Guidance and Career Education Program Information

Guidance and Career Education program goals for students include:

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

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

The key features of the program are:

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

Co-operative Education Programs

A co-operative education program is based on a related course (or courses) from an Ontario curriculum policy document or on a Ministry-approved locally developed course in which the student is enrolled or has successfully completed. All schools offer co-operative education. Two co-op credits can be counted toward the 18 compulsory credits.

Co-operative education courses include a classroom component, pre-placement and integration activities, and a placement component. Students earn co-operative education credits by integrating classroom theory with planned learning experiences in the community based on curriculum expectations of the related course(s). Placements provide students with the opportunity to refine, extend, apply and practice theories learned in courses with on-the-job experiences.

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

Any student who chooses a co-op placement in an apprenticeable trade is considered to be an Ontario Youth Apprenticeship Program (OYAP) student ‘participant’. A student who ‘participates’ in OYAP must have a Personalized Placement Learning Plan (PPLP) that is based on the on-the-job training requirements outlined in the government approved training standard for that trade. Training Standard competency booklets can be found at your local Ministry of Training, College and Universities (MTCU) office.

Information on specialized co-operative education programs is available in the guidance and career education office in schools, and online at www.makingmyway.ca, or www.peelschools.org in the “Student Stuff” section. Brief descriptions are available in the Specialized Programs section of this resource.
Ontario Youth Apprenticeship Program (OYAP)

OYAP provides students the opportunity to become registered apprentices if they are serious about pursuing careers in the skilled trades. Students must be a minimum of 16 years of age, have earned at least 16 credits, and be considered an OYAP participant. Becoming a registered OYAP student is decided on by a team; the employer/sponsor, the teacher and the student.

As with OYAP ‘participants’, OYAP registered ‘apprentices’ must have Personalized Placement Learning Plans (PPLPs) that are based on trade-specific training standards. Students who choose placements in ‘restricted trades’ must be registered as apprentices in order to receive training in ‘restricted skills sets’. Registered apprentices start to accumulate some hours and ‘competencies’ toward the completion of the trade, which usually take about 3-5 years to complete. After graduation, students can move directly into the workplace and continue their apprenticeships. Some OYAP students may choose to enter an apprenticeship program at college or other training facility for additional education and training before entering the workplace. Students interested in the skilled trades are encouraged to consult with co-operative education and technological education teachers or guidance counsellors.

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

School-Work Programs

School-Work transition programs are specialized programs that include both in-school and work-based experiences, including job shadowing, work experience, co-operative education and in-depth skills training. They require the involvement of employers in their development and delivery. School-Work transition programs consist of a number of courses that prepare students to meet requirements of a specific occupation or apprenticeship.
The Peel board offers a number of specialized programs for secondary students in various locations. These programs aim to meet a diverse range of student needs. There may be special entrance requirements for these programs.

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

### CURRICULUM SPECIFIC PROGRAMS

<table>
<thead>
<tr>
<th>Program</th>
<th>School(s)</th>
<th>Entry Criteria</th>
<th>Entry Grade</th>
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</thead>
<tbody>
<tr>
<td>Regional Arts (dance, drama, visual arts, music)</td>
<td>Cawthra SS (S), Mayfield SS (N)</td>
<td>Audition, interview, application and teacher recommendations in focus area</td>
<td>Grade 9 and senior students if places become available</td>
</tr>
<tr>
<td>Regional Strings (violin, viola, cello, bass)</td>
<td>Port Credit SS</td>
<td>Audition and interview in focus area</td>
<td>Grade 9 and senior students if places become available</td>
</tr>
<tr>
<td>Regional International Business and Technology (IBT)</td>
<td>Gordon Graydon SS (S), North Park SS (N)</td>
<td>Application, interview and teacher recommendation</td>
<td>Grade 9</td>
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<tr>
<td>Regional International Baccalaureate (IB)</td>
<td>Glenforest SS (S), Turner Fenton SS (N)</td>
<td>Application, high academic standing</td>
<td>Pre-IB in Grade 9 and 10, regular IB program in Grade 11</td>
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<tr>
<td>Regional SciTech</td>
<td>Chinguacousy SS, Port Credit SS</td>
<td>Application. Demonstrated aptitude or skill in Science and Technology</td>
<td>Grade 9</td>
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<tr>
<td>Regional Flexography</td>
<td>Gordon Graydon SS</td>
<td>Application (on line)</td>
<td>Grade 9, 10 or 11</td>
</tr>
<tr>
<td>Regional French Immersion</td>
<td>Applewood SS (S), Bramalea SS (N), Clarkson SS (S), David Suzuki SS (N), Humberview (N), Streetsville SS (Grade 9, 10) (S) <em>Locations subject to review</em></td>
<td>French Immersion Grades 1 to 8 Minimum 3,800 hours of instruction in French or equivalent</td>
<td>Grade 9</td>
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<tr>
<td>Regional Extended French</td>
<td>Humberview (N), Lorne Park SS (S), Turner Fenton SS (N) <em>Locations subject to review</em></td>
<td>Grade 8 Extended French (Grades 7 and 8) Minimum 1,260 hours of instruction in French or equivalent</td>
<td>Grade 9</td>
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<tr>
<td>Regional Environmental Systems Technology: Heating Ventilation, Refrigeration and Air Conditioning</td>
<td>Bramalea SS</td>
<td>Application</td>
<td>Grade 10</td>
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<tr>
<td>‘Recipe for Success’ Regional Hospitality (OYAP)</td>
<td>Turner Fenton SS</td>
<td>Application. Completed 16 Credits and Grade 10 Hospitality/Chef Training at Turner Fenton SS</td>
<td>Grade 11</td>
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<tr>
<td>Regional Co-op – Caring for the Future</td>
<td>Brampton Centennial SS</td>
<td>Application and interview</td>
<td>Grade 11 or 12</td>
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<tr>
<td>OYAP – Construction (OYAP)</td>
<td>Judith Nyman SS</td>
<td>Application and interview</td>
<td>Grade 11 or 12</td>
</tr>
<tr>
<td>Centralized OYAP – General Carpenter</td>
<td>Home school Co-op/OYAP Local 27 Training Centre</td>
<td>Application and interview</td>
<td>Graduating Grade 12 student</td>
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<tr>
<td>Dual Credit programs</td>
<td>Home school/Sheridan College/Humber College</td>
<td>Application</td>
<td>Grade 11 or 12</td>
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</tbody>
</table>
# Specialized Programs

## Specialized Regional Student Support Programs

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<th>Program</th>
<th>School(s)</th>
<th>Entry Criteria</th>
<th>Entry Grade</th>
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<tbody>
<tr>
<td>Peel Alternative School (alternative program)</td>
<td>Peel Alternative School South (located at 1239 Lakeshore Road E., Mississauga) North (located at 315 Bartley Bull Parkway, Brampton) West (located at 6975 Meadowvale Town Centre Circle, Unit N2A, Mississauga)</td>
<td>Students requiring flexible programming. Criteria is program specific. Students are referred by the home school.</td>
<td>Grades 7-12</td>
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<tr>
<td>TEAM (alternative program)</td>
<td>Peel Alternative School and Satellite locations</td>
<td>Young mothers or pregnant teens</td>
<td>Any secondary school grade</td>
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<tr>
<td>TELL – Temporary External Learning Link (alternative program utilizing ILC materials)</td>
<td>Peel Alternative School (North, South and West satellite locations)</td>
<td>Must be 16-20 years of age</td>
<td>Grades 10-12</td>
</tr>
<tr>
<td>Regional ELD (English Literacy Development)</td>
<td>Bramalea SS (N), Central Peel SS (N), Lincoln M. Alexander SS (N), T.L. Kennedy SS (S), <em>Locations subject to review</em></td>
<td>Referral may come from: – Grade 8 ESL/ELD teacher – Elementary guidance counsellor – home secondary school – We Welcome the World Centre</td>
<td>Any grade</td>
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<tr>
<td>Fresh Start – Expulsion</td>
<td>North and South locations</td>
<td>Expulsion</td>
<td>Any grade</td>
</tr>
</tbody>
</table>

## Special Education Secondary Regional Programs

### IPRC REQUIRED

- Developmental Disability Program
- District Developmental Disability Program
- Developmental Disability Resource Program
- Transition Program
- ASD Resource Program
- Vocational Level 1
- Vocational Level 2
- Enhanced Learning Program
- Regional Communication Program
### Specialized Programs

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*Locations subject to change depending on needs*

**Legend (Regional Co-op Programs):**
- ct: Construction
- cf: Caring for the Future
Regional Arts Programs

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

Regional Strings Program

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

International Business and Technology (IBT) Program

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

International Baccalaureate (IB) Program

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

Regional Secondary SciTech Program

The SciTech program at Port Credit Secondary School is designed for students interested in an integrated science and technology program that may lead to multiple destinations: work, apprenticeship, college or university. The program focuses on experiential learning, with connections to industry partnerships, Co-operative Education placements and apprenticeship opportunities. It is a regional program open to all Peel board students.

Regional Flexography Program

Gordon Graydon Secondary School hosts this exclusive program which provides students with an opportunity to acquire unique qualifications. Flexography is a print technology used to create most of the packaging we use daily, as well as many other products. Flexo students typically choose a pathway to management at Ryerson University’s exclusive 4 year Graphics Communication Management program, Graphic Design programs, a college 2 year Packaging program at Mohawk College, or employment in the industry after graduation. The program will expose students to designing and producing industry standard products. The industry has a growing demand for managers, engineers, graphic designers, structural designers, ink chemists, quality control technicians and production staff. The program is financed and supported by the industry which eliminates any fees. Technical Math is a requirement.

Regional Transportation/Truck and Coach Program

Located in the hub of the Canadian Transportation industry, Bramalea Secondary School is home to an exclusive Transportation/Truck and Coach program in complement to its current Specialist High Skills Major in Transportation. In partnership with Centennial College, this unique regional program is housed in its own state-of-the-art facility and welcomes all Peel students from all pathways: workplace, apprenticeship, college, and university. While introducing students to various aspects of the transportation industry, the curriculum provides training in Level 1 of the Apprenticeship Training Program Standards for Truck and Coach Technician. Graduates will have the opportunity to participate in the Ontario Youth Apprenticeship Program with experiential learning as well as to gain industry standard safety certification in numerous areas. While obtaining a secondary school graduation diploma, students will network with industry partners including advanced training facilities, manufacturers, dealerships, and community businesses – all of whom can provide opportunities for certifications/employment in a high-skills, high-demand career.
Regional Environmental Systems Technology: Heating, Ventilation, Refrigeration and Air Conditioning (HVR AC)

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

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

OYAP – Ontario Youth Apprenticeship Program – Dual Credit Humber Cook, LEVEL 1 Apprenticeship Program

This program is open to all Peel board students who are enrolled full-time in Grade 12, who are eligible to graduate by the end of semester two and are seriously interested in beginning a career as a professional cook. Grade 12 applicants must also have completed their 40-hour community involvement and literacy test before February and demonstrate a passion and enthusiasm for Culinary Arts. Students will participate in a co-operative education placement at a high level restaurant, be part of the Level 1 curriculum at Humber College during the semester and continue their Level 1 Apprenticeship at Humber the following September. Level 1 Apprentices may earn up to 4 credits through co-operative education and may also be eligible for an additional dual credit.

Regional Co-operative Education Program

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

OYAP – Brick and Stone Mason or Construction Craft Worker (TCJ 4EC)

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

(Co-requisite: one construction technology credit and recommendation of construction teacher)

Centralized OYAP Program – General Carpenter

This program is available to students in their final semester of secondary school, who will be graduating upon the successful completion of their Co-operative Education/OYAP program. Students will be enrolled in a Co-op/OYAP program at their home school and must complete all components of the program by early May, before moving on to take the Level 1 (Basic) general carpenter apprenticeship training at the Carpenters’ Local 27 (Woodbridge) in May/June. Students are responsible for their own transportation. Successful candidates will then enter directly to paid unionized employment, arranged by the Carpenters’ Local 27.

See the ‘Co-op/OYAP section in the ‘Student Stuff’ website at www.peelschools.org for more information and visit www.thecarpentersunion.ca
Dual Credit Programs

Dual credit programs allow Grade 11 or 12 students to simultaneously earn both college and non-compulsory secondary credits. Students may earn a maximum of 4 dual credits toward the OSSD.

Dual Credit programs appeal to students who:
• are interested in a fresh start in a college learning environment
• are looking for opportunities for hands-on learning
• are enrolled in Specialist High Skills Major (SHSM) program. A dual credit can count as a ‘Reach Ahead’ activity, which is a requirement of all SHSM programs.

PDSB’s Dual Credit programs are offered at Sheridan College (Skills Training Centre, Davis and Trafalgar campuses) and at Humber College (Lakeshore, North and Orangeville campuses). Students combine a college program (1 to 3 days per week) with a high school program. In addition to the dual credits, students are able to earn co-operative education credits, enabling students to earn up to 6 credits in one semester (determined on a case by case basis). College credits earned may be applied after graduation to a diploma program at the college attended. College tuition costs are covered, textbooks are provided and transportation is arranged centrally from several locations in Peel, or transit tickets are provided. Students are required to provide their own safety shoes/boots, if required for the course chosen.

Some examples of the courses offered at different campuses include:
• Canadian Criminal Justice System, Introduction to Business and Lighting Technology at Humber Lakeshore campus
• Theory and Practice of Film and Television, Social Psychology and OYAP Cook Accelerated Level 1 Apprenticeship program at Humber North campus
• Home Renovation and Early Childhood Education programs at Humber Orangeville campus
• Pre-apprenticeship training in construction and industrial trades, electrical, welding and plumbing at Sheridan Skills Training Centre campus
• Mechanical Drafting Fundamentals and Electromechanical Systems at Sheridan Davis campus
• Exploring the Arts, Early Childhood Education, and Esthetics at Sheridan Trafalgar campus

How can you participate?

Complete information about all course offerings and the application process is posted in http://www.peel.edu.on.ca/makingmyway/programs/DualCredits.htm.

Students may consult with counselors or co-op teachers in their home school for more information.

Peel Alternative School Programs

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

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

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

Temporary External Learning Link (TELL)

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

**PASonline.ca**

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

**ESL and ELD Programs**

ESL and ELD courses are designed to help English language learners develop the skills they need to develop proficiency in everyday English and especially the proficiency in academic English that will allow them to integrate successfully into the mainstream school program and pursue a variety of pathways.

**English as a Second Language (ESL) Programs**

ESL courses assist students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in these programs have age-appropriate first-language literacy skills and educational backgrounds. They can usually build on their existing first-language skills when learning English in an ESL program. Most English language learners are in this group. These learners may be entering secondary school from elementary school alongside their English-speaking peers, or they may be entering secondary school in Ontario having recently arrived from other countries with educational experiences that have prepared them for success in the secondary school program. Depending on their previous experience with English, they may be placed in ESL level 1, 2, 3, 4 or 5.

**English Literacy Development (ELD) Programs**

The regional ELD program provides literacy development for students who have significant gaps in their education. It is designed for students whose first language is a language other than English or is a variety of English significantly different from that used for instruction in Ontario schools. Students in ELD programs have recently arrived from countries where access to education may have been very limited. These English language learners have had limited opportunities to develop age-appropriate literacy skills. There are five ELD courses based on levels of literacy development and proficiency in English. Depending on the learner’s previous educational experience, first-language literacy skills, and knowledge of English, students may be placed in ELD Level 1, 2, 3, 4, or 5.

**Newcomers to Peel schools:**

All students who are new to Peel can make an appointment at a We Welcome the World Centre for an orientation interview. Part of the interview will include a determination of English literacy and mathematics skills. ESL and ELD courses aim to help students become successful English language learners who can:

- use English to communicate effectively in a variety of social settings;
- use English to achieve academically in all subject areas;
- take charge of their own learning, independently and in groups;
- select and use effective learning strategies;
- integrate confidently into mainstream courses;
- use English effectively to advocate for themselves in all areas of their lives;
- make a successful transition to their chosen post-secondary destination (work, apprenticeship, college, university);
- function effectively in a society increasingly committed to the use of information technology;
- use critical-literacy and critical-thinking skills to interpret the world around them;
- participate fully in the social, economic, political, and cultural life of their communities and of Canada.
Specialized Programs

External Credits

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

Section 23 Programs

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

Specialist High Skills Major (SHSM)

What Is a Specialist High Skills Major?

- A Specialist High Skills Major (SHSM) is a ministry-approved specialized program that allows students to focus on knowledge and skills that are of particular importance in certain economic sectors, and to obtain certifications recognized in those sectors, as they work towards meeting the requirements for an Ontario Secondary School Diploma (OSSD). Students who graduate with a SHSM designation on their diploma are prepared for success in a particular sector and in the postsecondary destination of their choice, whether it be apprenticeship training, a college or university program, or the workplace.
- Every SHSM must include the following five components, which are outlined in detail in ministry-approved frameworks developed for each area of specialization

1. A bundle of 8-10 required credits in Grade 11 and 12 courses that constitute a pathway to one of four possible destinations: apprenticeship training, college, university, or the workplace. The package must include:
   - four credits – called the “major” credits – for courses that provide knowledge and skills closely related to the particular sector of specialization, which are specified in each of the frameworks;
   - two to four additional required credits for courses in English and other relevant disciplines (e.g., science, mathematics, or business studies), as specified in each of the frameworks, which include units of study that are customized to the particular sector. Some credits (e.g., English) may be used to meet compulsory credit requirements for the OSSD;
   - two co-operative education credits, which may be used to meet two of the 18 compulsory credit requirements for the OSSD.

2. Compulsory certifications, which are identified in each SHSM framework.
3. Experiential learning through job shadowing and work experience.
4. Use of the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits.
5. “Reach ahead” opportunities, which allow students to experience learning in their intended postsecondary destination and which can range from a day of attendance at a college, a university, an apprenticeship program, or a workplace.

- More information about SHSMs is available at http://www.edu.gov.on.ca/morestudentsuccess/SHSM.asp.

For a list of available Specialist High Skills Major programs in Peel District School Board, go to http://www.peel.edu.on.ca/makingmyway/programs/SHSM.htm.
Access to these programs requires an Identification, Placement and Review Committee (IPRC) meeting.

**Learning Support**

*Learning Support Level 1 (LS 1)* is for students who are taking the Learning Strategies (GLE) courses. Credits are granted for GLE and students can take up to 4 GLE credits.

*Learning Support Level 2 (LS 2)* is a level of support for students who require ongoing monitoring and assistance and is not credit granting.

**Special Education Regional Programs**

**Developmental Disabilities Program**

The program provides intensive support in functional communication skills, personal competence, social skills, independence, basic literacy and numeracy skills as they apply to life situations based on the students’ cognitive level. Regular consultation with support personnel regarding medical, physical, speech and language needs is planned along with the parents. Appropriate support for students and parents to assist in the planning of future transitions is initiated.

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.

**District Developmental Disabilities Program**

The program provides intensive support in functional communication skills, personal competence, social skills and independence. There is a focus on the development of basic literacy and numeracy skills as they apply to life situations based on the students’ cognitive level. Regular consultation with support personnel regarding medical, physical, speech and language needs is planned along with the parents. Appropriate support for students and parents to assist in the planning of future transitions is initiated.

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.

**Developmental Disabilities Resource Program**

The program provides support in functional communication skills, personal competence, social skills, independence, basic literacy and numeracy skills as they apply to life situations based on the students’ cognitive level. The focus of the program is on integration. Appropriate support for students and parents to assist in the planning of future transitions is initiated. Students move to a transition program after 4 – 5 years.

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.

**Transition Program (19 To 21 years)**

The Transition Program provides support for students to learn skills appropriate for the workforce and/or to live in the community beyond school.

Access to adaptive and assistive technology is available.

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.

**ASD Resource Program**

The program is designed to support students with a diagnoses of Autism Spectrum Disorder. Contained classes in Learning Strategies (GLE) are offered. Teacher assistance and Teaching Assistant support allows for flexible timetabling permitting fewer classes if necessary. A homeroom base, resource support, and access to assistive technology is available for program participants.

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.
**Vocational Programs**

**Vocational Level One Program** – focuses on the acquisition of basic literacy and numeracy skills, emphasizing the life skills application of knowledge related to independent living and the workplace.

**Vocational Level Two Program** – focuses on the acquisition of basic literacy and numeracy skills, practical application of knowledge related to employment opportunities, and the development of specific skills for the workplace.

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.

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**Regional Secondary Communication Program**

Provides more intensive support to students who would be successful in the regular secondary program but require additional support. The special education support is delivered through timetabling, Teaching Assistants, assistive technology and specific teaching strategies. This support is offered in Mathematics, English, Science and History/Geography for Grades 9/10 and Math and English may be included for Grades 11 and 12 (site dependent).

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.

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**Regional Secondary Enhanced Program**

This program supports differentiated learning experiences of a depth and breadth beyond those provided in the regular school program. Grade 9/10 core subjects English, Mathematics, Science, Geography/History, and Grade 11/12 English and Math (site dependent) are provided.

Placement in this program requires an Identification, Placement and Review Committee (IPRC) meeting.
Special Education Advisory Committee (SEAC)

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

Independent Learning Centres

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

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

Remedial Programs

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

- after-school assistance by subject teachers. The student should contact his subject teacher for assistance as needed.
- remediation in literacy or numeracy during class time or spare periods as arranged by the school.
- peer tutoring in specific subjects arranged during lunch, spare periods, or after school through the guidance department.
- Counting On You: a remedial literacy and numeracy program, for students in Grade 9 and 10, currently offered at 29 secondary schools across Peel. Running outside of regular school hours, each participating school may run a program either before school, after school, in the evenings or on weekends. Each program is specific to the school it runs out of and is taught by certified day-program Peel teachers from that school.
- Also offered through Counting On You, for any interested school, is a three day March Break program and a month-long Credit Completion summer school program in July. Brochures are available in school guidance offices where the program is offered as well as from Alternative Programs, at Peel District School Board.

Independent Learning Centres – TVOntario

Students 18 years of age or older can choose to register for an ILC course through TVOntario. Students must provide a “Date of Leaving” letter from the last secondary school attended along with a copy of their Ontario Student Transcript. There is a fee for registration in each course. See the TVO website for more information – www.ilc-cei.com.
Credit Recovery

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

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

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

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

Course Changes – From Grade 9 to 10

Students who are successful in any academic or applied Grade 9 course may select either the academic or applied course in the same subject in Grade 10. Students planning to switch from one course type in Grade 9 to another in Grade 10 in the same subject are strongly encouraged to complete additional independent course work in order to demonstrate the achievement of the learning expectations. The student may access courses, called Crossover Materials, online at [www.ilc-cie.com](http://www.ilc-cie.com).

Course Changes – Math: From Grade 9 to 10

Students who successfully complete the Grade 9 academic course may proceed to either the Grade 10 academic or the Grade 10 applied course. Those who successfully complete the Grade 9 applied course may proceed to the Grade 10 applied course, but must successfully complete a transfer course if they wish to proceed to the Grade 10 academic course.

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

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

Student Expectations

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

Assessment, Evaluation, and Reporting

Growing Success: Assessment, Evaluation and Reporting in Ontario Schools covering Grades 1-12 now guides all assessment, evaluation and reporting practices in Peel along with Peel Policy #14.

Equity and Inclusive Education

All Peel schools are covered by the board’s Equity and Inclusive Education Policy #54. The Policy reflects the board’s commitment to provide and maintain safe and healthy environments conducive to learning and working for all. The board recognizes that encouraging, inclusive and respectful environments helps students achieve to the best of their ability. Respect for the diverse perspectives of the entire school community will be reflected in all areas of the teaching, learning and administrative culture. We will make every effort to identify and remove discriminatory biases and systemic barriers that may limit access to, and opportunity for, effective student engagement and achievement.
**Fees for Courses**

In spring 2011, the Ministry of Education released a guideline for schools on fees for learning materials and activities. The guideline is meant to clarify information in the Education Act by outlining the types of fees schools are able to pass along to families.

Schools are reviewing current practices and working towards meeting the expectations in the guideline. Under the guideline, schools cannot charge fees for materials or activities required as part of the core curriculum of the regular day school program, such as workbooks, textbooks, French/second language cahiers, and basic supplies and materials. Schools can charge for enhancements to the curriculum, like field trips, special presentations or enhanced materials. Any fees charged will be itemized and will only be used for their intended purpose. Families are encouraged to make schools aware if financial support is necessary to ensure their teen can benefit from enhancements to the regular school program.

Regional programs are specialized programs and are optional. The Peel District School Board’s regional programs include an application fee and an annual fee. The application fee supports the work done to determine who will be accepted into the program (clerical, auditions, document reviews, etc). The annual fee provides resources such as guest artists or experts and specialized equipment that are necessary for the program. The fees are indicated on the application package available for each candidate from the school offering the program.

**Flexible Boundary Policy**


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

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

There are some exceptions to this expectation:

- The student has been accepted into a regional program. See information about regional programs on page 13. Transportation is not provided to these sites unless the student is entering through an Identification Placement Review Committee (IPRC) (e.g., regional gifted program).

- The student wishes to access a program at another school that is not offered at the home school. The student and parent will complete a “Flexible Boundary” application form at the home school and seek approval from the principal of the requested school. Transportation will not be provided.

- The student wishes for other reasons to attend a different school in Peel. The “Flexible Boundary” application must be completed and approved by the principal of the requested school as above. Transportation will not be provided.

**Student Bursaries and Scholarships**

All graduating students should check the list of Peel scholarships and bursaries regularly to view the wide range of opportunities for post-secondary funding.

The list is available online at [www.peelschools.org](http://www.peelschools.org). Go to the “Student Stuff” section.

**On-Line Math Tutorial**

Need help in math? Free tutoring is now available online.

Math students in Grades 7 to 10 can now access live and interactive math help by visiting [www.homeworkhelp.ilc.org](http://www.homeworkhelp.ilc.org). *Homework Help* is free, real-time math tutoring by certified Ontario teachers.

Students can log in from Sunday to Thursday, between 5:30 pm and 9:30 pm for individualized, confidential math tutoring. There are discussion rooms for each grade where students can join and see what questions other students are asking, watch the tutors draw on the whiteboard, and ask their own question for on-the-spot help.

Students will also find 24/7 discussion rooms, video lessons and commonly asked questions. Other online math resources include math games and a virtual locker, where students can save their work.

*Homework Help* is a project funded by the Ministry of Education.
PLAR Process for Adolescents

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

- All credits granted through the PLAR challenge process represent the same expectations and standards of achievement as credits granted to students who have taken the courses.
- Students may challenge for credit for a course only if they can provide reasonable evidence that they would be likely to be successful in meeting the overall course expectations as outlined in the curriculum policy documents. In Peel, students interested in pursuing a PLAR challenge should obtain an “Information about the PLAR Challenge Process” guideline from the guidance office.
- Students must submit to their principal an “Application to Challenge for Credit for a Course” as well as a PLAR Challenge Support Package to meet course selection timelines, no later than March 1. For challenges for credit for Grade 10 courses, only passing percentage grades will be entered on the Ontario Student Transcript (OST). No notation will be entered on the OST if the student withdraws from or receives a failing grade in the challenge process.
- For challenges for credit for Grade 11 and 12 courses, passing and failing percentage grades will be entered on the student’s OST. No notation will be entered on the OST if the student withdraws from the challenge process.

PLAR Process for Mature* Students

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

The PLAR process involves:
- Grade 9 and 10 individual assessment/equivalency process
- Grade 11 and 12 equivalency process
- Grade 11 and 12 challenge process

In all cases, the knowledge and skills gained through education, work experience and training must be directly related to the provincial curriculum expectations. Through the PLAR process, a mature student may be granted up to 26 credits towards his OSSD by the principal. For more information and details about how to apply, mature students attending regular secondary schools should see their guidance counsellor. Adults enrolled in or considering adult education should contact the Adult Education Centre Credit Program, Mississauga Campus at 905-270-6000, ext. 420.

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

Effective February 1, 2004, the following mature students will follow the PLAR process and be required to meet OSS requirements to be eligible for an OSSD:
- mature students who were enrolled in an Ontario Secondary School in Grade 9 in 1999-2000 or later
- mature students who are from out of province as of February 2004
- mature students who are from out of country as of February 2004

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