

2021-2022

REFINING ^{my} PATHWAY!

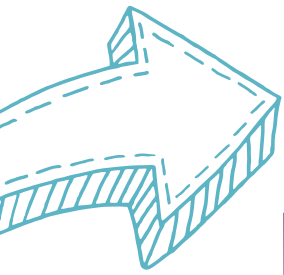
**Student
Success**
GRADES 7-12

Student TRANSITION GUIDE

Planning for
Grade 11 and 12



 **DDSB**
Ignite Learning



Welcome to Refining my Pathway!

Refining My Pathways is the second in a series of publications designed to assist parents/guardians and students as they navigate through high school. Our first publication, Choosing My Success, assists students as they move from grade 8 to grade 9. Refining My Pathway focuses on the decisions that parents/guardians and students face as they move into grades 11, 12 and beyond.

For Students

Completing your high school education is exciting. You are now faced with a world of opportunities and choices. The information in this guide was designed to assist you as you make choices about your future. In it, you will find helpful hints, websites and things to consider as you leave secondary school for the world of work, apprenticeship, college or university. Remember that your teachers and your guidance staff are still there to assist you as you explore and make decisions about your future.

For Parent(s)/Guardian(s)

As your teen completes high school, they will be faced with many decisions. Navigating the choices and making informed decisions can be challenging. This guide contains valuable information to help you as you discuss the future with your teen. Stay involved, ask questions and remember that school staff are there to help.

If you have questions regarding the different pathways available, please contact the secondary school your child attends. Durham District School Board staff will continue to support as you and your child explore a diversity of options and exciting possibilities for the future.

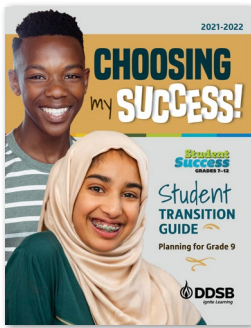
I would like to wish all Durham District School Board students every success as they leave high school and fulfill their civic responsibilities within a global context.

Norah Marsh

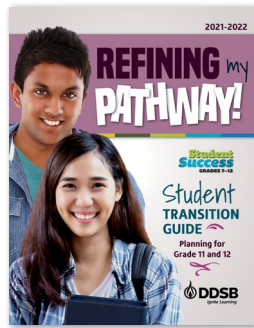
Director of Education

Durham District School Board

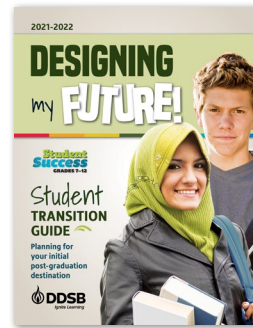




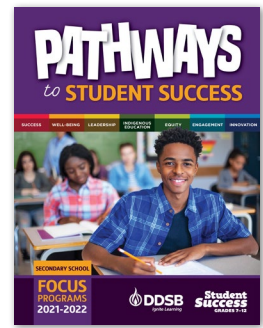
[Choosing My Success](#)



[Refining My Pathway](#)



[Designing My Future](#)



[Pathways to Student Success](#)

The DDSB is committed to learning and working environments that centre human rights and equity and are safe, welcoming, respectful, equitable, accessible, inclusive and free from discrimination, oppression and harm.

This means that:

- everyone is treated with dignity and respect, and feels safe and included in our classrooms, schools and all learning spaces
- no one is treated differently or discriminated against because of ancestry, race, sex/ gender, disability, sexual orientation, gender identity, gender expression, creed/religion and all other Human Rights Code protected grounds.

To meet this commitment, the DDSB works collaboratively with students, parents/ caregivers and community partners to:

- promote and protect human rights
- design and provide inclusive educational programs and services
- identify, prevent and address discriminatory barriers that affect students' educational experiences, opportunities, outcomes and learning environments
- meet the DDSB's legal duty to accommodate under the Human Rights Code ("accommodate" means adjusting services, programs and practices to remove barriers and better respond to or address Human Rights Code related needs)
- support all students' learning and success.

If you have an accommodation need or human rights concern, please inform your teacher or principal, or visit the [DDSB Equity and Inclusive Education webpage Human Rights section](#) for more information.



Table of Contents

Secondary School Terms and Definitions	5-6
Ontario Secondary School Diploma Requirements	7
Ontario Secondary School Certificate Requirements and Certificate of Accomplishment Requirements	8
Report Card Learning Skills	9
Inclusive Student Services	10
English as a Second Language and English Literacy Development	11
Pathways to English	12
Pathway Steps for All	13
Which One Do I Choose? Course Types	14
Destination Apprentice.....	15
Destination College.....	16
Destination University.....	17
Destination World of Work	18
What is Cooperative Education?	19
What is OYAP?	20
What is SHSM?	21
Don't Forget to Think About.....	22
Life in Secondary School	23

Secondary School Terms and Definitions

Community Involvement Hours

Students must complete 40 hours of community involvement activities in order to earn their Ontario Secondary School Diploma (OSSD). Students may begin completing this requirement in the summer going into their grade 9 year. Information can be found on the DDSB website: ddsb.ca/en/programs-and-learning/community-involvement-hours.aspx

Compulsory Course

Refers to a course that students must take that fulfills part of the OSSD or Ontario Secondary School Certificate (OSSC) requirements.

Course Code

This 6-character code describes the subject, grade level and pathway or destination of a high school course.

Credit

A credit value of 1.0 is granted upon successfully completing a 110-hour course with a minimum of 50%.

A credit value of 0.5 is granted upon successfully completing a 55-hour course with a minimum of 50%.

Ontario Secondary School Literacy Test (OSSLT)

The literacy test is written in Grade 10. A student must pass the literacy requirement to earn their OSSD.

Exams

Students may write an exam, which tests their knowledge on the entire course work, at or near the end of the semester.

Individual Pathway Plan (IPP)

Students use an Individual Pathway Plan (IPP) to track the growth of their career development competencies and plan for their future. *myBlueprint* is the digital platform that this is created on.

Learning Goals

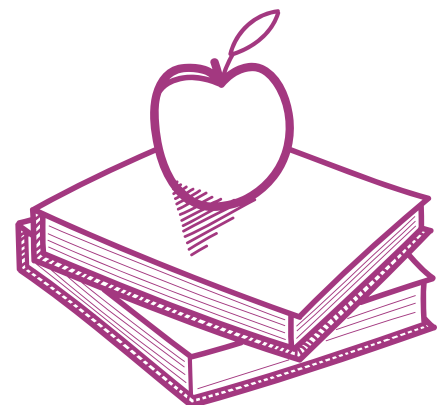
Brief statements that describe for a student what they should know and be able to do by the end of a period of instruction.

Elective Courses

Students will select 12 elective courses that are of specific interest to them and which will count towards the 30 credit diploma requirement (OSSD) or 7 elective courses required towards the 14 credit certificate (OSSC).

Prerequisite Course

Refers to a specific course that you must complete successfully before taking another course at the next grade level.



Secondary School Terms and Definitions

Semester

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

Student Success

High schools have staff and programs in place to support and improve student learning.

Success Criteria

Standards or specific descriptions of successful attainment of learning goals developed by teachers on the basis of criteria in the achievement chart that are used to determine to what degree a learning goal has been achieved.

Timetable

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

Ontario Schools: K to 12, 2016

This document outlines the requirements to earn the following:

Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment.

Ontario Secondary School Certificate (OSSC)

The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD, yet having fulfilled all necessary requirements for the OSSC.

Ontario Secondary School Diploma (OSSD)

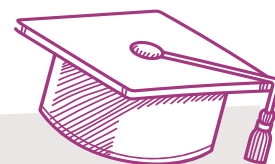
The OSSD will be granted after a student fulfills all necessary credits, literacy and community involvement hour requirements.

*Information can be found on the
Ministry of Education website*

ontario.ca/page/ministry-education

OSSD Ontario Secondary School Diploma

What do you need to earn an OSSD?



18 Compulsory Credits

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

Credits	Subject
4	English (1 credit per grade)*
3	Mathematics (1 credit in Grade 11 or 12)
2	Science
1	Canadian History
1	Canadian Geography
1	Arts
1	Health and Physical Education
1	French as a Second Language
0.5	Career Studies
0.5	Civics

Plus one credit from each of the following groups:

Credits	Subject
1	Group 1
	English or French as a second language**
	A Native language
	A Classical or International Language
	Social Sciences and the Humanities
	Canadian and World Studies
	Guidance and Career Education
Cooperative Education***	
1	Group 2
	Health and Physical Education
	The Arts
	Business Studies
	French as a Second Language**
Cooperative Education***	
1	Group 3
	Science (Grade 11 or 12)
	Technological Education
	French as a Second Language**
	Computer Studies
Cooperative Education***	

- 1 30 credits in total**
- 2 40 hours of Community Involvement**
- 3 Completion of the Literacy Requirement**
- 4 Earn at least 2 Online Learning Credits***

**Applies to students who entered Grade 9 in the 2020-21 school year. Due to the province-wide school closures from April 2021 to June 2021, these students may be granted one credit towards the graduation requirement.*

In addition, students must complete:

✓	12 elective credits [†]
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

**A maximum of 3 credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.*

***In groups 1,2 and 3, a maximum of 2 credits in French as a Second Language can count as compulsory credits, one from group 1 and one from either group 2 or 3.*

****A maximum of 2 credits in cooperative education can count as compulsory credits.*

† The 12 elective credits may include up to 4 credits earned through approved dual credit courses.

OSSC Ontario Secondary School Certificate

Students working towards an Ontario Secondary School Certificate must have earned a minimum of 14 credits, distributed as shown.

7 compulsory credits

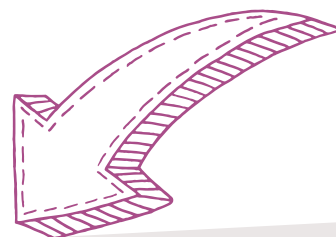
Students must earn the following compulsory credits to obtain the Ontario Secondary School Certificate:

Credits	Subject
2	English
1	Mathematics
1	Science
1	Canadian History or Canadian Geography
1	Health and Physical Education
1	Arts, Computer Studies or Technological Education

7 additional credits

Credits	Subject
7	7 additional credits selected by the student from available courses

*The OSSC will be granted, on request, to students who are leaving secondary school upon reaching the age of 18 without having met the requirements of the OSSD.



14 credits in total



Certificate of Accomplishment

Students working towards a Certificate of Accomplishment may take K-courses, which are alternative, non-credit courses for students with special education needs. These courses are designed to support the growth of fundamental skills, independence, and self-care. For example, Money Management and Personal Banking (KBBANP) and Transit Training and Community (KCCANV) are two possible course offerings.

*Students who are leaving secondary school upon reaching the age of 18 without having met the requirements for the OSSD or the OSSC may be granted a Certificate of Accomplishment. It is a useful means of recognizing achievement for students who plan to take certain kinds of training or who plan to find employment directly after leaving school. It is accompanied by the student's Ontario Student Transcript and their Individual Education Plan (IEP), where applicable.



Report Card *Learning Skills*

Each learning skill supports your success as a student. Take a moment and read through each of the six learning skills below. How will you demonstrate each as a high school student?



Responsibility

The Student

- fulfills responsibilities and commitments within the learning environment;
- completes and submits class work, homework, and assignments according to agreed-upon timelines;
- takes responsibility for and manages own behaviour.

Collaboration

The Student

- accepts various roles and an equitable share of work in a group;
- responds positively to the ideas, opinions, values, and traditions of others;
- builds healthy peer-to-peer relationships through personal and media-assisted interactions;
- works with others to resolve conflicts and build consensus to achieve group goals;
- shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions.

Initiative

The Student

- looks for and acts on new ideas and opportunities for learning;
- demonstrates the capacity for innovation and a willingness to take risks;
- demonstrates curiosity and interest in learning;
- approaches new tasks with a positive attitude;
- recognizes and advocates appropriately for the rights of self and others.

Organization

The Student

- devises and follows a plan and process for completing work and tasks;
- establishes priorities and manages time to complete tasks and achieve goals;
- identifies, gathers, evaluates, and uses information, technology and resources to complete tasks.

Independent Work

The Student

- independently monitors, assesses and revises plans to complete tasks and meet goals;
- uses class time appropriately to complete tasks;
- follows instructions with minimal supervision.

Self-Regulation

The Student

- sets own individual goals and monitors progress towards achieving them;
- seeks clarification or assistance when needed;
- assesses and reflects critically on own strengths, needs, and interests;
- identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals;
- perseveres and makes an effort when responding to challenges.

Did you know?

These learning skills will become your employability skills in the future!



Inclusive Student Services

Inclusive Student Services within the Durham District School Board strives to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential as students and as members of their communities.

Inclusive Student Services programs and services primarily consist of instruction and assessment that are different from those provided to the general student population. These may take the form of accommodations (such as specific teaching strategies, preferential seating, and assistive technology) and/or an educational program that is modified from the age-appropriate grade level expectations in a particular course or subject.

Many Paths to Success



Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet their full potential, while fostering the highest level of independence possible for each student. We work with parents and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, regardless of the type of class into which the student is placed.



If you have questions or concerns about your child, contact the Special Education Resource Teacher at your school.

When an **Identification, Placement and Review Committee (IPRC)** identifies a student as an exceptional pupil, the principal must ensure that an Individual Education Plan (IEP) for that student is developed and maintained. An IEP must be developed with input from the parent(s)/guardian(s) and from the student if they are sixteen years of age or older. An IEP may also be prepared for students who require accommodations, program modifications, and/or alternative programs, but who have not been identified as exceptional by an IPRC.


What is an Individual Education Plan (IEP)?

An IEP identifies the student's specific learning expectations and outlines how the school will address these expectations through appropriate accommodations, program modifications and/or alternative programs as well as specific instructional and assessment strategies. The learning program provided for the student is adjusted on the basis of the results obtained through continuous assessment and evaluation.

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

The Durham District School Board offers **English as a Second Language (ESL)** and **English Literacy Development (ELD)** programs for our English Language Learners (ELL) whose first language is a language other than English or is a variety of English that is significantly different from the English used in Ontario schools. They may be Canadian-born or newcomers from other countries. English Language Learners come from diverse backgrounds and school experiences and have a wide variety of skills and needs. Students may initially require educational accommodations to assist their development of English language proficiency.

An initial assessment is needed to determine English language proficiency for students who are new to Canada. This diagnostic tool places ELLs on the Steps to English Proficiency (STEP) continuum of language acquisition and guides programming for the student.



Vision of the English Language Learner

English Language Learners (ELL) come with many assets and skills. They will:

- learn English at the same time as the Ontario curriculum;
- have access to an ESL resource period where the ESL coach provides additional support with mainstream content;
- see themselves in the learning environment;
- feel that their culture and language are valued;
- have confidence to express their opinion and know they have a voice;
- meet high expectations when they are involved in setting goals (with appropriate supports);
- have opportunities to choose pathways that honour their strengths and interests.



Pathways to English

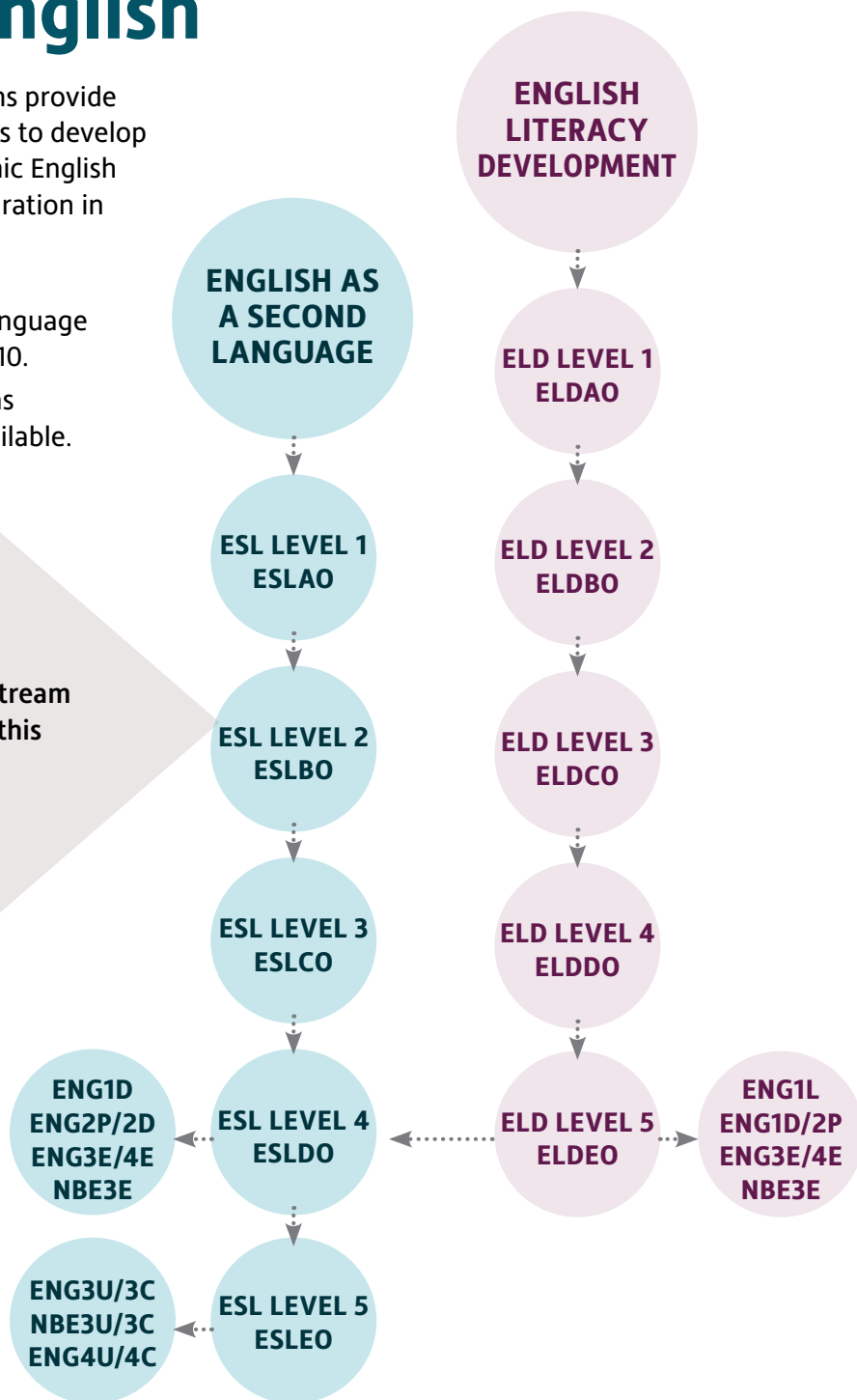
The ESL and ELD curriculum expectations provide English Language Learners opportunities to develop language skills in both daily and academic English so they may experience successful integration in mainstream school programs.

Additional sheltered courses specifically tailored to meet the needs of English Language Learners include EPS30, ELS30, and GLS10.

Check with your guidance department as additional sheltered courses may be available.



The chart shows how most English language learners may progress through their ESL and/or ELD courses and into mainstream 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.



Additional Support

Settlement Workers In Schools (SWIS) help connect new students and families to community services and resources. SWIS offer group sessions, assist school staff, and respond to settlement issues that some newcomers may experience.

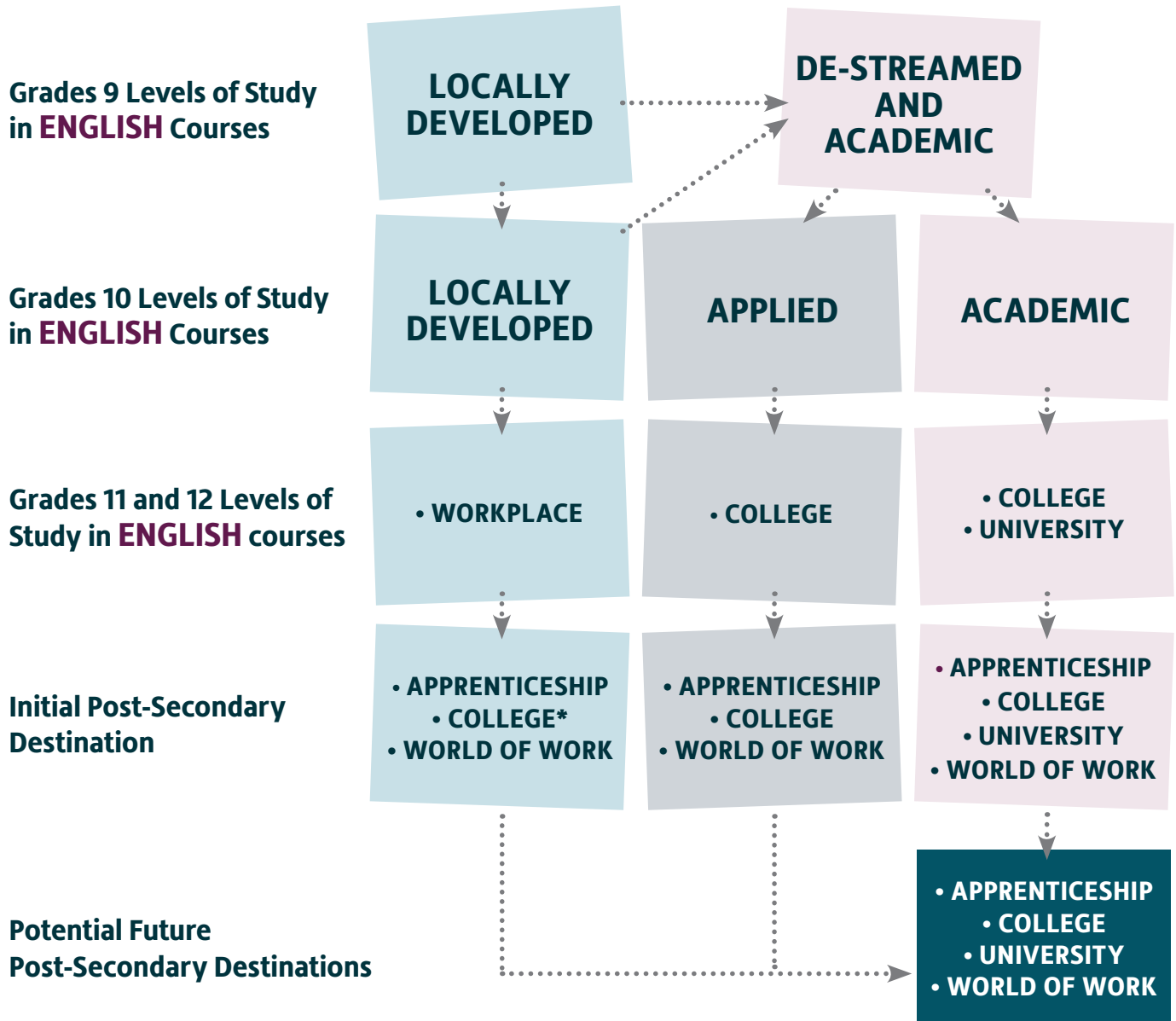
Contact the Guidance Department, ESL facilitator, or ESL coach for further information



Pathway Steps for All

Your education is only the beginning of a journey and does not determine your destination. Pathways can change. Focus on the journey.

High School and Beyond: Apprenticeship, College, University and the World of Work



The Ontario Ministry of Education's *Creating Pathways to Success* document grounds our belief that: *all students can be successful, success comes in many forms and there are many pathways to success.*

*Ask your guidance counsellor or SERT about potential options.

Which one do I choose?

College (C), College/University (M), Open (O) University (U), or Workplace (E)?

COURSE TYPES

In grade 11 and 12, the type of courses offered changes from Academic (D), Applied, (P), and De-streamed (W), to College (C), Workplace (E), College/University (M), and University (U). It is important to start thinking about what your future career/educational goals and interests are to ensure you have chosen the most appropriate pathway. You should always consult and update your Individual Pathway Plan (IPP) to reflect your goals and interests.

College (C)

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs, or for admission to specific apprenticeship or other training programs.

Open (O)

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

University/College (M)

These courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

University (U)

These courses are designed equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

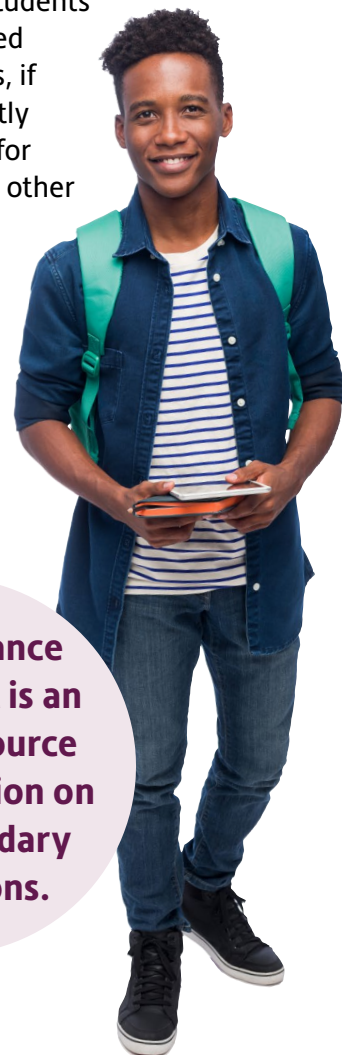
Workplace (E)

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

NOW would be a GREAT time to do the following:

- Have a discussion with your family and your teachers about your goals and interests.
- Start thinking about things that interest you and things you like.
- Job shadow to gain more experience and knowledge about a particular occupation or labour market.
- Book an appointment with your Guidance Counsellor to discuss your options and to ensure you have everything you need to get you where you want to go.
- Do some research.
- Complete your Individual Pathways Plan using myBlueprint.
- Explore initial post-secondary destinations by exploring apprenticeship options, meeting with potential employers, or visiting university or college campuses.

Your Guidance department is an excellent source for information on post-secondary destinations.



Destination Apprenticeship

An Apprenticeship is a Post-Secondary Education Opportunity

90%

of your training
ON THE JOB

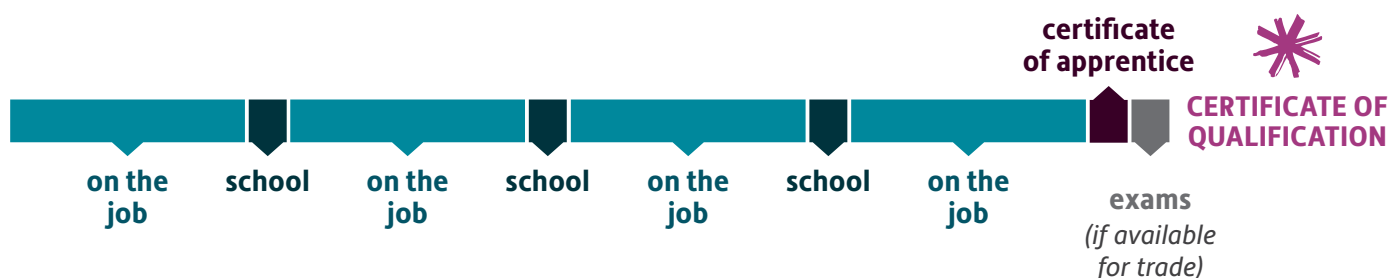
SPEND 10%

of your time in the classroom
learning theoretical applications

To become an apprentice, first connect with your Guidance Counsellor and/or Cooperative Education Teacher. Once you have an employer who will hire and train you, both you and your employer will sign a Registered Training Agreement (RTA) prepared by an apprenticeship branch consultant. Ministry of Labour, Training and Skills Development (MLTSD).

Your pathway to qualification as a journeyperson

Upon successful completion of the practical and in-school components, an **apprentice** has an opportunity to write the provincial/interprovincial exam to become a certified **journeyperson** in a skilled trade. A typical apprenticeship can take about the same time as other post-secondary options.



Sources of Information



ApprenticeshipSearch ApprenticeshipSearch.com is a free online job search and matching platform with an exclusive focus on apprenticeship trade positions in Ontario. Their website contains information on trades, guides for writing a resume and cover letter, and links to government programs providing financial assistance/incentives to apprentices.



Build a Dream Build a Dream is a national non-profit dedicated to inspiring young women to explore career opportunities in skilled trades, STEM (science, technology, engineering, mathematics, emergency response, and entrepreneurship. webuildadream.com/



Construction Training and Apprenticeship Ontario (CTAO) The Construction Training and Apprenticeship Ontario website provides information on starting a career in the unionized construction industry. It contains educational tools and materials for applicants pursuing pre-apprenticeship and apprenticeship opportunities in the skilled trades. ctaontario.com/



Ministry of Labour, Training and Skills Development www.ontario.ca/page/ministry-labour-training-skills-development



Ontransfer ontransfer.ca/index_en.php



Skills Canada The Skills Canada website provides information for people considering a career in the skilled trades or technologies. Their podcast provides information on post-secondary education, apprenticeship wages and so much more. skillsontario.com/

Destination College

There are **26 public colleges in Ontario with over 5000 programs in over 200 areas of study to suit your strengths, interest, and future goals.**

NOW WOULD BE A GREAT TIME TO DO THE FOLLOWING:

- Have a discussion with your family about which programs and colleges interest you.
- Spend time researching which colleges offer your programs of interest.
- Visit the College Information Program** in the fall to speak with College representatives.
- Take time to visit the different college campuses.
- Book an appointment with your Guidance Counsellor to discuss your options and to ensure you meet the admission requirements of the programs.
- Start thinking about financing your education.
- Complete your individual Pathway Plan using myBlueprint [myBlueprint \[myblueprint.ca/ddsb\]\(http://myblueprint.ca/ddsb\)](http://myblueprint.ca/ddsb).

** Every fall, all of the colleges in Ontario gather to offer information about their programs. The College Information Program is an excellent opportunity to talk with representatives from different colleges.

Sources of Information



www.ontariocolleges.ca

This website offers a complete online guide to Ontario colleges for secondary school students. You can find information about programs and admission requirements.

On the website, you can:

1 PLAN



2 FIND



3 APPLY



4 CONFIRM



YOUR
COLLEGE
DESTINATION



www.ontario.ca/page/osap-ontario-student-assistance-program

This website offers information about the Ontario Student Assistance Program as an option to help finance post-secondary education.



www.ontransfer.ca

This website offers information about transferring from college to university, or to another college.

Accredited websites are an excellent starting point for your research. The best sources of information are the colleges themselves. Visit the colleges' websites and read their admission handbooks, guidebooks, viewbooks and calendars. These resources provide the greatest detail about courses and programs.

ON YOUR TO DO LIST

Make sure you meet the admission requirements for the program you are interested in taking. Some programs have specific requirements like course pre-requisites, portfolios, interviews or admission tests. It will be your responsibility to ensure that you know the details and meet the deadlines to be considered eligible for your program.

Destination University


If your goal is university, there are a number of different factors you need to consider. Ontario has 21 publicly funded universities. There are so many programs to choose from that you need to do an honest self-assessment to see which program would best suit your strengths, interests, and future goals. Before choosing a university or program, make sure that you have as much information as possible.


NOW WOULD BE A GREAT TIME TO DO THE FOLLOWING:


- Have a discussion with your family about which programs and universities interest you.
- Spend time researching which universities offer your programs of interest.
- Visit the Ontario University Fair** in the fall to speak with representatives.
- Take time to visit the different university campuses.
- BOOK an appointment with your Guidance Counsellor to discuss your options and to ensure you meet the admission requirements of the programs (6 U/M level courses including ENG4U).
- Start thinking about financing your education.
- Complete your individual Pathway Plan using myBlueprint [myBlueprint \[myblueprint.ca/ddsb\]\(http://myblueprint.ca/ddsb\)](http://myblueprint.ca/ddsb).


** Every fall, all of the universities in Ontario gather to offer information about their programs. The Ontario University Fair (www.ontariouniversitiesfair.ca) is an excellent opportunity to talk with representatives from universities, gather more specific information and start refining your areas of research.

Sources of Information

 **www.ontariouniversitiesfair.ca** This website offers a complete online guide to Ontario universities for secondary school students. On this website, you can find information about university programs and admission requirements, first-year scholarships, and residence. You can search by degree, program of study, or university.

 **www.ouac.on.ca** This website helps students navigate their way through the university application process. It contains information about deadlines and provides access to your university application.

 **www.ontransfer.ca** The ONTransfer Course Transfer Guide allows you to see how courses completed at other Ontario postsecondary institutions may be transferred to a program at another Ontario postsecondary institution. For example, you can complete a College diploma and have credits transferred to a Degree program at a University.

 **www.myBlueprint.ca/ddsb** myBlueprint is web-based career exploration and planning tool that can be used to explore career and education options and develop a career plan.

Accredited websites are an excellent starting point for your research. The BEST sources of information are the universities themselves. Visit the universities' websites and read their admission handbooks, guidebooks, viewbooks and calendars. These resources provide the greatest detail about courses and programs.

ON YOUR TO DO LIST

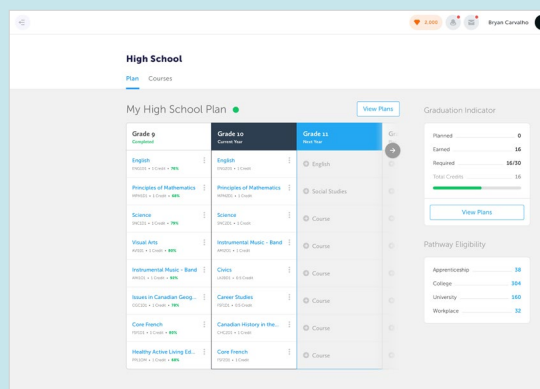
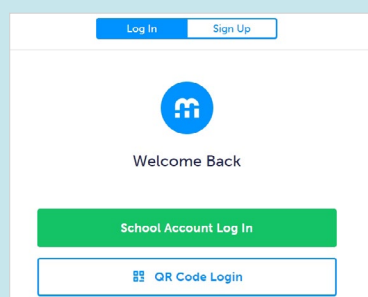
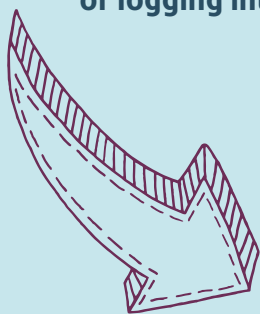
Make sure you meet the admission requirements for the program you are interested in taking. Some programs have specific requirements like course pre-requisites, portfolios, interviews or admission tests. It will be your responsibility to ensure that you know the details and meet the deadlines to be considered eligible for your program.

Destination the World of Work

If your goal is the world of work, as either your initial post-secondary destination or as your chosen pathway, myBlueprint can help! You can:

- Search for occupations
- Create a resume
- Write a cover letter
- Search for a variety of jobs including volunteer opportunities

Access myBlueprint by visiting the DDSB Campus Home page (www.student.ddsb.ca) or logging into the unique DDSB page at myBlueprint.ca/ddsb



For information on employment opportunities and employment programs, check out some of these resources as a starting point:



Abilities Centre Leadership in Training abilitiescentre.org/programs/employment-services/leadership-in-training



Agilec agilec.ca/



Durham Region Unemployment Help Centre unemployedhelp.on.ca/
Durham Region Youth Unemployment Help Centre unemployedhelp.on.ca/youth/



Durham Workforce Authority durhamworkforceauthority.ca/



CanadaJobBank

Government of Canada Job Bank jobbank.gc.ca/report_note.do?cid=12207
Ontario Job Bank jobbank.gc.ca/browsejobs/province/ON



META: Making Employment Transitions Attainable metaservices.ca/



VPI vpi-inc.com/



YMCA Durham Employment Services ymcagta.org/

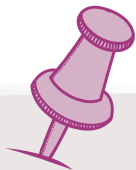


Youth The Future ccrw.org/programs-and-services/jedytf/



Connect with your Guidance Department regarding resume writing, job search skills, portfolio development, and interview preparation.

What is Cooperative Education?



Want to test drive a career? Take coop!

Cooperative Education allows students to gain secondary school credits while completing a work placement in the community. This program helps students prepare for apprenticeships, college, university or the workplace.

Students can participate in cooperative education through:

- Regular school program,
- Specialized High Skills Major (SHSM) program,
- Ontario Youth Apprenticeship Program (OYAP),
- Summer school program
- Night school program



Benefits of Cooperative Education

Cooperative education gives you an opportunity to:

- Try out a career before finalizing plans for post-secondary education, training or employment
- Gain valuable work experience and build your resume
- See the relevance of classroom learning in the workplace
- Develop the skills and work habits required in the workplace.

Interested in exploring Coop?

Speak with your cooperative education teacher or your school guidance department.

For additional information on Cooperative Education please visit the Ministry of Education website at

www.edu.gov.on.ca/ENG/CURRICULUM/SECONDARY/COOPERATIVE-EDUCATION.HTML

and view the document *Cooperative Education, 2018* —Grades 11 and 12.



What is OYAP?

(ONTARIO YOUTH APPRENTICESHIP PROGRAM)

The **Ontario Youth Apprenticeship Program** offers students the opportunity to begin an apprenticeship while still in secondary school. Students must be at least 16 years old and have completed 16 credits towards their OSSD.

- Students in a Cooperative Education placement in an apprenticeable trade are considered OYAP students.
- Students may be signed as an apprentice while at their Coop placement.

OYAP Benefits for the Student

- Allows student to explore the skilled trades, which can lead to a meaningful career;
- Develops both specialized and transferable skills;
- Proves a seamless transition from school to work;
- Applies classroom theory to workplace experience.

Interested in participating in OYAP? Speak to your Cooperative Education teacher or Guidance Department.

Previous Programs Offered

- Automotive Service Technician
- Electrician
- Hairstylist
- Child Development Practitioner
- Welder
- Cook/Chef
- Plumbing
- Carpentry
- Millwright



For information on OYAP visit www.oyap.com



What is SHSM?

(SPECIALIST HIGH SKILLS MAJOR)

The **Specialist High Skills Major (SHSM)** program allows students to focus on a career path that matches their skills and interests. SHSM programs in the high skills fields are great for students who want to take an apprenticeship, attend college or university or enter the workforce. DDSB offers programs in 11 different sectors, located at various secondary schools.

Students must be in grade 11 or 12 to participate in the program, however, recruitment and registration is in Grade 10.

Students in SHSM will:

- Gain experience through cooperative education work placements.
- Complete 8 to 10 courses in your selected field.
- Complete First Aid, CPR, and WHMIS training along with other specialized certifications.
- Engage in reach-ahead experiences.
- Participate in Sector-Partnered Contextualized Experiences.

Speak to your guidance department to find out which SHSM programs are available at your school.



Participating Sectors

- Agriculture
- Arts and Culture
- Business
- Construction
- Environment
- Health and Wellness
- Hospitality and Tourism
- Information and Communication Technology
- Sports
- Transportation
- Energy



For information on SHSM visit www.ontario.ca/page/specialist-high-skills-major

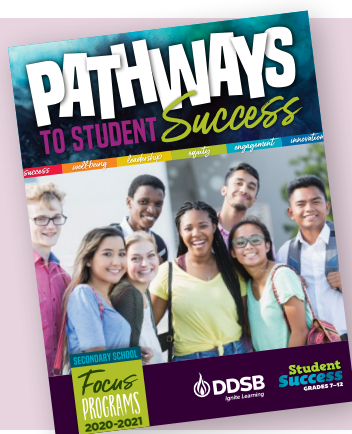


Don't forget to think about...



Community involvement hours

- **PLAN** your hours. The activity must fall within the guiding principles the Board has established and must be an “eligible” activity.
- **CONFIRM** the details of the activity with the organizer who is responsible for the activity.
- **RECEIVE** approval from your Principal or Guidance Counsellor before starting the activity.
- **COMPLETE** your community involvement hours.
- **HAND IN** your form at your school to the Guidance Department.
- Check out www.volunteerdurham.net or www.sparkontario.ca for volunteer opportunities. Not all volunteer opportunities listed are eligible for community involvement hours. Check with your Guidance Department for further information.



Pathways to Student Success

Pathways offers information on focus programs that concentrate on a particular field of interest or training. Focus programs provide students with comprehensive and relevant academic and practical experience to prepare them for their post-secondary destination.

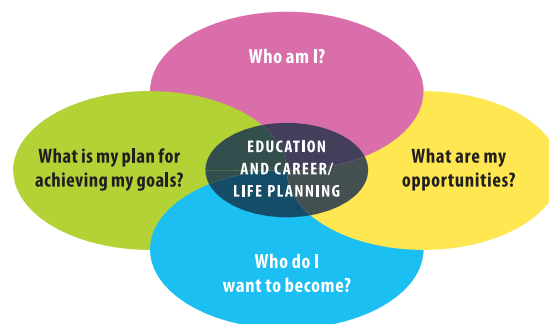
You can find copies in your high school Guidance Office or check it out online at www.ddsb.ca/en/programs-and-learning/resources/Documents/Pathways.pdf

Individual Pathway Planning (IPP)

Don't forget about the IPP! This is a valuable tool that allows you to:

- Learn more about yourself;
- Outline your four-year educational plan and explore career and educational opportunities;
- Set education, career, and life goals and;
- Document and track your extracurricular involvement.

Complete your Individual Pathway Plan by visiting www.myblueprint.ca/ddsb



Life in *Secondary School*

Make an appointment
with your guidance
counsellor today!



Things to consider...



Equity and Diversity - The DDSB values and respects all members of our school community and has a commitment to embracing diverse social realities; while maintaining positive, safe and inclusive environments for all students and staff.



First Nation, Métis and Inuit Education - The Durham District School Board (DDSB) is committed to student success and providing a safe and welcoming learning environment for all students, including First Nation, Métis, and Inuit students.



Inclusive Student Services - Inclusive Student Services within the Durham District School Board strives to provide a range of programs, placements and services for students with special needs in a supportive environment which enables them to develop to their full potential as students and as members of their communities.



Innovative Education - The DDSB is reimagining learning and teaching spaces through digital technologies and have resources available to support student success. Access to technology and digital resources such as research databases, overdrive, and collaborative software, as well as Inclusive Technology applications, such as Read and Write support student learning and innovate teaching.



Mental Health and Well-Being - Do you feel like you or someone you know needs help but you don't know where to turn? Adolescents are encouraged to take that first step and speak to an adult they trust (parent(s)/guardian(s), teacher, guidance counsellor, etc.) Remember—it is okay to talk. Help is available for when you are feeling anxious, stressed or overwhelmed.



Positive School Climates - The DDSB is committed to maintaining a positive school climate in schools in which students have the opportunity to develop in a safe and respectful learning environment.

Programming to look forward to...



Cooperative Education - Cooperative Education provides secondary school students with a wide range of rigorous learning opportunities connected to communities outside the school.



Dual Credit - Students are able to earn both a high school credit and a college credit. The credits count towards their high school diploma as well as a postsecondary certificate, diploma, degree or apprenticeship certification.



eLearning - The DDSB offers a variety of eLearning courses for our grade 11 and 12 students.



ESL/ELL - ESL/ELD: The DDSB is committed to supporting our students and families as they transition of the education system in Ontario. ESL/ELD programming provides students with opportunities to develop language skills in both daily and academic English. Settlement Workers in Schools (SWIS) help connect students and families to community services and resources.



Ontario Youth Apprenticeship Program (OYAP) - OYAP allows a co-op student to begin to learn a skilled trade while completing the requirements for a high school diploma.



SHSM Specialist High Skills Major (SHSM) - Students focus on a career path that matches their skills and interests while meeting the requirements of the OSSD. They receive a SHSM seal on their diploma when they complete a specific bundle of courses, earn valuable industry certifications and gain important skills on the job with employers.

All students can be **SUCCESSFUL**.
SUCCESS comes in many forms.
There are many paths to **SUCCESS**.

SUCCESS

WELL-BEING

LEADERSHIP

INDIGENOUS
EDUCATION

EQUITY

ENGAGEMENT

INNOVATION



ddsb.ca

DURHAM DISTRICT SCHOOL BOARD