

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



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 perspectives on their education
- Partnerships with students, parents/guardians/caregivers, staff, community partners, and education partners
- A strong public education system that promotes full participation by identifying, removing, and preventing accessibility barriers so that all students, including students with disabilities/special education needs and intersecting identities, are provided with opportunities to realize their full potential
- The diversity of students, parents/guardians/caregivers, staff, community partners, and education partners
- Shared leadership and respectful working relationships
- Accountability and innovation
- The contributions of a highly skilled and diverse staff
- Digital citizenship and environmental stewardship

Strategic Directions

- **Equity:** Equity is a principle that will continue to guide the TDSB in all that it does. Equity will be foundational to all TDSB work and will be embedded throughout the strategic directions.
- **Truth and Reconciliation:** We commit to the implementation of the Truth and Reconciliation Commission of Canada Calls to Action.
- **Belong:** All students belong, are engaged, and valued in an inclusive environment.
- **Achieve:** All students reach high levels of achievement, success, and personal development.
- **Thrive:** All students graduate with the confidence, skills, and knowledge to thrive.
- **Revitalize:** All students and staff learn and work in inclusive, safe, and modern environments.

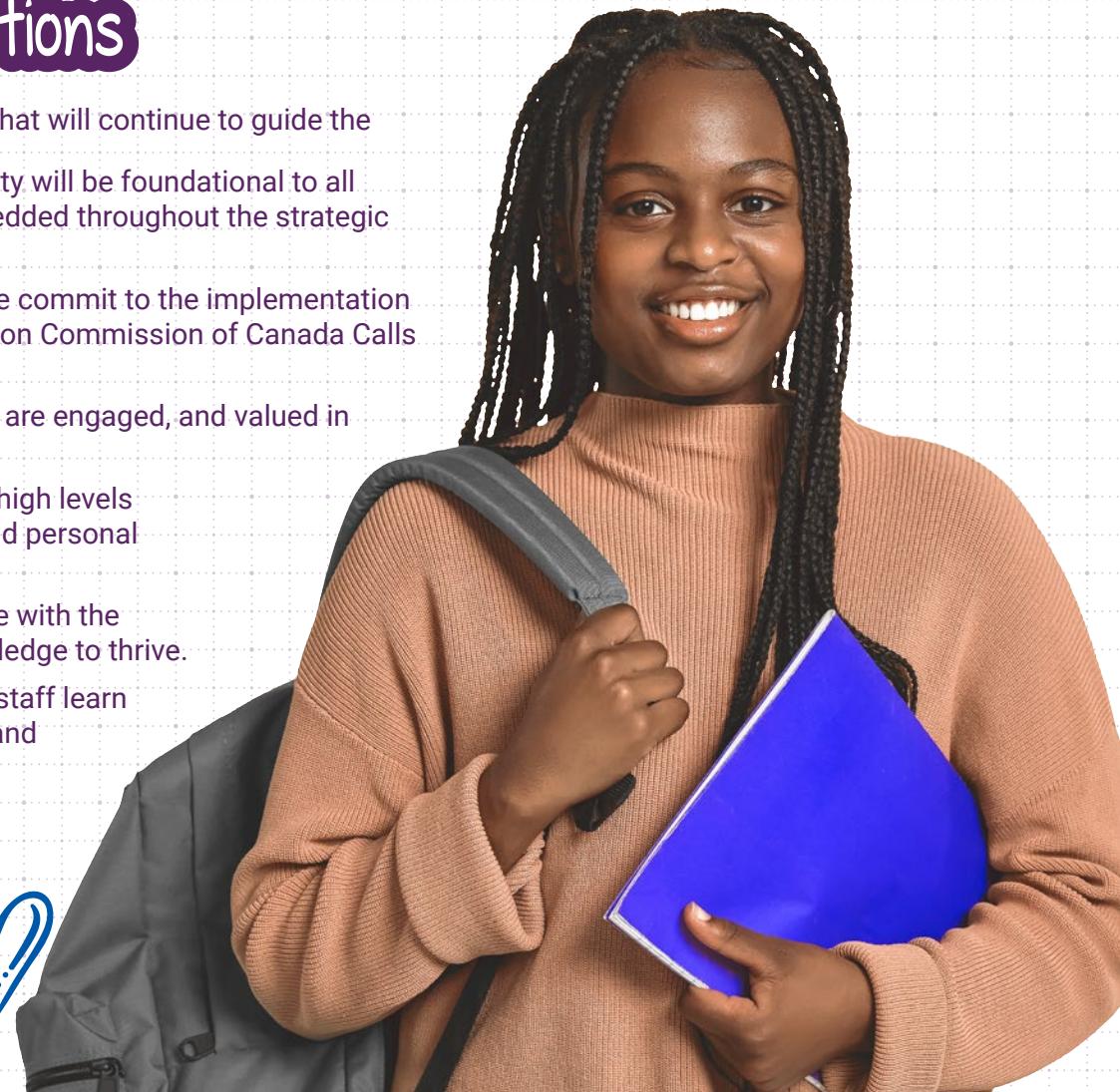
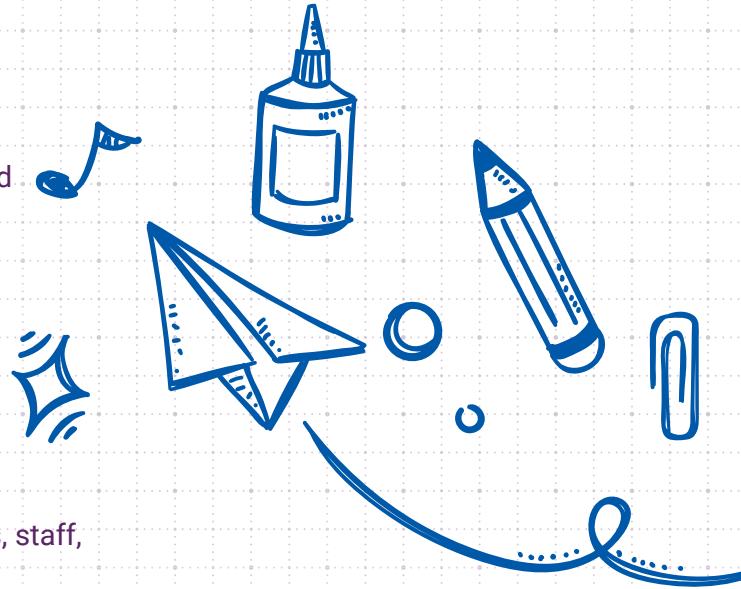
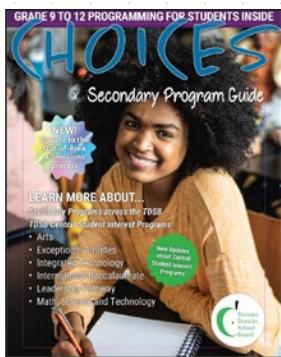




Table of Contents

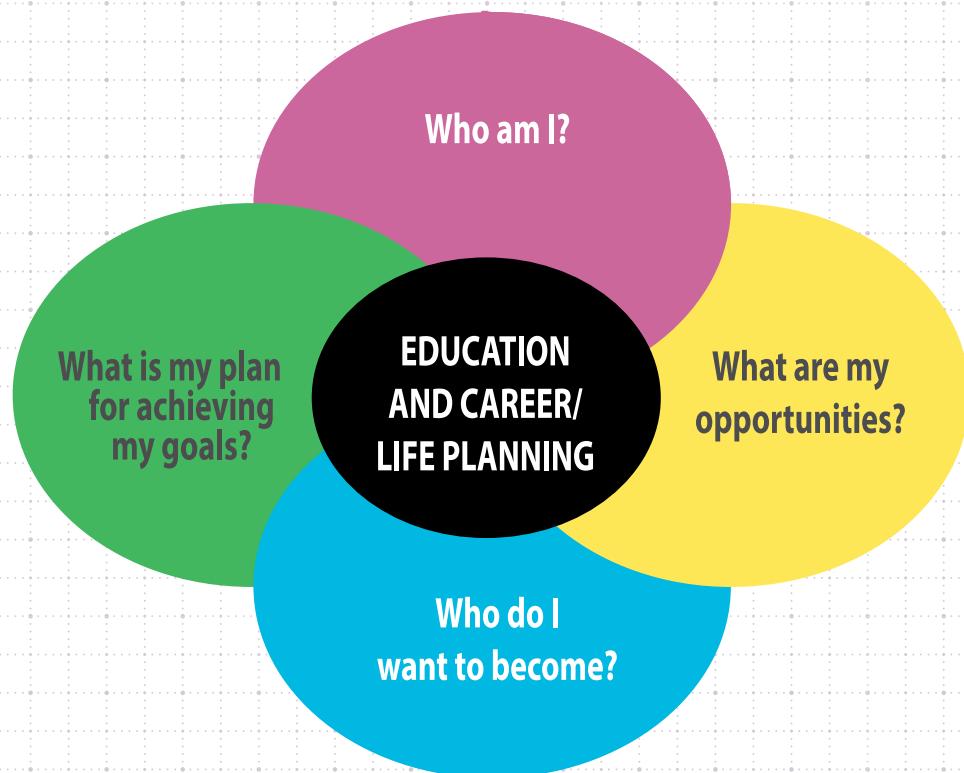
Creating Pathways to Success	5
myBlueprint	6
What You Need To Graduate	7
Ontario Secondary School Certificate (OSSC)	8
Certificate of Accomplishment	8
Community Involvement	10
Online Learning Graduation Requirement	10
Literacy	11
Numeracy	12
Reporting	13
Student Success	13
Mental Health and Wellness	14
Centre of Excellence for Black Student Achievement	15
Urban Indigenous Education Centre	16
Special Education Programs	17
Experiential Learning	18
English Language Learners	19
Pathways to English Chart	20
French Language Programs	21
Summer School	22
Academic Pathways K-12: Addressing Streaming and Enhancing Inclusion	23
Types of Courses in Grade 9 & 10	24
Understanding Course Codes	25
Decoding a Timetable	26
Pathways	27
Completing Your Online Course Selection	29
Completing Your Online Course Selection	30
Getting a Head Start on High School	31
What Are Your Plans After High School?	32
TDSB Secondary Schools	33
Out-of-Area Admissions	34
Terms and Definitions	35
Translations	37



Secondary Program Guide

To view all of the 2024-2025
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 world 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.



myBlueprint

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

The High School Plan section displays course grids for Grade 9 Next Year and Grade 10 Plan Ahead. The Who Am I Surveys section includes tabs for Surveys and Match Results, showing results for Learning Styles, Personality, Interests, Knowledge, and Motivations. The Goal section allows users to set goals and track progress towards them.

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

If you started Grade 9 in Fall 2024 and after...

Note: Starting in September 2025, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course.

You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

COMPULSORY CREDITS

You need the following 17 compulsory credits to get your Ontario Secondary School Diploma (OSSD):

- 4 credits in English (1 credit per grade)
- 3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)
- 2 credits in science
- 1 credit in technological education (Grade 9 or Grade 10)
- 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
- 1 credit from the STEM-related course group

The following apply to compulsory credit selections

You can use the [Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices](#) course to meet the Grade 11 English compulsory credit requirement.

You can use the [Grade 9 Expressions of First Nations, Métis, and Inuit Cultures](#) course to meet the compulsory credit requirement in the arts.

Optional Credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

Optional credits may include up to 4 credits earned through approved dual credit programs.

STEM-Related Course Group

Of the 17 compulsory credits, you must complete 1 from the following group:

- business studies
- computer studies
- cooperative education
- mathematics (in addition to the 3 compulsory credits currently required)
- science (in addition to the 2 compulsory credits currently required)
- technological education (in addition to the 1 compulsory credit required)

Literacy Graduation Requirements

You must meet the literacy graduation requirement to earn your high school diploma.

For most students, this means passing the [Ontario Secondary School Literacy Test \(OSSLT\)](#).

Online Learning Graduation Requirement

If you started Grade 9 in the 2020-21 school year or later, you must earn at least 2 online learning credits to get your high school diploma.

Adult learners: If you entered the secondary school system starting in the 2023-24 school year or later, this requirement also applies to you.

Community Service Requirement

40 hours of community service will be required to graduate.

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

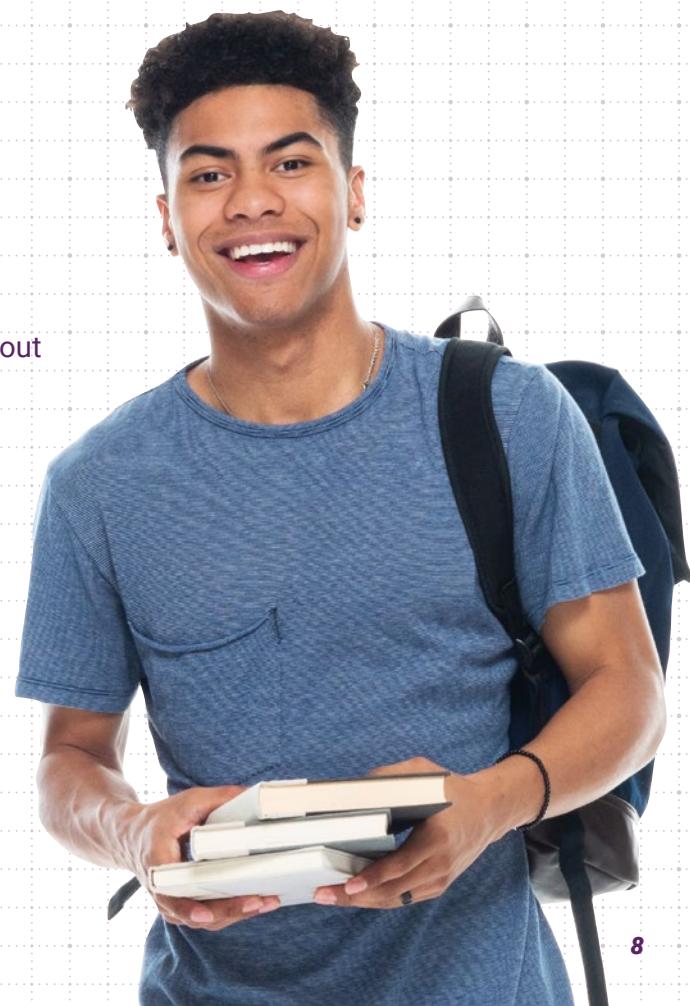
Reminder!
OSSC Requirements:
• 14 credits

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 two e-Learning opportunities through the TDSB

- ☒ [e-Summer School](#)
- ☒ [e-Learning Day School](#)

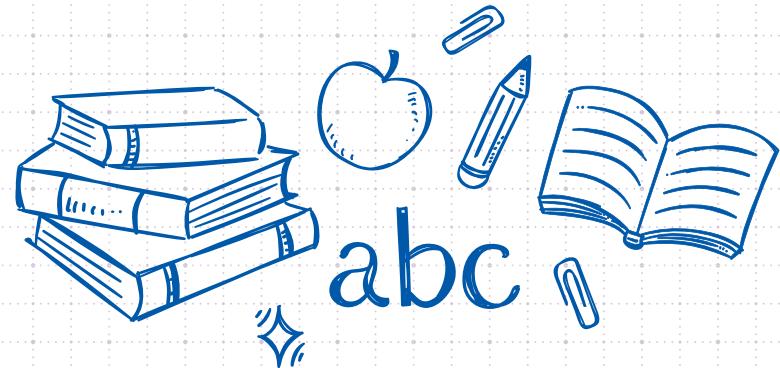
Literacy

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 to November 30, 2024 and between March 20 to April 24, 2025. 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.

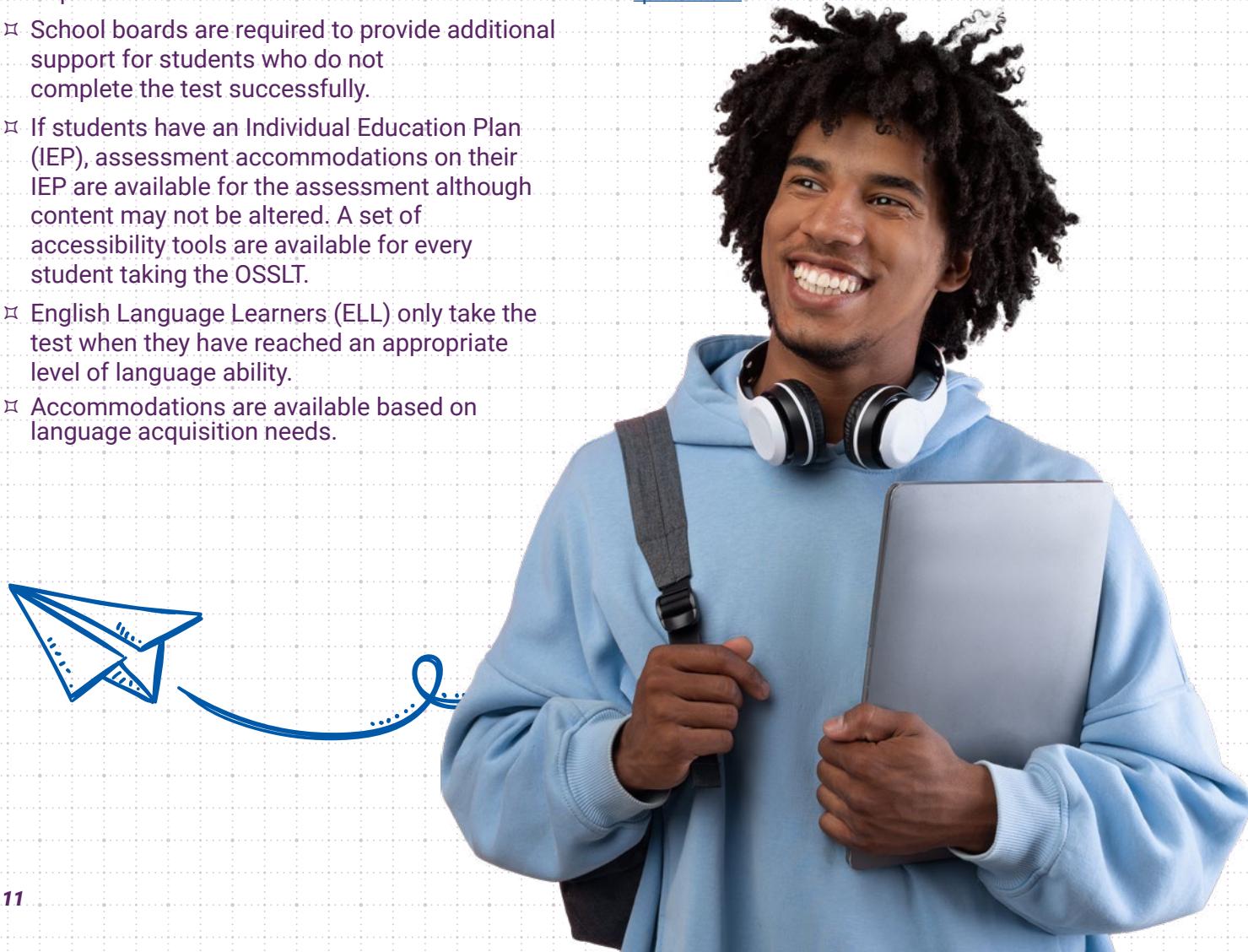


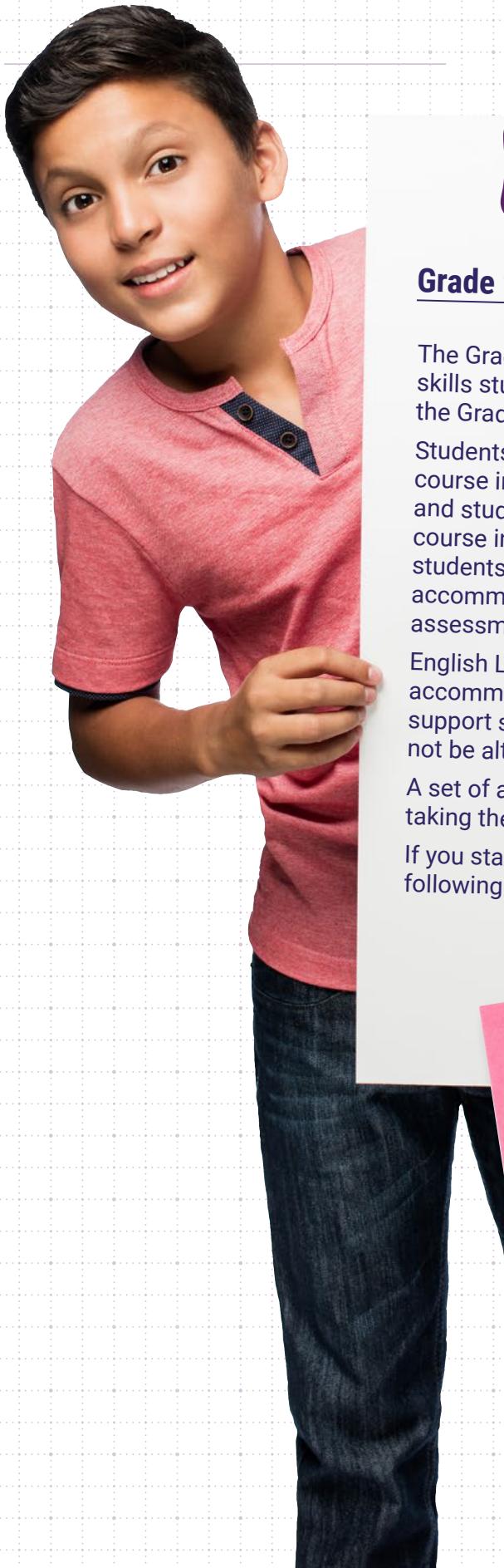
Ontario Secondary School Literacy Course

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 2024-2025.

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.

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD

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](#)



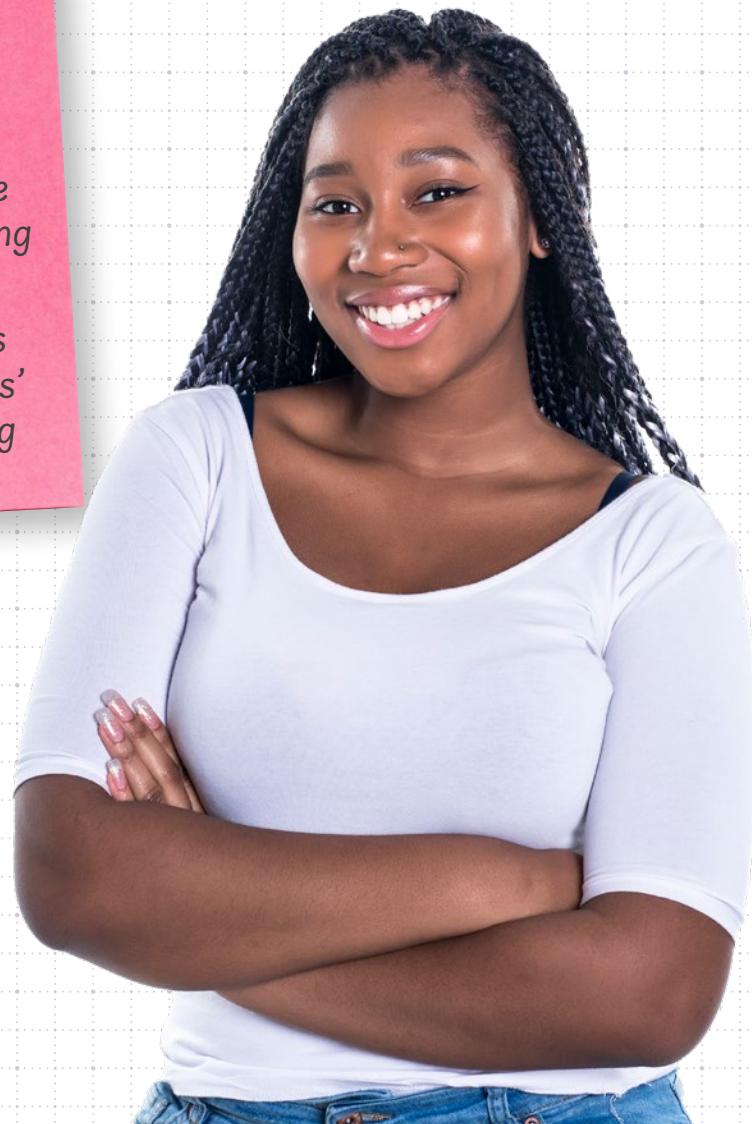
Centre of Excellence for Black Student Achievement

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. Policy, Governance, and Indigenous Rights
8. 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.



Experiential Learning

Experiential learning is planned learning experiences that take place in the community. It includes job shadowing, job twinning, work experience, school-to-work and Ontario Youth Apprenticeship Program (OYAP) – all of which can be a part of ANY course in secondary school. Experiential learning:

- Engages students in active work experience;
- Provides a framework for making career decisions;
- Develops knowledge, skills and attitudes that are essential in today's society;
- Gives students a connection to the community; and
- Promotes problem-solving and critical thinking and maximizes student growth and development.

Ask your teacher for details!

All secondary schools offer Cooperative Education.

Cooperative Education is a unique program for students, integrating academic study with practical experience in business and industry. This learning experience helps students make informed decisions about future careers. Students also develop the work habits, attitudes and job skills necessary for a successful transition from secondary school to the workplace or postsecondary education.

How Does Co-op Work?

A company agrees to provide a placement for a student and designates an employee to supervise the learning in a one-on-one mentoring relationship. All placements are assessed for educational suitability as well as health and safety. Work schedules vary: half, full, consecutive, alternate days, and summer employment. Learning opportunities at the placement are linked with the student's academic studies, education plan, personal goals and abilities through the Personalized Placement Learning Plan (PPLP) developed by the teacher in collaboration with the supervisor and student.

NOTE: Co-op can count towards the STEM related course group. There is no limit to the number of optional co-op credits that a student can take. Co-op credits cannot be used for substitution of a compulsory course credit.

For more information about cooperative education, contact your co-op teacher or guidance counsellor.



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">• Students who have arrived in Canada within the last 2 to 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
- ☒ Returning to Ontario after one year or more
- ☒ 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 2 to 5 years
- ☒ Students aged 9-20
- ☒ Students whose limited academic achievement and literacy 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.

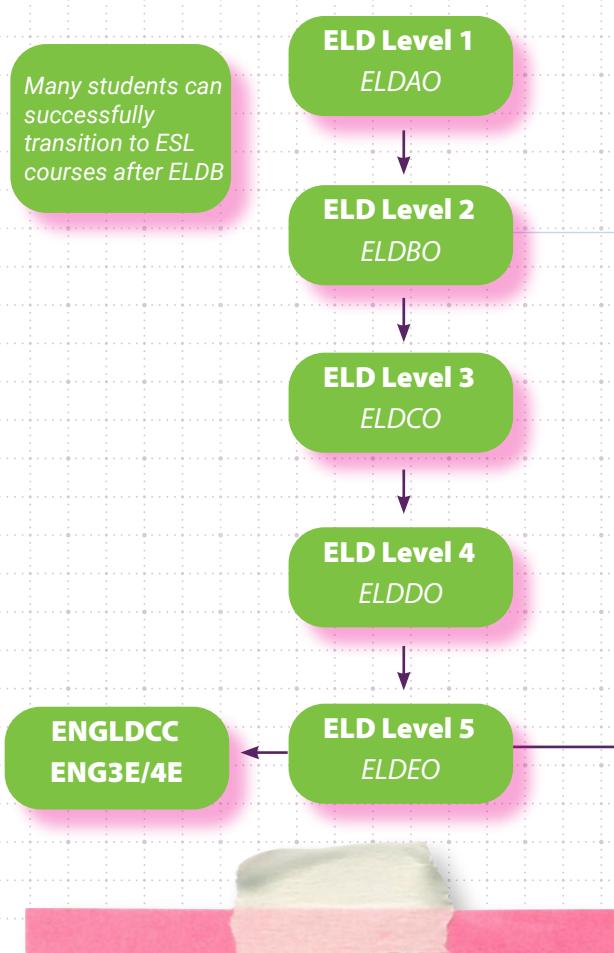


Pathways to English Chart

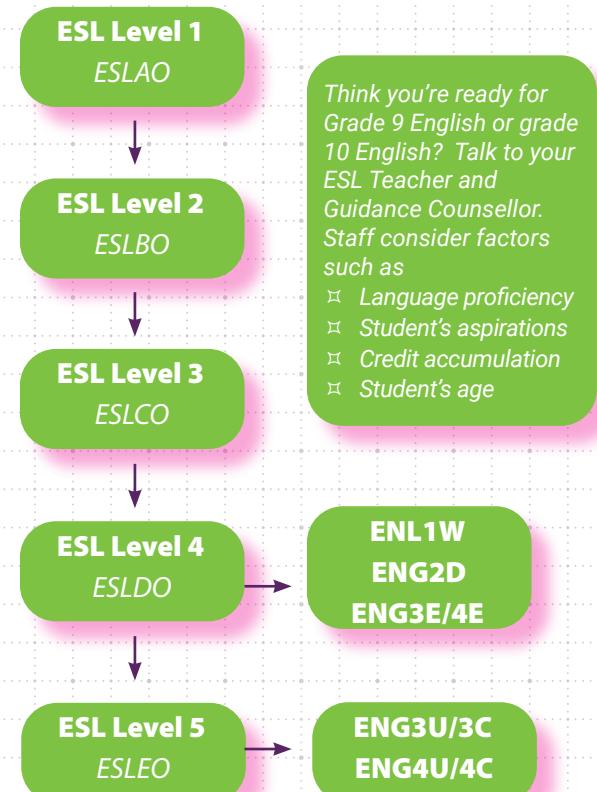
The chart below shows how most English language learners may progress through their English as a Second Language (ESL)* and/or English Literacy Development (ELD)* courses and into English courses. Not all students will follow this sequence exactly, and individual students may vary in the rate at which 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 Language Programs

There are 2 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. An Open course (FSF10) for beginners is also available as an option for students with fewer than 600 hours by the end of Grade 8 or to students who have recently arrived without prior experience or exposure to French.

EXTENDED FRENCH

These courses are **ONLY** for students **already enrolled in the program (Grades 10-12)** who began the Extended French program in elementary school prior to 2020. 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

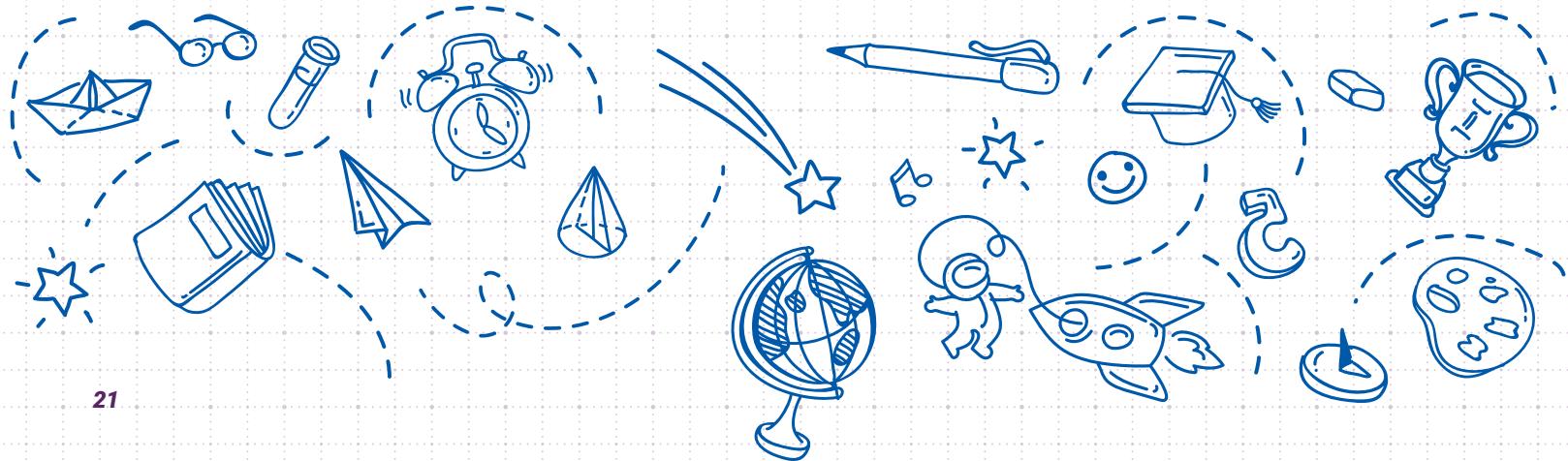
These courses are for students who wish to continue with the French Immersion program they began in elementary school. Students who have accumulated a minimum of 3,800 hours of instruction in French at the elementary level via the elementary French Immersion program may opt to continue this program. 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

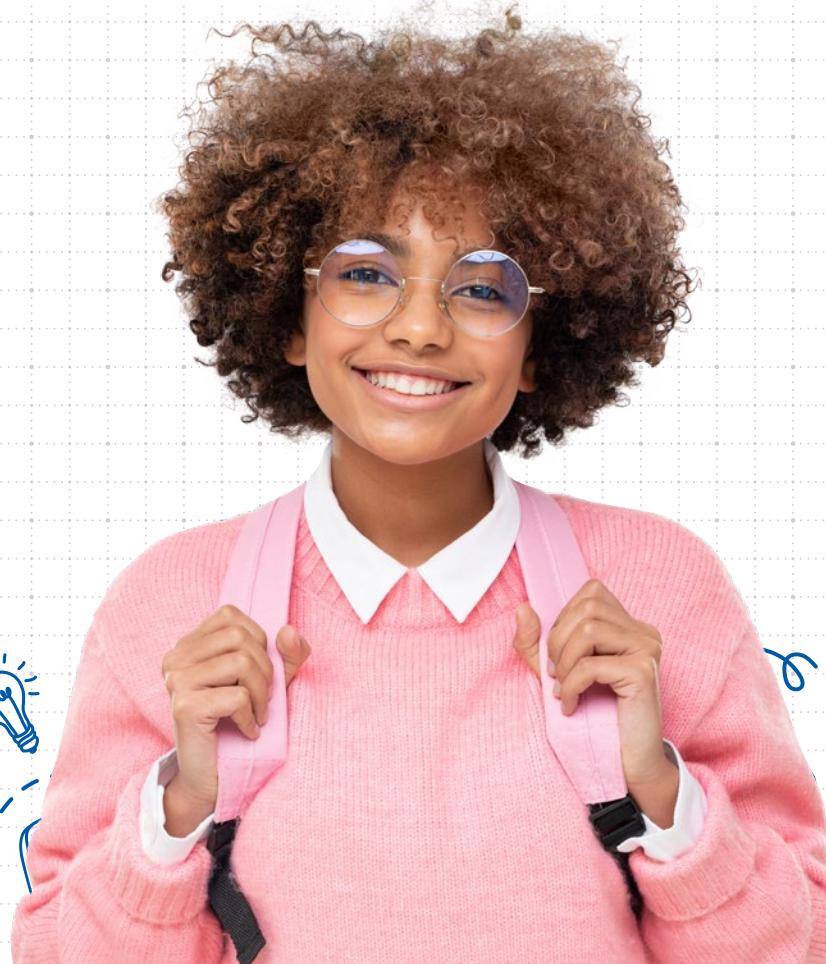
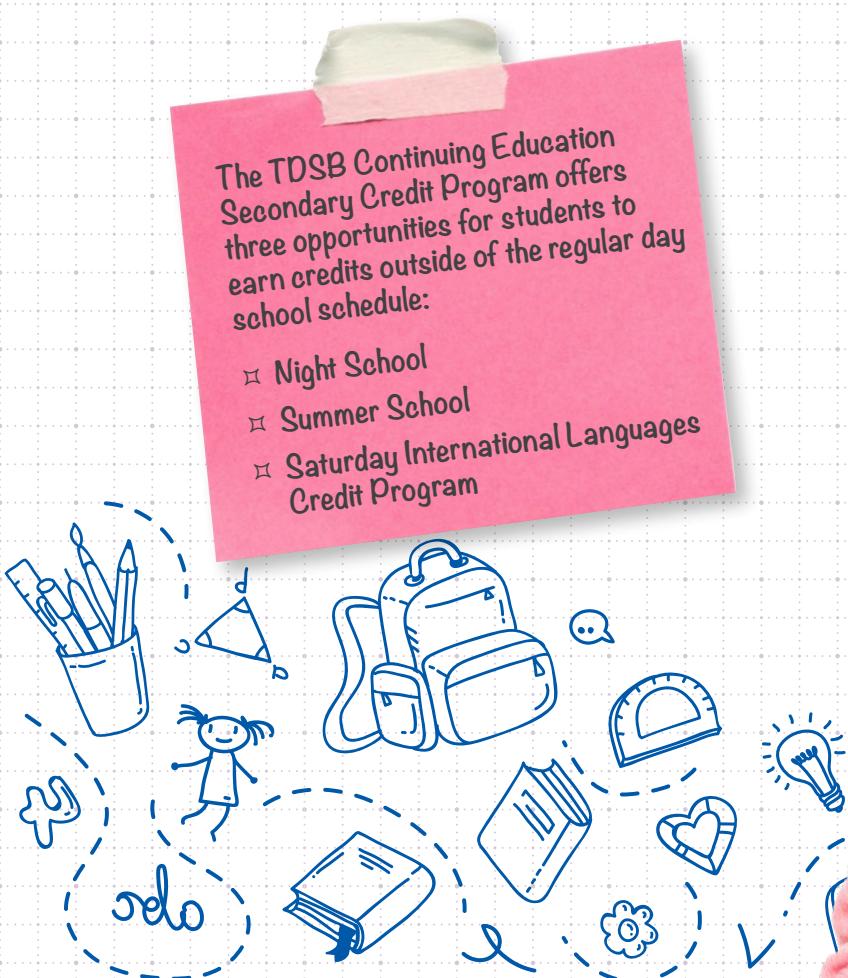
The Toronto District School Board offers summer credit courses to all high school students and adults with current prerequisites. Students may take a new credit, or retake a course previously taken to upgrade a mark.

Grade 8 students, in the summer before entering Grade 9, may register for the Exploring Technology (TAS101) 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, 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.

Grade 8 Reach Ahead Course Description *Exploring Technology (TAS101)*

TAS101 is a practical, hands-on course that allows students to deepen their understanding of the engineering design process while building on the technological knowledge and skills introduced in earlier grades. This course also meets a compulsory graduation requirement for earning a high school diploma. Students will receive support in their transition to secondary school and have opportunities to form friendships through positive relationship-building activities.



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 (CGC1W)
- 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 1 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

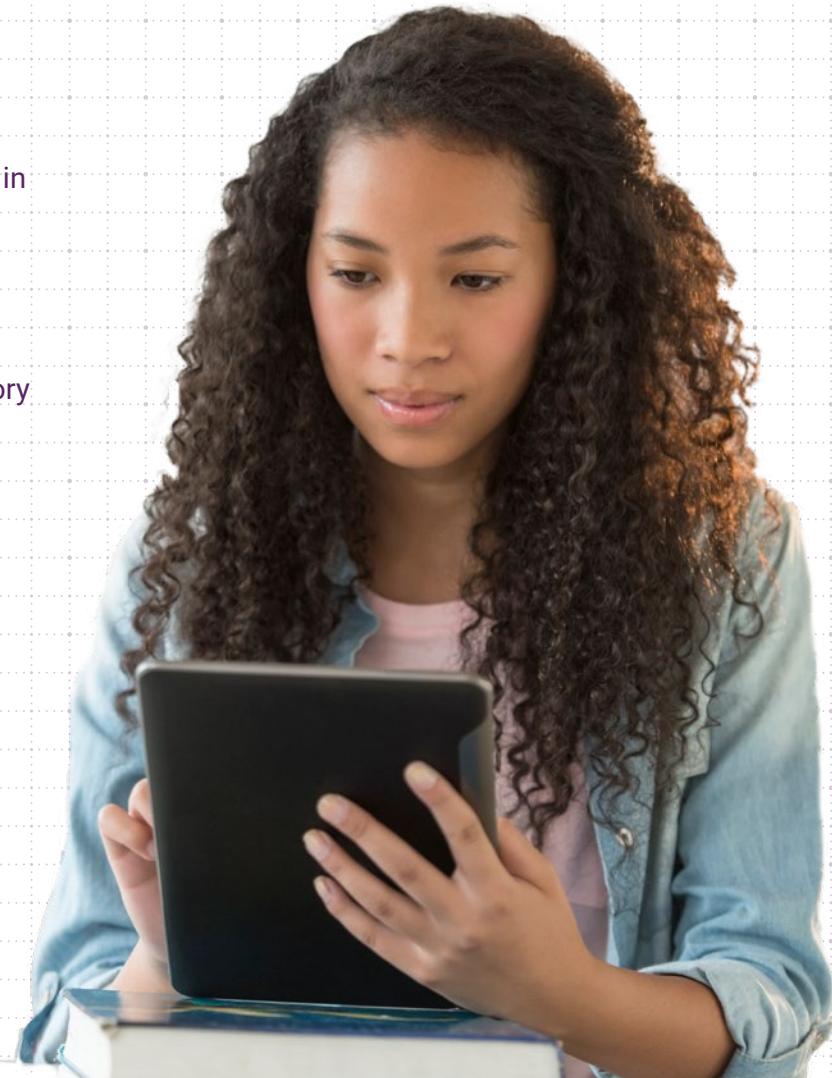
Open Courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. These courses, which comprise a set of expectations that are appropriate for all students, are not designed with the specific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

[MTH] 1 W 1

3 letters identify subject

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

Number/ Letter reflects grade/ level

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

Letter shows course type

Course Type

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

Number/ Letter reflects course program

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 (grade 11 and 12 only)
- 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.	CGC1W1-22 Canadian Geography Room 301 Suzuki, D.
Lunch		
3	FSF1O1-13 Beginner French Room 205 Dion, C.	PAF1O1-23 Healthy Living and Personal and Fitness Activities South Gym DeGrasse, A.
4	HIF1O1-14 Individual and Family Living Room 125 Stewart, M.	NAC1O1-24 Expressing First Nations, Métis & Inuit Cultures Room 324 Odjig, D.

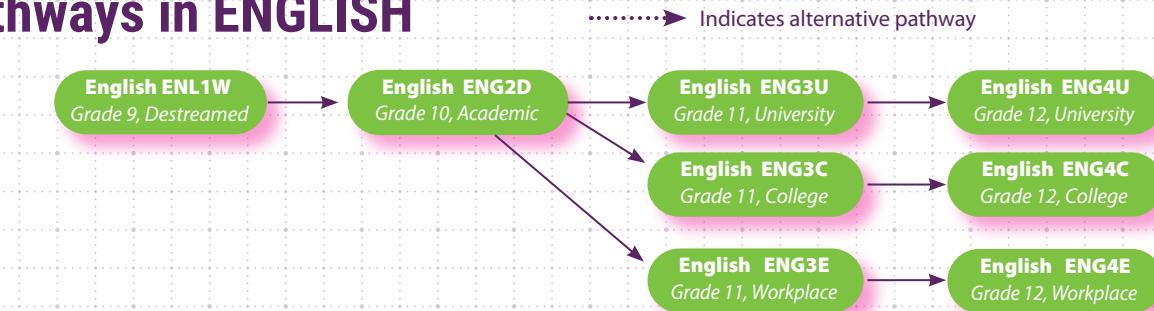
Example of a semester timetable



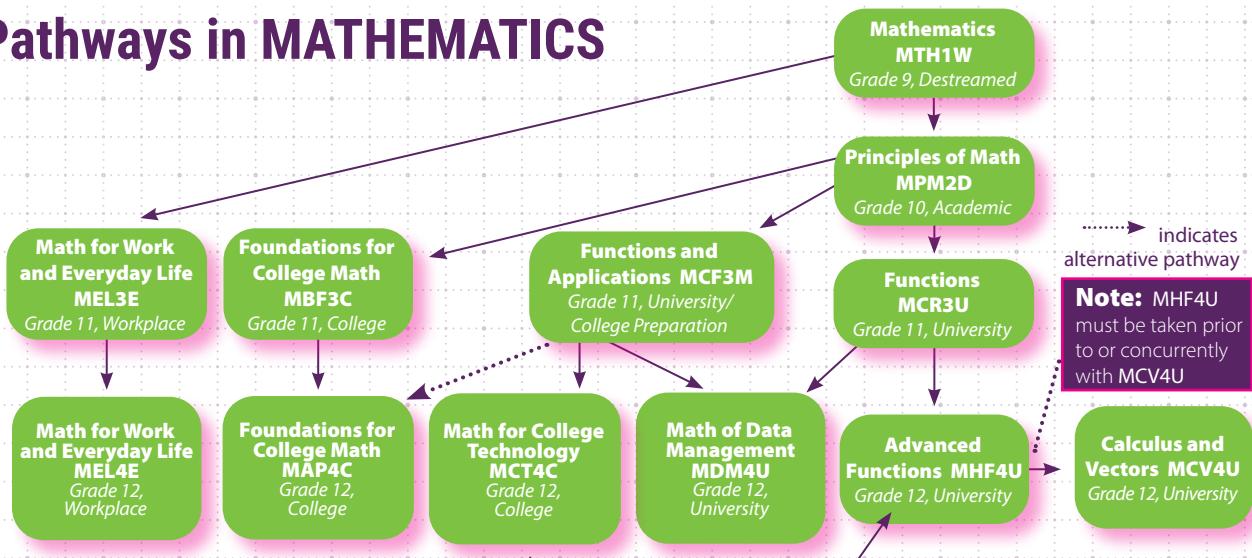
Pathways

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.

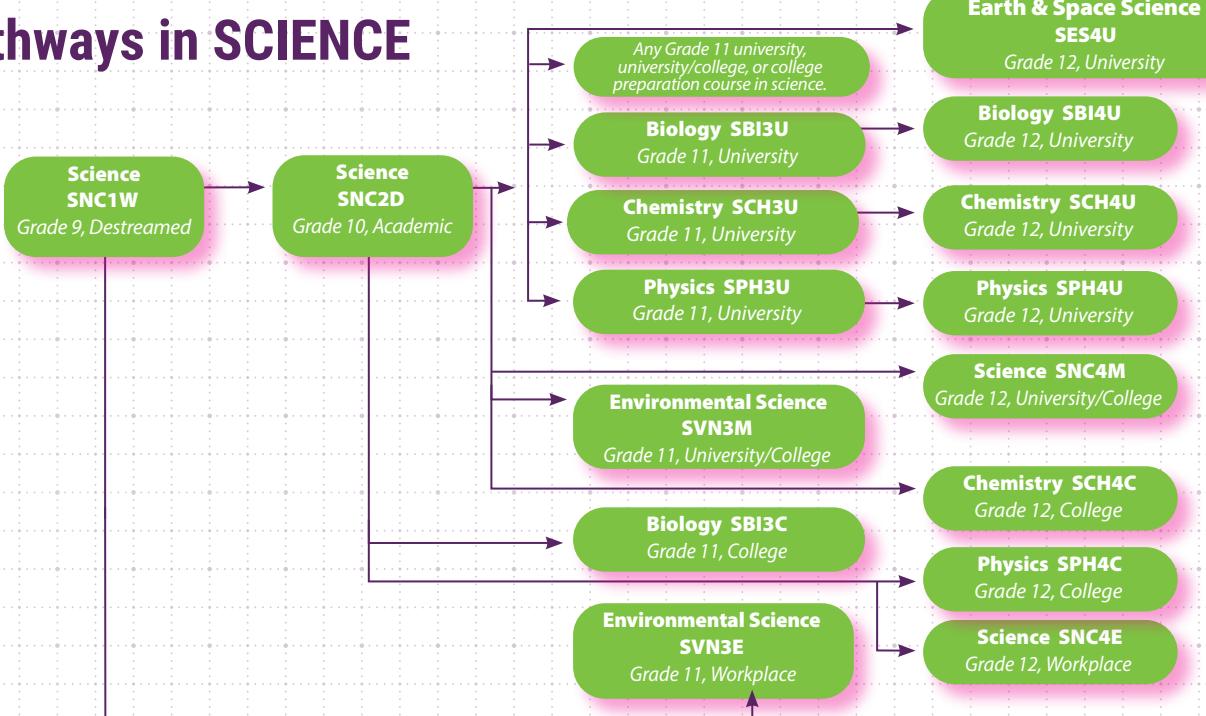
Pathways in ENGLISH



Pathways in MATHEMATICS



Pathways in SCIENCE





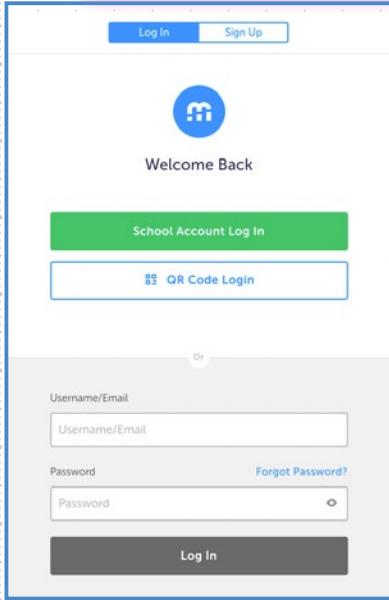
Completing Your Online Course Selection

1) Get Started

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



myBlueprint



The screenshot shows the myBlueprint login page. It features a blue circular logo with a white 'm' icon at the top left. Below it is a 'Welcome Back' message. There are two main login options: 'School Account Log In' (highlighted in green) and 'QR Code Login'. Below these are fields for 'Username/Email' and 'Password', along with 'Forgot Password?' links. A large 'Log In' button is at the bottom.

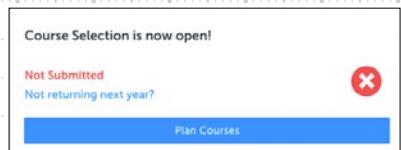
2) Select School Account Login

and login with your TDSB credentials
(the same way you would log into a
school computer)

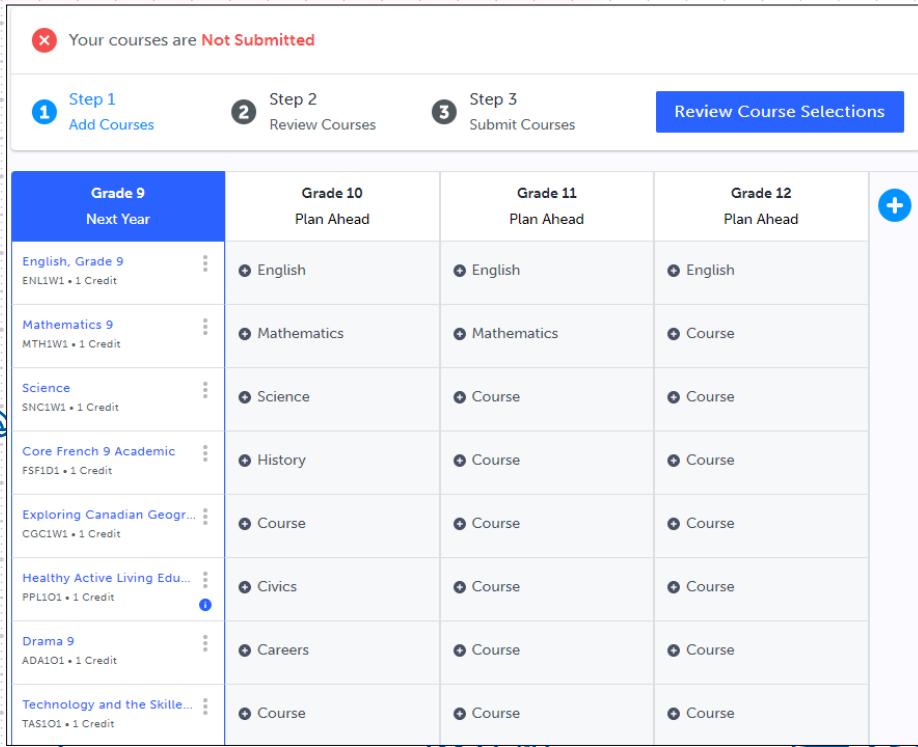


3) Your Official High School Plan

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.



The screenshot shows a course selection grid. At the top, there's a message: 'Your courses are Not Submitted' with a red 'X' icon. Below are four tabs: Step 1 Add Courses (highlighted in blue), Step 2 Review Courses, Step 3 Submit Courses, and Review Course Selections. The grid is divided into four columns representing different grades:

Grade 9 Next Year	Grade 10 Plan Ahead	Grade 11 Plan Ahead	Grade 12 Plan Ahead
English, Grade 9 ENL1W1 • 1 Credit	English	English	English
Mathematics 9 MTH1W1 • 1 Credit	Mathematics	Mathematics	Course
Science SNC1W1 • 1 Credit	Science	Course	Course
Core French 9 Academic FSF1D1 • 1 Credit	History	Course	Course
Exploring Canadian Geogr... CGC1W1 • 1 Credit	Course	Course	Course
Healthy Active Living Edu... PPL1O1 • 1 Credit	Civics	Course	Course
Drama 9 ADA1O1 • 1 Credit	Careers	Course	Course
Technology and the Skille... TAS1O1 • 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.

Displaying 43 Courses

- Arts
 - Canadian and World Studies
 - English
 - Français
- Grade 9 Elective Courses
- Building the Entrepreneurial Mindset
Grade 9 • BEM101 • 1 Credit • Open

! 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

Planned	Earned	Required
8	0	30
required credits planned	required credits earned	total required for graduation
Compulsory		0/12 Credits
▫ 4 Credits in English (1 credit per grade)	1	1/4
▫ 1 Credit in French As a Second Language	1	1/1
▫ 3 Credits in Mathematics (at least 1 credit at the grade 11 or grade 12 level)	1	1/3
▫ 2 Credits in Science	1	1/2
▫ 1 Credit in Technological Education (Grade 9 or 10)	1	1/1
▫ 1 Credit in Arts	1	1/1

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

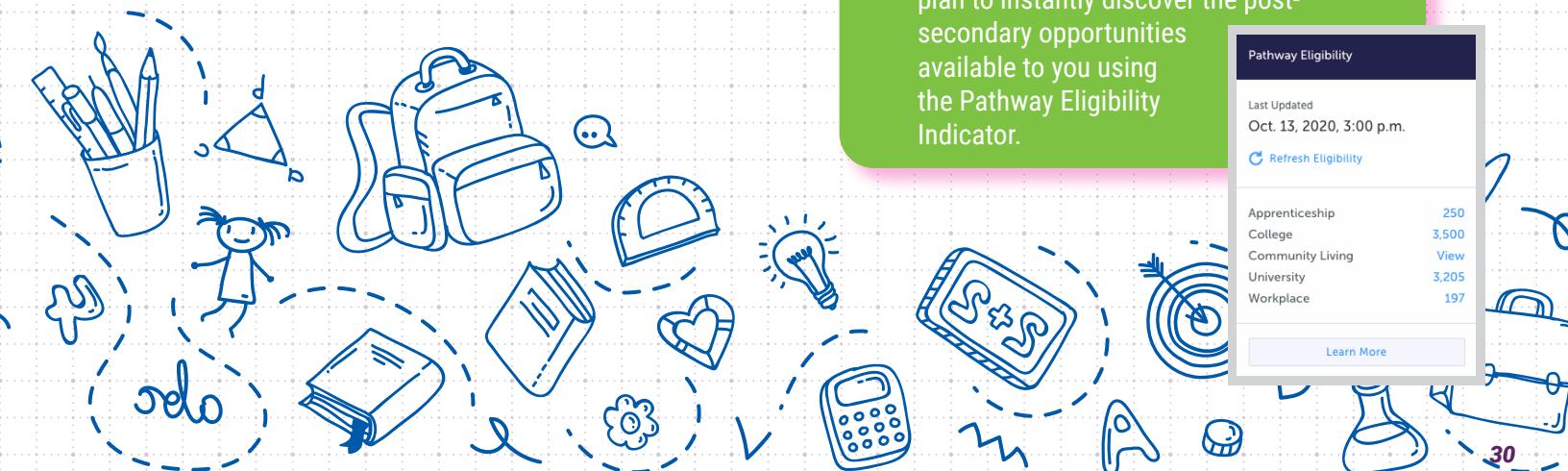
University

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 \(In Person\)](#). Secondary Full Credit Summer Reach Ahead Course, TAS101 - Exploring Technology. In-person only. (Subject to change)



TAS101 - Exploring Technology Grade 9 Open:

TAS101 is a practical, hands-on course that allows students to deepen their understanding of the engineering design process while building on the technological knowledge and skills introduced

in earlier grades. This course also meets a compulsory graduation requirement for earning a high school diploma. Students will receive support in their transition to secondary school and have opportunities to form friendships through positive relationship-building activities.

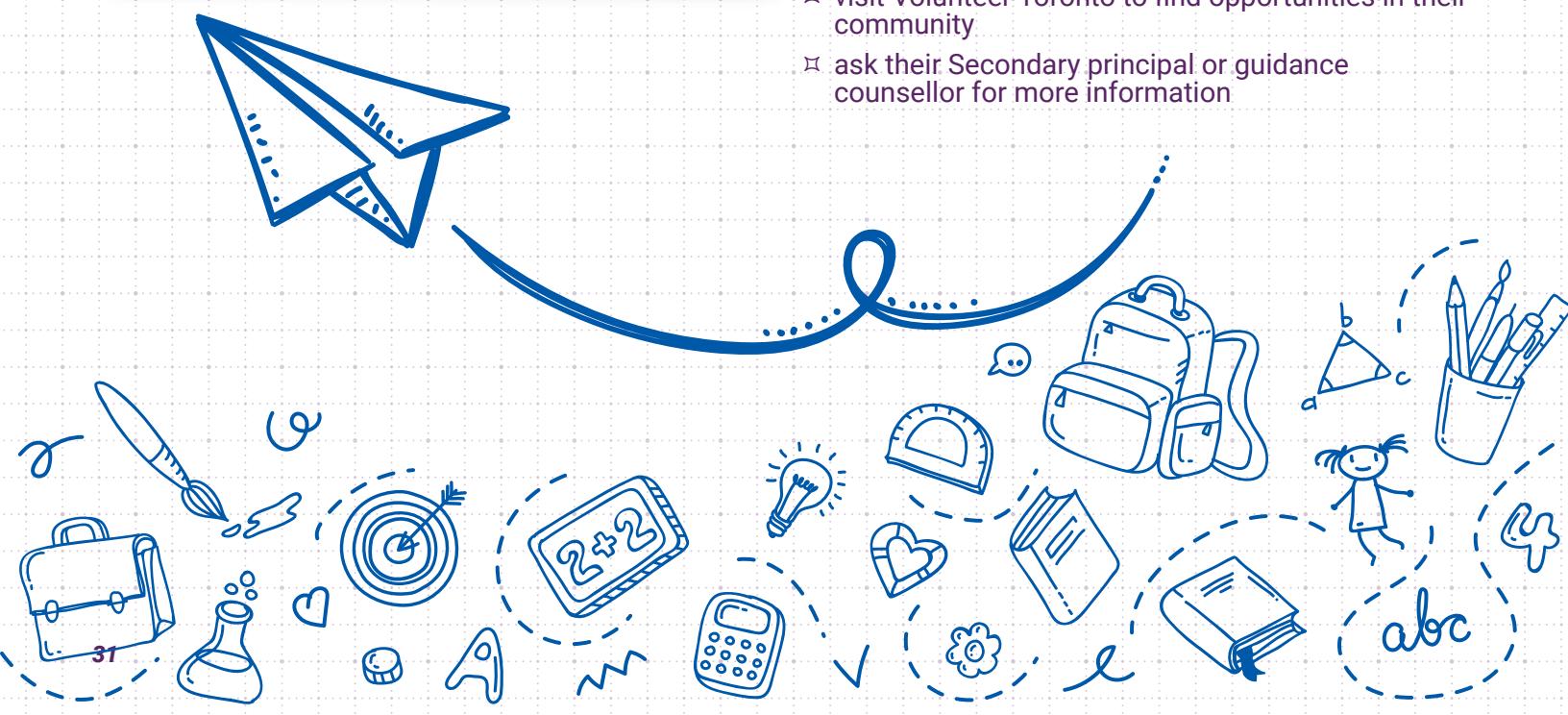


Community Involvement

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	
RESOURCES:	
<p>www.apprenticesearch.com www.ontariouniversitiesinfo.ca www.ontariocolleges.ca www.ouac.on.ca</p>	



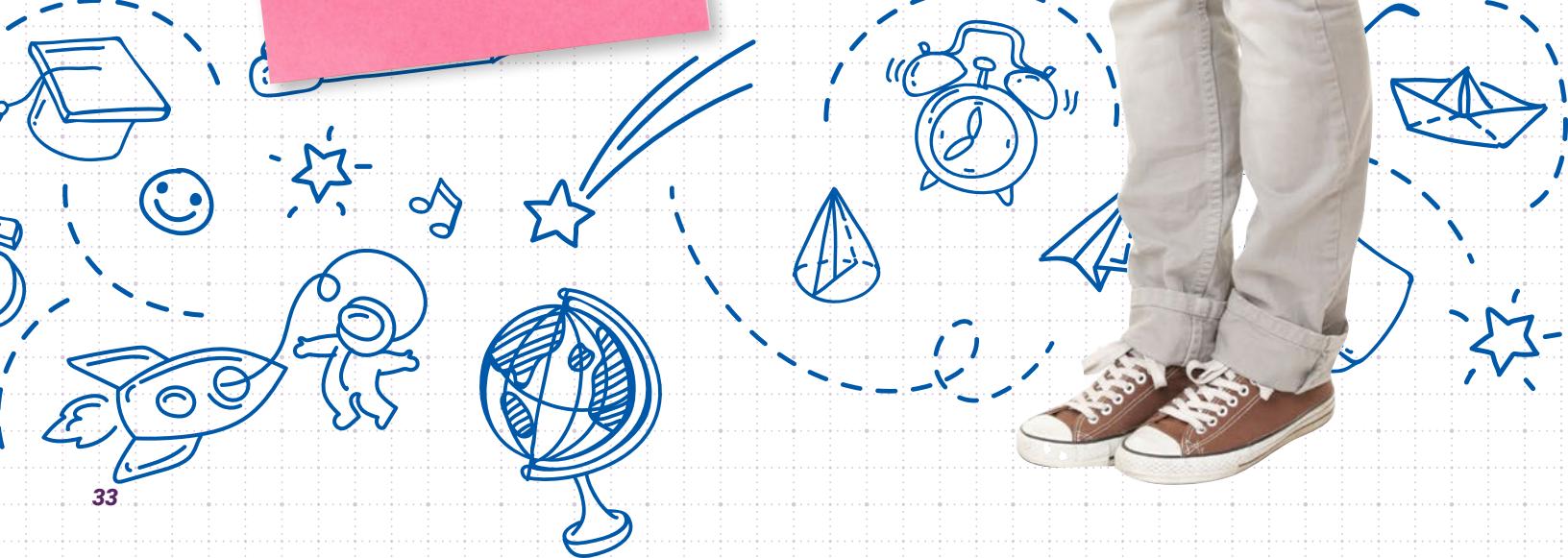
TDSB Secondary Schools

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



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.



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>

*Please note that siblings must be currently attending the requested school in Grades 10-12 and returning in September 2025.

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.

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)
- ☒ 17 compulsory credits;
- ☒ 13 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 لترجمة ، يرجى
الاتصال بمدير المدرسة.

閣下如有問題或需要傳譯員的協助，請致電校長

دھررت رائستن مارزین سالی دیا نیز ترجمہ لئے
بایکر دیر سس کس بدریز

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 αποταμθείτε στον διευθυντή του σχολείου.

אם ברצונך לשאול שאלות או שבחן ז��וקה למשדרת מתרגם, אנא טלפוני למנהל בית חטף.

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 ਰੋਕ ਦੂਜੇ ਸ਼ਹਾਨ ਵਾ ਪਾ ਜਾ ਗੁਮੀ ਇੰਡੀਆਈ ਦੀ ਸਰਾਇਓ ਲੁਧਿਆਣੇ ਵੱਡੇ ਸੜਕ ਵੱਡੇ ਪਿੰਡਿਆਂ ਵੱਡੇ ਘੁਸਾਏ।

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

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

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

ਜੇਹਾਂ ਕੋਈ ਕੋਈ ਕੋਈ ਕਿਉਂਕਿਓਂ ਕਾਨੂੰਨ
ਭਾਵੇਂ ਅਧੰਸ਼ਕਾਰੀਂ ਉਪਰੋਕਤਾਵਾਂ, ਖਾਲੀ ਕੋਈ ਬੇਚੇਵੀਂ
ਖਾਲੀ ਕੋਈ ਪੰਨੀਵਾਂ ਅਤੀਬਾਂ
ਕੋਈ ਮੁਲਾਕਾਂ।

اگر آپ کوئی کوئی سوال پوچھنا چاہیں یا اردو مترجم (انٹرپریٹر) کی خدمات حاصل کرنا چاہیں تو اسکوں کی برنسیل 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

