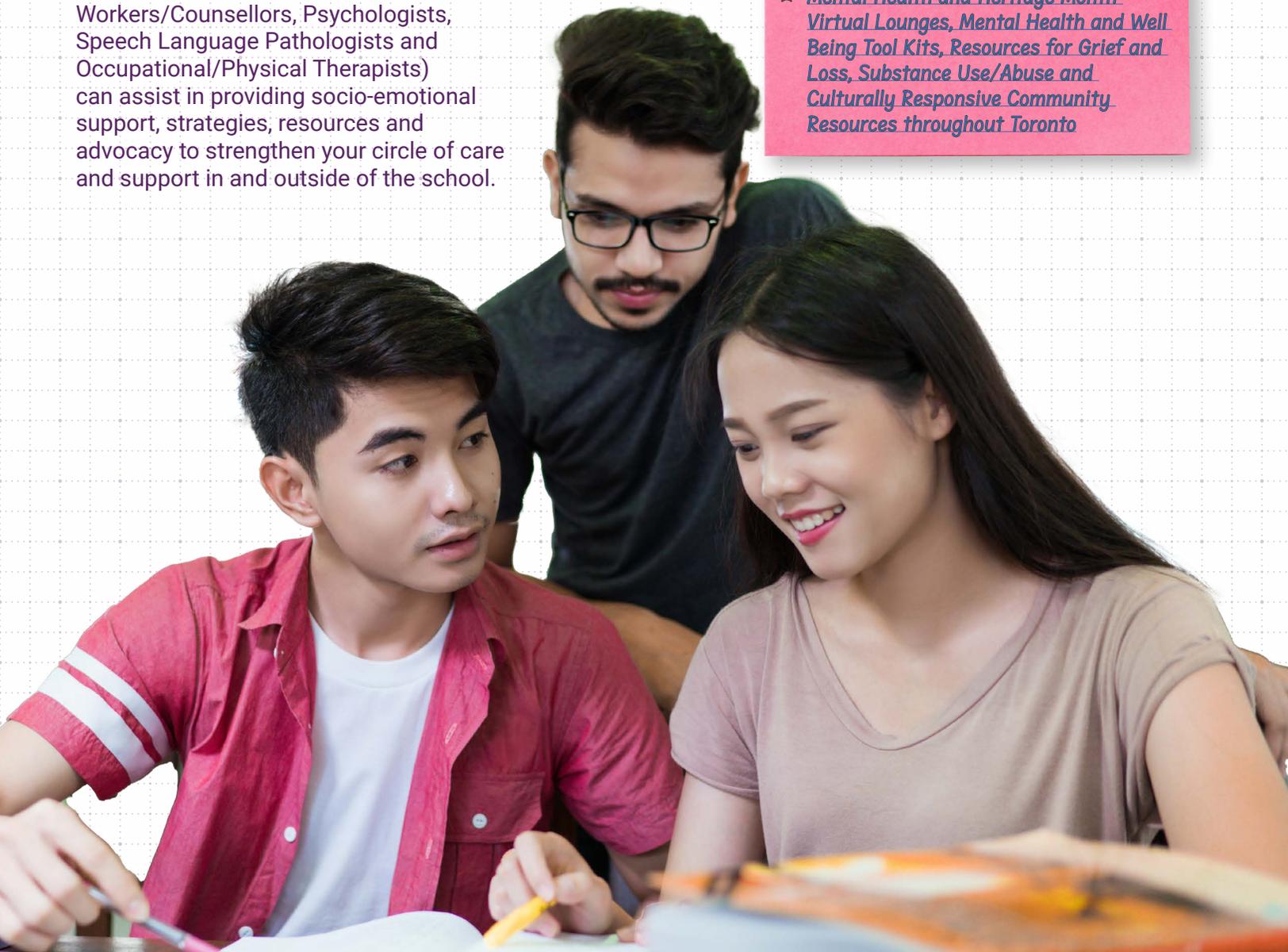
We have various Mental Health and Well Being resources for students and parents/guardians.

To connect with your School Social Worker, Child and Youth Worker and/or Professional Support Services staff reach out to your Teacher, Principal and/or Guidance Counsellor.

Visit the [TDSB Mental Health and Well Being](#) website for more resources

Mental Health Resources:

- ✦ [Culturally responsive resources](#)
- ✦ [Black Mental Health Resources](#)
- ✦ [Mental Health and Well Being choice boards](#)
- ✦ [Students4WellBeing](#)
- ✦ [Mental Health and Heritage Month Virtual Lounges, Mental Health and Well Being Tool Kits, Resources for Grief and Loss, Substance Use/Abuse and Culturally Responsive Community Resources throughout Toronto](#)



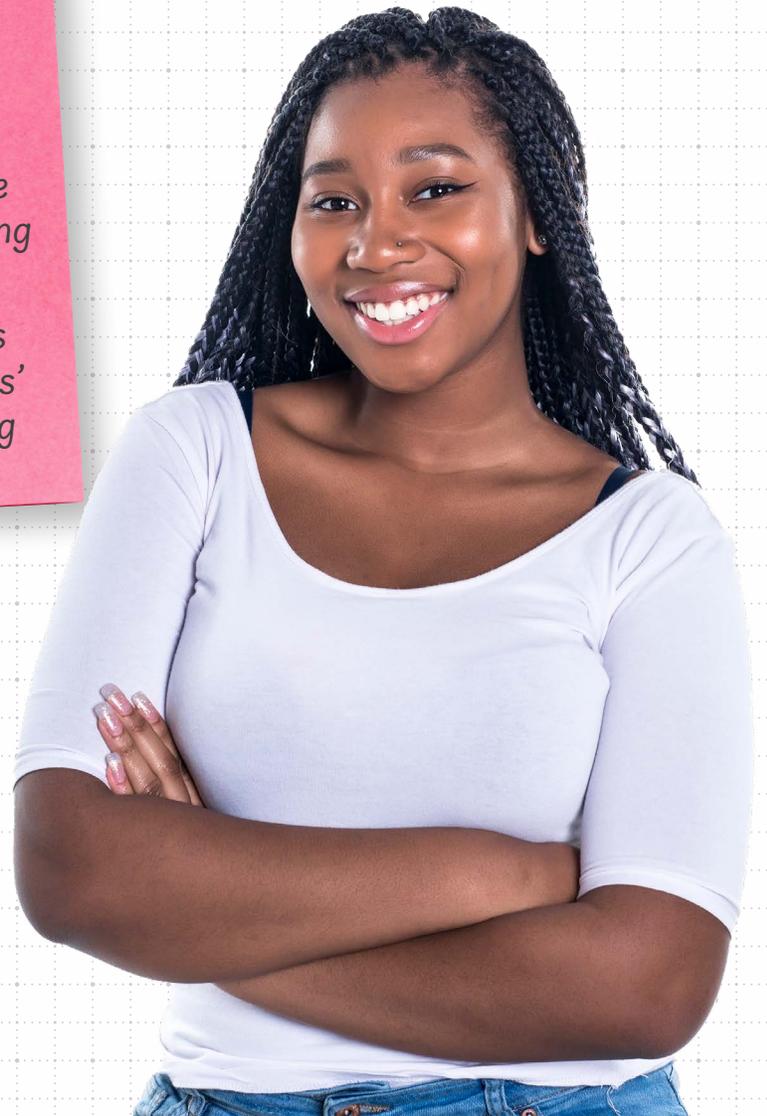
Centre of Excellence for Black Student Achievement

The Centre of Excellence for Black Student Achievement is the first of its kind in public education in Canada. The Centre of Excellence is dedicated to improving the experiences and outcomes for Black students and aims to be responsive to the voices of Black communities who continue to advocate for systemic change within educational institutions and for dismantling anti-Black racism at the TDSB. Winston Churchill Collegiate Institute is the official location of the Centre of Excellence for Black Student Achievement.

For more information visit the [Centre of Excellence for Black Student Achievement website](#).

The Centre of Excellence for Black Student Achievement offers a variety of programs, initiatives and engagement opportunities for students and families. Program offerings are designed to fulfill the mandates of the Centre and are in alignment with the TDSB's Multi-Year Strategic Plan Towards Excellence in the Education of Black Students: Transforming Learning, Achievement and Well-being.

Programs, initiatives and opportunities are focused on honouring Black students' experiences and strengths and ensuring their needs are met.



Urban Indigenous Education Centre

The Urban Indigenous Education Centre (UIEC) has been engaged in focused Indigenous Education work in the Toronto District School Board since 2008.

Guided by the UIEC Elders Council, the UIEC is dedicated to enhancing First Nations, Métis and Inuit students' well-being and achievement and creating opportunities for Indigenous Education for all staff and students in the TDSB by focusing on the following Seven Canopies:

1. Student Voice
2. Professional Learning
3. Community Engagement
4. Partnerships
5. Programming and Curriculum Development
6. Research and Innovation
7. Truth, Reconciliation, and Self-Determination

For more information, visit the [Urban Indigenous Education Centre website](#).

Staff at the Urban Indigenous Education Centre collaborate with school and system staff to collectively offer a wide range of services that include:

- ✧ One-on-one wrap-around and group itinerant support
- ✧ Family advocacy and connection to community resources
- ✧ Referrals and student networking within the Indigenous community
- ✧ Professional learning and supports for school staff
- ✧ School leadership coaching for school improvement in Indigenous Education
- ✧ Networking opportunities and self-care advocacy for First Nations, Métis and Inuit staff



Special Education Programs

The TDSB is committed to providing equitable access to learning opportunities for all students. This includes our ongoing commitment to human rights, equity, inclusion, anti-ableism, anti-racism, including anti-Indigenous and anti-Black racism, and anti-oppression. This commitment is aligned with the foundation of the TDSB Equity Policy and underpins all programming across all grade levels.

Ontario Regulation 181/98 requires school boards to consider placing exceptional students into regular classes before considering placement in special education classes. Students being welcomed by their neighbourhood schools in age-appropriate, regular classes with support are able to learn, contribute and participate in all aspects of school life. This allows for valuable learning opportunities for groups who have been traditionally excluded, such as students with disabilities and intersecting identities. Some students with unique strengths and needs (behaviour, communication, intellectual and physical) may require more specialized or intensive programs and supports and, in collaboration with parents/guardians/caregivers and students, as appropriate, the TDSB provides the appropriate placement.

The TDSB provides a wide range of support options for students with special education needs. An Individual Learning Plan (ILP) is the first step in supporting students who may not be meeting their achievement goals. The ILP is a tool to be used by the teacher to track and monitor on-going assessments, instructional strategies, interventions, recommendations, and follow-up strategies to address the needs of the student. Based on this information, the teacher(s) provides instruction that is personalized, targeting the critical skills that the student requires.

In-School Support Team (IST) and School Support Team (SST) meetings provide collaborative, problem-solving opportunities to support programming and success for the academic, social, emotional, and physical strengths and needs

of the student. The school team works together with parents/guardians/caregivers and the student as appropriate to plan and implement supports and strategies, with regular monitoring of progress.

Parents/guardians/caregivers are encouraged to approach their child's teachers and principal to engage in discussions about their child in an ongoing manner. The sharing of information between families and school staff is critical to ensuring the success of each student.

For more information on Special Education supports and services, please refer to the [TDSB Special Education Plan](#). Parents, caregivers and guardians may also visit the [TDSB Special Education and Inclusion Parent Guides](#) page for more information.

An Individual Education Plan (IEP) may be developed to support a student who requires accommodations and/or modifications to support their access to the curriculum. This written plan is a working document which describes the strengths and needs of an individual exceptional student, the special education program and services established to meet the pupil's needs, and the specific strategies that will be used to support the student in accessing the curriculum.

The IEP must be completed within 30 school days after a child has been placed in a special education program and the principal must ensure that parents receive a copy. An IEP can also be developed for students who have not been formally identified as exceptional but who require special education programs and/or services.



English Language Learners

English Language Learners are students whose primary language spoken at home is one other than English or is a variety of English that is significantly different from that taught in Ontario Schools.

Canadian born ELLs	Newcomer ELLs
<ul style="list-style-type: none">• Children whose primary language is not English• Children born in Canada, left for a number of years and recently returned to Canada• First Nation, Inuit or Metis children whose first language is other than English	<ul style="list-style-type: none">• Children who have arrived in Canada within the past 5 years• Landed immigrants• Permanent residents• Refugees• International students• Status unknown

TDSB Secondary Assessment Centres

Students of secondary school age should have an assessment of English language proficiency and mathematics skills at our [TDSB Secondary Assessment Centres \(TSAC\)](#) after registering at their local secondary school if they meet the criteria below:

- ✧ New to Ontario
- ✧ Left Ontario and returning after 6 months
- ✧ Previously homeschooled
- ✧ Private schools not accredited
- ✧ Students from outside province

What is LEAP?

LEAP - Literacy Enrichment Academic Program is an accelerated program for students aged 9-20 (LEAP 18+ Programs also available) who have recently arrived in Ontario schools with limited access to schooling. LEAP works to close significant gaps and prepare students for success.

LEAP Consideration Criteria:

- ✧ Students who have arrived in Canada within the last 3 to 5 years
- ✧ Students aged 9-20
- ✧ Students whose limited academic achievement and literary skills are due to restricted education opportunities

Multilingual Assessment Services

Some students may need additional support aside from what is offered through ESL/ELD programming. Students and their families can work with school staff to access assessments offered in a student's first language to determine if additional accommodations and/or modifications should be made available to better ensure student success. Ask your school about First Language Assessments for more information.



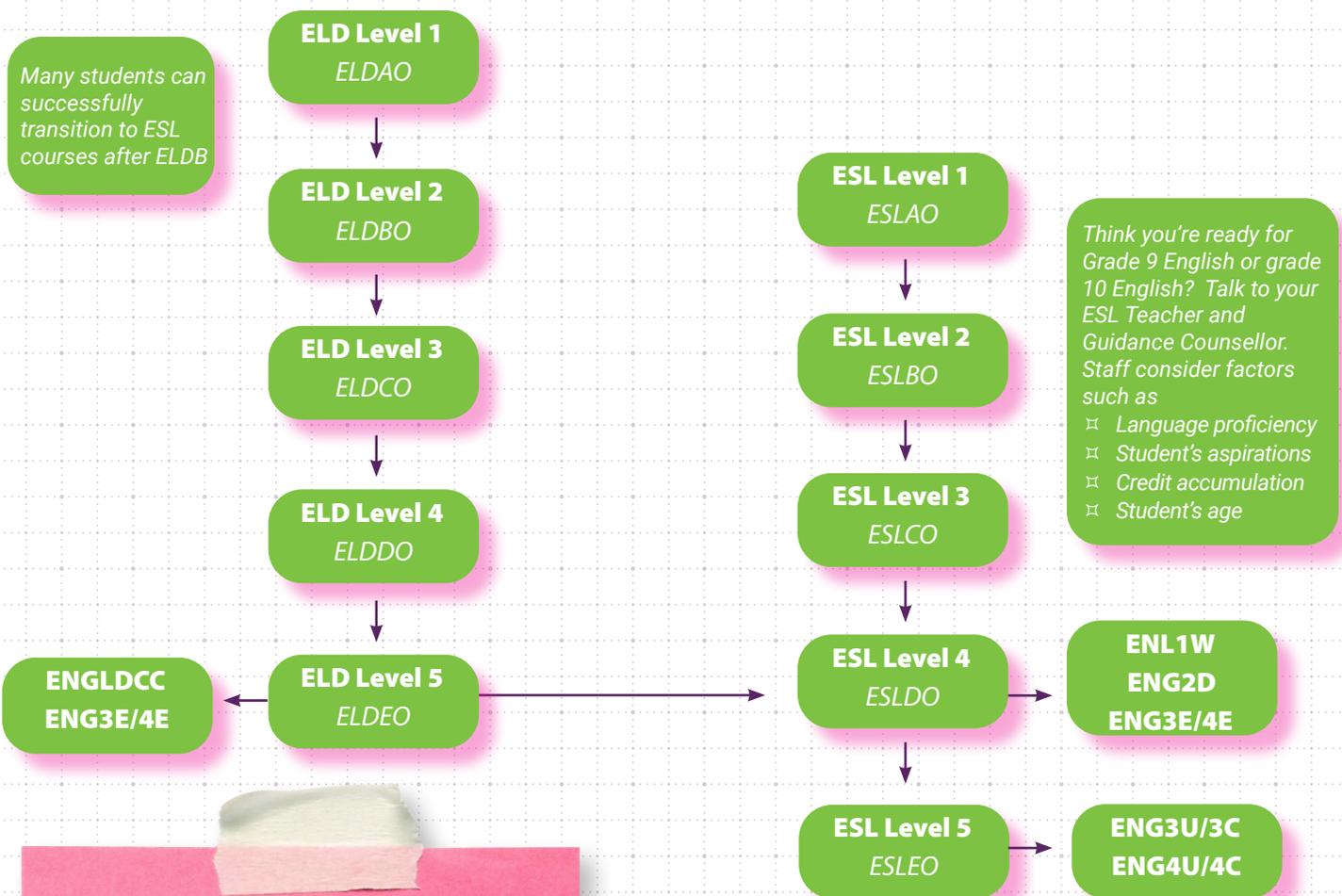
Pathways to English Chart

The chart below shows how most English language learners may progress through their English as a Second Language (ESL)* and/or English Literacy Development (ELD)* courses and into English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which they progress through the levels. How students transition from ESL/ELD courses to English courses varies based on age, future aspirations and a variety of other considerations.

***Please Note: Not all schools are able to offer all of the courses from the ESL/ELD courses. Home schools are responsible for providing accommodation/modifications to support language needs.**

English Literacy Development

English as a Second Language



Did you know?

- Students may substitute up to THREE (3) ESL or ELD courses for compulsory English credit requirements.
- Most ESL/ELD students graduate at the same time as their peers.

French Programs

There are 3 French Language programs at the secondary level in the Toronto District School Board. For more information about TDSB French programming, visit www.tdsb.on.ca/Elementary-School/School-Choices/French-Programs/Secondary-Programs

CORE FRENCH

Core French courses are available at most TDSB secondary schools. All students are required to complete one credit in French as a Second Language as a graduation requirement but many students also opt to continue studying Core French through Grade 12. A special Introductory French course for students who have not accumulated the 600 hours of instruction in French at the elementary level for whatever reason is also available in many schools.

EXTENDED FRENCH

These courses are for students who wish to continue with the Extended French program they began in elementary school. Students who have accumulated a minimum of 1,260 hours of instruction in French at the elementary level via the elementary Extended French program may opt to continue in this program. Students will continue to build their skills in French by studying the French language, as well as studying other subjects in French.

FRENCH IMMERSION

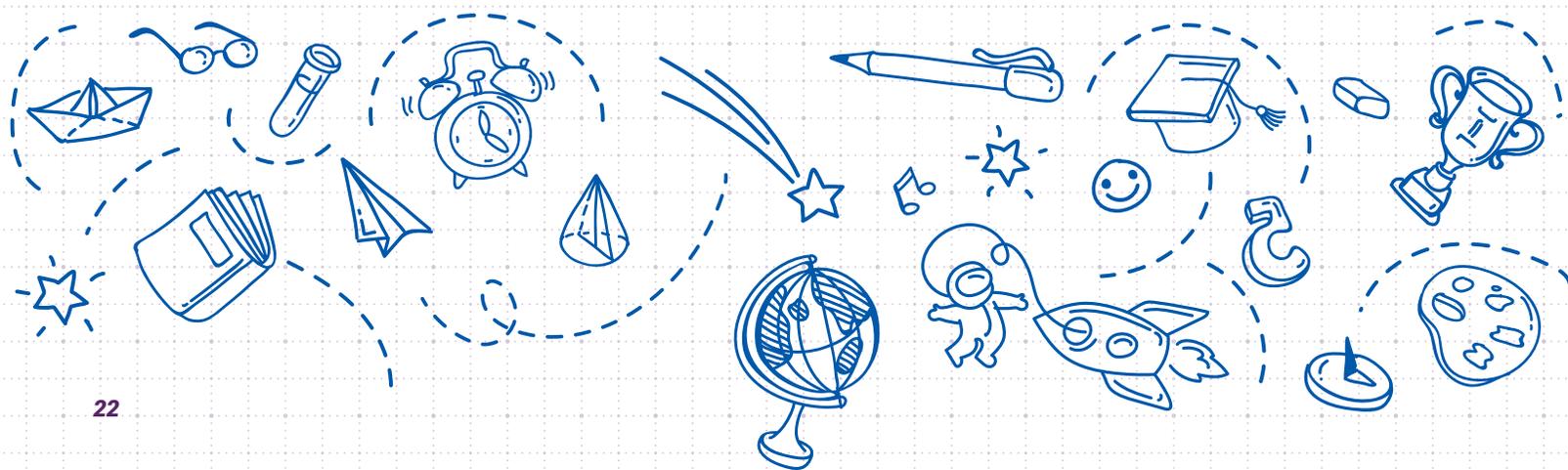
These courses are for students who wish to continue with the French Immersion program they began in elementary school. Students who have accumulated a minimum of 3,800 hours of instruction in French at the elementary level via the elementary French Immersion program may opt to continue this program. Students will continue to build their skills in French by studying the French language, as well as studying other subjects in French.

There is a French Immersion or Extended French high school designated as a French Program school by address for each student. If a student wishes to attend a French Immersion/Extended French program at a school other than their designated French Program school by address, the student must apply through Out-of-Area Admission to attend the requested school. No transportation will be provided.

Certificates

Students who continue to study French through grade 12 are eligible for one of the following certificates:

- ✧ Certificate of Achievement in Core French - for students who have successfully completed 4 credits in Core French.
- ✧ Certificate of Bilingual Studies in Extended French - for students who have successfully completed 7 credits in French.
- ✧ Certificate of Bilingual Studies in French Immersion - for students who have successfully completed 10 credits in French



Summer School

The Toronto District School Board offers summer credit courses to all high school students and adults with current prerequisites. Students may take a new credit, or retake a course previously taken to upgrade a mark.

Grade 8 students, in the summer before entering Grade 9, may register for the Exploring My Future (GLD20) Reach Ahead course during the summer session. Grade 8 students are not eligible to enrol into any other Secondary Credit during the Summer with the TDSB.

Summer School is available in In-Person, Remote (synchronous) and e-Summer (asynchronous) formats. The TDSB Continuing Education Department offers In-Person and Remote Summer School to students during the month of July. The eLearning department offers the e-Summer program during two summer sessions, one in July and one in August.

Parent/Guardian(s) and students must consult with their Grade 8 Principal or day school Guidance Counsellor (secondary) regarding course selections and pre-requisite courses.

TDSB e-Summer courses are primarily asynchronous with daily, one-hour synchronous tutorials delivered by the course teacher who also provides individual support for students throughout the course. The tutorials are recorded and posted for students to access as they wish. Students are expected to log in daily and to keep up-to-date with their assignments.

For more information visit

www.creditprograms.ca

<https://schoolweb.tdsb.on.ca/elearning/e-Summer-Online-Program>

Grade 8 Reach Ahead Course Description

Exploring My Future (GLD20)

Students will enhance their literacy and numeracy skills, increase their essential skills and personal development, be supported in their transition to secondary school and develop friendships through positive relationship building.

The TDSB Continuing Education Secondary Credit Program offers three opportunities for students to earn credits outside of the regular day school schedule:

- ❑ Night School
- ❑ Summer School
- ❑ Saturday International Languages Credit Program



Academic Pathways K-12: Addressing Streaming and Enhancing Inclusion

The TDSB is committed to creating inclusive schools and classrooms where students can reach their full potential. Eliminating the practice of academic streaming (i.e. separating students into different educational pathways based on their perceived abilities) and enhancing inclusion is a key part of that commitment.

Historically and currently, streaming has led to inequitable outcomes for Indigenous and Black students, students from lower income backgrounds, and students with special education needs. By promoting inclusion and ensuring that students feel belonging in classrooms from Kindergarten to Grade 12, all students will have the opportunity to excel at the highest level.

Starting high school by taking Academic and Destreamed courses will ensure students have access to all post-secondary programming and destinations, including college, university, apprenticeships and the workplace.

Academic and Destreamed Grade 9 Courses

Grade 9 students will begin high school by taking the following compulsory courses:

- ✧ Grade 9 Mathematics, Destreamed (MTH1W)
- ✧ Grade 9 Science, Destreamed (SNC1W)
- ✧ Grade 9 English, Destreamed (ENL1W)
- ✧ Grade 9 Geography, Academic (CGC1D)
- ✧ Grade 9 French, Academic (FSF1D)*

*Grade 9 French, Open (FSF1O) is available as an alternative for students with little or no knowledge of French. Alternatively, Level I Ojibwe (LNOAO) can be substituted for this credit.



Types of Courses in Grade 9 & 10

Academic Courses

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem-solving.

Destreamed

Destreamed courses are designed to provide a learning experience for all students. These courses emphasize connections among concepts, real-life applications and students' lived experiences.

Open Courses

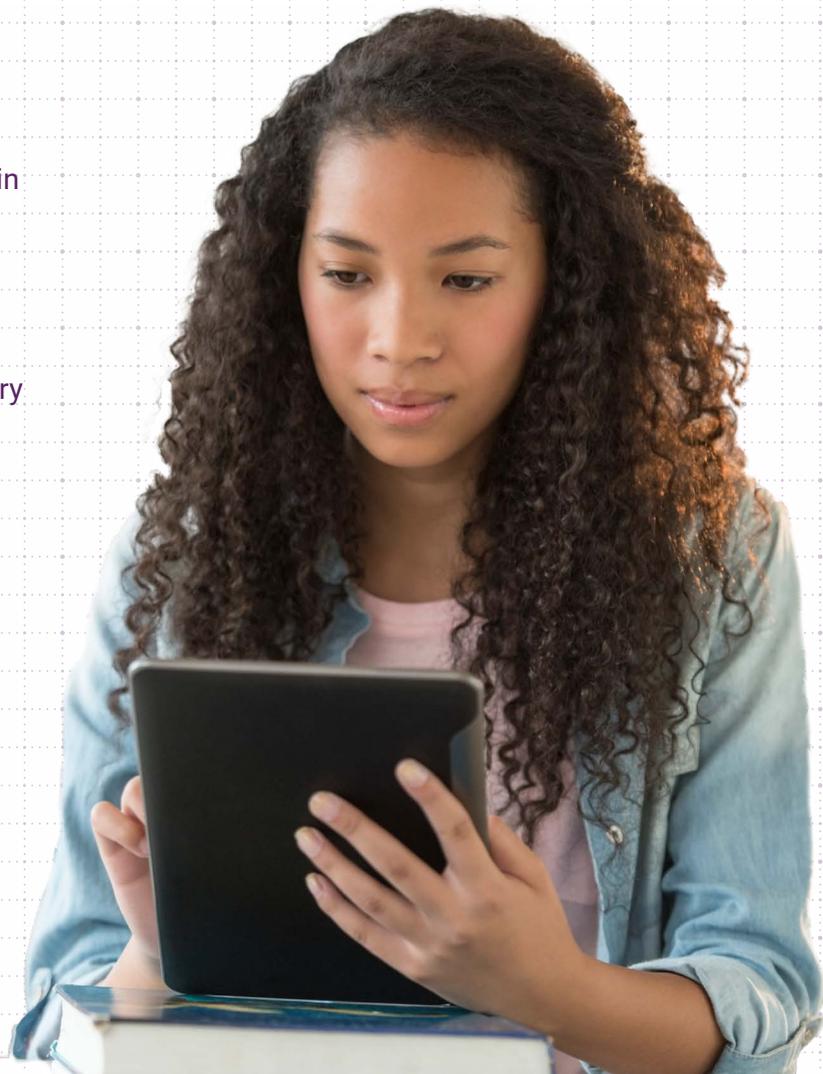
Open Courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. These courses, which comprise a set of expectations that are appropriate for all students, are not designed with the specific requirements of university, college or the workplace in mind.

Locally Developed Compulsory Courses

Locally developed compulsory credit courses are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements in English, mathematics, and science for the Ontario Secondary School Diploma or Ontario Secondary School Certificate. Locally Developed Compulsory Courses enable students to succeed in the secondary program by providing the opportunity to upgrade their knowledge and skills. These courses may review and reinforce the elementary curriculum expectations essential to the development of a stronger foundation in the knowledge and skills necessary for further study in the disciplines at the secondary level. Please speak to your school Principal for more information about accessing Locally Developed Compulsory Courses.

Alternative (Non-Credit) Courses

Alternative courses are individualized courses, documented in a student's Individual Education Plan (IEP), that comprise alternative expectations – that is expectations not found in the Ontario curriculum (OS, Section 3.3.1). "K - Courses" focus on a developmental continuum of specific skill development which may be taken in preparation for credit courses. Alternative courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate the ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study. (OS, Section 7.2.1)



Understanding Course Codes

Every course has a six-character code. A code can be broken down as follows:

[M T H]

1

W

1

3 letters
identify
subject

Number/
Letter
reflects
grade/
level

Letter
shows
course
type

Number/
Letter
reflects
course
program

The first letter represents the course's department area:

- A** = The Arts
- B** = Business Studies
- C** = Canadian and World Studies
- E** = English, English Literacy Development, English As a Second Language
- F** = French
- G** = Guidance and Career Education
- H** = Social Sciences and the Humanities
- K** = Alternative (Non-credit)
- L** = Classical, International and Native Languages
- M** = Mathematics
- N** = First Nations, Métis and Inuit Studies
- P** = Health and Physical Education
- I** = Computer Studies or Interdisciplinary Studies
- S** = Science
- T** = Technological Education

Grades

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

Languages

- A** = Level 1
- B** = Level 2
- C** = Level 3
- D** = Level 4
- E** = Level 5

Course Type

- C** = College
- D** = Academic
- E** = Workplace
- L** = Locally Developed
- M** = College/University
- O** = Open
- U** = University
- N** = Non-Credit
- W** = Destreamed

A number for school boards to distinguish a course program

- 1 = regular one credit course
- 2 = beginner course (only to be used for music)
- 4 = Extended French course
- 5 = French Immersion course
- 6 = Gifted course
- 7 = International Baccalaureate course
- 8 = ESL course
- 9 = Special Education course
- 0 = Advanced Placement course
- P = Student Interest Program
- A = 0.5 credit (Part 1)
- B = 0.5 credit (Part 2)
- D = self-contained DD K courses
- E = eLearning course
- H = hearing or visually impaired course
- M/F/1 = male/female/all-gendered classes
- N = non-credit guideline course
- R = remedial / recovery
- W = completed credit recovery course
- C = two credit co-op work placement
- S = one credit co-op work placement
- Z = three credit co-op (for double credit tech/art courses only)
- O = four credit co-op (for double credit tech/art courses only)

Student Interest Programs have a unique sixth character

Tech credits sixth character indicate credit value:

1, 2 or 3 credits e.g. TTJ3C2 = 2 credits.

⌋ Careful attention should be given to these ⌋

Prerequisite	Corequisite	Recommended Preparation
A course which the Ministry of Education has designated as a requirement to be completed prior to undertaking a course.	A course that a student must take at the same time as another course.	A course which is highly recommended as providing the necessary foundation for another course but which is not designated as mandatory preparation by the Ministry of Education.

Decoding a Timetable

Secondary schools are generally organized on either a full year model (non-semestered), a half-year model (semestered), or a quarter-year model (quadmester). Most TDSB secondary schools follow a semestered format.

Quadmester

Students in a quarter-year, quadmester, secondary school concentrate on two subjects at a time from September to November, November to January, February to April, and April to June.

Full Year (non-semestered)

Students in a full year, non-semestered, school study eight courses from September to June.

Semester

Students in a half-year, semestered, secondary school usually study four courses from September to January, and four courses from February to June, with examinations and reports at the end of each semester.

Period	Semester 1	Semester 2
1	ENL1W1-11 English Room 113 Morrison, T.	MTH1W1-21 Mathematics Room 312 Johnson, K.
2	SNC1W1-12 Science Room 215 Curie, M.	CGC1D1-22 Canadian Geography Room 301 Suzuki, D.
Lunch		
3	FSF101-13 Beginner French Room 205 Dion, C.	PAF101-23 Healthy Living and Personal and Fitness Activities South Gym DeGrasse, A.
4	HIF101-14 Individual and Family Living Room 125 Stewart, M.	NAC101-24 Expressing First Nations, Métis & Inuit Cultures Room 324 Odjig, D.

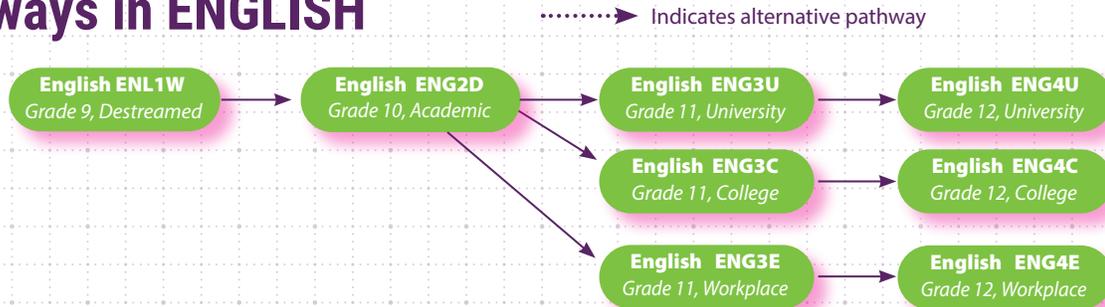
Example of a semester timetable



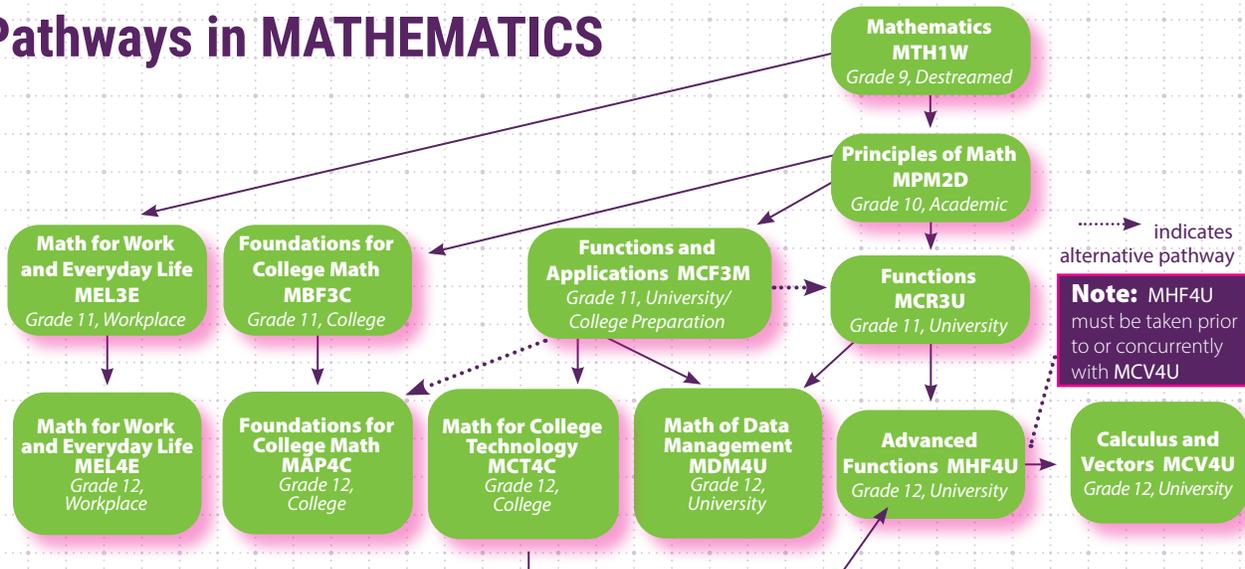
Pathways

These charts map out the courses in the discipline and show the link between courses and the possible prerequisites for them. They do not attempt to depict all possible movements from course to course.

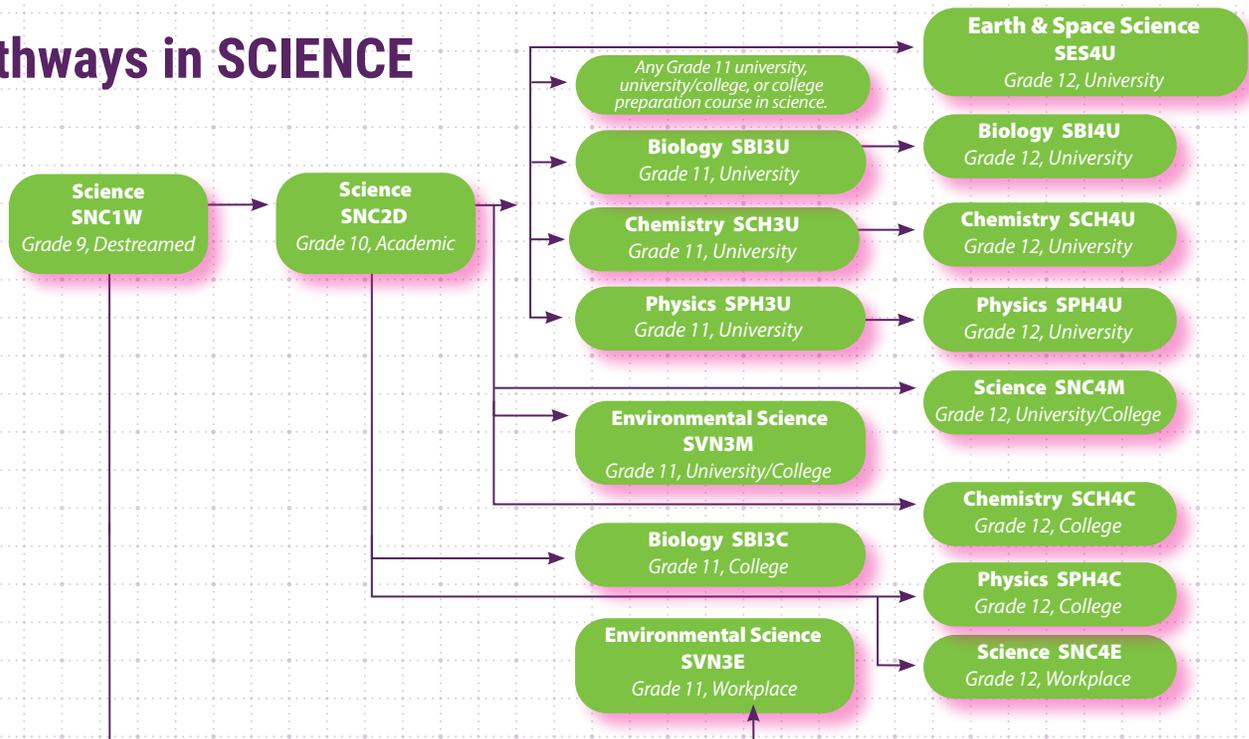
Pathways in ENGLISH



Pathways in MATHEMATICS



Pathways in SCIENCE





Completing Your Online Course Selection

1) Get Started

In your browser go to www.myBlueprint.ca/tdsb.



myBlueprint

2) **Select School Account Login** and login with your TDSB credentials (the same way you would log into a school computer)



3) **Your Official High School Plan**
Once you have logged in with your TDSB credentials, you can access your "Official High School Plan" by clicking on the "Plan Courses" button in the Course Selection box on the home page.

If the Course Selection box on your Dashboard says "Currently Closed" you can plan your courses but you cannot submit them until your school has opened course selection.

✖ Your courses are Not Submitted

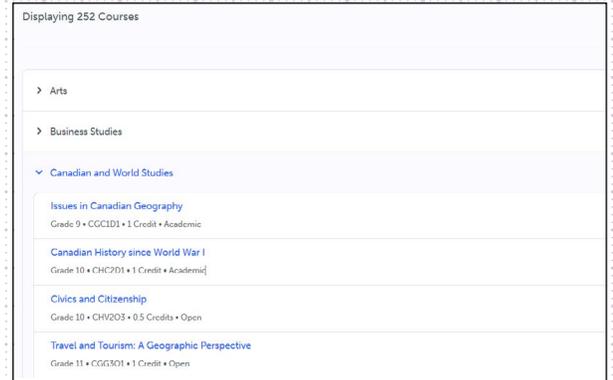
1 Step 1 Add Courses
2 Step 2 Review Courses
3 Step 3 Submit Courses
Review Course Selections

Grade 9 Next Year	Grade 10 Plan Ahead	Grade 11 Plan Ahead	Grade 12 Plan Ahead	
English ENL1W • 1 Credit	+ English	+ English	+ English	
Mathematics MTH1W • 1 Credit	+ Mathematics	+ Mathematics	+ Course	
Science SNC1W • 1 Credit	+ Grade 10 Science	+ Course	+ Course	
Issues in Canadian Geogra... CGC1D1 • 1 Credit	+ History	+ Course	+ Course	
Drama ADA1O1 • 1 Credit	+ Civics	+ Course	+ Course	
Healthy Active Living Edu... PPL1OM • 1 Credit	+ Careers	+ Course	+ Course	
Core French FSF1D1 • 1 Credit	+ Course	+ Course	+ Course	
Exploring Technologies TIJ1O1 • 1 Credit	+ Course	+ Course	+ Course	

Completing Your Online Course Selection

4) Add Your Courses for Next Year

- ✧ In the High School Planner grid, click "Add [Course]".
- ✧ Add compulsories first, and if required use the first four spaces for Semester I prerequisites for Semester II courses.
- ✧ In the "Courses tab", explore the courses available to you.
- ✧ Click "Add Course" when you find the course you want. It is automatically saved.



! ATTENTION

CHOOSE WISELY!

- Think of your plan
- Think of your future

5) Look at Your Graduation Progress

- ✧ The Graduation Indicator will help you keep track of your progress. Click "View Progress" for a list of specific Ontario Secondary School Diploma requirements.
- ✧ Review this feature to ensure you are selecting courses that will keep you on track to graduate!

Graduation Progress

	12 Planned	9 Earned	30 Required
Compulsory 9/18 Credits			
	Planned	Earned	Required
4 Credits in English (1 credit per grade)	1	2	3/4
1 Credit in French As a Second Language	0	1	1/1
3 Credits in Mathematics (at least 1 credit at the grade 11 or grade 12 level)	2	1	3/3
2 Credits in Science	1	1	2/2
1 Credit in Arts	0	1	1/1
1 Credit in Health and Physical Education	0	1	1/1
0.5 Credit in Civics	0.5	0	0.5/0.5

6) What can You do after High School?

Before you submit your courses, it is important to understand the impact they will have on your future after secondary school. Plan ahead and build a full 30-credit plan to instantly discover the post-secondary opportunities available to you using the Pathway Eligibility Indicator.

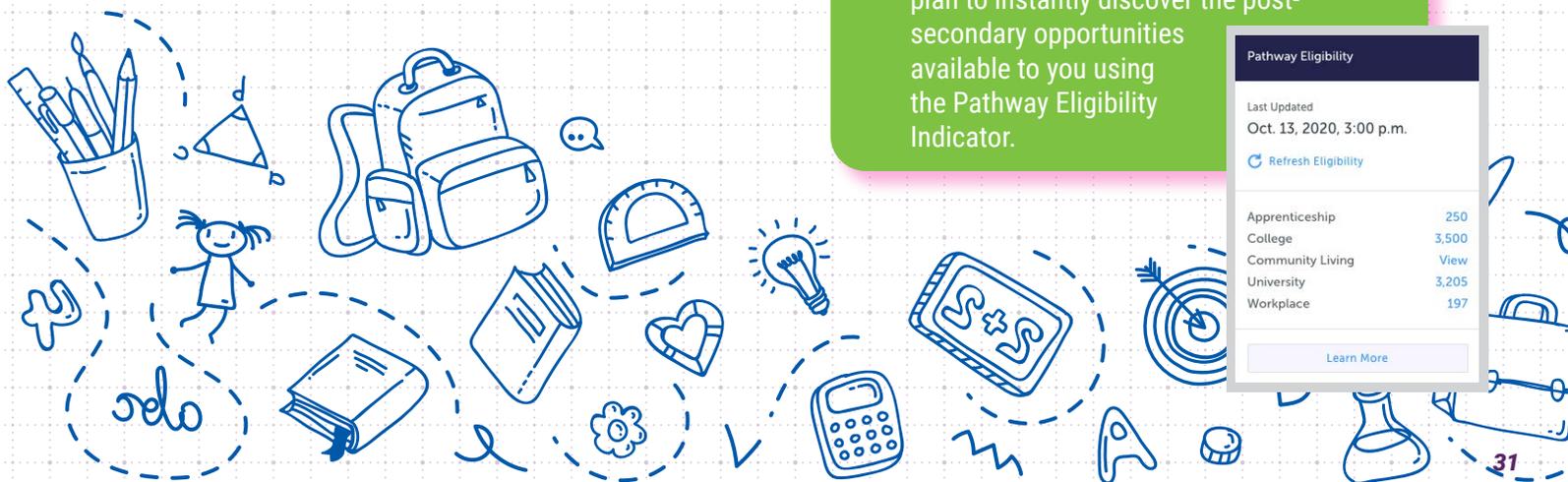
Pathway Eligibility

Last Updated
Oct. 13, 2020, 3:00 p.m.

[Refresh Eligibility](#)

Apprenticeship	250
College	3,500
Community Living	View
University	3,205
Workplace	197

[Learn More](#)



Getting a Head Start on High School

What can you do in the summer before Grade 9?

Grade 8 Reach Ahead Credit Program

TDSB Grade 8 students are eligible to register for the [TDSB Continuing Education](#) (In Person) or the [e-Summer](#) (online learning) Secondary Full Credit Summer Reach Ahead Course, GLD201.

GLD201- Exploring My Future – Grade 10 – Open:

Students will enhance their literacy and numeracy skills, increase their essential skills and personal development, be supported in their transition to secondary school and develop friendships through positive relationship building.

Grade 8 students are not eligible to enrol into any other Secondary Credit with Continuing Education.

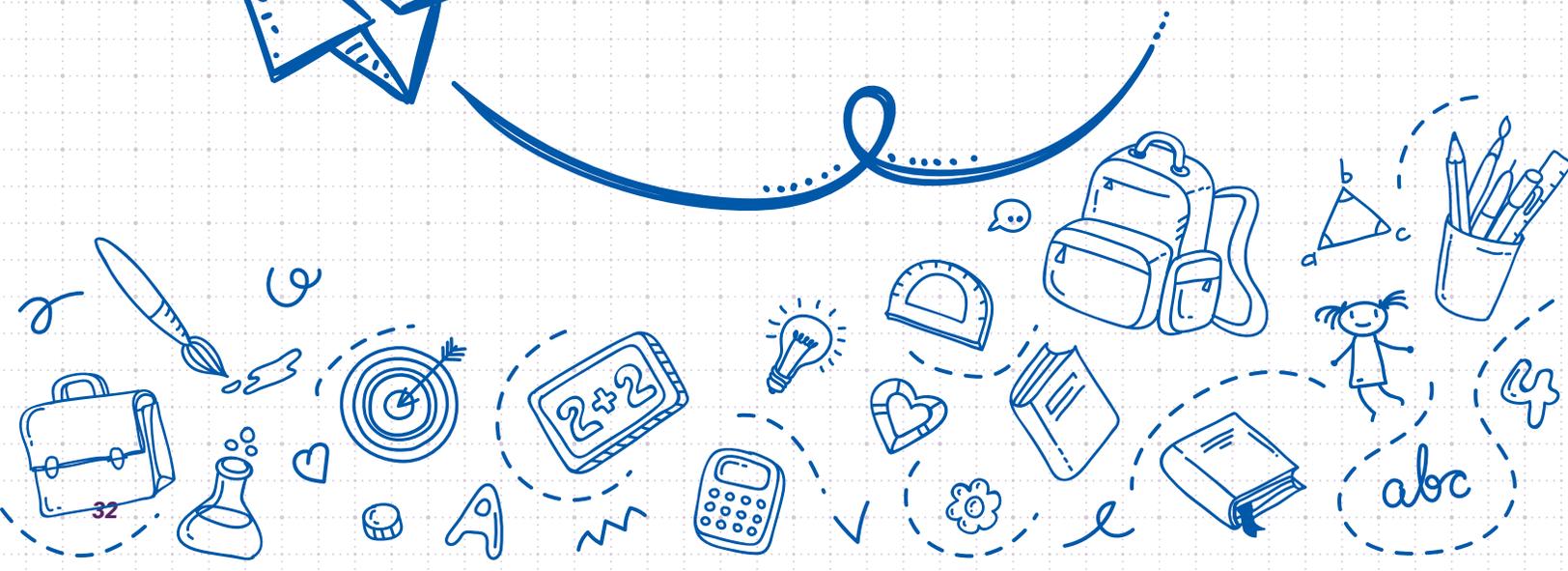
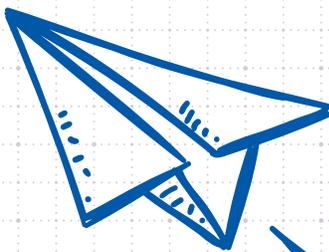


Community Involvement

Students are required to complete 40 community involvement hours as a graduation requirement towards their OSSD. Students can start accumulating their community involvement hours in the summer before entering Grade 9.

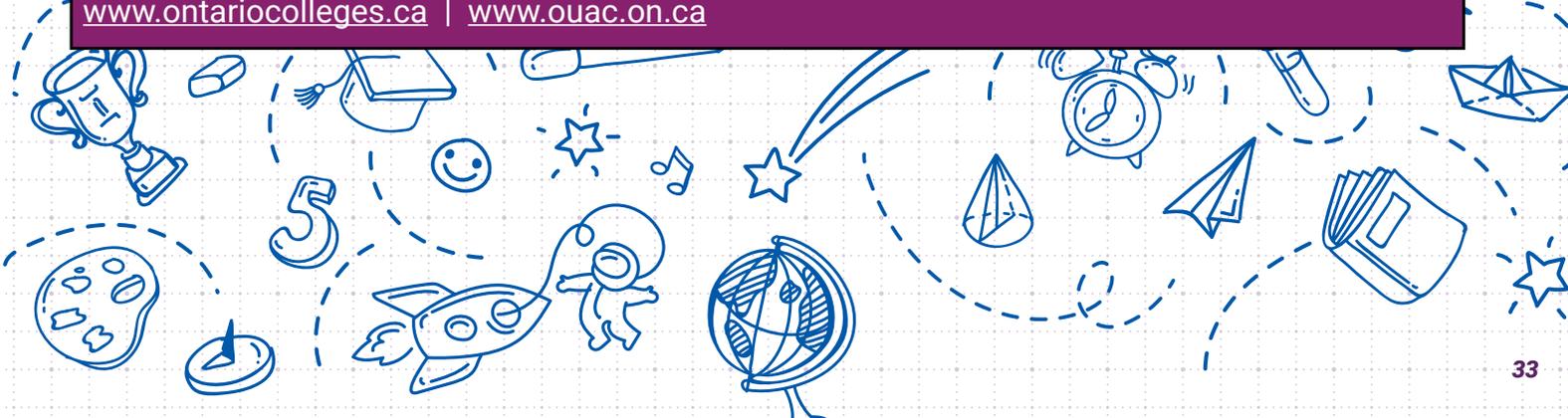
Students who are looking for community involvement opportunities should:

- ✦ make sure they know which activities qualify for the community involvement requirement
- ✦ check the [TDSB Community Involvement website](#) for a list of eligible and ineligible activities, as well as, resources to help them record hours and find volunteer activities
- ✦ visit Volunteer Toronto to find opportunities in their community
- ✦ ask their Secondary principal or guidance counsellor for more information



What Are Your Plans After High School?

PLAN AHEAD	APPRENTICESHIP?
<ul style="list-style-type: none"> ✧ What courses will you need to graduate? ✧ What courses will you need to get into a postsecondary program, e.g. training program or college or university 	<ul style="list-style-type: none"> ✧ Learn a skilled trade by combining courses with paid on-the-job training ✧ Check out Co-op as an OYAP Opportunity
COMMUNITY LIVING?	COLLEGE?
<ul style="list-style-type: none"> ✧ What skills do I need to obtain? ✧ What community connections have I made? ✧ Ensure that you develop community connections through volunteer opportunities and participation in programs 	<ul style="list-style-type: none"> ✧ Offers programs that tend to be more career-oriented ✧ Offers certificate (1 year), diploma (2-3 years) and degree (4 years) programs ✧ Also offers pre-trades and apprenticeship programs ✧ See www.ontariocolleges.ca for details about requirements
UNIVERSITY?	WORK?
<ul style="list-style-type: none"> ✧ Offers bachelor degree programs (3-4 years in length) as well as graduate (master's and doctoral) degrees ✧ Offers degree in professional programs such as Medicine, Dentistry, Law and Education see www.ontariouniversitiesinfo.ca for details about requirements 	<p>Check out:</p> <ul style="list-style-type: none"> ✧ TDSB Community Services ✧ Community Employment Centres ✧ myBlueprint.ca > Work > Job Search
RESOURCES	
<p>RESOURCES:</p> <p>www.apprenticesearch.com www.ontariouniversitiesinfo.ca www.ontariocolleges.ca www.ouac.on.ca</p>	



TDSB Secondary Schools

As a high school student at the TDSB, you have access to an incredible variety of schools, programs and courses. Be sure to review the [Choices: Secondary Program Guide](#) for more information about these programs throughout the TDSB. We have something for every student and can help you find the right path for a successful experience in high school and beyond.

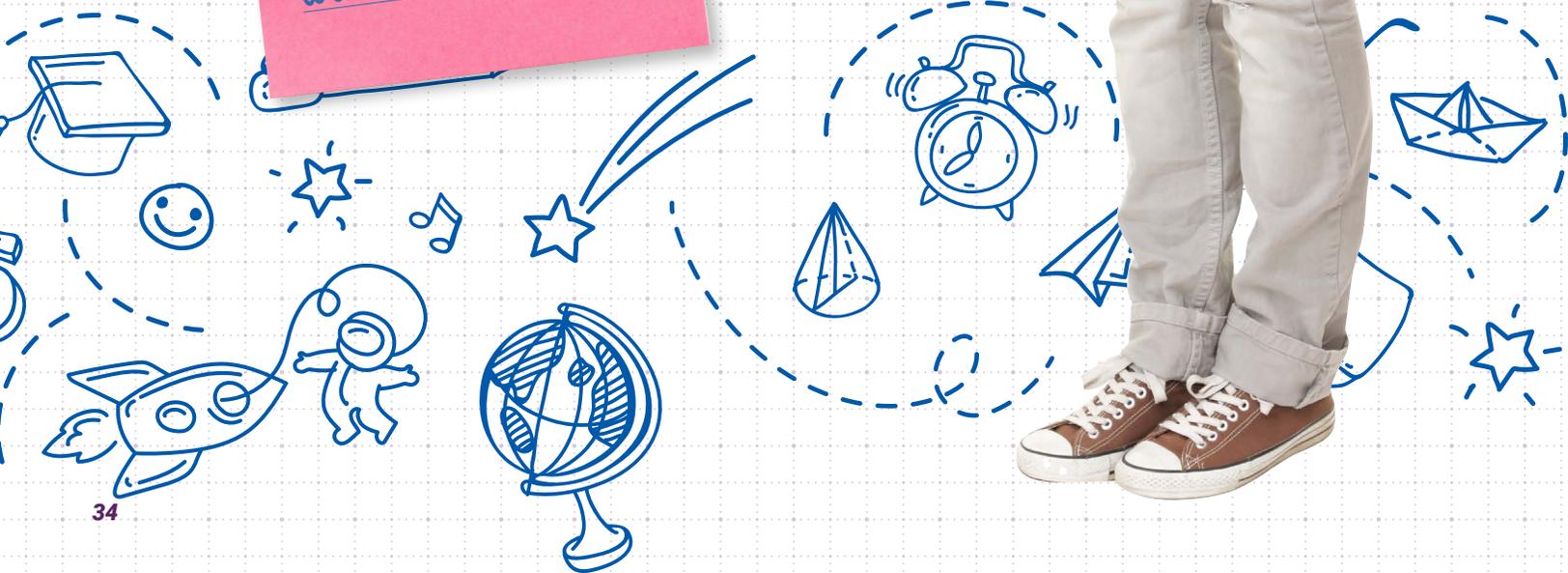
There are also many opportunities to get involved outside of the classroom, from leadership and volunteer activities to sports and clubs. Your high school experience is what you make of it and at the TDSB we provide the opportunity for each individual student to find and follow your passion.

To learn more about the secondary schools in the TDSB, attend the Secondary School Open House and Information Sessions. Dates and times for the open house events, specifically for Grade 8 students and families can be found online at www.tdsb.on.ca/OpenHouses.

For a list of all the secondary schools in the TDSB visit www.tdsb.on.ca/Find-your/School/Secondary



To learn more about
the TDSB Secondary
Central Student Interest
Programs visit
www.tdsb.on.ca/csip



Out-of-Area Admissions

Students can apply in January to attend a school other than their designated school by address. If schools have space available, they will be able to admit students requesting Out-of-Area Admissions. Each year in November, schools are classified for Out-of-Area Admissions based on the space they have available for the upcoming school year.

Application Dates for
Secondary Schools
Monday, January 8, 2024
to
Friday, January 26, 2024



Closed	Limited (Siblings*)	Limited (Siblings* or Feeder School)	Limited
<p>The school may not admit any students from Out-of-Area.</p> <p>Only students residing within the school's attendance area may attend the school.</p>	<p>Only students with a sibling currently attending and returning to the requested school may apply for Out-of-Area Admissions.</p>	<p>Only students with siblings attending and returning to the requested school or students attending a feeder school may apply for Out-of-Area Admissions.</p>	<p>All students may apply for Out-of-Area Admissions.</p> <p>The school may admit students from all of the priorities, as space is available.</p>
<p>*Please note that siblings must be currently attending the requested school in Grades 10-12 and returning in September 2024.</p>			

Students can apply for Out-of-Area Admissions to one (1) Regular Program or one (1) Intensive French program.

Please note that the Out-of-Area Admissions application cannot be used to access Special Education Intensive Support Programs (where Identification, Placement and Review Committee placement is required), Alternative Schools, Caring and Safe School Programs or Central Student Interest Programs or Schools.

Visit www.tdsb.on.ca/High-School/Going-to-High-School/Beyond-8/Out-of-Area-Admissions to learn more about the Out-of-Area Admissions status of a school or to access the online application.

Terms and Definitions

Alternative School

Alternative School refers to a TDSB school in which flexible methods of teaching in non-traditional learning environments meet the needs of learners. Alternative schools are characterized by community collaboration, choice, inclusivity, and flexibility.

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met 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 a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school.

Community Involvement

Students must complete 40 community involvement hours to earn their OSSD. The community involvement graduation requirement is designed to provide students with the opportunity to develop awareness and understanding about civic responsibility. Students can actively participate in supporting and strengthening their communities. It also provides the opportunity for students to learn more about themselves and possible career opportunities.

Compulsory Course

Students must earn 18 compulsory credits to get their Ontario Secondary School Diploma (OSSD). A compulsory course is one of the 18 courses you must pass in order to meet the requirements of the OSSD.

Course Code

Courses are identified by a 6-character code that describes the subject, grade/level, course type/pathway, and program of a course.

Credit

A credit is granted in recognition of the successful completion (that is, completion with a final percentage mark of 50 percent or higher) of a course that has been scheduled for a minimum of 110 hours. A half-credit can be granted for a 55-hour course (e.g. Civics and Career Studies). Most courses are offered as single-credit courses. Some courses, such as technological education, interdisciplinary studies, and cooperative education courses, may be offered as multiple-credit courses.

Culminating Activity

A culminating activity allows the student an opportunity to demonstrate learning and achievement of the overall expectations for the course. Thirty percent of the grade will be based on a final assessment of learning task (culminating activity) which takes place at or towards the end of the course. A culminating activity may consist of a combination of an examination, a performance task, and/or another method of evaluation suitable to the course content.

Designated School by Address

Every address in the city of Toronto is connected to an elementary school and a secondary school that students residing at the address are eligible to attend. Designated school by address refers to the school(s) identified by the primary residence of the parent/guardian/adult student.

EQAO Assessment of Mathematics

The Grade 9 Assessment of Mathematics tests the math skills students are expected to have learned by the end of the Grade 9 mathematics course.

EQAO Literacy Test

The Ontario Secondary School Literacy Test (OSSLT) measures whether students are meeting the minimum standard for literacy across all subjects up to the end of Grade 9. Successful completion of the literacy test is one of the requirements to earn an Ontario Secondary School Diploma. All students across the province write this test.

Terms and Definitions (continued)

Individual Pathways Plan

Starting in Grade 7 and building on their K–6 portfolio, students will document their learning in education and career/life planning in a web-based Individual Pathways Plan (IPP). The IPP becomes the primary planning tool for students as they move through the grades towards their initial postsecondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of the resources that can assist them in planning.

Learning Goals

Learning goals clearly identify what students are expected to know and be able to do, in language that students can readily understand.

Local Program

Local Programs refer to interest-based programs within a school with a specific focus (e.g., Math/Science, Advanced Placement) that are available to students registered at that school. Visit your school website for more information about Local Programs that may be of interest to you!

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

Ontario Secondary School Diploma (OSSD)

- ✧ student must earn a minimum of 30 credits (including 2 online learning credits)
- ✧ 18 compulsory credits;
- ✧ 12 optional credits;
- ✧ Students must meet the provincial secondary school literacy requirement; and
- ✧ Students must complete 40 hours of community involvement activities.

Optional Course

Students must earn 12 optional credits to get their Ontario Secondary School Diploma (OSSD). Students earn these credits by successfully completing courses that they have selected from the courses listed as available in their school's program and course calendar. Optional courses are opportunities for students to pursue subjects of interest.

Out-of-Area Admissions

Students are able to apply to attend schools other than their designated school by address by applying for [Out-of-Area Admissions](#).

Prerequisite

A course that is required to be successfully completed prior to taking the next course. Courses in Grades 10, 11, and 12 may have prerequisites for enrolment. All prerequisite courses are identified in ministry curriculum policy documents.

Semester

The school year is divided into two semesters. A student will take four courses each semester. Semester 1 runs from September to January and Semester 2 runs from February to June.

Student Interest Program

Programs that address the needs of groups of students with a particular curriculum or career interest (e.g., the arts, business studies, the environment, pure and applied sciences, technological education, etc.).

Timetable

A timetable outlines the daily schedule for a student. This includes the course, teacher, room number and time for each course, including lunch, throughout the day.

Translations

“If you have any questions or require the assistance of an interpreter, please call the school principal.”

إن كانت لديك أسئلة ،أو كنت بحاجة لمترجم ، يرجى الإتصال بمدير المدرسة.

閣下如有問題或需要傳譯員的協助，請致電校長

در صورت داشتن هرگونه سوالی و یا نیاز به مترجم، لطفاً
با مدیر مدرسه تماس بگیرید.

Si vous avez des questions, ou si vous avez besoin des services d'un interprète, veuillez appeler le directeur de l'école.

Εάν έχετε οποιαδήποτε ερώτηση ή χρειάζεσθε τη βοήθεια διερμηνέως, σας παρακαλούμε να αποταθείτε στον διευθυντή του σχολείου.

אם ברצונך לשאול שאכות או שהנך זקוקה לעזרת מתרגם, אנא טלפן/ני למנהל/ת בית-הספר.

Se desiderate fare delle domande o se vi occorre l'assistenza di un interprete vi preghiamo di chiamare il direttore della scuola.

만약 여러분께서 물어보실 것이 있거나 통역관의 도움이 필요하시면 학교 교장에게 전화하십시오.

Kung mayroon kayong mga gustong itanong, o nangangailangan ng tulong ng isang tagapagsalin, tawagan ang punong-guro ng paaralan.

Se tiver questões por responder ou se precisar de um intérprete, deve telefonar para o escritório do director da escola ("Principal").

ਜੇ ਤੁਹਾਡੇ ਕੋਲ ਕੋਈ ਸਵਾਲ ਹੈ ਜਾਂ ਤੁਸੀਂ ਇੱਕ ਅਨੁਵਾਦਕ ਦੀ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ ਤੇ ਸਕੂਲ ਦੇ ਖਿੱਸਿਖਲ ਨੂੰ ਬੁਲਾਓ.

Если у Вас есть какие-либо вопросы или Вы нуждаетесь в переводчике, пожалуйста звоните директору школы.

Hadii aad wax su'aal ah qabto ama aad u baahan tahay tarjumaan, fadlan wac maamulaha dugsiga

Si usted tiene alguna pregunta o requiere la ayuda de un intérprete sírvase comunicarse con el/la director/a del colegio.

ਜੇ ਤੁਹਾਡੇ ਕੋਲ ਕੋਈ ਸਵਾਲ ਹੈ ਜਾਂ ਤੁਸੀਂ ਇੱਕ ਅਨੁਵਾਦਕ ਦੀ ਸਹਾਇਤਾ ਚਾਹੁੰਦੇ ਹੋ ਤੇ ਸਕੂਲ ਦੇ ਖਿੱਸਿਖਲ ਨੂੰ ਬੁਲਾਓ.

اگر آپ کوئی سوال پوچھنا چاہیں یا اردو مترجم (انٹریپرٹر) کی خدمات حاصل کرنا چاہیں تو اسکول کی پرنسپل سے رابطہ کریں.

Nếu quý phụ huynh có gì thắc mắc hoặc cần phải thông dịch viên giúp đỡ, xin điện thoại cho hiệu trưởng của bốn trường.

Information on the Ontario school system, is made available in many languages at www.settlement.org

