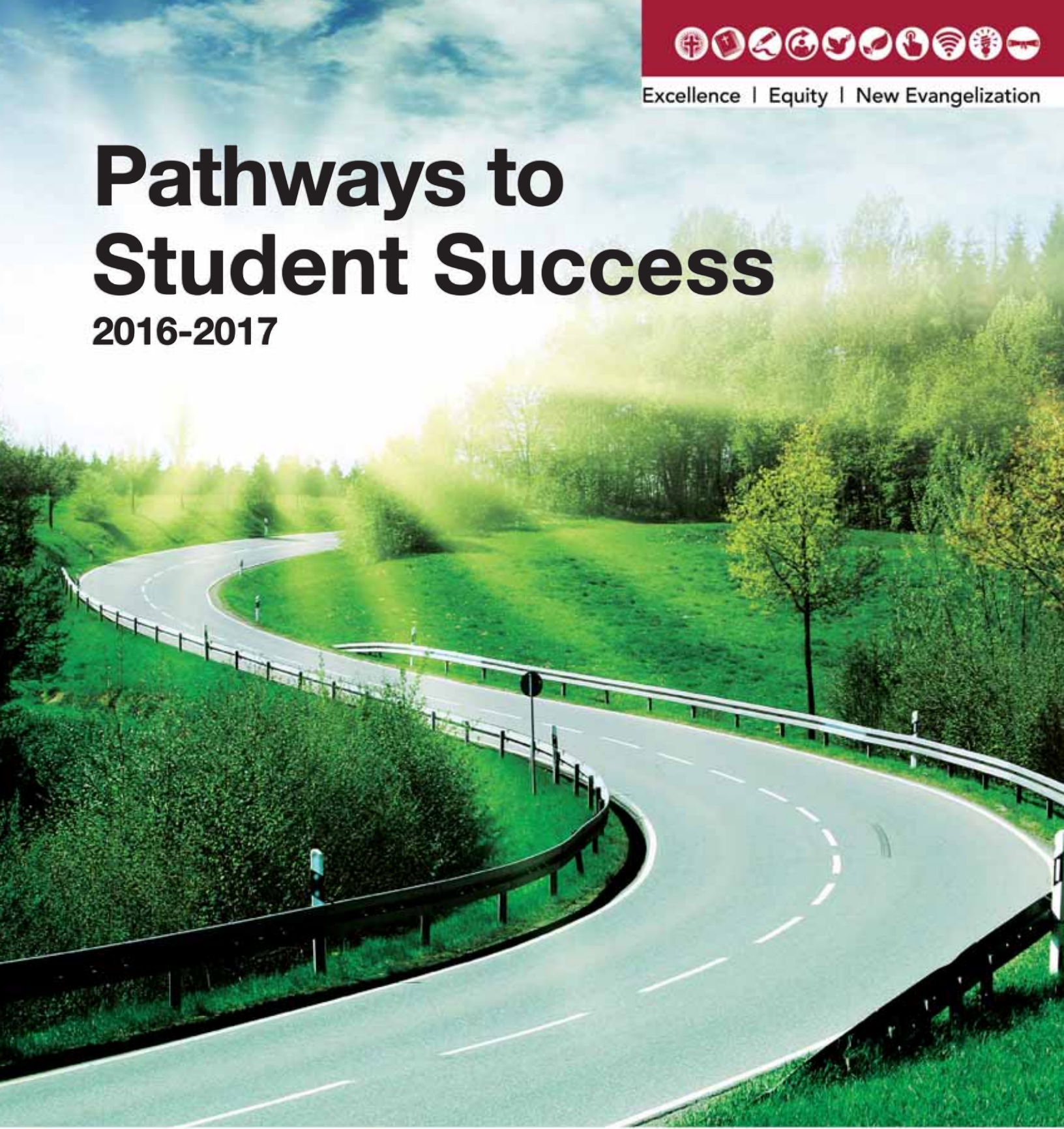




Excellence | Equity | New Evangelization

Pathways to Student Success

2016-2017



Durham Catholic District School Board
Catholic Education: Learning and Living In Faith

Our Vision

Each student in our Catholic learning community embodies excellence and equity by embracing the Ontario Catholic School Graduate Expectations—to be:

- a discerning believer;
- an effective communicator;
- a reflective, creative and holistic thinker;
- a self-directed, responsible lifelong learner;
- a collaborative contributor;
- a caring family member; and
- a responsible citizen.

Our Catholic Values

By living these values with an open mind and a faithful heart we bear witness to these words: “You are the hope of the Church and of the world. You are my hope.” —Saint John Paul II

As a Catholic Learning Community, we value:

Faith, evangelizing ourselves and others through scripture, sacrament, prayer and action in service with the home, school and parish.

Hope, giving witness to the belief that we can become who we are called to be.

Love, being present to others with care, compassion, solidarity, community and joy.

Peace, creating opportunities for contemplation, spirituality, reconciliation and forgiveness.

Wisdom, listening and responding to the Holy Spirit.

Inclusion, ensuring a sense of belonging by promoting the dignity and worth of each human life.

Excellence, building on God’s grace to achieve our earthly and eternal vocations.

Creativity, celebrating diverse and innovative expressions of God’s gifts.

Service, seeking out and responding to local and global needs with prudence, fortitude humility and charity.

Stewardship, shepherding God’s creation and resources for the common good.

Responsibility, demonstrating accountability and fidelity in our thoughts, words and deeds.

Justice, acting and serving with integrity in communion with the Gospel and teachings of Jesus.

“Each one should use whatever gift one has received to serve others, faithfully administering God’s grace in its various forms.”
1 Peter, 4:10



Our Mission:

We are called to celebrate and nurture the God-given talents of each student as we serve with excellence in the light of Christ.

Message from the Director of Education



Dear Parents and Guardians,

The Durham Catholic District School Board is pleased to be a part of your son or daughter's journey through secondary school in preparation for post-secondary destinations that include apprenticeship, college, community living, university, or the workplace. We are committed to integrating the teachings of the Gospel with quality education programs that guide students in their journey to meet the Ontario Catholic School Graduate Expectations.

We believe that all students can be successful and that there are many pathways to success. With the help of their teachers and guidance counsellors, students are developing their Individual Pathways Plan in Career Cruising. The Individual Pathways Plan helps students to discover their strengths, interests, and God-given talents, and what those could lead to. Students are asked to consider the following four inquiry questions:

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

We are pleased to be able to provide opportunities to further explore these questions through the various pathways that exist for our students. You will find information about course selection, graduation requirements, learning skills and work habits, eLearning, and experiential learning programs in this booklet.

Students have the opportunity to grow as collaborative contributors and responsible citizens in high school through co-curricular activities and serving others through volunteer work. Examples of how your son or daughter can contribute their gifts and talents through Christian Community Service can be found in this document.

As you read through this booklet, encourage your son or daughter to reflect on the four inquiry questions. By making a habit of asking these questions, students can develop confidence in their career/life planning while growing in their capacity to be self-directed, responsible, and lifelong learners. In addition, please take advantage of information and events at your school, and consider becoming involved in your school's parent council. If you have questions, talk to teachers, administrators, guidance counsellors, and student success teachers. Let us know how we can help your child to ensure a wonderful experience in high school.

Sincerely,

A handwritten signature in black ink, appearing to read "Anne O'Brien".

Anne O'Brien
Director of Education

“You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp, puts it under a bushel basket”
Matthew 5:13-16

Introduction

The “Pathways to Student Success” document is a Durham Catholic District School Board Student Success initiative which provides resources and supports to assist teachers, students and parents with implementing the steps to planning and building appropriate pathways while reinforcing the value of all destinations.

The goals of this document are to:

- raise awareness for all destinations—Apprenticeship, College, Community Living, University and Workplace;
- promote and honour pathways for all destinations;
- create graphic and text materials for the purpose of educating students, parents and educators about pathway planning for future destinations;
- develop tools to assist with communicating issues and information related to student success.

“There are different kinds of gifts, but the same Spirit. There are different kinds of service, but the same Lord...now to each one the manifestation of the Spirit is given for the common good.”

1 Corinthians
12: 4-7



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Special thanks to the Durham Catholic District School Board students in the various pathway programs for their photo contributions.



Education and Career-Life Planning Process

What is a Pathway?

A pathway refers to the individual journey that you will take that includes experiential learning, school and community supports, courses and programs that will help lead you to a successful transition from grade-to-grade and to your post-secondary destination (apprenticeship, college, community living, university and the workplace).

You are a child of God and you have special gifts. As you grow to understand your God-given talents, take the time to reflect upon your personal strengths and interests as you explore community, career and education options. This is an important process that will help you to establish your own personal goals and plan your individualized pathway to your future.

WHO AM I?

1. Knowing yourself

To help answer this question "Who am I?" you can ask yourself:

- What are my God-given gifts and talents?
- What are my learning styles and multiple intelligences?
- What are my accomplishments, values and skills?
- What learning skills and work habits are my strengths?
- What experiences have guided me along my faith journey?
- What areas can I work on?
- How can my skills and strengths help me in my school?
In my community? In my parish?

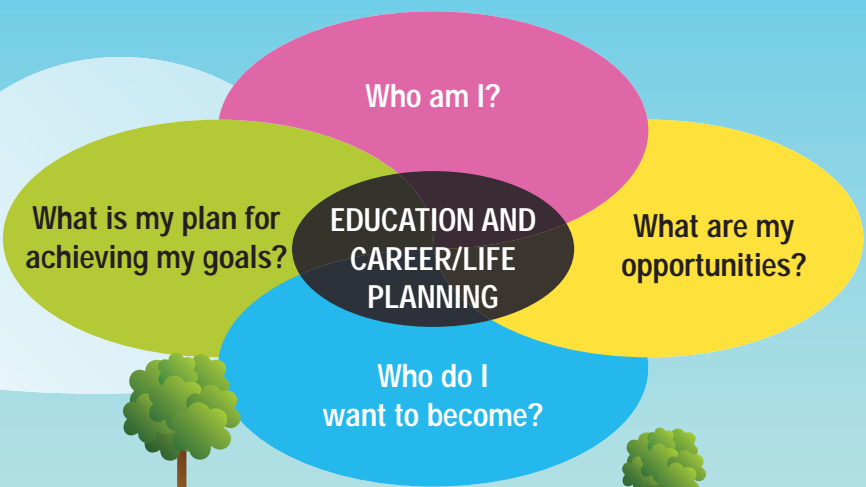
WHAT ARE MY OPPORTUNITIES?

2. Exploring opportunities

Christian community service hours, volunteer work, job shadowing, career talks, trips, tours of colleges and universities, cooperative education, work experience, Ontario Youth Apprenticeship Program, Specialist High Skills Major, Dual credits, sports, clubs, school committees are all available to help you explore pathways opportunities and gain experience.

To help answer the question "What are my opportunities?" you can ask yourself:

- What are the opportunities for community involvement, education and career exploration at my school?
- How can I develop Christian leadership?
- What specialized programs can I participate in to help me explore my pathway? (Hint: check out the programs in this booklet)
- What do I learn about myself when I participate in recreational, social, leadership, volunteer, experiential learning, and part-time job opportunities?
- What fields of work, occupations or jobs are related to my favourite subject areas, my interests, learning styles or my strengths?
- What is the Ontario Skills Passport (OSP) and what are the essential skills that are required in the workplace?
- How can knowledge of the local labour market help me? What are areas of job growth and demand?
- How do I support equity and inclusion in my home, school, parish and community?



WHO DO I WANT TO BECOME?

3. Making decisions and setting goals

Explore experiential learning, career options and education programs and then relate your interests, skills and aptitudes to your education, career and life goals so that you can make informed choices about the pathway that complements your unique talents.

To help answer the question “Who do I want to become?” you can ask yourself:

- What is God calling me to?
- What kind of person do I want to become?
- What post-secondary education and training programs are available to help me pursue my career of interest?
- What connections am I making from my learning?
- What are my personal and interpersonal goals?
- What are my career goals?
- What are my education goals?
- What are my life goals?
- How can I demonstrate my Catholic character?

WHAT IS MY PLAN FOR ACHIEVING MY GOALS?

4. Achieving goals and making transitions

Choose experiences, courses and programs that will help you pursue your pathway to apprenticeship, college, community living, university or the workplace.

To help answer the question “What is my plan for achieving my goals?” you can ask yourself:

- What are the steps required to achieve my goals?
- What resources do I need to implement my pathways plan?
- What programs or experiences can I participate in to help me plan my pathway?
- What courses do I need to build my pathway toward my preferred destination?
- What are the challenges that I have with my plan and how can my faith support me in challenging times?
- Who can I ask to help guide me as I plan my pathway?

My Individual Pathways Plan

Career Cruising can help you plan your future. By using the personal assessment tools, exploring detailed career profiles and post-secondary education information, you can learn about yourself, know more about careers and post-secondary programs, set goals and plan your educational pathway.

Save all information in your on-line portfolio and use this information before you choose your secondary courses that lead to your own pathways destination: apprenticeship, college, community living, university or the workplace.

Students

Getting Started: www.careercruising.com (also on the school board and secondary school websites)
Login: your Username and Password (provided by your school guidance counselor). You can also access your account by going to the school board's **LaunchPad Learning Portal**.



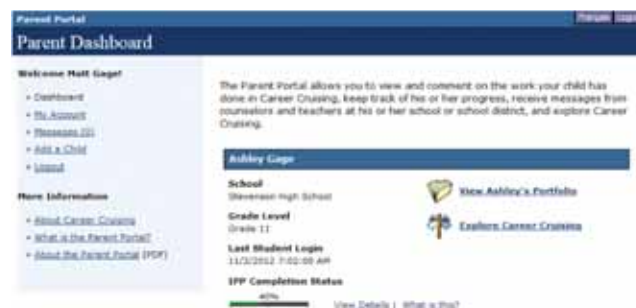
Students can:

1. Identify personal interests, skills and learning styles
2. Match personal interests and skills to careers
3. Explore careers
4. Research post-secondary programs
5. Create a four year personalized high school plan
6. Create a post-secondary education plan
7. Create a resume
8. Save your assessments, career matches, education programs, personal skills and experience, documents, certifications, awards, and community service to your online portfolio
9. Share the electronic portfolio with parents, advisors, post-secondary admissions staff, employers, and community partners

Parents

With the Parent Portal, parents and guardians can stay on top of their child's progress, 24/7, anywhere they have access to a computer.

Getting Started: www.careercruising.com/parent



To access the parent portal, your son or daughter can send an on-line invitation from Career Cruising or a Guidance Counsellor can provide an access code.

Parent Portal allows parents to:

1. View your child's goals, interests, achievements, and experiences
2. Track your child's high school course selections and progress towards graduation
3. View your child's post-secondary plans
4. Provide feedback to your child and his or her teacher and guidance counsellor
5. Receive messages from your child's teacher and guidance counsellor
6. Explore Career Cruising to learn more about career and education options for yourself in Ontario, and across Canada

For more information about Career Cruising, check with your Guidance Counsellor.

*"Life is an opportunity, benefit from it.
Life is a challenge, meet it.
Life is an adventure, dare it."*

Mother Teresa

Choosing Courses

Transitioning to Post-Secondary Pathways

Locally Developed
Courses
(L)

WORKPLACE
(E)

Applied
Courses
(P)

COLLEGE
(C)

Academic
Courses
(D)

UNIVERSITY
(U)

Alternative
Courses
(non-credit
K courses)



Workplace
Apprenticeship



College
Apprenticeship



University
College
Apprenticeship



Workplace
Assisted Living
Community Programs



Apprenticeship



College

Community Living

University

Workplace

Remember that all courses and pathways lead
to the same destination for everyone:

the workplace!

"God gives talent. Work transforms talent into genius."

Anna Pavlova

What do you need to graduate from high school?

18 compulsory credits

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

4	credits in English (1 credit per grade)*
3	credits in mathematics (1 credit in Grade 11 or 12)
2	credits in science
1	credit in Canadian history
1	credit in Canadian geography
1	credit in the arts
1	credit in health and physical education
1	credit in French as a second language
0.5	credit in career studies
0.5	credit in civics

In addition, students must complete:

✓	12 optional credits†
✓	40 hours of community involvement activities
✓	the provincial literacy requirement

Plus one credit from each of the following groups:

	<p>Group 1:</p> <ul style="list-style-type: none"> English or French as a second language** a Native language
1	<ul style="list-style-type: none"> a classical or international language social sciences and the humanities Canadian and world studies guidance and career education cooperative education***
	<p>Group 2:</p> <ul style="list-style-type: none"> health and physical education the arts business studies French as a second language** cooperative education***
1	<p>Group 3:</p> <ul style="list-style-type: none"> science (Grade 11 or 12) technological education French as a second language** computer studies cooperative education***

* 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 group 3.

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

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

Learning Skills and Work Habits

The Learning Skills and Work Habits that are on your report card are also important employability skills. Consider the following learning skills and work habits as you build your resume.

Responsibility

- Fulfill responsibilities and commitments within the learning environment
- Complete tasks and submit work according to agreed-upon time lines
- Take responsibility for and manage own behaviour

Organization

- Devise and follow a plan to manage time and resources
- Establish priorities and manage time to complete tasks and achieve goals
- Identify, gather, evaluate and use information, technology and resources to complete tasks

Independent Work

- Independently monitor, assess and revise plans to complete tasks and meet goals
- Use time appropriately to complete tasks
- Work carefully and follow instructions with minimal supervision

Collaboration

- Accept various roles and an equitable share of the work in a group
- Respond positively to the ideas, opinions, values and traditions of others
- Build healthy peer-to-peer relationships through personal and media-assisted interactions
- Work with others to resolve conflicts and build consensus to achieve group goals
- Share information, resources and expertise, and promote critical thinking to solve problems and make decisions

Initiative

- Look for and act on new ideas and opportunities for learning
- Demonstrate the capacity for innovation and willingness to take risks
- Demonstrate curiosity and an interest in learning
- Approach new tasks with a positive attitude
- Recognize and advocate appropriately for the rights of self and others

Self-Regulation

- Set individual goals and monitor progress towards achieving them
- Seek clarification or assistance when needed
- Assess and reflect critically on strengths, needs and interests
- Identify learning opportunities, choices, and strategies to meet personal needs and achieve goals
- Persevere and make an effort when responding to challenges

- Administering medication or a medical procedure, or involves handling “designated substances” as classified by the Occupational Health and Safety Act;
- Involving banking, securities or other valuables;
- If under 16, a logging environment;
- If under 15, a factory environment;
- If under 14, any workplace besides health and residential care, unless accompanied by an adult.

CHRISTIAN COMMUNITY SERVICE GUIDING IDEAS

Activities:

- Promote Catholic faith teachings and gospel values;
- Are designed to benefit the community;
- Support a non-profit agency;
- Promote tutoring, mentoring or coaching;
- Foster stewardship of the environment and global world;
- Involve an association that seeks to make a positive contribution in the community.

Examples of Eligible Christian Community Service Activities:

SPORTS/RECREATION: Coaching, organizing tournaments, summer games, track meets, working with a buddy, pool assistant, or Special Olympics;

YOUTH PROGRAM: Volunteering with youth groups such as Scouts, Guides, Summer play-ground activities, camps, Leaders-in-Training, Recreation Centre programs;

RELIGIOUS ACTIVITIES: Children’s liturgy program, volunteering in catechism classes, special events;

COMMUNITY: Winter carnivals, summer fairs, food drives, supporting community and charitable groups;

ENVIRONMENTAL: Community clean-up, recycling, tree/flower planting, beautification projects;

SENIORS: Volunteering in a seniors residence, serving snacks, helping with activities, reading;

ANIMALS: Animal care, volunteering at the local zoo, horseback riding programs, pet shelter, humane society;

ARTS AND CULTURE: Volunteering at a gallery, performing arts production or program, community library program, volunteering to play music;

INDIVIDUALS: Assisting an individual with shopping, tutoring, shovelling snow, housekeeping, writing letters, reading buddies, chronic care hospital visits, house painting, yard maintenance;

IN-SCHOOL: (Outside instructional time) breakfast program, tutoring done before or after school or on spare, assisting at parent night or graduation, organizing school events—as approved by the school principal;

FUNDRAISING: Canvassing, organizing charitable events for the community—walkathons, gala events, sales.

If you would like to volunteer in an activity which does not correspond to the Guiding Ideas or is not within these examples, please contact your school principal for clarification and approval before you begin the activity.

INSURANCE

Students are protected by the Board’s liability insurance while they perform their 40 hours of volunteer community service. Community sponsors are also protected by the Board’s liability insurance for claims that arise out of students’ volunteer activities.

Boards expect that all community sponsors will provide students with appropriate instructions and safety precautions, and will train and supervise student volunteers.

The board’s insurance does not cover sponsors for lawsuits that arise from their negligence or for student injuries in the workplace.

Students and parents are encouraged to purchase Student Accident Insurance, available through the schools.

Check out the Volunteer Durham website for community service opportunities: durham.cioc.ca/volunteer

“For surely I know the plans I have for you, says the Lord...plans to give you a future with hope.”

Jeremiah 29

Pathways Planning for Life-Long Learning

As part of pathways planning, students should be encouraged to ask themselves: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Making a habit of returning to these questions will help students to become confident, independent and effective planners throughout their lives, and to make informed education and career choices. This journey will involve transition from grade-to-grade and after high school to one of the post secondary destinations: apprenticeship, college, community living, university, or the workplace.

APPRENTICESHIP

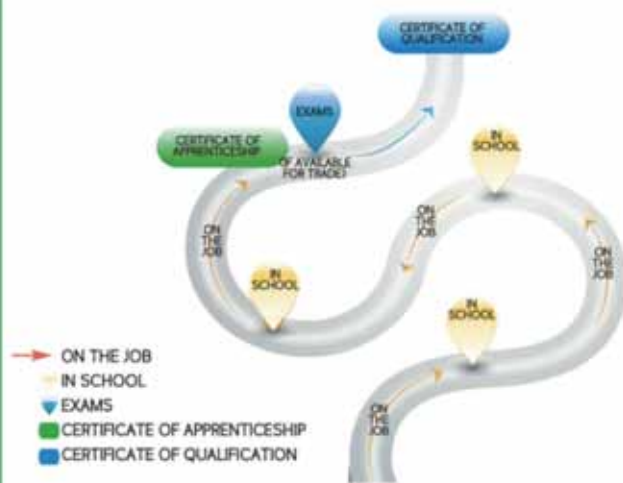
Apprenticeship is a post-secondary education pathway that combines on-the-job training, work experience and technical training that leads to certification in over 150 trades.

Employers provide about 90% of the apprenticeship training in the workplace.

All apprentices attend in-school sessions, involving classroom instruction on theory, offered by approved delivery agents (e.g. unions, colleges) for the remaining 10%.

Once both school and on-the-job educational components have been satisfied, apprentices will receive a Certificate of Apprenticeship.

For trades with exams, apprentices must pass the exam before they can receive their Certificate of Qualification.



Please visit www.oyap.com and www.collegeoftrades.ca for more information about apprenticeship opportunities



COLLEGE

There are 27 colleges in Ontario, located throughout the province. Colleges offer a variety of diploma, certificate and applied degree programs. The basic admission requirement for postsecondary programs in the Ontario College system is one of the following:

- Ontario Secondary School Diploma (OSSD) or equivalent
- Any lesser minimum admission requirement as established by a college on a program-specific basis

Ontario colleges offer more than 2,400 program choices in almost 600 subject areas. Programs are career-oriented and geared toward marketable skills. Find out about programs, arrange a campus tour or talk to college staff who can answer your specific questions.

Please visit, www.ontariocolleges.ca for more information and college specific requirements.

COMMUNITY LIVING

Transition planning is about looking ahead to the future and preparing for adulthood. It is a partnership involving student, parent, teachers, friends, community and adult service providers, and any other individual with a vested interest in your child. Consideration must be given to such things as:

- living arrangements
- community programs
- employment opportunities
- further education opportunities
- health care
- recreation and social activities

As part of the Individual Education Plan, a plan for the student's transition from secondary school to a post-secondary setting must be developed. The plan should reflect the student's needs and goals, and will include the following elements:

- specific goals for the student's transition to post-secondary activities
- the actions required now and in the future to achieve the stated goals
- the person or agency responsible for or involved in completing or providing assistance in the completion of each of the identified actions
- timelines for the implementation of each of the identified actions

Please visit www.dcdsb.ca and www.dsontario.ca for more information.



UNIVERSITY

To attend an Ontario university, students must attain their Ontario Secondary School Diploma and successfully complete six grade 12 courses at the university (U) or university/college (M) level. Each university may establish additional requirements for the programs that they offer. There are 22 universities in Ontario, offering professional programs in a variety of fields. Universities offer three and four year undergraduate degrees. Professional programs such as dentistry, medicine, engineering and education are offered at several Ontario universities.

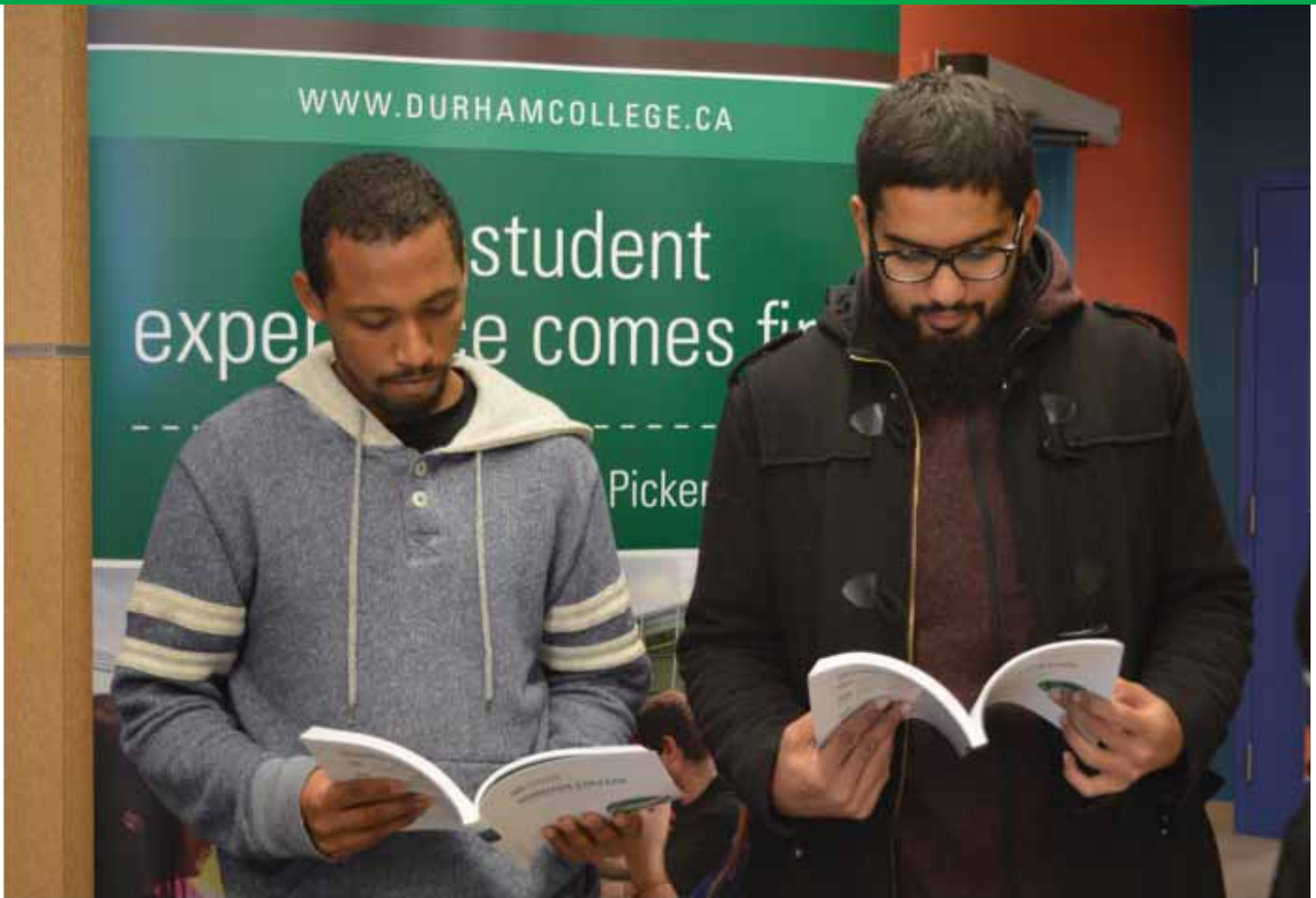
For specific information about programs, please check www.electronicinfo.ca and www.ouac.on.ca.

WORKPLACE

The goal of all students is to find employment that is fulfilling and of service to society. There are many ways to get to the world of work and one of the ways is through an entry-level job. Students will find information regarding the availability of entry-level jobs in their guidance department at high school. A number of organizations exist in Durham Region that help assist students to find employment after high school. An important organization is Employment Ontario.

www.employmentontario.ca or www.careercruising.com/dcd

Planning for Post-Secondary



Researching Your Options

In order to become better informed about your post-secondary choices, it's never too early to start researching education and training options and thinking about your financial plan. Visit your school's Guidance Office or Career Centre to access print resources, and go for campus visits. If you are interested in college or university, find out about their 'Open House' events. Use the 'Education' tab in Career Cruising to explore your education options in Ontario, in Canada, and in the United States.

Review Graduation Requirements

Be sure to check your Ontario Status Sheet to keep track of the following:

- Number of credits and compulsory credits
- Literacy Requirement
- Christian Community Service Hours

You can access your Ontario Status Sheet by visiting your Guidance Counsellor.

Financial Assistance

If you are looking for help to pay for your post-secondary education and training, there are a number of loans, grants, scholarships, awards and bursaries that you can apply for.

Apprenticeship Training

Visit the Employment Ontario training website to learn more about loans for tools, grants, apprenticeship completion bonus, and other financial supports:
www.tcu.gov.on.ca/eng/employmentontario/training/financial.html

Ontario Student Assistance Plan (OSAP)

The Ontario Student Assistance Plan is funded by the Ontario and Federal government for post-secondary students who maintain at least a 60% course load. Check out the OSAP Aid Estimator feature that can be used as a guide to a possible assessment. Grade 12 students can apply online in the spring to: www.osap.gov.on.ca

30% Off Ontario Tuition Grant

This grant is available for full-time undergraduate university and college students whose parents gross income is less than \$160 000.

- \$1830 per year in a degree program at a public college or university in Ontario
- \$850 per year for a diploma program at a public college in Ontario

Automatic consideration is given to students who have applied for OSAP. For further details, please visit: www.ontario.ca/30off

Scholarships

A scholarship is an award based on a prescribed set of criteria. They are not always based on marks or for students going to university. Students are encouraged to begin researching scholarships well before their Grade 12 year. Scholarships are available from a number of institutions:

- Graduation awards from Secondary School
- Searchable Scholarship Database on Electronic INFO – www.electronicinfo.ca
- University and College Scholarships: search individual school websites
- Company and Organization Awards: ask your family!

- Websites:
 - o www.osca.ca (click on Students, Scholarships)
 - o www.yconic.com
 - o www.scholarshipscanada.com
 - o www.canlearn.ca

Bursaries

A bursary is financial aid that does not need to be repaid. The primary criteria for a bursary is financial need. When students are accepted to a program, they should contact the financial office of the post-secondary school they are attending to initiate a bursary application.

Post-Secondary Fairs

To find out more information about post-secondary fairs, visit the following websites:

- University and College Fairs:
 - o www.ouf.ca
 - o www.ontariocolleges.ca/news/cip
- Study and Go Abroad Fair:
 - o www.studyandgoabroad.com
- Student Life Expo:
 - o www.studentlifeexpo.com



Cooperative Education (Co-op)



Cooperative Education allows students to participate in valuable learning experiences that help prepare them for the next stage of their lives, whether in apprenticeship training, college, community living, university, or the workplace.

Co-op placements are arranged for students by their school when students apply for the program during course selection time. Co-op placements must follow Ministry of Education policy and guidelines.

www.edu.gov.on.ca/extra/eng/ppm/factsheet.html

Cooperative Education is a program that allows students to earn secondary school credits while completing a work placement in the community. A student's co-op program consists of the co-op course, which is monitored by a cooperative education teacher, and a related curriculum course or courses. Every student in a co-op program must have a Personalized Placement Learning Plan (PPLP) which shows how the student's related curriculum course or courses are being applied at their co-op placement. While at the placement, a designated workplace supervisor acts as a mentor for the co-op student, oversees their experiential learning, and communicates regularly with the co-op teacher.

The Cooperative Education course consists of a classroom component and a placement component. The classroom component includes pre-placement

and integration activities, which prepare students for the workplace. Students receive instruction in areas of key importance such as workplace health and safety and workplace ethics, and the in-school integration sessions which provide opportunities for students to reflect on and reinforce their learning in the workplace.

How does Cooperative Education benefit students?

- Make connections between school and work and to "try out" a career of interest before finalizing plans for post-secondary education, training, or employment
- See the relevance of their classroom learning in a work setting
- Develop the essential skills and work habits required in the workplace and acquire a direct understanding of employer and workplace expectations
- Gain valuable work experience to help build their résumé for post-secondary programs and future employment experience authentic and purposeful learning outside a traditional classroom setting

Apprenticeship

College

Community Living

University

Workplace

Student Profile:

Co-op employers are looking for students who demonstrate a positive attitude, possess a strong work ethic based on gospel values, have a sense of responsibility and who are committed to learning.

"It is not how much we do, but how much love we put in the doing."

Mother Teresa

Building Community Partnerships



Monsignor John Pereyima Catholic Secondary School is offering a “Home Building Co-op” Program located at 316 Conant St., Oshawa L1H 3S6.

This program is designed to allow successful candidates from Durham Region to work in a monitored home building environment and obtain four high school credits at the same time. The students will work with a qualified tradesperson in liaison with a Cooperative Education teacher from Monsignor J. Pereyima. Students will also have an opportunity to earn a dual credit in Basic Electrical Techniques from Sir Sanford Fleming College.

Students wishing to enter this program must apply through an application and interview process. Applications will sent to all schools. The interviews will begin in early June. The program will start February 2017.

Program Description:

In the “Home Building Co-op” Program, students will register at Monsignor John Pereyima CSS for semester two, 2017. Students will:

- Complete an application package and participate in an interview at the school to determine suitability and acceptance into the program
- Attend pre-placement and integration in-school days which include units in Job Readiness, Rights and Responsibilities, Health and Safety, Workplace Opportunities and Challenges
- Participate in mandatory health and safety training
- Attend a full day placement for an entire semester (March–June 2017)
- Receive instruction and monitoring by a qualified teacher at the home building site
- Assist with home building or renovation, with all materials provided by the employer
- Participate in a variety of trades at the work placement in partnership with a skilled trade professional

The following criteria will be used as a basis for student acceptance into the program.

- Interest in the skilled trades
- Willingness to learn
- Positive attitude
- Good attendance, punctuality and work habits
- Able to handle a variety of weather conditions
- Commitment to the program
- Must be 16 years of age (by Feb. 2017) and enrolled in Grade 11 or 12

Safety is a key priority!

- Students will receive health and safety training, including WHMIS, Safe Operating Procedures at Construction Sites and Fall Protection Certification.
- Workplace Safety and Insurance Board coverage is provided through the Ministry of Education while students work at unpaid placements in the community.
- Students are required to wear Personal Protective Equipment and comply with company regulations, safety codes, work schedules and policies.
- A certified teacher with experience and qualifications will monitor students’ progress at the work site.

What are the benefits for the student?

- Students are trained on the job in a monitored learning environment.
- Students can gain ‘hands-on’ skills and training in the construction trades.
- Networking in the community can sometimes lead to after school, weekend or summer work.
- Students will have received relevant safety training.
- Students will have the opportunity to participate in a positive community partnership which can help them transition to post-secondary destinations including apprenticeship, college, university or the workplace.

For additional information, please contact Monsignor J. Pereyima CSS, 316 Conant St. Oshawa, Ontario L1H 3S6 (905) 432-8470 ext. 4036



Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program (OYAP) is a school-to-work program that opens the door for students to explore and work in apprenticeship occupations starting in Grade 11 or Grade 12 through the Cooperative Education program.

Students have an opportunity to become registered apprentices and work towards becoming certified journeymen in a skilled trade while completing their secondary school diplomas. Students can register as apprentices when their co-op placement is in an apprenticeable trade or through the Regional Accelerated OYAP programs. Students who participate in Regional Accelerated OYAP programs that are delivered through a college will also have the opportunity to earn dual credits for their level 1 training. For more information, visit www.oyap.com/dcd.

How do students apply to Regional Accelerated OYAP?

If you are interested in applying to Regional Accelerated OYAP, contact a cooperative education teacher or guidance counsellor at your secondary school to receive an application form. Students must be in their final year of high school when they are enrolled in Accelerated OYAP.

The Regional Accelerated programs are available to students in 5 school boards: Durham Catholic District School Board, Durham District School Board, Kawartha Pine Ridge District School Board, Trillium Lakelands District School Board and Peterborough-Victoria-Northumberland-Clarington Catholic District School Board.

What programs are available in Regional Accelerated OYAP?

- Automotive Service Technician
- Child Development Practitioner
- Cook
- Electrician
- General Carpenter
- Hairstylist
- Industrial Mechanic Millwright
- Plumber
- Welder

Goals of OYAP

The goals of the Ontario Youth Apprenticeship Program are to:

- Provide students with the opportunity to start training in a skilled trade while completing the requirements for an Ontario Secondary School Diploma;
- Enable students to make the school to work transition by direct entry into apprenticeship training;
- Provide employers with the opportunity to train the skilled workers they require;
- Address the problem of skilled tradespeople shortages in general, especially the lack of young people joining the trades.

Exit Pathway: upon graduation from high school, students may:

- Continue an apprenticeship in order to earn a Certificate of Qualification;
- Begin a career that would provide them with skills to work anywhere in the world;
- Pursue skilled trade education and training;
- Own their own business.

Student Profile: Characteristics of students who consider application to the Ontario Youth Apprenticeship Program (OYAP) include: strong work ethic based on gospel values; learn best by doing; demonstrate a courteous, positive attitude; responsible worker; like to explore career options while still in high school.



Automotive Service Technician

Location	Partnership	For More Information	Destination Pathway
Durham College, Whitby	Durham College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. Students may officially enroll in this program in their final year of secondary school. Students attend Durham College two days a week and attend their cooperative education placement three days a week. Students will complete their Level 1 apprenticeship training and receive their final credits toward OSSD. This trade is a “Restricted” trade which means that a person performing this work must have either a Certificate of Qualification or be registered as an apprentice. The “Red Seal” Certificate of Qualification means that the license is recognized in all Canadian provinces.



Colby: Automotive Service

Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG1D/1P/1L Canadian Geography: CGC1D/1P Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/MBF3C/MEL3E Religion: HRF3O/HRT3M Recommended Transportation Technology: TTJ3C Cooperative Education 2–4 credits	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Mathematics: MAP4C/MCT4C/MEL4E Recommended Transportation Technology: TTJ4C Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits			
Integrated Technology: TIJ1O Visual Arts: AVI1O Physical Education: PPL1O	Transportation Technology: TTJ2O Visual Arts: AVI2O	Science: SVN3E	Mathematics: MAP4C MEL4E/MCT4C

Go to www.oyap.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as an Automotive Service Technician
- become specialized in the Motive Power Sector of this trade
- receive a Certificate of Qualification as an Automotive Service Technician
- pursue skilled trade education and training

Child Development Practitioner

Location	Partnership	For More Information	Destination Pathway
Durham College, Whitby	Durham College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. They also attend their cooperative education placement four days a week and level 1 training one day a week. Successful students will complete a portion of their Level 1 apprenticeship training and receive their final credits toward OSSD.



Heather: CDP

Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG1D/1P/1L Canadian Geography: CGC1D/1P/1L Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O/HRE1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L/ SVN3E Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/ MBF3C/MEL3E Religion: HRT3M/HRF3O Cooperative Education 2–4 credits	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits			
Integrated Technology: TIJ1O Visual Arts: AVI1O Food and Nutrition: HFN1O/2O Physical Education: PPL1O	Health Care: TPJ2O Individual & Family Living: HIF2O	Biology: SBI3C Working with Infants and Young Children: HPW3C Intro to Anthropology, Psychology & Sociology: HSP3C/3U Raising Healthy Children: HPC3O	Mathematics: MAP4C/ MEL4E/MCT4C Families in Canada: HHS4C/4U Nutrition and Health: HFA4C/4U Working with School-Age Children and Adolescents: HDP4C

Go to www.oyap.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as a Child Development Practitioner
- earn a Child Development Practitioner Certificate of Apprenticeship
- apply to college Early Childhood Education Diploma programs

Location	Partnership	For More Information	Destination Pathway
Durham College, Whitby	Durham College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. Students receive their Level 1 apprenticeship training delivered by Durham College three days a week and attend their cooperative education placement a minimum of two days a week. Successful students will complete their Level 1 apprenticeship training and receive their final credits toward OSSD. This trade is a “Restricted” trade which means that a person performing this work must have either a Certificate of Qualification or be registered as an apprentice. The “Red Seal” Certificate of Qualification means that the license is recognized in all Canadian provinces.



Casey: Cook

Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG1D/1P/1L Canadian Geography: CGC1D/1P Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O/ HRE1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/ MBF3C/MEL3E Religion: HRF3O/HRT3M Recommended Hospitality and Tourism: TFJ3C/3E Cooperative Education: 2–4 credits	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Mathematics: MAP4C/MCT4C/MEL4E Recommended Hospitality and Tourism: TFJ4C/4E Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits			
Integrated Technology: TIJ1O Physical Education: PPL1O	Hospitality & Tourism: TFJ2O (Culinary Arts) Food and Nutrition: HFN2O	Chemistry: SCH4C–Year 3 or 4 Food and Culture: HFC3M Travel and Tourism: CGG3O	Mathematics: MAP4C/MEL4E/MCT4C Chemistry: SCH4C–Year 3 or 4 Nutrition and Health: HFA4C/4U

Go to www.oyap.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as a Cook & receive a Certificate of Qualification
- begin a career that would provide students with skills to work anywhere in the world
- apply to college Culinary Arts programs

Electrician

Location	Partnership	For More Information	Destination Pathway
Durham College, Whitby	Durham College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. Students receive their Level 1 apprenticeship training delivered by Durham College two days a week and attend their cooperative education placement a minimum of three days a week. Successful students will complete their Level 1 apprenticeship training and receive their final credits toward OSSD. The trade of Electrician is a Compulsory trade which means that a person performing this work must have either a Certificate of Qualification or be registered as an apprentice. The “Red Seal” Certificate of Qualification means that the license is recognized in all Canadian provinces.



Tyler: Electrical

Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG1D/1P/1L Canadian Geography: CGC1D/1P Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/MBF3C/MEL3E Religion: HRF3O/HRT3M Physics: SPH3U/SPH4C	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Mathematics: MAP4C/MCT4C/MEL4E Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits		Recommended Credits	
Integrated Technology: TIJ1O Physical Education: PPL1O		Physics: SPH3U or SPH4C Cooperative Education 2–4 credits	

Go to www.oyp.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as an Electrician
- receive a Certificate of Qualification as an Electrician
- pursue skilled trade education and training

General Carpenter

Location	Partnership	For More Information	Destination Pathway
Monsignor John Pereyema CSS, Oshawa Fleming College	Local 27 Fleming College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. There are 2 delivery models in Durham Region. At Monsignor John Pereyema Catholic Secondary School the program is delivered by Local 27 Carpenters' Union during 8 weeks of in-school training. Students complete their co-op placement in May and June. The program at Fleming College is delivered in Peterborough. Students attend in-school training for 2 days of the week and their co-op placement for 3 days a week. Successful students will complete their Level 1 apprenticeship training and receive their final credits toward OSSD. The "Red Seal" Certificate of Qualification means that the license is recognized in all Canadian provinces.



Ashley, Jesse & Joesph:
Carpentry

Year 1	Year 2	Year 3	Year 4
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Compulsory Credits

English: ENG1D/1P Canadian Geography: CGC1D/1P/1L Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/ MBF3C/MEL3E Religion: HRF3O/HRT3MF Physics: SPH3U/SPH4C Recommended Construction Engineering Technology: TCJ3C Cooperative Education: 2–4 credits	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Mathematics: MCT4C/ MAP4C/MCT4C/MEL4E Required for Semester 2 Cooperative Education/OYAP: 4 credits
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Recommended Credits

Integrated Technology: TIJ1O Physical Education: PPL1O	Construction Technology: TCJ2O	Technological Design: TDJ3M Construction Engineering Technology: TCJ3C	Physics: SPH4C Construction Engineering Technology: TCJ4C
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Go to www.oyap.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship in the Construction Trades Sector
- receive a Certificate of Qualification in General Carpentry
- pursue skilled trade education

Hairstylist

Location	Partnership	For More Information	Destination Pathway
Oshawa Central Collegiate Institute	Durham District School Board	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. Students attend Central Collegiate to receive their Level 1 apprenticeship training and attend their cooperative education placement three days a week. Successful students will have the opportunity to complete their Level 1 apprenticeship training and receive their final credits toward OSSD. The Hairstylist trade is a Restricted trade which means that a person performing this work must have either a Certificate of Qualification or be registered as an apprentice. The “Red Seal” Certificate of Qualification means that the license is recognized in all Canadian provinces.



Adriana: Hairstylist

Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG1D/1P/1L Canadian Geography: CGC1D/1P Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/MBF3C/MEL3E Religion: HRF3O/HRT3M Recommended Cooperative Education: 2–4 credits	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits			
Integrated Technology: TIJ1O Comprehensive Arts: AVI1O Physical Education: PPL1O	Health Care: TPJ2O Media Arts: ASM3M Visual Arts: AVI3O	Biology/Science: SBI3C/SVN3E Chemistry: SCH4C - Year 3 or 4 Understanding Fashion: HNC3C Hairstyling and Esthetics: TXJ3E	Math: MAP4C Chemistry: SCH4C - Year 3 or 4

Go to www.oyp.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as a Hairstylist
- receive a Certificate of Qualification as a Hairstylist
- pursue skilled trade education and training

Industrial Mechanic Millwright

Location	Partnership	For More Information	Destination Pathway
Durham College,Whitby	Durham College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP , students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. Students receive their Level 1 apprenticeship training delivered by Durham College two days a week and attend their cooperative education placement a minimum of three days a week. Successful students will complete their Level 1 apprenticeship training and receive their final credits toward OSSD. The trade of IMM is a Compulsory trade which means that a person performing this work must have either a Certificate of Qualification or be registered as an apprentice. The “Red Seal” Certificate of Qualification means that the license is recognized in all Canadian provinces.



Patrick: IMM

Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG 1D/1 P/1L Canadian Geography: CGC1D/1P Math: MPM1D/1P/1L Science: SNC 1D/1 P/1L French or Learning Strategies: FSF 1 D/ 1 P or GLE 10 Religion: HRE 1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/MBF3C/MEL3E Religion: HRF3O/HRT3MF Physics: SPH3U/SPH4C	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Mathematics: MAP4C/MCT4C/MEL4E Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits			
Integrated Technology: TIJ1O Physical Education: PPL 1O		Physics: SPH3U or SPH4C Cooperative Education 2–4 credits	

Go to www.oyp.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as an Industrial Mechanic Millwright
- receive a Certificate of Qualification as an Industrial Mechanic Millwright
- pursue skilled trade education and training

Plumber

Location	Partnership	For More Information	Destination Pathway
Durham College, Whitby	Durham College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. Students receive their Level 1 apprenticeship training delivered by Durham College two days a week and attend their cooperative education placement three days a week. Successful students will complete their Level 1 apprenticeship training and receive their final credits toward OSSD. The trade of Plumber is a Compulsory trade which means that a person performing this work must have either a Certificate of Qualification or be registered as an apprentice. The “Red Seal” Certificate of Qualification means that the license is recognized in all Canadian provinces.



Aaron, Luke, and DCDSB Facilities Staff

Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG1D/1P/1L Canadian Geography: CGC1D/1P Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O/ HRE1OF	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/ MBF3C/MEL3E Religion: HRF3O/HRT3M Physics: SPH3U/SPH4C Recommended Cooperative Education 2–4 credits	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Mathematics: MAP4C/ MCT4C/MEL4E Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits			
Integrated Technology: TIJ1O Physical Education: PPL1O	Manufacturing Technology: TMJ2O	Manufacturing Technology: TMJ3C	Manufacturing Technology: TMJ4C

Go to www.oyp.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as a Plumber
- receive a Certificate of Qualification as a Plumber
- pursue skilled trade education and training

Location	Partnership	For More Information	Destination Pathway
Durham College, Whitby	Durham College	OYAP Coordinator	Apprenticeship

Profile of the Program

In Accelerated OYAP, students enrolled in cooperative education will have the opportunity to register as an apprentice, earn high school credits and complete part or all of Level 1 apprenticeship training. Students attend Durham College two days a week and attend their cooperative education placement three days a week. Successful students will complete their Level 1 apprenticeship training and receive their final credits toward OSSD. The “Red Seal” Certificate of Qualification means that the license is recognized in all Canadian provinces.



Year 1	Year 2	Year 3	Year 4
Compulsory Credits			
English: ENG1D/1P/1L Canadian Geography: CGC1D/1P Math: MPM1D/1P/1L Science: SNC1D/1P/1L French or Learning Strategies: FSF1D/1P or GLE1O Religion: HRE1O	English: ENG2D/2P/2L Math: MPM2D/2P/2L Science: SNC2D/2P/2L Canadian History: CHC2D/2P/2L Career Studies: GLC2O Civics: CHV2O Religion: HRE2O	English: ENG3U/3C/3E Math: MCR3U/MCF3M/MBF3C/MEL3E Religion: HRF3O/HRT3MF Physics: SPH3U/SPH4C Recommended Cooperative Education 2– 4 credits	English: ENG4U/4C/4E Religion: HRE4O/HRE4M Required for Semester 2 Cooperative Education/OYAP: 4 credits
Recommended Credits			
Integrated Technology: TIJ1O Physical Education: PPL1O	Manufacturing Technology: TMJ2O Visual Art: AVI2O	Manufacturing Technology: TMJ3C	Mathematics: MAP4C/MCT4C/MEL4E Manufacturing Technology: TMJ4C

Go to www.oyap.com/dcd to learn more about the Ontario Youth Apprenticeship Program.



Exit Pathway. Upon graduation from high school, students may:

- continue an apprenticeship as a Welder
- receive a Certificate of Qualification as a Welder
- pursue skilled trade education and training

Experiential Learning—Developing Workplace Skills



OYAP
General Carpenter



Janae
Optometry



Michael and Bradley
Grocery Retail



Brendan
St Isaac Jogues Parish



OYAP
Cook



Adam
Retail



Mikhail
Retail



Kimberly
Animal Care Coop



Brian
Electrical



Tyler
Iron and Metal Industry



Nicole
Physiotherapy



Kieran
Music Retail

Dual Credit Programs (School-College-Work Initiative)

Dual Credit courses and programs are intended to assist secondary students in the completion of their Ontario Secondary School Diploma (OSSD) and successful transition to college and apprenticeship programs. Students enrol in a first year college course and upon successful completion earn both a college credit and a high school credit. The primary focus of dual credits is to assist those students who are facing challenges in completing their graduation requirements. Dual Credit programs and courses are also funded for students in Specialist High Skills Major Programs (SHSM) and Ontario Youth Apprenticeship Programs (OYAP).

Dual credit courses are offered in two delivery models:

College-delivered dual credits: Students travel to the college and take a college course on campus.

Examples of College-delivered dual credit courses:

COLLEGE AND COURSE NAME	SCHOOLS INVOLVED
Centre for Success: CFS is a dual credit program located on the campus of Durham College. This program offers selected students the opportunity to complete their high school graduation requirements while also taking a college course.	All schools
Ontario Youth Apprenticeship Program: Durham College offers Level 1 Apprenticeship Training in a variety of skilled trades that includes Automotive Service Technician, Child Development Practitioner, Cook, Electrician, Industrial Mechanic Millwright, Plumber and Welder.	All schools

Team-taught dual credits: In this model, the college professor and the high school teacher team teach a high school course and a first year college course. There is significant overlap in the curriculum expectations in the two courses. The expectations are aligned and both teachers determine the sequence of instruction and the assessment and evaluation practices. If successful, students earn both a high school credit and a college credit.

Examples of team-taught dual credit courses:

COLLEGE, HIGH SCHOOL AND COLLEGE COURSE NAMES	SCHOOLS INVOLVED
Durham: ASM30 / Photography 1	Archbishop Denis O'Connor CHS
Durham: GLS40/College Success and Study Skills	St. Mary CSS
Durham: TOJ4C/Child Development 1	Monsignor John Pereyema CSS
Loyalist: TXJ4E / Nail Technology 1	Monsignor Paul Dwyer CHS
Durham: BMI3C/Marketing 1	Father Leo J. Austin CSS
Durham: SBI3C / Biology 1	Notre Dame CSS
Durham: TTJ4C / Basic Automotive Skills	St. Mary CSS
Durham: PAF30 / Living Fit and Well	Father Donald MacLellan CSS- Reconnect

Dual credit opportunities vary from year to year so students are encouraged to speak with a member of the guidance department to explore these options. Dual credit information can also be found at earndualcredits.ca



Specialist High Skills Major (SHSM)



Overview

Student Success is about meeting the individual learning needs of each and every student. Schools are providing students with more opportunities to customize their high school experience and build on their strengths and interests through a variety of new and enhanced learning options. One of those options is the Specialist High Skills Major.

A SHSM is a ministry-approved specialized program that allows students to focus their learning on a specific economic sector while meeting the requirements of the Ontario Secondary School Graduation Diploma (OSSD). SHSM's also assist students in their transition from secondary school to:

- apprenticeship training or
- college or
- university or
- workplace

A Specialist High Skills Major program enables students to gain sector-specific skills and knowledge in the context of engaging, career-related learning environments and helps them focus on graduation and on pursuing their post-secondary goals.

What is required for a SHSM?

Every SHSM must include the following five components, which are outlined in detail in individual guides for each sector:

- a bundle of 8–10 Grade 11 and Grade 12 credits that includes:
 - 4 major credits that provide sector-specific knowledge and skills
 - 2–4 other required credits from the Ontario curriculum, in which some expectations are met through learning activities contextualized to the sector
 - 2 cooperative education credits that provide authentic learning experiences in a workplace setting, enabling students to refine, extend, and practice sector-specific knowledge and skills
- sector-recognized certifications and/or training courses
- experiential learning and career exploration activities within the sector
- “reach ahead” experiences connected with the student’s chosen post-secondary pathway
- development of Essential Skills and work habits required in the sector and the use of the Ontario Skills Passport (OSP) for purposes of documentation

Since the introduction of Specialist High Skills Major programs, the number of Ontario students enrolled has grown from 600 in 2006-07 to 46,000 in 2015-16.

www.edu.gov.on.ca/morestudentsuccess/SHSM.asp



Advantages of a SHSM

Pursuing a SHSM enables students to:

- discover the relationship between school and careers
- customize their secondary school education to suit specific interests and talents
- hear and see first hand what a career in the sector feels and looks like
- develop specialized knowledge and skills that are valued by the sector and post-secondary educational institutions
- earn credits that are recognized by the sector and post-secondary educational institutions
- gain sector-specific, industry-recognized and career-relevant certifications and training
- develop Essential Skills and work habits that are valued by the sector and recorded using the tools in the Ontario Skills Passport (OSP)
- identify, explore and refine career goals and make informed decisions about their post-secondary destination
- remain flexible, with the option to shift between pathways, should their goals and plans change
- gain confidence their ability to succeed
- network with post-secondary institutions, local industries and businesses
- open doors for summer jobs and future employment opportunities



How is a SHSM Recognized?

Students who successfully complete a SHSM receive:

- an Ontario Secondary School Diploma (OSSD) with an embossed red seal indicating “Specialist High Skills Major”
- a SHSM Record documenting his/her achievement
- formal recognition on his/her Ontario Student Transcript

Applying for a SHSM

Please contact your Guidance Department for more information about the SHSM programs in your high schools.

For additional information on SHSM's, visit: www.ontario.ca/shsm

Current SHSM Programs (as of November 2015)

Please see your Guidance department for an updated list of SHSM programs in your school.

All Saints Catholic Secondary School

- Arts and Culture
- Business

Father Leo J. Austin Catholic Secondary School

- Arts and Culture
- Business
- Hospitality and Tourism
- Transportation

Archbishop Denis O'Connor Catholic High School

- Health and Wellness
- Non-Profit

Notre Dame Catholic Secondary School

- Business
- Non-Profit
- Sports

Monsignor Paul Dwyer Catholic High School

- Arts and Culture
- Construction
- Non-Profit

Monsignor John Pereyema Catholic Secondary School

- Health and Wellness
- Construction
- Hospitality & Tourism

St. Mary Catholic Secondary School

- Arts and Culture
- Business

Arts and Culture

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/5_ArtsCulture.pdf

All Saints Catholic Secondary School
Father Leo J. Austin Catholic Secondary School
Monsignor Paul Dwyer Catholic High School
St. Mary Catholic Secondary School

Profile of the Arts and Culture Sector

According to the Canada Council for the Arts, arts and culture are essential elements in the new global economy – not only for their entertainment value but also for the skills they develop in individuals. (1) For example, an arts education challenges people to think critically and to solve problems creatively – skills that are now in high demand. During the 1990’s, the culture sector labour force grew by 31 per cent, compared to a growth rate of 20 per cent for Canada’s labour force as a whole.

The SHSM–Arts and Culture enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.



Apprenticeship

College

Community Living

University

Workplace



1 Canada Council for the Arts, “Arts and cultural activities are at the heart of communities”.

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/7_Business.pdf

All Saints Catholic Secondary School
Father Leo J. Austin Catholic Secondary School
Notre Dame Catholic Secondary School
St. Mary Catholic Secondary School

Profile of the Business Sector

In 2006, over a third of Canada’s workforce of approximately 14.5 million people was employed in the fields of trade and commerce, finance and insurance, administration and support, and real estate and leasing.⁽¹⁾ The business sector, the central pillar of Canada’s economy, is bursting with opportunities, from positions as accountants and clerks to administrators and retailers.

Because of globalization and new technology, the business sector also offers opportunities to young entrepreneurs to aim at the international market. As long as there is commerce, qualified and knowledgeable workers in business will find prospects either in one of Canada’s prospering companies or as an entrepreneur in one of their own.

The SHSM–Business enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.



1 Statistics Canada, Employment, Earnings and Hours, May 2007.

Construction

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/8_Construction.pdf

Monsignor Paul Dwyer Catholic High School
Monsignor John Pereyema Catholic Secondary School

Profile of the Construction Sector

According to the Ontario Construction Secretariat, the construction industry is one of Ontario’s largest employers. The Construction Sector Council has created a province-by-province, trade-by-trade labour market forecast for the next nine years. In Ontario, it is estimated that 60,000 workers will be required to replace those retiring, who will take essential technical, supervisory, and management skills with them. Furthermore, an additional 75,000 workers will be needed to fill positions related to new construction between 2009 and 2017. (1)

There are four categories of work in the construction industry. Each requires the use of different equipment and workers with a variety of skills. Depending on the career chosen, a graduate could work in any or all of these categories:

- new home building and renovation, including building, remodelling, or renovating houses and apartment buildings
- heavy industrial construction, including building industrial facilities such as cement, automotive, chemical, or power plants, refineries, and oil-sands installations

- institutional and commercial construction, including building commercial and institutional buildings and structures such as stadiums, schools, hospitals, grain elevators, and swimming pools
- civil engineering construction, including engineering projects such as highways,
- dams, water and sewer lines, power and communication lines, and bridges.

The SHSM–Construction enables students to build a foundation of sector-focused knowledge and skills before entering apprenticeship training, college, university, or an entry-level position in the workplace.



Apprenticeship

College

Community Living

University

Workplace



1 Construction Sector Council, Careers in Construction, www.careersinconstruction.ca

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/12_Health.pdf

Archbishop Denis O’Connor Catholic High School
Monsignor John Pereyma Catholic Secondary School

Profile of the Health and Wellness Sector

Kinesiologist, child care worker, audiologist, fitness instructor, doctor, nurse, physiotherapist, youth care worker, hospital porter, and medical technician are just some of the numerous and varied occupations in the health and wellness sector.

This sector not only has a wide variety of careers, but also is significant for the number of workers it employs. According to Canada’s Health Care System, published by HealthCanada in 2005, “approximately 1.6 million people work in health care and social services in Canada”. (1) The same publication states that this figure makes this sector “the nation’s third largest employer after manufacturing and the retail trade”.

The demand for health and wellness professionals will only increase. One reason is that a large number of employees in the sector are nearing retirement age. A survey conducted in 2002 found that “12% of the total number of [Ontario’s] health care professionals... are over the age of 55.” (2) In addition, as our population ages, the demands on the health care sector will rise.

The SHSM–Health and Wellness enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, this SHSM may be designed to have a particular focus – for example, on health care, fitness, or child care and family services.



1 Health Canada, Canada’s Health Care System.

2 MEDIAFORCE Helpdesk, The Ontario Health Care Labour Market.

Hospitality and Tourism

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/14_Hospitality.pdf

Father Leo J. Austin Catholic Secondary School
Monsignor Paul Dwyer Catholic High School
Monsignor John Pereyma Catholic Secondary School

Profile of the Hospitality and Tourism Sector

The tourism industry presents many advantages for employees because it offers a selection of well over 400 occupations. Tourism jobs also tend to provide plenty of opportunities for advancement, widely transferable skills, and ongoing training. (1)

The tourism industry is divided into five sub-sectors:

- hospitality and tourism
- accommodation
- food and beverage services
- recreation
- travel services

Tourism industries are an important employment sector in Canada. In 2009, this sector accounted for 1.6 million jobs, representing 9.4 per cent of the 17.1 million jobs in Canada. (2) Between now and 2025, spending on tourism goods and services in Canada is expected to grow to \$201 billion, and it is estimated that 219,000 tourism jobs will go unfilled due in part to declining birth rates and an aging workforce. (3)

The SHSM–Hospitality and Tourism enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace.



Apprenticeship

College

Community Living

University

Workplace



1 Discover Tourism.

2 Statistics Canada, Tourism satellite account: Human resource module, 2009, www.statcan.gc.ca/daily-quotidien/100528/dq100528d-eng.htm.

3 Canadian Tourism Human Resource Council, Fast Facts: Total Tourism Sector Employment (2006).

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/19_NonProfit.pdf

Monsignor Paul Dwyer Catholic High School
St. Mary Catholic Secondary School
Archbishop Denis O’Connor Catholic High School
All Saints Catholic Secondary School

Profile of the Non-Profit Sector

The non-profit sector offers a range of careers that are dynamic, engaging, and rewarding. Whether in the fields of art, culture, education, the environment, information technology, health care, social development, or sport, countless career paths are available for people who share the sector’s common vision to make a difference. (1)

A survey conducted in 2003 by the HR Council for the Nonprofit Sector found that nearly 1.2 million people in Canada perform paid work for non-profit organizations. This translates into more than 7 per cent of the Canadian workforce. (2)

The sector’s employers include some 69,000 non-profit organizations nationwide. They are active in a variety of areas—health and social services, religion, development and housing, arts and culture, sports

and recreation, the environment, education and research, fundraising, and law, advocacy, and politics—both in Canada and internationally. (3)

The SHSM–Non-profit enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or a position in the workplace. Students will develop skills in the areas of problem solving, analysis, communication, cooperation, ethical values, consciousness, and citizenship.



1 HR Council for the Nonprofit Sector, Government of Canada’s Sector Council Program, hrcouncil.ca/home.cfm.

2 HR Council for the Nonprofit Sector, Government of Canada’s Sector Council Program, hrcouncil.ca/home.cfm.

3 HR Council for the Nonprofit Sector, Government of Canada’s Sector Council Program, hrcouncil.ca/home.cfm.

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/20_Sports.pdf

Monsignor Paul Dwyer Catholic High School Notre Dame Catholic Secondary School

Profile of the Sports Sector

Canada’s sports industry is growing. Dozens of cities now have professional sports teams and franchises. In Ontario, there are over 25 professional teams (1) in sports ranging from hockey to lacrosse to soccer. The Canadian sports sector generates around \$8 billion a year, according to the Canada Foundation for Innovation. (2) Over half of all Canadian children are involved in organized sports, and 57 per cent of parents are involved in some way with sports, as participants, spectators, coaches, referees, sports administrators or organizers, or members of sports organizations. (3)

The number of adult Canadians involved in amateur sport as spectators reached 9.2 million in 2005. A 1997 survey reported that 59,300 Canadians were employed as coaches, trainers, referees and athletes. (4) Almost one in five Canadians aged 15 and older reported belonging to a club, a local community league, or a local or regional amateur sport organization. (5) Whole sections of newspapers are dedicated to sport news, and many radio and television stations devote their programming to sports. Sports tourism produces revenues and employment—almost 8,000

jobs in 2007. (6) In a 10-year labour market forecast, Human Resources and Skills Development Canada stated that “there is... a significant scope for new job seekers with regard to occupations in art, culture, recreation and sport, especially announcers and other performers, and athletes, coaches, referees and recreation leaders”. (7)

The SHSM–Sports enables students to build a foundation of sector-focused knowledge and skills before graduating and entering apprenticeship training, college, university, or an entry-level position in the workplace. Depending on local circumstances, this SHSM may be designed to have a particular focus—for example, competitive and recreational sports, sports management, or sports media and broadcasting.



Apprenticeship

College

Community Living

University

Workplace



1 List of professional sports teams in Ontario, <http://en.wikipedia.org/wiki/>

2 Canada Foundation for Innovation.

3 Statistics Canada, Kids’ sports, www.statcan.gc.ca/pub/11-008-x/2008001/article/10573-eng.pdf.

4 Canadian Heritage, Organization of Sport in Canada: The Canadian Sport System.

5 Statistics Canada, Sport Participation in Canada, 2005, www.statcan.gc.ca/pub/81-595-m/81-595-m2008060-eng.pdf.

6 Canada Foundation for Innovation, Sporty Business.

7 Human Resources and Skills Development Canada, “Looking Ahead: A Ten-Year Outlook for the Canadian Labour Market, 2004-2013 – October 2004, Chapter 2: Labour Market Outlook”.

Excerpt below taken from “SHSM: Policy and Implementation Guide” at: www.edu.gov.on.ca/morestudentsuccess/sector/21_Transportation.pdf

Monsignor Paul Dwyer Catholic High School
St. Mary Catholic Secondary School
Father Leo J. Austin Catholic Secondary School

Profile of the Transportation Sector

Transportation affects our lives in a multitude of ways. We drive cars for everyday purposes, use mass transit to commute to work, and take flights and cruises on holidays. Transportation systems move raw materials to manufacturers and finished products to consumers —locally, nationally, and globally.

In addition to being essential to our daily lives, transportation and transportation systems are an important area of employment in our economy. Transport Canada’s Transportation in Canada 2008 reports that the industry provided work for approximately 900,000 people in 2008 and that employment in this sector has grown steadily since 2000, reflecting a high demand for qualified personnel. (1)

The SHSM–Transportation provides students with a strong foundation for a wide variety of careers in the transportation sector, from those focusing on the service, repair, and modification of vehicles and vehicle systems to those related to the organization and management of transportation services and mass-transit systems. Depending on local circumstances, this SHSM may be designed to have a particular focus.



1 Transport Canada, Transportation in Canada 2008, An Overview, Addendum.

French as a Second Language Programs



There are three types of FSL programs offered to students in the Durham Catholic District School Board: Core French, Extended French and French Immersion.

Core French is a mandatory program in Ontario from grades 4 through 8 for all students in English-Language elementary schools, with student receiving 40 minutes of daily instruction in French. By the end of Grade 8, students will have accumulated a minimum of 600 hours of French instruction. At the secondary level, one French credit is compulsory for high school graduation. In Grades 9 and 10, students may choose between applied and academic courses. Students are encouraged to pursue French courses until grade 12, opening their Pathway options and providing a competitive edge in the job market.

Extended French and French Immersion are also programs offered to our students. Our French Immersion program allows students to begin in grade 1, with 90% of their daily instruction in French, by Grade 4

the English Language study is introduced and the breakdown between English and French subjects of instruction is 50%/50%. Extended French students are moving through the system, even though our entry point of Grade 4 has been phased out. By the end of Grade 8, our students in the French Immersion program will have accumulated over 5000 hours of French instruction, whereas our students in the Extended French program will have accumulated 2625 hours of French instruction.

Students who are enrolled in Extended French may continue their secondary studies at one of our three Secondary sites, Father Leo J. Austin Catholic Secondary School in Whitby, Notre Dame Catholic Secondary School in Ajax, and St. Mary Catholic Secondary School in Pickering. To complete their program at the secondary level, students must complete 10 courses in French to graduate (with some optional courses offered). The chart below outlines the courses offered in our Extended French program.

Grade 9	Grade 10	Grade 11	Grade 12
Religion	Religion	Les grandes religions du monde (World Religions)	
Français	Français	Français	Français
Géographie	Histoire		
Éducation physique			

Optional courses : Citoyenneté et carrières (Civics and Careers), Religion Grade12, Religion through the Arts, Drama

Advanced Placement (AP)

What AP Programs are Available?

Program	Grades	School
Biology	11-12 11-12	All Saints CSS Notre Dame CSS
Chemistry	11-12	Notre Dame CSS
English	9-12 12 9-12	All Saints CSS Notre Dame CSS St. Mary CSS
French	12	Notre Dame CSS
History	11-12 12	All Saints CSS Notre Dame CSS
Mathematics	9-12 9-11 10-12 9-12	All Saints CSS Fr. Leo J. Austin CSS Notre Dame CSS St. Mary CSS
Physics	11-12	Notre Dame CSS
Science	10	Notre Dame CSS
Studio Art	12	All Saints CSS

“Reach up as far as you can,
and God will reach down all the way.”

Author Unknown

e-Learning

e-Learning courses are run entirely online and accessed through the internet using the Ministry of Education’s approved Learning Management System, Desire2Learn. This type of course gives students the flexibility to customize their learning plan to fit their educational goals and provides them



Overview: Why take AP courses?

Through AP courses, the student is open to a realm of knowledge that might otherwise remain unexplored in high school. By taking AP exams, the opportunity exists to earn credit or advanced standing at many Canadian and American Universities.

AP courses assist in gaining a ‘head start’ in university preparation by improving skills such as critical thinking and problem-solving. Necessary study habits are also developed in order to be successful with the rigorous course work.

AP subjects are studied in greater depth and detail. As a result, students develop responsibility for their own learning and develop greater reasoning and analytical skills.

Student Profile: Students who consider applying to the AP program possess the following characteristics: high level of academic achievement (Level 4 or 80%+) in a broad array of subjects; independent, self-directed learners; ability to process information quickly; intellectual curiosity; responsibility for their own learning.

e-Learning

with more opportunities to succeed. Because of a sharing arrangement with several Catholic Boards, students in an online course might discover that their teacher is located anywhere in Ontario and their online classmates are from many different Ontario locations. Secondary eLearning courses are available for both day school and summer school. For a list of what is currently offered, check with your school Guidance department.

Blended Learning allows for the combination of face-to-face learning and online learning. Students in grades K to 12 can access online resources provided by eLearning Ontario, through Desire2Learn, with the daily support of their classroom teacher.

“The Catholic vision of the learner is—a self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.” Educating the Soul, Institute for Catholic Education, pg.15.

Archbishop Anthony Meagher Catholic Continuing Education Centre

“Learning Skills for Life”

Archbishop Anthony Meagher CCEC offers programming for students from Kindergarten to Adulthood. High school programs include credit courses in summer school, night school and (day school for students 18+). There are numerous International Language programs offering credit and non-credit options. Classes are available for flexibility through eLearning. Non-credit programs include “Head Start” and Grade 7/8 remedial language arts and mathematics programs to help students transition into grade 9. Transition programs after high school are available to help students explore options and upgrade literacy and numeracy skills. Experiential learning in the form of cooperative education and specialized pathways programs are also available to support students in the apprenticeship, college, community living, university and workplace pathways. Go to www.con-ed.ca or call the Oshawa Campus at 905-438-0570 or the Ajax Campus at 905-683-7713 for more information.

Specialized Pathways Programs for Secondary Students include:

Interdisciplinary Course for Athletes

This course is designed for elite student athletes who are participating in an athletic endeavor and wish to obtain an NCAA scholarship. They will earn an Interdisciplinary credit IDP301 or IDP401 preparing them for the Scholastic Aptitude Test (SAT) or American College Test (ACT). Call 905-438-0570 for more details.

Free International Language Programs

The program is offered on Saturday mornings from 9:30 a.m.–12:00 noon and runs from September to May. Currently, fourteen different languages are being offered in six different schools which span from Pickering to Oshawa. This program is designed for elementary

school age learners from Junior Kindergarten to Grade 8. It provides the opportunity for learners to speak, listen, read and write an international language and at the same time learn about the culture and heritage associated with that language. Knowledge of a second and third language strengthens first language skills. It also helps students understand the role of language and culture in society and to appreciate the value of other languages and cultures. The program promotes and advocates for multilingualism, recognizes opportunities for learners to enhance career options and expand global perspectives. This program also being offered in the summer during the month of July on Monday to Friday.



International Languages help learners to develop their understanding and appreciation of diverse cultures. Credit courses are offered in different levels to prepare students to study that language at the postsecondary level. These courses are opened to secondary school students and adults. Program runs on Saturday mornings during the school year from September to May.

For further information, please contact Ajax Campus at 905-683-7713.

Post-Secondary Pathway Program for Adults with Exceptionalities

Programs are available for young adults with exceptional needs who have finished secondary school. This non-credit training will upgrade functional living and vocational skills as well as provide general interest and socialization opportunities. Various programs will involve safety awareness, culinary skills, recreation, technology, office skills, car detailing, and other real-life experiences. Adults will enhance their full potential to live in a supported group/home environment and where possible work or volunteer in the work place as a 21st century citizen.

Literacy Skills & Adult Upgrading (Non- Credit)

FREE day classes in Oshawa and Ajax can HELP students 19 years + improve or refresh skills in Writing, Spelling, Reading, Math and Keyboarding. If you are finishing High School, and you want to learn... we offer: small friendly classes, continuous intake, confidence building, work at your own pace, stress-free, part-time or full-time Classes, individual programming, academic upgrading for high school, credit prep, PSW literacy, college, workforce and pre-apprenticeship preparation.

Funded by the Ministry of Training, Colleges and Universities.

Dual Credit Program

New to Archbishop Anthony Meagher, the Dual Credit Program offers students the ability to receive a credit toward their high school diploma and one credit counted toward a college diploma. At Archbishop Anthony Meagher, the Advanced Learning Strategies: Skills for Success after Secondary School is being offered for high school credit in conjunction with College Success and Study Skills for college credit. Students benefit by getting a glimpse of what college is like and learn about the pathways available to them upon completion of the dual credit program.



Transition Programs

Head Start

This high school preparation program is for Grade 8 students who are transitioning into Grade 9. Students will attend a four-day program in August which will review Grade 8 Mathematics and English and preview some of the Grade 9 curriculum in Mathematics and English. Students will also learn study skills and time management to help them succeed in high school. Students must register for this program with their current Grade 8 school.

Why Attend High School Head Start?

You should consider attending High School Head Start in order to:

- get a chance to review important Math and English skills
- get a 'head start' in Grade 9 Math and English curriculum
- learn important study and time management skills
- meet new friends

After School Homework Help

An after-school literacy and numeracy program is available for students taking Grade 9 and 10 courses. Qualified teachers and peer tutors are available for extra support with homework, preparation for exams, research and other academic-related activities. (In many schools, this program is called S3–Students Striving for Success).

Free On-line Homework Help in Mathematics

What?

Homework Help is a free online Math tutoring service. The tutors are actual math teachers located across Ontario.

Where? www.homeworkhelp.ilc.org

When?

Students may ask questions from Sunday to Thursday, 5:30 to 9:30 p.m.

Other resources (Best Sessions, Tutorials, Listen & Learn, Glossary, Locker, Calculator) are available 24/7.

Who?

All Grade 7 to 10 students can register with their Ontario Education Number (OEN) and date of birth. Students can find their OEN on their report card or status sheet.

Who Else?

Parents and teachers can register as guests.

All resources are available to them. However, only registered students may ask questions of the tutors.

Questions?

E-mail: HomeworkHelp@dcdsb.ca or ask your child's math teacher.

Father Donald MacLellan Catholic Secondary School

Alternative Education

Alternative Education provides students who require an alternate setting, program and teaching strategies opportunities to:

- prepare for transitions to and from secondary and post-secondary educational sites
- create a sense of community, belonging, and "reconnecting" through faith-based Catholic Restorative Practice model

Alternative Education sites provide students with:

- Small pupil/teacher ratio
- Technology support (e.g. laptops, elearning)
- Outreach opportunities
- Non-academic supports
- Flexible schedule



"My experience at the Centre for Success has been amazing. We have a lot of freedom, and I like that we are given a lot of choice."
– Samuel, Centre for Success, Oshawa

"This is a good experience because you are treated like an adult, there is a lot of time to finish work, and extra help and resources are available."
– Daniella, Centre for Success, Oshawa

Alternative Education (continued)

Programs

Catholic Return Ticket

905-428-7161 Fax: 905-428-2011

Primary site for grades 7 to 12 academic and non-academic programming for students receiving a long term suspension or expulsion.

Re-engagement

Ajax Campus

458 Fairall Road, Unit 7, Ajax
905-683-7713 Fax: 905-683-9436

Oshawa Campus

692 King Street East, Oshawa
905-438-0570 Fax: 905-438-0571

- Outreach programming for students between 18 and 20 years of age who were unable to benefit from traditional and other alternative sites
- Small group instruction, independent, and cooperative learning format
- Cooperative Education
- Online Learning
- Post-secondary planning and support

Reconnect—Learning to 18

1500 Hopkins Street, Whitby
905-666-1146 Fax: 905-666-4823

- Teacher-led classes, outreach, credit recovery, online courses and experiential learning for students between the ages of 16 to 18 who are at risk of graduating
- Support Services include Social Worker, Child and Youth Counselor, Special Education and Guidance teacher, Psychological Services
- Transitional support to post-secondary pathways
- Referral process initiated at the student's home school

Centre for Success

Durham College Oshawa

Whitby Skills Training Centre

Contact Information: DCDSB Secondary School
Guidance Department

- Students complete their OSSD at Durham College and enroll in the dual credit program to earn a college credit that also counts as a high school credit
- Dual Credit offerings may include : Introduction to Business, History of Music, Promotions and Publicity, Introduction to Psychology, Success Matters, H-VAC (Sheet Metal Fabrication)
- Students must be 17 years of age or older and have earned a minimum of 24 credits
- At risk of not graduating with his/her peers
- Able to demonstrate self-regulation skills and academic skills to study at a college level
- Considering post-secondary options for college and/or apprenticeship
- Referral process initiated at the student's DCDSB home school



Durham Catholic District School Board Secondary Schools

All Saints Catholic Secondary School.....905-666-7753
3001 Country Lane, Whitby L1P 1M1

Archbishop Anthony Meagher Catholic Continuing Education Centre

- Oshawa Campus.....905-438-0571
692 King Street East, Oshawa, ON, L1H 1G5
- Ajax Campus & Registration Centre.....905-683-7713
458 Fairall St., Unit 7, Ajax, L1S 1R6

Archbishop Denis O'Connor Catholic High School.....905-427-6667
80 Mandrake St., Ajax L1S 5H4

Father Donald MacLellan Catholic Secondary School

- Whitby Campus.....905-666-1146
1500 Hopkins St., Whitby L1N 2C3
 - Reconnect Program
1500 Hopkins Street, Whitby L1N 2C3
 - Centre for Success
Durham College
- Ajax Campus - Catholic Return Ticket Program.....905-428-7161
250 Bayly Street West, Unit 7, Ajax L1S 3V4
- Ajax Campus – Re-engagement Program.....905-683-7713
458 Fairall Street, Unit 7, Ajax L1S 1R6
- Oshawa Campus – Re-engagement Program.....905-438-0570
692 King Street East, Oshawa L1H 1G5

Father Leo J. Austin Catholic Secondary School.....905-666-2010
1020 Dryden Blvd., Whitby L1R 2A2

Monsignor John Pereyma Catholic Secondary School.....905-432-8470
316 Conant St., Oshawa L1H 3S6

Monsignor Paul Dwyer Catholic High School.....905-723-5255
700 Stevenson Rd. N., Oshawa L1J 5P5

Notre Dame Catholic Secondary School.....905-686-4300
1375 Harwood Ave. N., Ajax L1T 4G8

St. Mary Catholic Secondary School.....905-420-7166
1918 Whites Rd., Pickering L1V 1R9



Durham Catholic District School Board
Catholic Education: Learning and Living In Faith