

Navig8>2>9

2024-25

THRIVE

RESPECT

EXCEL

TRUST



BELIEVE



ONTARIO CATHOLIC SCHOOL GRADUATE EXPECTATIONS

The graduate is expected to be:



A **Discerning Believer** formed in the Catholic Faith community who celebrates the signs and sacred mystery of God's presence through word, sacrament, prayer, forgiveness, reflection, and moral living.



A **Collaborative Contributor** who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.



An **Effective Communicator** who speaks, writes, and listens honestly and sensitively, responding critically in light of gospel values.



A **Caring Family Member** who attends to family, school, parish, and the wider community.



A **Reflective, Creative and Holistic Thinker** who solves problems and makes responsible decisions with an informed moral conscience for the common good.



A **Responsible Citizen** who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.



A **Self-Directed, Responsible, Lifelong Learner** who develops and demonstrates their God-given potential.

WELCOME

Welcome to Catholic Secondary School!

As you prepare to enter a Dufferin-Peel Catholic Secondary School, I want to wish you all the best on the next step in your educational journey. Our Holy Father, Pope Francis frames the conditions necessary for young people to succeed:

The very first truth I would tell each of you is this: "God loves you". It makes no difference whether you have already heard it or not. I want to remind you of it. God loves you. Never doubt this, whatever may happen to you in life. At every moment, you are infinitely loved. When He asks something of you, or simply makes you face life's challenges, He is hoping that you will make room for Him to push you, to help you grow. He does not get upset if you share your questions with Him. He is concerned when you don't talk to Him, when you are not open to dialogue with Him. His love is so real, so true, so concrete, that it invites us to a relationship of openness and fruitful dialogue. Seek the closeness of our heavenly Father in the loving face of His courageous witnesses on earth!" (Christus vivit: Post-Synodal Apostolic Exhortation to the Young People and to the Entire People of God, Pope Francis, March 2019)

All Dufferin-Peel secondary schools provide outstanding and diverse programs that demonstrate a commitment to Catholic education and reflect a view of what it means to be Catholic. Our programs are delivered by committed Catholic educators and support staff who understand the importance of your secondary school education and the decisions that you are making. No matter what program or course you select, you have the support of the school board in ensuring that you have the best opportunity for a meaningful secondary school experience. This is the board's promise to you. Now, it is up to you to select the program that will challenge you and allow you to set both an academic and life destination for yourself.

This **Guidance and Career Education Navig8-2-9 Guide** has been developed to provide you with an overview of items that you should consider over the years you will spend in Catholic Secondary School, as you set out to explore the endless possibilities before you. Please take time to not only read the guide, but to reflect on its messages and seek clarification where needed.

The Dufferin-Peel Catholic District School Board is committed to your development: spiritually, morally, intellectually, physically and emotionally. Over the next few years, you will have the opportunity to shape yourself into the adult you want to become. During this process, you will continue to partner with parents, family members, friends, teachers, priests, support staff and others who are invested in making you the best you can be.

Our prayer for you is that you continue to develop into mature, faith-filled Catholic women and men who are blessed with many joys in life, and prepared to face the challenges that may arise.

M. Mazzorato

M. Mazzorato
Director of Education

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PASTORAL & RELIGIOUS PRESENCE

Expectations of Students

The Dufferin-Peel Catholic District School Board is committed to providing and sustaining a safe, inclusive, and healthy Catholic school learning environment in which every student can succeed.

We have developed expectations and procedures that are both faithful to and consistent with Catholic Christian principles. All expectations and procedures are based upon the belief that "the dignity of every person is to be respected at all times" (Assembly of Catholic Bishops of Ontario).

In a Catholic Secondary School:

- All courses are taught from a Catholic perspective using the Ontario Catholic School Graduate Expectations as a foundation;
- All students take at least one Religious Studies course in each of the four years;
- All students are expected to participate fully in the faith-life of the school, including daily morning prayer and reflection, liturgies of the Word and Eucharistic Celebrations, retreats and faith formation initiatives. Non-Catholic students are expected to participate to the extent that they can. For supervision, safety and community reasons, the entire school participates in all of the faith formation and religious events that occur during the school year.

The Chaplaincy Leader

Each of our High Schools is blessed to have a Chaplaincy Leader who ministers to students and staff. Through their presence the Chaplaincy Leader is a sign of faith and a symbol of Church. They journey with students and staff, listening to and sharing their life experiences, their hopes, their fears and their faith. They gather the community to celebrate the presence of the Lord Jesus through liturgies of the word and Eucharistic Celebrations. They provide spiritual accompaniment and counselling, plan and facilitate retreats and act as liaisons with the local parishes and elementary schools.

The Chapel

Every High School has a chapel. It is a sacred place which, by permission of the Archbishop, is set aside by the Board for divine worship. Each chapel has the Blessed Sacrament reserved in the tabernacle and thus is a place of reverence and respect and is designed and furnished for prayer and liturgy within the Catholic tradition. However, it is available for a time of quiet reflection to all students and staff regardless of faith background. The Chaplaincy Leader is responsible for the chapel and is able to answer any questions about its use.

Retreats

All students participate in a retreat each year. Retreats are an integral part of the life in a Catholic School. Retreats usually take place during the school day at a site off school property. A variety of retreat experiences are offered based on spiritual development themes appropriate for adolescents. The retreat experience assists students to embrace their self-worth and look to their future with confidence.

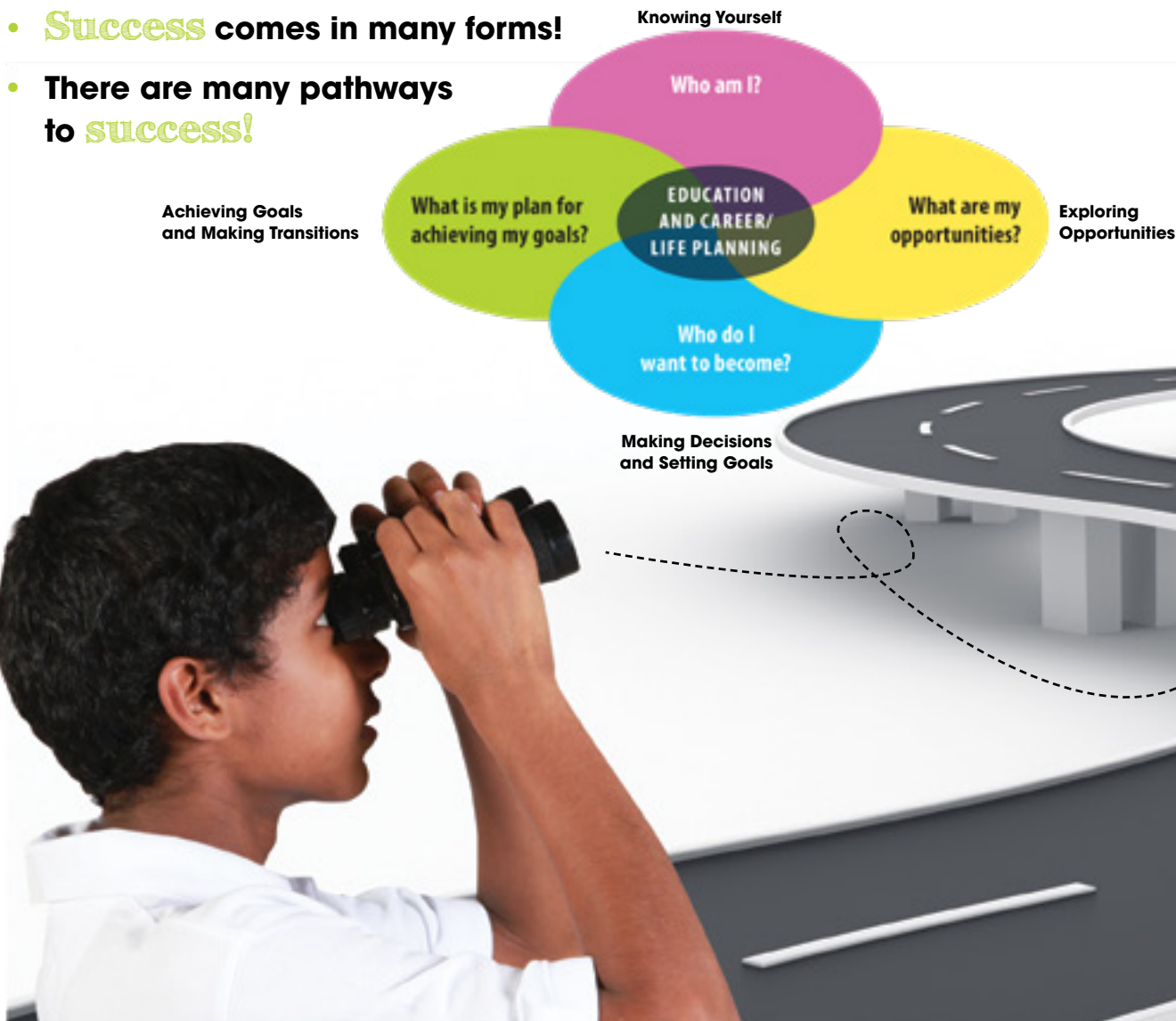


NAVIGATING THE WAY

The Creating Pathways to Success program puts students at the centre of their own learning and supports students in becoming competent, successful, and contributing members of society who are rooted in the Catholic faith tradition. Students are encouraged to discover themselves, explore opportunities, pursue their passions, and design personal pathways to success. The planning program is based on three guiding principles:

- All students can be **successful!**
- **Success** comes in many forms!
- There are many pathways to **success!**

The program is founded on the vision in which all students complete secondary school with a clear plan for their initial postsecondary destination, whether it be entering into an apprenticeship training, college, community, university, or the workplace. The program empowers students to become the architects of their lives and have confidence in their ability to continuously implement and revise their plans. In the Education and Career/Life Planning Program, students of all ages further discover their personal interests and skills and discover opportunities in the world in which we live.



It's never too early to start Career/Life planning!

The framework for the Education and Career/Life Planning Program is a Four-Step Inquiry Process that encourages students to explore, assess and reassess their knowledge, opportunities, goals, and plans by creating their own **Individual Pathway Plan (IPP)**. During their 4 years of high school, students will access the online career planning tool, myBlueprint.ca/dpcdsb, to develop their IPP and refine their pathway to success. The guiding questions of the IPP are:

The education community including teachers, chaplaincy leaders, administrators, students and parents, as well as the broader community are encouraged to support students in planning for their future.



Pope Francis@Pontifex

“Let’s take a moment right now and ask ourselves, where do I start changing myself?” –

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





NAVIGATING YOUR WAY TO SUCCESS

"Ask, and it will be given to you; search, and you will find; knock, and the door will be opened for you." (Matthew 7:7).

- ✓ Recognize that there are many pathways to a destination.
- ✓ Select a pathway that is right for **YOU**. Success looks different for each individual.
- ✓ Review and revise your plans regularly.
- ✓ Remember, it's ok not knowing what you want to be. You will figure it out. You have the time.
- ✓ Focus on the process. It will be your foundation for continued learning and discovery.
- ✓ Be flexible! There are no wrong choices.
- ✓ Find and explore your resources.
- ✓ Anticipate and look for future trends.
- ✓ Plan for life-long learning.

THINK ABOUT IT?

Think about your career pathway ... how would you plan to get there? Use the Four-Step Inquiry Process to guide you.

Who am I?

What are my opportunities?

Who do I want to become?

What is my plan for achieving my goals?



POPE FRANCIS

@Pontifex



WHAT DO YOU NEED TO GRADUATE?

For students entering Grade 9 in 2024 or later

30 Ontario Secondary School Diploma (OSSD)
Students must earn the following **17** compulsory credits and **13** optional credits.

- 4 credits** in English (1 credit per grade)*
- 3 credits** in Mathematics (grade 9, grade 10, and 1 credit in either grade 11 or 12)
- 2 credits** in Science
- 1 credit** in Canadian History (grade 10)
- 1 credit** in Canadian Geography (grade 9)
- 1 credit** in The Arts**
- 1 credit** in Health and Physical Education
- 1 credit** in French as a Second Language
- 1 credit** in Technological Education (grade 9 or 10)
- 5 credits** in Career Studies
- 5 credits** in Civics
- 1 credit** from the STEM-related course group
- 13 optional credits*****

STEM-related Course Group

- Business Studies
- Computer Studies
- Cooperative Education
- Mathematics
- Science
- Technological Education

OPTIONAL CREDITS INCLUDE ENROLLMENT IN ONE RELIGIOUS COURSE AT EACH GRADE LEVEL



Ontario Catholic School Graduate Expectations provide a vision and a practical tool to ensure that the treasures of our Catholic faith properly inspire all that we do in our schools. Visit: dpcdsb.org/students/catholic-graduate-expectations.



Students must complete:

- **40 hours** of community involvement activities
- The provincial **literacy** requirement, OSSLT (Ontario Secondary School Literacy Test) or OSSLC (Ontario Secondary School Literacy Course)
- **2 online learning** credits (asynchronous)

NEW!

Starting in September 2025, students must earn a new **Financial Literacy Requirement** as part of the compulsory Grade 10 mathematics course. Students will need to achieve a mark of 70% or higher to pass this new requirement to earn their high school diploma.

Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as shown below.

- | | |
|--|--|
| 2 credits in English | 1 credit in The Arts or Technological Education |
| 1 credit in Mathematics | 1 credit in Health and Physical Education |
| 1 credit in Science | 7 Optional Credits† |
| 1 credit in Canadian Geography or History | |

OPTIONAL CREDITS INCLUDE ENROLLMENT IN ONE RELIGIOUS COURSE AT EACH GRADE LEVEL

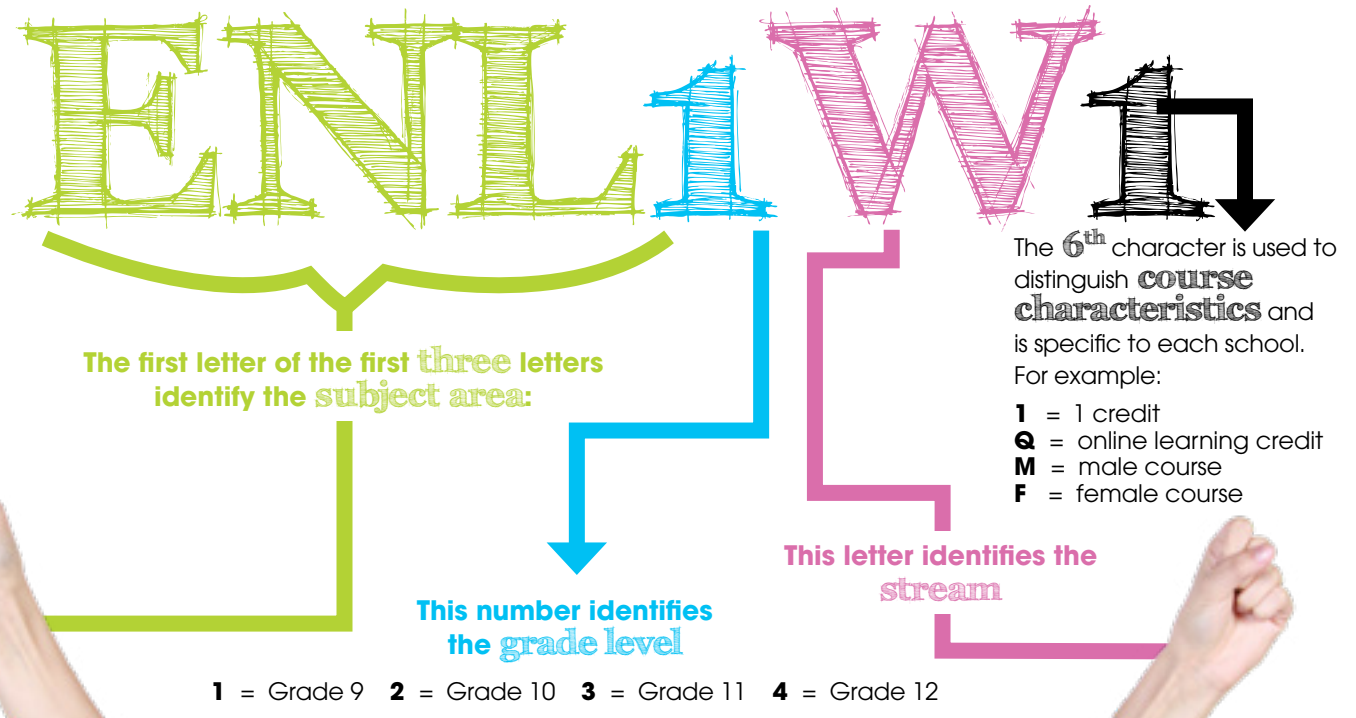
Certificate of Accomplishment

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

PLOT A COURSE. CRACK THE CODE



Courses use a 6 character code for identification. The first 5 characters are consistent throughout every high school in Ontario.



navi8-2-9 | What are my opportunities?

- A** Arts
- B** Business
- C** Canadian and World Studies
- E** English/ESL
- F** French
- G** Guidance
- H** Humanities and Social Sciences and Religion
- I** Interdisciplinary or Information Technology
- L** International Languages
- M** Mathematics
- N** First Nations, Métis and Inuit Studies
- P** Physical and Health Education
- S** Sciences
- T** Technology Studies



- Grade 9**
- O** = Open
 - L** = Locally Developed
 - D** = Academic
 - W** = Destreamed
- Grade 10**
- O** = Open
 - L** = Locally Developed
 - P** = Applied
 - A** = Academic
- Grades 11-12**
- E** = Workplace
 - O** = Open
 - U** = University
 - C** = College
 - M** = University/College Preparation
 - T** = Dual Credit
 - Y** = OYAP Credit

To learn more about the courses offered by each department, visit the **Secondary Course Calendar** on the board website www.dpcdsb.org. In the **Students** section, select **Secondary Course Calendar**. With your family, use this information to make informed choices that guide you through the variety of courses and programs available in grades 9 to 12. By clicking on the course code you will discover the **Course Grade, Name of the Course, Course Type, Credit Value, Course Description and Course Prerequisites**.

What are my accomplishments?

- Certificates
- Trophies
- Ribbons
- Pat on the Back
- Referral Letter

What are my essential skills?

- Writing
- Speaking
- Working with Numbers
- Using Computers
- Ability to Think and Problem-Solve

What do I value?

- Faith
- Fairness
- Family
- Integrity
- Respect
- Friends

What are my learning skills and work habits?

- Am I responsible?
- Do I work independently?
- Do I have initiative?
- Do I collaborate with others?
- Can I set my own goals and monitor my own progress?

How do I learn best?

- Visual - By looking and seeing
- Auditory - By hearing and listening
- Kinesthetic - By moving and doing

What are my interests?

- Reading
- Service to the community
- Music
- Movies
- Sports
- Hanging out with friends
- Video Games

Family

MUSIC

Visual Learner

writing

Practice at 3 p.m.

Got in

WHO AM I?

Some key words that describe me

navi8-2-9 | Who am I?

START YOUR PATHWAY THINKING AHEAD

Grade 9 students are provided the option of destreamed and one-streamed course offerings. It will be a year for you to reflect on your current strengths, interests, skills sets and learning styles. As you continue to build, develop and construct your skills to discover who you are and who you want to become, you will begin to consider the pathways that you have ahead. Beginning in grade 10, you will be able to choose from different course types or streams, such as Academic, Applied, and Locally Developed. Connect with your teacher and Guidance Counselor to learn more about all the options you will have ahead of you!

Grade 9

Destreamed "W" Courses

"Streaming" means separating students into different course types. "Destreaming" in grade 9 offers students and parents more time to understand pathways and keep options open before choosing streamed courses in grade 10-12. In grade 9, **English, Math, Science and Canadian Geography** are destreamed.

One-stream "D" Courses

In grade 9, **French** is considered a "one-stream course" as curriculum expectations have not been updated to reflect a destreamed course.

Locally Developed "L" Courses

In grade 9, **English, Math and Science** are also offered as Locally Developed courses. These courses develop skills in literacy, numeracy, problem solving and communication.

Open "O" Courses

Open course expectations are suitable for all students. In grade 9, open courses include **The Arts, Healthy Active Living, Business, Guidance, Technological Education**.

MANY OPTIONS...MANY POSSIBILITIES



Grades 10 through to 11 & 12

Locally Developed "L" Courses

Students selecting a **LOCALLY DEVELOPED "L" COURSE** will develop the essential concepts of the subject. The program uses relevant and practical activities to develop skills in literacy, numeracy, problem solving, decision-making, and communication skills.

Applied "P" Courses

Students selecting an **APPLIED "P" COURSE** will learn the essential concepts of a subject. Student will enjoy practical and hands-on application of the concepts, learning through familiar, real-life situations, and will be given opportunities for hands-on learning while incorporating theoretical applications.

Academic "D" Courses

Students selecting an **ACADEMIC "D" COURSE** will learn the essential concepts of the subject and explore related materials. The academic program will develop their knowledge and skills by emphasizing theoretical and abstract applications of the essential concepts while incorporating practical applications. This emphasis on theory and abstract thinking will serve as a basis for future learning and problem solving.

Open "O" Courses

Students selecting an **OPEN "O" COURSE** will learn concepts and skills designed to prepare students for further study in a subject area. Open level course expectations are suitable and appropriate for all students at any grade level. In general, optional courses could include, Art, Healthy Active Living, Drama, Music, Business, Guidance, and Technological Studies

- With consultation and advice from your Guidance Counsellor course planning can be achievable, realistic and unique to you.
- Your Guidance Department can help you with a change in course destination.

WORKPLACE "E" COURSES are designed to equip students with the knowledge and skills needed for direct entry into the workplace, some apprenticeship programs and/or training programs in the community. This program provides support for enhancing essential skills and promotes the importance of life-long learning.

COLLEGE "C" COURSES provide students with the knowledge and skills needed to meet the entrance requirements for most college and apprenticeship programs. Courses are based on the practical application of the subject matter with a focus on developing critical thinking and problem-solving.

COLLEGE/UNIVERSITY "M" COURSES provide students with the knowledge and skills they require to meet the entrance requirements for specific college and university programs. Courses are based on both theory of subject matter and practical hands-on application.

UNIVERSITY "U" COURSES provide students with the knowledge and skills they need to meet university entrance requirements. Courses are based on the theory of the subject matter, and they encourage analytical thinking and problem solving to prepare for the challenging university workload.

SEMESTER SYSTEM

- The school year is divided into two equal parts called semesters.
- Students will complete 4 courses each semester for a total of 8 credits for the school year.

Sample Timetable for a Semestered School

• **Semester One** – September to January • **Semester Two** – February to June

Period 1:

Homeroom - In some schools homeroom is built into period one. This period may be slightly longer to accommodate for morning prayers and announcements.

Extra-curriculars you may be involved in include sports team, chess club, Link Crew, social outreach clubs, chaplaincy and eco clubs.

SEM	PERIOD	COURSE	SECTION	TEACHER	ROOM
S1	P1	ENL1W1	6	Piercey, K	242
S1	P2	TIJ1OH	3	Robitaille, G	111
S1	P3A, P3C	SNC1W1	9	Dragicevic, M	319
S1	P4	HRE101	15	Costa, R	238

Period 3A, 3B, 3C:

Lunch – Students have lunch in period 3 for 40 minutes during one of the designated lunch times. Students attend class during the other two periods.

Example: Period 3
P3A SNC1W1
P3B LUNCH
P3C SNC1W1

Section:

If there are multiple classes of the same course, the Section shows which class you have been assigned to.

Period Times

Class time: 75 minutes with 5 minutes of travel time between periods.

Period Times

Example:

- Period 1
08:17 - 09:35
- Period 2
09:40 - 10:55
- Period 3A
11:00 - 11:40
- Period 3B
11:40 - 12:15
- Period 3C
12:15 - 15:55
- Period 4
1:00 - 2:15

STEER YOUR COURSE WITH...



My blueprint is a web based tool used to explore your personal interests, strengths, high school and life/vocational planning. It allows you to create a catalogue and an archive of **YOU** in an **Individual Pathway Plan (IPP)**.

You will...

- Become** a responsible citizen who has the ability to construct and shape your future.
- Acquire** skills to become a self-reliant, life long career manager who makes informed life choices.
- Develop confidence** in your ability to implement and revise your Career/Life plan throughout your life, especially as you and your world change around you.

- Collaborate** with teachers, parents and peers to make decisions, set goals and develop and implement steps needed to successfully complete elementary and secondary school and proceed into your initial post secondary destination.
- Create portfolios** to capture your educational journey. Be the architect of your life. Set goals and recognize your God given talents

WHO AM I?

Some key words that describe me

Log in now:

1. Visit 'www.students.dpcdsb.org'
2. Enter school board login credentials
3. Click on "myBlueprint" icon in the DP student dashboard.

Parent Alert:

Create your account in myBlueprint and link to your child's account. Explore the site and learn about career/life planning activities as a family.

Visit "myBlueprint.ca"

"You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose. You're on your own. And you know what you know. And YOU are the one who'll decide where to go..." — Dr. Seuss, Oh the Places You'll Go!

NAVIG8 UR OPTIONS!

EXPAND & ENHANCE YOUR EDUCATIONAL EXPERIENCE WITH REGIONAL PROGRAMS

NAVIG8 UR OPTIONS - BOARDING PASS

Advanced Placement

WHAT

- Students can earn credit or advanced standing at most universities by taking the AP courses and writing the exams

WHO

- For motivated and prepared students to experience university-level courses while in high school

WHERE

- St. Joseph CSS and St. Edmund Campion CSS
- Website: www.dpcdsb.org select **Programs & Services** select **Secondary**, choose **Advanced Placement**

NAVIG8 UR OPTIONS - BOARDING PASS

International Baccalaureate

WHAT

- A rigorous pre-university course of studies leading to an internationally recognized diploma

WHO

- For highly motivated secondary school students between the ages of 16 and 19 years

WHERE

- St. Francis Xavier CSS, Notre Dame CSS, and St. Paul CSS
- Website: www.dpcdsb.org select **Programs & Services** select **Secondary**, choose **International Baccalaureate**

NAVIG8 UR OPTIONS - BOARDING PASS

Regional Arts

WHAT

- Programs focusing on drama, dance, music or art

WHO

- Students who are interested in focused studies in the arts

WHERE

- Iona Catholic CSS, St. Roch Catholic CSS, and St. Thomas Aquinas CSS
- Website: www.dpcdsb.org select **Programs and Services** select **Regional Programs**

NAVIG8 UR OPTIONS - BOARDING PASS

Regional Sports

WHAT

- Programs in sports that focus on performance

WHO

- The Regional Sports Program is designed for students with a keen interest in sports. Both elite athletes and students who are interested in the world of sports and investigating turning their passion into career opportunities

WHERE

- St. Martin CSS
- Website: www.dpcdsb.org select **Programs and Services** select **Regional Programs**

NAVIG8 UR OPTIONS - BOARDING PASS

Extended French

WHAT

- Earn a certificate of Completion of French Immersion studies
- Seven credits required: 4 Français, Histoire, Géographie, Grandes Religions

WHO

- Students wishing to continue Extended French programming which began in Grade 5

WHERE

- Cardinal Leger CSS, Loyola Catholic CSS, Philip Pocock CSS, Robert F. Hall CSS, St. Aloysius Gonzaga CSS, St. Thomas Aquinas CSS
- Website: www.dpcdsb.org select **Programs and Services** select **Languages**

NAVIG8 UR OPTIONS - BOARDING PASS

French Immersion

WHAT

- Earn a certificate of Completion of French Immersion studies
- Ten credits required: 4 Français, Histoire, Religion 9^e, Géographie, Éducation civique / Éducation au choix de carrière, Religion 10^e, Grandes Religions

WHO

- Students wishing to continue French Immersion programming which began in Grade 1 or have accumulated 3800 hours with French as the language of instruction

WHERE

- Cardinal Leger CSS, Loyola CSS, Philip Pocock CSS
- Website: www.dpcdsb.org select **Programs and Services** select **Languages**

NAVIG8 UR OPTIONS - BOARDING PASS

Regional STEM Program

WHAT

- Program focussing on Science Technology Engineering and Math

WHO

- Students who have a keen interest in science, technology, engineering and math courses and exploring STEM related activities and opportunities

WHERE

- St. Marguerite d'Youville
- Website: www.dpcdsb.org select **Programs and Services** select **Regional Programs**

NAVIG8 UR OPTIONS - BOARDING PASS

SOAR Support Program

Please note: A referral process is required to access this program

WHAT

- SOAR - Supportive Opportunities for Academics and Resources

WHO

- For students identified exceptional (Communication, Autism), and working towards an OSSD in a regular class placement

WHERE

- Cardinal Ambrozic CSS, St. Marguerite d'Youville CSS, Philip Pocock CSS, St. Aloysius Gonzaga CSS

NAVIG8 UR OPTIONS - BOARDING PASS

STUDENT OPTION

Specialist High Skills Major

WHAT

- Focus your learning on a **specific economic sector**
- Earn a Ministry-approved **SHSM/OSSD**
- Gain valuable sector related knowledge and experience through certifications, awareness training, reach-ahead opportunities, experiential learning activities, Co-operative Education, and more

WHO

- Grades 11 or 12 students regardless of post-secondary destination

WHERE

- Website: www.dpcdsb.org select **Programs and Services** select **Secondary**, choose **Specialist High Skills Major**

BOARDING PASS

SPECIALIST HIGH SKILLS MAJOR

SHSM

Ontario.ca/SHSM

NAVIG8 UR OPTIONS - BOARDING PASS

STUDENT OPTION

e-Learning

WHAT

- Earn credits towards your online graduation requirement through eLearning
- Courses are taught asynchronously

WHO

- Students who want to develop a familiarity with online learning and digital literacy
- Students who want to gain important transferable skills for post-secondary

WHERE

- Access to a networked computer is provided at students' home school
- On-line courses are accessible 24 hours a day, 7 days a week
- Website: www.dpcdsb.org select **Programs and Services** select **eLearning**

e-Learning

ONTARIO

NAVIG8 UR OPTIONS - BOARDING PASS
STUDENT OPTION

Dual Credits

WHAT

- Earn **college credits** (maximum 4) that count towards your high school diploma
- Experience college now!


WHO

- Grades 11 and 12 students
- Couples well with Co-op, OYAP, SHSM and Alternative Education Programs

WHERE

- Accessible through all secondary schools
- College partners include: Sheridan, Humber, Seneca and George Brown
- Website: www.dpcdsb.org select **Programs and Services** select **Secondary** select **Dual Credits**

BOARDING PASS



NAVIG8 UR OPTIONS - BOARDING PASS
STUDENT OPTION

Alternative Education Programming

WHAT

- Learn in a flexible environment at a local school level or at the district school level via programs offered at **St. Oscar Romero CSS** (application required)


WHO

- Typically in Grades 11 and 12
- Students who would benefit from an **alternative method of learning and program delivery**

WHERE

- Speak to a Guidance Counsellor about local alternative education programs
- St. Oscar Romero CSS** with Campus sites in both Mississauga and Brampton

BOARDING PASS



NAVIG8 UR OPTIONS - BOARDING PASS
STUDENT OPTION

Advantage Program Adult 18-21

WHAT

- Graduate high school with **flexible program options**
- Earn credits in **9 week blocks**


WHO

- 18-21 years of age
- Not yet graduated from secondary school

WHERE

- St. Oscar Romero CSS** with Campus sites in both Mississauga and Brampton

BOARDING PASS



NAVIG8 UR OPTIONS - BOARDING PASS
STUDENT OPTION

Continuing Education

WHAT

- Earn credits through **night school** and **summer school courses**
- Experience **global learning** opportunities, **international language programs**, and **eLearning**


WHO

- Grades 9-12 (summer school and international languages)
- Over age 16 and in Grades 11 or 12 (night school and global learning opportunities)

WHERE

- Various secondary school locations and Adult & Continuing Education sites
- Website: www.dpcdsb.org select **Programs and Services**

BOARDING PASS



NAVIG8 UR OPTIONS - BOARDING PASS
STUDENT OPTION

Co-operative Education

WHAT

- Co-operative Education is a unique learning opportunity that extends classroom theory and learning into practical experience in business, industry and the community in which students may earn 1-4 credits;


WHO

- Students interested in gaining valuable work experience to help build their resume for post-secondary programs and future employment;
- Experience authentic and purposeful learning outside a traditional classroom setting.

WHERE

- All schools offer Co-operative Education programming
- Co-operative education credits may be a required component of other specialized programs
- Website: www.dpcdsb.org select **Programs and Services** select **Secondary** select **Cooperative Education**

BOARDING PASS



NAVIG8 UR OPTIONS - BOARDING PASS
STUDENT OPTION

Ontario Youth Apprenticeship Program (OYAP and OYAP Level 1)

WHAT

- Students have the opportunity in Grade 11 or 12 through the Co-operative Education program to explore and work in a skilled trade to develop an understanding of the skill and knowledge required.
- Formal Level 1 Apprenticeship Training is available in certain programs within the 12 4-credit Co-operative Education program.


WHO

- Students must be 16 years of age and have earned 16 credits towards their OSSD prior to starting the program

WHERE

- All schools offer OYAP through the Co-operative education Program
- Website: www.dpcdsb.org select **Programs and Services** select **Secondary** select **OYAP**

BOARDING PASS



LEARNING BEYOND THE CLASSROOM:

EXPERIENTIAL LEARNING

Experiential learning provides students an opportunity to expand their learning outside of their school to include community-based, civic, humanitarian, scientific and artistic activities, as well as cross-cultural and international experiences.

Experiential learning provides and/or recognizes learning opportunities that assist students in:

- deepening their understanding of the knowledge and skills within the curriculum and life experiences beyond the curriculum;
- acquiring knowledge and skills needed to make informed education and career/life choices;
- developing 21st century/global competencies;
- contributing to a local, national or global community.

Experiential learning is an approach to student learning that provides students with opportunities to:

- actively participate in experiences connected to a community outside of school;
- reflect on those experiences to make meaning from them;
- apply their learning to their decisions and actions in various aspects of their lives.

Activities and programs could include but not limited to; field trips, career sector speakers, job twinning, job shadowing, work experience, cooperative education, and SHSM.

Enthusiasm is contagious. But do you know where this word comes from: enthusiasm? It comes from Greek and it means “to have something of God inside” or “to be inside God” . Enthusiasm, when it is healthy, demonstrates this: that one has something of God inside and expresses Him joyously. Be open, with this enthusiasm, to hope and to yearn for fullness, yearn to give meaning to your future, to your whole life, to imagine the appropriate journey for each of you and to choose the path that brings you peace and human fulfillment.
Pope Francis, Address, July 2014



Engage in experiential learning opportunities in your school community!

MAPPING OUT MY...

EDUCATIONAL PLAN!

YEAR 1 - GRADE 9	YEAR 2 - GRADE 10	YEAR 3 - GRADE 11	YEAR 4 - GRADE 12
1. Religious Education 2. English 3. Math 4. Science 5. Canadian Geography 6. French	1. Religious Education 2. English 3. Math 4. Science 5. Canadian History 6. Civics and Career Studies	1. Religious Education 2. English 3. Math	1. Religious Education 2. English
7. OPTIONS 8. OPTIONS	7. OPTIONS 8. OPTIONS	4. 5. 6. OPTIONS 7. 8.	3. 4. 5. OPTIONS 6. OPTIONS 7. 8.
1 STEM Related Course (Business, Computers, Co-operative Education, Mathematics, Science, Technological Education)			
Technological Education Credit		Online Learning (two credits)	
Community Service Hours - 40 Hours Minimum			
Literacy Requirement (OSSLT or OSSLC)			
		Co-operative Education	
		Ontario Youth Apprenticeship Program (OYAP)	
			Level 1 (OYAP)
		Specialist High Skills Major (SHSM)	
		Dual Credits	
		Alternative Education Programming	
Continuing Education (International Languages, Global Learning Opportunities, Summer School, Night School)			
Prior Learning Assessment and Recognition (PLAR)*			

(*visit the Student Services Office for more information.)



Pope Francis@Pontifex
How powerful PRAYER is! May we never lose the COURAGE to say: Lord, give us your PEACE.

CHRISTIAN CALL TO SERVICE

Every student in Ontario must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students like you to become responsible citizens and develop awareness and understanding of civic responsibility and of the role you play in supporting and strengthening your community.

In Dufferin-Peel, we support community service involvement because it encourages you to have a deeper understanding of the Christian call to service. By participating in various forms of community outreach, you will not only live out the Christian call to serve others, but you will also grow socially and emotionally as you contribute positively to your community. The insights you gain from community involvement will enhance your high school experience. As you perform service within your community, you will be presented with a multitude of opportunities to acquire knowledge, attitudes and skills that will help you:

- Develop moral and ethical responsibility to the community
- Understand and accept social and civic responsibility
- Access opportunities in the community for intellectual development
- Develop peer leadership and mentoring skills
- Gain an understanding of our call to treat others with respect and human dignity
- Build confidence in social situations and adult interactions
- Have a greater awareness of interdependence within society
- Gain understanding of our obligation to others
- Develop an increased motivation and interest in learning
- Gain experience related to the world of work and enhanced career awareness

Serving others becomes a privilege and something that gives you a good feeling, boosts your self-esteem, and makes you more aware of how your actions benefit others. **To that end, we invite you to carefully consider your Christian Call to Service and complete it with a positive and generous attitude.**

Not all volunteer activities qualify for Community Service Hours. Specific details are available in the Christian Community Service Passport and Passport Companion Resource Guide. An electronic copy can be found at www.dpcdsb.org select **Students** select **Community Involvement** then view either document listed, "Student Passport or Parent Resource Manual".

Here you will also find a list of Volunteer Opportunities.



Looking for
volunteer hours? Try
volunteermbc.org

MY VOLUNTEER GOALS

**START
HERE**

- Step 1:** Reflect on what you want to do
- Step 2:** Review organizations of interest by visiting 'Volunteer MBC' (hyperlink <https://vmbc.volunteerattract.com/>) and create a profile
- Step 3:** Connect with the organization's community service manager

 **myBlueprint**

Create a portfolio in myBlueprint to capture your pictures, videos and reflections of your volunteer activities.

Let it help you answer "Who am I?" and "What are my opportunities?"

How does your community service help you express the qualities of an Ontario Catholic School Graduate?

Visit www.dpcdsb.org select "Students" select "Catholic Graduate Expectations"

BECOMING YOU!

During High school, you develop a better understanding of who you are and the person you are meant to become.

Everyone **LEARNS** in different ways: How do you learn?

Adolescence is an exciting and complex time of development. During your teenage years, the brain undergoes significant development and begins to change and adapt the way you learn and respond to your environment. As you undergo these brain changes, you may start to develop an understanding of how you prefer to learn. Everyone has unique learning styles and preferences. These styles are not intended to label or define you, but rather help you appreciate how you learn best and recognize areas you can improve.

Learning Style by Senses: Visual, Auditory, Kinesthetic

Did you know your **LEARNING STYLE** could be a combination of all three? Which one are you?

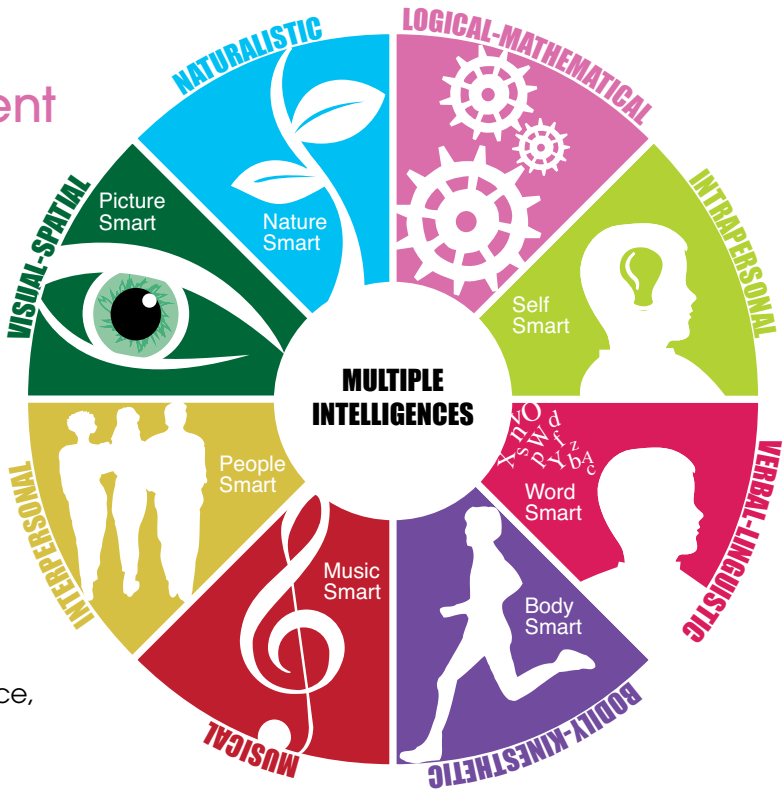
	Visual Learners	Auditory Learners	Kinesthetic Learners
When learning new Information prefer to...	...read or see it	...listen or hear it	...experience or try it
When understanding new Information prefer towrite or draw it	...discuss it	...touch or create it.

(Adapted from, Hume, Karen. *Start Where They Are*. Toronto: Pearson, 2008.)



Everyone is **SMART** in different ways: How are you smart?

Learning styles describe how you learn. intelligence describes how you **think**. There are many ways to be intelligent or smart. Although you may be stronger in one way of thinking than others, know that you possess **ALL** of these intelligences, and you can develop them.



Everyone has a **PASSION**: What are you passionate about?

Participating in activities you enjoy will make the difference between a good high school experience, and a great one! To enhance your educational experience, **extracurricular activities** are an excellent way to further develop your skills while exploring your personal interests and passions. You will have fun and meet new people too!

Sports

What physical activities do you enjoy: soccer, basketball, volleyball, football, cheerleading, tennis, swimming, curling, dance, etc.? There are many sporting teams or physical activities you can try whether in a competitive fashion (ROPSSAA) or just for fun (intramurals).

Clubs

In addition to sports, your high school offers a variety of non-athletic clubs, teams and activities. Are you into Chess, Improvisation, Music, Science, Robotics or Drama? These clubs (and many more!) provide opportunity for you to express yourself in creative and imaginative ways.

Social Justice

Do you enjoy volunteering or working with others? Chaplaincy or Social Justice Clubs allow you to participate in meaningful service projects that give back to the school and larger community.

Your Voice

Are you a natural born leader? Participating in student government or the board-wide Student Voice Council will provide you with opportunities to make your school a place where everyone feels welcome and where you are empowered to speak your mind. Get involved and become active citizens and leaders.

Your choice

High School is also a time where a young person like you experiences major physical, intellectual, emotional, social, and spiritual growth. To support that growth, there are a variety of activities and clubs you can choose to participate in that will help you grow into the person you are meant to be. We invite you to **get involved** and explore every possible learning opportunity so you can always be at your best!

Explore! Get involved! Discover your passion!

STUDENT VOICE

SHARE YOUR VOICE

Welcome to Student Voice at Dufferin-Peel!

Student Voice is about you having a say in your learning. This is your **OPPORTUNITY**, your **VOICE**, and your **PATHWAY to SUCCESS**.

We invite you to speak up, share your ideas and get more involved in school events. Take advantage of this opportunity to express yourselves as leaders and **COLLABORATIVE CONTRIBUTORS** in your school, parish and community.

Student Voice Council

Student Senate is made up of secondary Student Leaders from across Dufferin-Peel who meet and correspond throughout the school year to establish a specialized support and leadership network. Speak to your Student Council Prime Minister or Guidance Counselor about joining.

Follow us on X **@DPStudentvoice**

Meet your Student Trustees:



Bailey Clyde
Indigenous Student Trustee



Raheem White
Student Trustee (South)



Jia Sharma
Student Trustee (North)

WELL-BEING MATTERS

School (and life) can be stressful! How you take care of yourself matters. Know what helps you be at your best and the people in your life who can support you.

What helps you manage stress and take care of yourself?

"There is **no** health without **mental** health"
(World Health Organization)

explore ways to connect with others.
Find out what clubs and activities are available at your school.



There are many adults at school who can help with mental health concerns. Look for the poster on page 47 to find out who they are in your school. Talking about mental health is another way to take care of it!



Faith forms the foundation of well-being. Prayer, Christian meditation, scripture, and reflection can all be part of a great self-care plan.

For more well-being ideas, check out these links:

<https://jack.org/Resources>

<https://smho-smso.ca/students/>

To get more information about Mental Health school supports, go to **students.dpcdsb.org** and click here:



REACH OUT

Kids Help Phone:
You can always speak with a counsellor, 24/7, by calling 1-800-668-6868, texting **CONNECT** to 686868.
www.kidshelpphone.ca



"The LORD is my strength and my shield; in him my heart trusts; so, I am helped, and my heart exults, and with my song I give thanks to him."
(Psalm 28:7)

PARENTS & GUARDIANS

A SUPPORTIVE LINK FOR STUDENT WELL-BEING AND ACADEMIC SUCCESS.

There are many ways parents and guardians can support and contribute to the success of students, including:

Providing a **positive faith-filled learning environment at home**, actively working with students to support what they are learning in school, and investing in students' learning by:

Establishing a routine for homework

Grades 9-10 spend a minimum of 1-1.5 hours on daily homework (20 minutes per day, per course) Refer to "Homework Policy and Procedures" section in your student agenda.

Using an agenda

Students are encouraged to use an agenda to help keep them organized. Monitor use of an agenda to manage time for study, assignments, projects, quizzes and tests.

Showing interest

Engage in conversation. Ask questions about what school activities took place, including learning about your child's friends, extra-curricular interests, and school clubs.

Ensuring your child attends school daily and on time

Know your child's school attendance policies and procedures. Model punctuality for them.

Parents and caregivers are invited to have **productive conversations** with teachers so that there is clear communication between the school and the home which allows parents to monitor their child's daily progress by:

Attending Parent/Teacher interviews

One night per semester and scheduled early in term in order to support student learning and success.

Connecting with the Guidance Counsellor

Introduce yourself to your child's Guidance Counsellor. He/she can assist with your child's academic planning and discuss pathway possibilities.

Connecting with Administrators, Academic Resource Teachers and Support Staff

Communicating with your child

Talk to your child daily about class and school events.

Visiting school information nights and open houses

If possible, develop your understanding of your child's learning experience by joining teachers, students and other parents and guardians on these occasions.

Participate in and learn more about School Councils and Parent Involvement Committees through:

School Council Information

Meeting dates are available on every school's website

Parent Involvement Committee (PIC)

Join local school council and/or PIC to stay engaged in your child's learning.

Adapted from: Parent Engagement Ministry Fact Sheet. Learn More! www.ontario.ca/EDUparents

Parent Information Nights & Curriculum nights

A Checklist for Parents: Do I know about...?

- ☐ Ontario Catholic School Graduate Expectations
- ☐ Attendance and Late Policy
- ☐ Homework Policy
- ☐ Culminating Assessment Task
- ☐ Early Progress Report and Communication
- ☐ Uniform Policy
- ☐ Exam Review Day
- ☐ On-line Course Selection (through myBlueprint)
- ☐ Civvies Day
- ☐ Buy-Out Days
- ☐ myBlueprint Parent account
- ☐ Community Involvement

Self-care Checklist

☐ I make self-care a priority every day

☐ I am kind to myself

☐ I engage in daily prayer and reflection

☐ I spend time with God journaling

☐ I attend church

☐ I practice Christian meditation

☐ I make self-care a priority every day

☐ I am kind to myself

☐ I take breaks to do things I enjoy

☐ I give myself encouraging words

☐ I spend time in nature

☐ I challenge my negative thoughts by using positive self-talk

☐ I practice deep breathing

☐ I use grounding techniques

☐ I try to stay present in the moment

☐ I focus on what I can control (instead of what I can't)

☐ I get plenty of sleep and rest

☐ I do relaxing activities

☐ I save time for reading

☐ I listen to calming music

☐ I take warm bubble baths

☐ I remind myself of my courage and strength (even when things got rough)

☐ I practice meditation

☐ I try new things

☐ I do yoga

☐ I take digital detoxes

☐ I meet my goals

☐ I participate in activities I'm passionate about

☐ I give my body the nutrition it needs

☐ I practice storytelling

☐ I get lots of physical activity















☐ I spend time with people who lift me up

☐ I focus on my strengths (and improving my weaknesses)


☐ I spend time on my own when I need to

☐ I journal or write down my thoughts/feelings

☐ I talk to someone I trust when I need help



Adapted from Kids Help Phone Self-care Checklist



1-800-668-6868
KidsHelpPhone.ca



School Mental Health Ontario is here to help parents support their children's mental health and wellbeing. Connect here for more information.

MAKING THE GRADE

ASSESSMENT AND EVALUATION

Better time management and communication with my teachers has helped me improve my learning.

“High School is going to be so hard!” This is a common concern voiced by many students starting secondary school. When you understand how you are going to be graded you have less stress and greater success.

You will be **assessed** and **evaluated** in high school.

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

Evaluation is the **process of judging the quality of student learning on the basis of established performance standards and assigning a value to represent that quality.**

Assessment and evaluation helps students improve learning and reach their potential. In a Catholic context, this means that assessment and evaluation practices recognize and affirm the dignity of all learners.



Student Achievement

This chart is a standard province-wide guide used as a reference point by teachers on how to assess and evaluate student achievement according to the four categories of knowledge and skills, as outlined below:

Knowledge and Understanding	subject-specific content acquired in each course (<i>knowledge</i>) and the comprehension of its meaning and significance (<i>understanding</i>)
Thinking	the use of critical and creative thinking skills and/or processes, as follows: planning skills, processing skills, and critical/creative thinking processes
Communication	the conveying of meaning through various forms
Application	the use of knowledge and skills to make connections within and between various contexts

Learning Skills and Work Habits

The six learning skills – **Responsibility, Organization, Independent Work, Collaboration, Initiative**, and **Self-regulation** – are not included when determining a student’s final grade. These skills are evaluated separately on the provincial report card, using a four point scale:

E Excellent

G Good

S Satisfactory

N Needs Improvement

Final Grade

A final grade is recorded for every course. A credit is granted and recorded for every course in which the student’s grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

70% Term (Course Work completed throughout the semester)

30% Final (Culminating Performance Task and/or Final Examination completed)

In secondary school, you will need to refer to individual course outlines for detailed course weightings and specific components of the final 30%.

Achievement Levels and Your Final Grade

A student’s achievement of the overall curriculum expectations is evaluated in accordance with the achievement charts set out by provincial curriculum and will be reported using percentage marks.

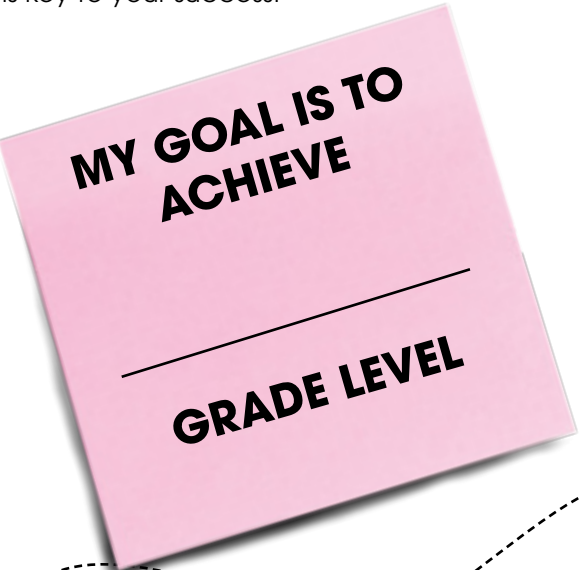
The following conversion chart shows how the four levels of achievement are aligned with percentage marks:

Achievement Level	Letter Grade (used in grades 1-6 for reporting)	Percentage Mark Range (used in grades 7-12 for reporting)	Summary Description
4+ 4 4-	A+ A A-	95-100 87-94 80-86	Level 4 identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. Note: Achievement at Level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.
3+ 3 3-	B+ B B-	77-79 73-76 70-72	Level 3 represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Note: Students achieving at Level 3 can be confident that they will be prepared for work in subsequent grades/courses.
2+ 2 2-	C+ C C-	67-69 63-66 60-62	Level 2 represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Note: Students performing at Level 2 need to work on identified learning gaps to ensure future success.
1+ 1 1-	D+ D D-	57-59 53-56 50-52	Level 1 represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Note: Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
Below Level 1	Below D-	Below 50%	Below Level 1 Insufficient achievement of specified knowledge and skills. Extensive Remediation is required.

Student Absences

Regular attendance on the part of students is vital to the learning process. Teachers will not be able to properly measure or grade your true level of achievement if you miss assessment and evaluation opportunities.

Navig8 your grades by understanding your school's assessment and evaluation policy. Missing classroom activities or having incomplete work can have an impact on your grades and overall academic success. Regular communication with your teacher is key to your success.



1. Study for History test

2. Finish Math Homework



3. Start on English project

4. Bring Gym clothes

5. Meet Naseem for soccer practice at 6:30 pm.

Homework Policy

Homework is meant to supplement and enhance your educational experience. This is another way for you to refine your learning skills, while developing the ability to problem solve and think creatively and critically.

When it comes to homework, your responsibilities include:

- managing time and priorities to ensure a healthy balance between homework, extra-curricular activities, part-time employment, community service, and leisure time;
- ensuring that you clearly understand the homework assigned and ask for clarification or assistance from the teacher when homework assignments or the expectations are not understood;
- completing assigned homework on time;
- complete assigned homework to the best of your ability;
- recording homework in an agenda or student planner;
- ensuring that required materials and resources are taken home and returned, as necessary.

The complete K-12 Homework Policy & Procedures may be viewed at: www.dpcdsb.org select **Parents select **Help your children learn** select **Homework policy**.**

PROVINCIAL ASSESSMENTS

Numeracy and Literacy

In high school, you will also have to write two provincial Education Quality and Assurance Office (EQAO) tests: Grade 9 Assessment of Mathematics and the Ontario Secondary School Literacy Test.

There are many supports in place to prepare you for these assessments. Accommodations, special provisions and exemptions are provided to support English Language Learners and students with Special Educational Needs.

Grade 9 Assessment of Mathematics – EQAO

All students registered in the Grade 9 destreamed Mathematics course must write the Grade 9 'EQAO' Mathematics Assessment. Students will complete questions that cover their knowledge and skills in the following strands: Number, Algebra, Data, Geometry and Measurement, and Financial Literacy. EQAO provides you, your family, and your school with information about your success in math. While school-wide results may be publicized, your individual results are confidential. In turn, you and your family can use this information, in consultation with teachers and counsellors, to inform educational and career planning decisions made through the remainder of high school.

Ontario Secondary School Literacy Test (OSSLT)

In Grade 10, you will take the Ontario Secondary School Literacy Test. The OSSLT is based on the expectations for literacy (reading and writing) across all subjects in the Ontario Curriculum up to the end of Grade 9. These skills are the basis for learning in all subject areas in both middle and secondary school. Successful completion of the literacy test is one of

the requirements students must meet to earn an Ontario Secondary School Diploma. (See pg 10-11)

In the reading portions of the test, you will complete narrative, news, and informational reading tasks. Students are asked to show their understanding of explicit (directly stated) and implicit (indirectly stated) information, as well as to connect their understandings of the text to their personal experience and knowledge.

The writing portions of the OSSLT include a combination of multiple choice questions and an opinion essay. Through their responses to these questions and tasks, you will demonstrate your ability to communicate ideas and information clearly and coherently.

The results of the Ontario Secondary School Literacy Test are reported to schools and students receive an Individual Student Report. This report indicates the score, whether or not the student was successful, and their level. The level indicated is based on Provincial Standards for Reading and Writing. Additional information is provided to help students, teachers and parents/guardians to plan for improvement.

For more information on provincial assessments, visit: <http://www.eqao.com/>

ACADEMIC RESOURCE DEPARTMENT (ARD)

We recognize that **fairness is not sameness** and that each student is unique. We are committed to supporting one student at a time through a cycle of continuous assessment for learning. Within our Catholic school community, and through personalized and precise programs and services, we promote success for all students.

The **Academic Resource Department (ARD)** provides support for the diverse learning needs of students. Students who have an individual educational plan (IEP) are provided with an educational program to help them achieve success. The IEP specifies whether the student requires:

- Accommodations only; or
- Modified learning expectations; or
- An alternative program, not derived from the curriculum expectations of a course

We support students identified as exceptional through the IPRC (Identification, Placement, and Review Committee) process and TEAM referrals.

"My resource teacher supports me with time management and organization."

"I enjoyed my work experience in the movie theater. I hope to get a job there."

"My teachers use an FM system so I can follow discussions in class."

"I take 'GLE' (Learning Strategies - GLE101) and it helps me with navigating all my courses."

"I write my tests in the Resource Room and get extra time if I need it! I am learning to advocate for myself about how I learn."

"I am working toward an Ontario Secondary School Certificate (OSSC) so I will not be writing the literacy test."



SUPPORTING MY LEARNING AND WELL-BEING.

THE STUDENT SUCCESS TEAM

I failed a grade 9 course... now what?

Who cares for me?

Who can I turn to?

If I have a personal problem, who can I go to in my school?

"The single biggest factor in whether students try or give up, leave or stay, is their sense that somebody in the school knows who they are and cares about what happens to them."
— Ministry of Education.

YOUR STUDENT SUCCESS TEAM

Led by an Administrator

- A team is responsible for developing school procedures and models by creating an engaging school experience for ALL students and more individual support when students need extra help
- Acts as a liaison for students, classroom teachers, and parents/guardians
- Partner with and support classroom teachers. Provide ALL students with resources and opportunities to meet individual needs through differentiated instruction and universal design for learning

Guidance Counsellor

Assists with educational and transitional planning by providing opportunities to explore pathways leading towards initial post secondary destinations as outlined in student IPP (Individual Pathways Plan). Counsellors are often the front line for students and parents to access information and make referrals for support services.

The Academic Resource Department

The Academic Resource Department is staffed by qualified Special Education resource teachers who work collaboratively with all staff, including Guidance representatives, Student Success teachers, Support Services staff and Administration to support individual students and tailor learning to their diverse needs.

Student Success Teacher

Supports students with transitions who are at risk of not graduating by providing pathways and transition programs specific to learning needs, readiness to learn and opportunities for independent study or alternative education.

School Psychology Staff

Social Worker

Speech Language Pathologist

Child & Youth Worker (CYW)

Alternative Education Teacher

Provide alternative learning opportunities to achieve credits.
i.e. Project based learning, experiential learning, social justice programming, Independent learning credits

Credit Recovery Teacher

Develop a plan to earn a credit when a student has been unsuccessful in a course;
Credit Rescue
Offers supports to students who are currently struggling to achieve expectations in a course.

ESL/ELD Teachers

Teach, assess, monitor and provide accommodations for students whose first language is not English.

Settlement Workers

Provide strategies and opportunities during registration process to support course and student engagement options. Identify needs of newcomers and families and help them integrate successfully into Canadian society.

Chaplaincy Leader

Ministers to students and staff and promotes expression and commitment to Catholic faith within Christian community.

Provides Programs for

- Prayer and worship
- Leadership development
- Retreats
- Liturgies

- Social justice
- Pastoral care
- Community life with parish
- Spiritual guidance

STRATEGIES FOR SUCCESS

If you choose your courses wisely, you are more likely to be successful in **your grade 9 courses**.

You can improve your success in a course when you:

- choose an elective that interests you;
- attend classes regularly;
- keep up with class work and homework;
- ask questions and/or go to the right people for help;
- use resources available from the school and board to make informed decisions.

With a positive attitude, hard work, effort and consistency, you can be successful and will likely graduate within 4 years of secondary school. If you are unsuccessful in a course a course, however, there are several options to get back on track.

If you are struggling in a course:

- Talk to your parents;
- Speak to your teachers;
- See your Guidance Counsellor;
- Consider **Peer Tutoring**;
- Inquire about **Credit Rescue** opportunities;
- Most importantly...Develop a plan for success!

If there are other challenges interfering in your academic success and well-being

ASK FOR HELP from your Guidance Counsellor who can support you and point you in the right direction. (pg. 39)

Check out the caring adults in your school and community that can assist you and your family:

- | | |
|---|--|
| • Kids Help Phone; | • School Chaplain; |
| • Peel Public Health; | • School Social Worker; |
| • Parish Priest; | • School Child and Youth Worker; |
| • YMCA Youth; | • Graduation Coach for Black Students; |
| • Newcomer Reception and Assessment Centre; | • School Settlement Worker; |
| • Guidance Counsellors and Teachers; | • Associated Youth Services Officer; |
| • School Administrators; | • Student Success Teacher. |



I feel so much better that someone listened and could help.

I can focus much better now that I'm less stressed.



GETTING BACK ON TRACK!

Go see your Guidance Counsellor for all your options!

Your Student Success Team is ready to help.

Credit Recovery

- students recover missed or incomplete overall course expectations during the school day;

e-Learning:

- courses are offered online asynchronous programming during the day or in summer school;

Repeat Full Course:

- it may be possible to repeat the full course the following school year in place of a new credit;

Night School:

- runs each semester, two nights a week for grade 11 and 12 courses only;

Summer School:

- offers options to repeat a course or take a new course;

"Dear young people, do not bury your talents, the gifts that God has given you! Do not be afraid to dream of big things!"

—Pope Francis

I was unsuccessful in math and I need it to graduate. Now what?



NAVIG8 TO

MY INITIAL POST-SECONDARY DESTINATION



Post-Secondary Pathways – My Launching Pad to the World!

Apprenticeship

A combination of on-the-job training and formal in-class training. Each trade has formal in-class training: Level 1/2/3/4

- Consider one of the 23 compulsory trades or any one of the 130+ careers in which apprenticeship is a pathway.
- Work with an employer to learn the skills related to the specific trade.
- Complete the in-class formal training

College

1-4 year certificate, diploma or degree programs focusing on specialized knowledge, theory, and skills:

- Consider Ontario's 28 publically funded colleges, numerous private colleges and/or study abroad;
- Focus learning on specific career development and training;

Community

Supported opportunities to live, learn, work, and participate in the broader community:

- Participate in and contribute to local community;
- Develop independence, responsibility, and life skills;

Experiences

Travel, involvement in volunteer and outreach programs, and/or exploring and expanding individual talent and skills:

- Broaden life experiences through various local and global learning opportunities;
- Discover and develop talents and/or skills and gain personal, local, and global awareness;

University

3-4 year academic degree programs including liberal arts, sciences, business, co-op, and professional programs:

- Consider Ontario's 20 publicly funded universities and/or study abroad;
- Begin pathway towards a professional designation and/or postgraduate degree program(s);

Workplace

On-the-job work experience as an initial destination from secondary school:

- Gain essential work skills, work experience, financial responsibility and life skills;
- Reflect upon and investigate future educational pathways and skills training.

3 THINGS TO DO THIS SUMMER

START PLANNING NOW!

There are many opportunities you can participate in during summer before grade 9 begins. Here are just a few examples of programs or activities you may be interested in.

Sign-up for 'Get Ready!'

The 'Get Ready! for Secondary' Summer Program is an all-in-one program that blends Literacy and Numeracy focused instruction with Secondary School Readiness Activities designed to welcome and prepare students like you for their secondary school experience.

As an alternative to Get Ready!, some secondary schools offer subject specific summer programs such as *Literacy* or *Numeracy (Math)* Camp. Similar to the Get Ready! Program, Literacy or Numeracy Camps are designed to help you brush up on specific academic skills, while getting additional orientation information about your new school.

Attend Orientation Day

A variety of structured and fun orientation activities designed to welcome all incoming grade 9 students to their new Secondary School. These orientation activities help you create new and valuable connections so that you feel more comfortable heading into Grade 9. Lead by staff and student leaders, these orientation days are about helping younger students transition into Grade 9 while older students develop their leadership and mentoring skills. As a result, orientation activities led by peer groups create a welcoming school community with a clear sense of school culture, identity, and purpose.

Get a head start!

As part of your Secondary School Experience, every student must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). Since 2011, students can now start collecting 40 hours in the summer *before* Grade 9. For detailed information on Community Service Hours, see page 24.

**Interested in one or more of the above programs?
Ask your teacher or future high school about it!**

Enjoy the Summer

"Consult not your fears but your hopes and your dreams. Think not about your frustrations, but about your unfilled potential. Concern yourself not with what you tried and failed in, but with what it is still possible for you to do." — Pope John XXIII

What Are My Opportunities? Explore...

Math Help

Free one-to-one online tutoring sessions with Ontario certified teachers.

Monday to Friday 9AM-9PM

Saturday and Sunday 3PM-9PM

<https://mathify.tvolearn.com/>



Get your
volunteer hours!
volunteermbc.org

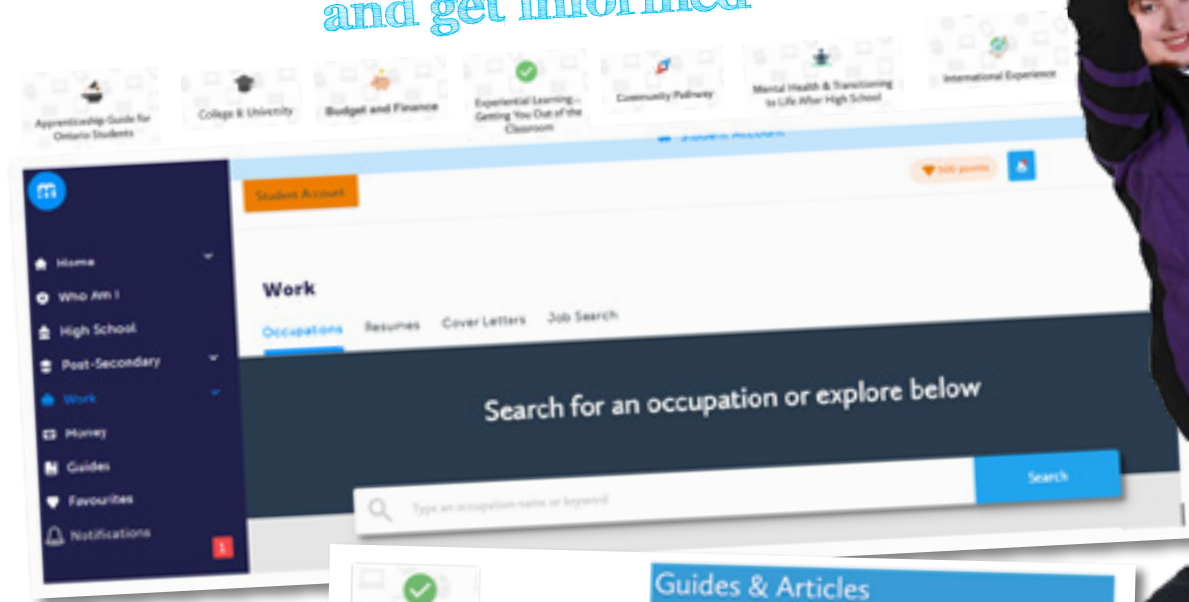
Skilled Trades Ontario

Visit this site to learn about opportunities to experience the skilled trades in Ontario!

<https://www.skilledtradesontario.ca/>



Visit the “Guides” section in myBlueprint and get informed



Who Am I?
Know Yourself...

Go to students.dpcdsb.org
and click on:



Who Do I Want
To Become?
Know all your options!

Apprenticeship Search

www.apprenticesearch.com

Canadian Careers, Apprenticeship Information

www.skillsontario.com

trades.ontariocolleges.ca

Ontario Colleges

www.ontariocolleges.ca

Ontario Universities

www.ouac.on.ca

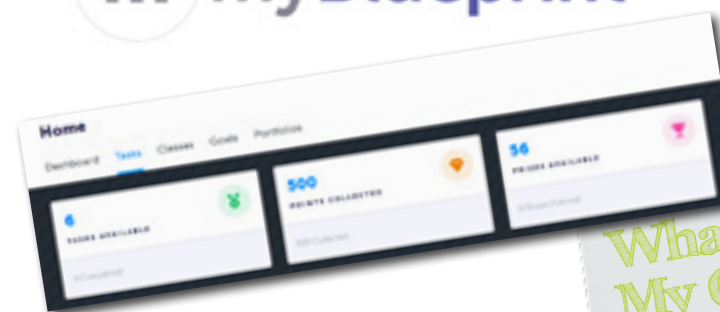
www.ontariouniversitiesinfo.ca

Canadian Information

www.schoolfinder.com

Ontario Post-Secondary Transfer Programs

https://www.ontransfer.ca/index_en.php



IPP Individual
Pathways Plan

Complete the activities
of your Individual
Pathways Plan every year...
collect points and win
prizes!



Not sure how to pay for Post-Secondary education? Consider applying for OSAP (Ontario Student Assistance Program) and start by understanding your eligibility now....fill in sample form online by visiting <https://www.ontario.ca/page/osap-ontario-student-assistance-program>

The program offers funding for school through two kinds of money:

- grants: money you don't have to pay back
- a student loan: money you need to repay

Check out the OSAP Aid Estimator to see how much you could get to help pay for your post-secondary education

What Is My Plan For Achieving
My Goals? Build A Pathway...

Ontario Student Assistance Program - Student Loans and Grants
www.osap.gov.on.ca

ScholarshipsCanada.com Student Loans, Financial Planning
www.scholarshipscanada.com

Transition Resource Guide for Students
with Differing Abilities
www.transitionresourceguide.ca

The Scholarship and Trades Reports posted in
the Student Resources Section in myBlueprint


BridgesEDU Scholarships
www.bridgeseduscholarships.com

2025 IS THE YEAR OF THE JUBILEE!

The theme for this year is
PILGRIMS OF HOPE

As His Holiness Pope Francis so beautifully expressed it:

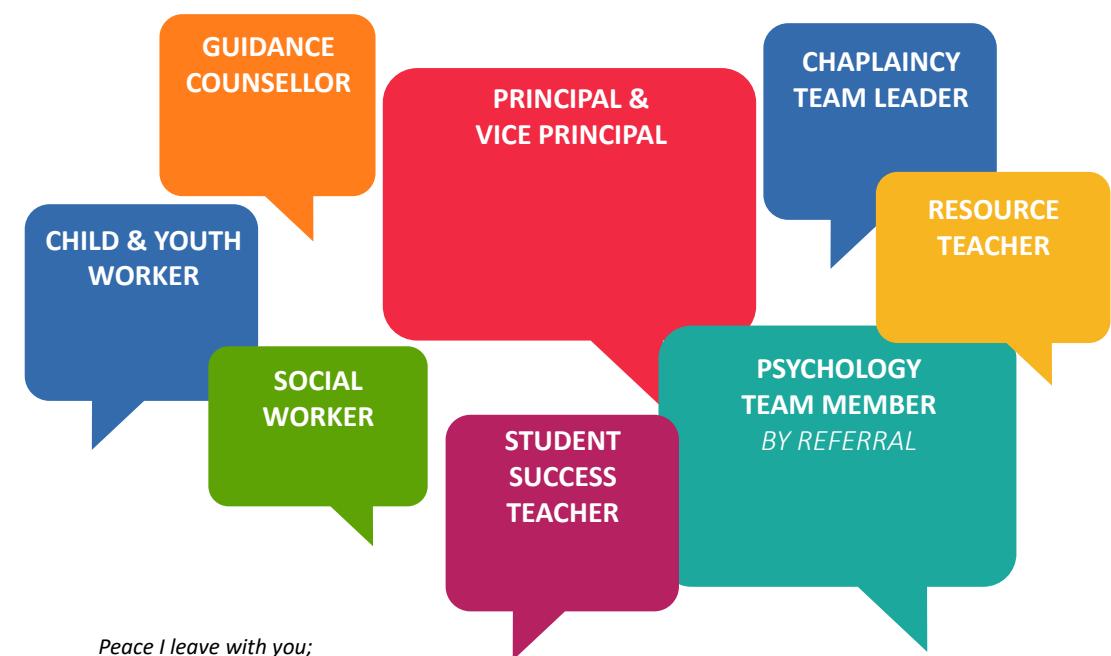
“We must fan the flame of hope that has been given us, and help everyone to gain new strength and certainty by looking to the future with an open spirit, a trusting heart and far-sighted vision”



**As a future Catholic graduate,
how will you be a Pilgrim of Hope this year?**

Let's talk

**If you need help, come talk to us...
WE ARE HERE TO LISTEN**



*Peace I leave with you;
my peace I give to you...
Do not let hearts be troubled,
and do not let them be afraid.
John 14:27*



Whenever you need to talk, we're open.



Call 1-800-668-6868
Chat at KidsHelpPhone.ca
Text 686868 Kids Help Phone

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Dufferin-Peel Catholic District School Board

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