



**Improving Educational Outcomes  
for Youth with Crown Ward Status**

**Crown Ward Education Championship Team  
for Dufferin, Halton, Peel and Upper Grand Regions**



# Tool Kit for Improving Educational Outcomes for Youth with Crown Ward Status

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## Document Rationale: Reach Every Student

The **Toolkit for Improving Educational Outcomes for Youth with Crown Ward Status** has been developed to assist Children’s Aid Society Workers and CAS caregivers to better understand the school system and to work in partnership with school boards while supporting youth with Crown Ward status by:

- assisting with the transition into schools,
- monitoring appropriate credit accumulation for grade level,
- supporting students to:
  - engage in the learning process,
  - complete graduation requirements, and
  - plan the transition to a future apprenticeship, college, university and work.

Research information provided by the Ministry of Children and Youth in 2009 indicates that:

- × Outcomes for former youth with Crown Ward status are dramatically lower than the general Canadian youth population.
- × They are less likely to graduate from high school.
- × They are absent more from school.
- × They have lower school engagement.
- × Youth leaving care often have limited opportunities access resources, and are at greater risk for long-term negative outcomes.

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*“The purpose is to develop opportunities that will encourage and help young people complete high school and to transition to post secondary training”.*  
-Dalton McGuinty, Premier of Ontario

*“We’re committed to helping Crown Wards succeed in school and make a smooth transition to adulthood.”*  
(Minister of Children and Youth Services – Laurel Broten, November 12, 2009.

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Outcome	Former youth in care (US & Can Research)	Canadian youth (ages 15 -25)
Didn't complete high school	27 - 75%	15%
Unemployed	46%	14%
Receive public assistance	38%	6%
Experience homelessness	45 - 90%	-
Pregnant at an early age	30%	6%
Involved in Justice System	60%	2%
Emotional/mental health problems	50%	18%

Key protective factors to improve outcomes for youth with Crown Youth status include:

- ✓ Educational and vocational achievement
- ✓ Positive social and vocational development
- ✓ Financial stability as they transition into adulthood.

Challenges to improving educational outcomes for Children and Youth with Crown Ward status include:

- Providing residential and school stability.
- Facilitating smooth transitions to the local schools.
- Motivating students to learn.
- Monitoring the student's progress.
- Facilitating adequate educational assessment and plans.
- Supporting the high rates of special education needs: learning disabilities and mental health issues.

Numerous barriers faced by youth with Crown Ward status may include: abuse, neglect, protection issues, emotional consequences of being removed from their families and community, separation from siblings and friends, frequent residential and school changes, and child welfare and court system involvement. As a result, these youth often do not access school services for support, fall behind academically, socially and emotionally, exhibit behaviour challenges and failing grades. A decreased likelihood of achieving secondary school completion is the outcome.

## **Acknowledgements**

This Tool Kit was written under the direction of the Crown Ward Education Championship Team for Dufferin-Peel, Halton, Peel and Upper Grand Regions. This team consists of representatives from community agencies, training, colleges and universities and school boards and is supported by the Ministries of Education, Children and Youth Services and Training, Colleges and Universities. All material has been adapted from documents reflecting effective practices produced by the Ontario Ministry of Education, Dufferin-Peel Catholic District School Board, Halton Catholic District Board of Education, Halton District Board of Education, Peel District School Board, and Upper Grand District School Board.

The Education Committee Writing Team responsible for this document includes:

Doug Bothwell, Student Success Leader, Halton District School Board

Glenda Brown, Senior Child and Youth Worker, Dufferin-Peel Catholic District School Board

Patricia Codner, Senior Social Worker, Dufferin-Peel Catholic District School Board

David Coules, Student Success Leader, Dufferin-Peel Catholic District School Board

Marie Fawcett-Carter, Behaviour Coordinator, Peel District School Board

Kathy Lowicki, Student Success Leader, Halton Catholic District School Board

Jennifer Meeker, Vice Principal, Upper Grand District School Board

Jodie Schnurr, Pathways Team Program Leader, Halton District School Board

Sharon Stevens Lay, Principal, Alternative Programs, Peel District School Board

Michael Rethazi, Education Officer, Ministry of Education, Ontario

Sherry Thomson-Morton, School Social Worker, Halton District School Board

Darlene Throop, Guidance Counsellor (retired), Halton District School Board



## Overview: Improving Educational Outcomes for Youth with Crown Ward Status

### Success Focus

In 2005, the Ministry of Education passed Bill 52 - Learning to 18, requiring all students to remain in school until age 18, or until they graduate. Embedded in this document are the following principles:

- Support a positive outcome for every student.
- Ensure opportunities for every student to succeed and graduate from secondary school to pursue pathways of their choice.

### Recognizing Diverse Pathways

Ontario students complete four to five years of education in secondary school and typically proceed to the following destinations (A. J. C. King, Who Doesn't go to Post-Secondary Education, 2009):

- 6% pursue Apprenticeships.
- 20% attend College.
- 34% attend University.
- Of the 40% who go directly to Work, approximately 40% have graduated with an Ontario Secondary School Diploma. The remaining 60% have left secondary school without completing their diploma.
- The fifth pathway is Independent Living. A very small percentage of students who have developmental disabilities continue to pursue independent living after secondary school.

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*'We learn differently, we experience life differently and we internalize events differently.'*

*'It's time to step up as a community, not just individuals.'*

*'If you don't believe in us and encourage us, how can we believe in ourselves?'*

*'Teachers and counsellors need to make contact and develop a close caring relationship.'*

*Source: Voices of Youth with Crown Ward status*

# Supporting Success for Youth with Crown Ward Status: How to be the Best Advocate for the Student

## 1. Keep the School Informed

- All students under the age of 18 are required to bring a note for each absence or late arrival. Guardians are expected to phone the school and indicate the reason for any absence on the day of the absence. Most schools have answering machines and a message can be left outside school office hours.
- Extended absences result in students missing valuable aspects of their academic program. Encourage consistent attendance.
- Open communication when problems initially surface should facilitate the implementation of insightful, collaborative and creative educational plans to promote student success.

## 2. Monitor the Student's Progress

- **Monitor the student's attendance and academic achievement:** Some boards have a student information system (SIS), or 'phone home' system, where guardians can access a website for daily attendance data. Legal Guardians can request credit accumulation information.
- **Communicate frequently** with Teachers, Guidance Counsellor, Student Success Teacher or Special Education Teacher, or Administrators, as appropriate. Establish means for communication as per Board recommendations.
- **Review all reports** with the student and stay informed about school reporting dates.

## 3. Support the Youth

- Utilize Student Services/Guidance.
- Support and encourage the youth to set achievement targets.
- Identify learning goals and success criteria.
- Encourage the youth to participate in school activities and clubs.
- Have conversations regarding school, homework, teachers, and friends.
- Assist the youth to develop lifelong learning skills and social skills.
- Assist the youth in realistic goal-setting to support completion of high school.
- When possible, attend school activities, parent/teacher interviews, and information evenings.
- Encourage the youth to review the school and Board's websites for up to date information.

## 4. Accessing Additional Supports

If at any point it becomes evident that there are emerging needs, the following practices will assist:

- The key contact at the school or the CAS Worker will initiate communication to identify the concern. In some circumstances a case conference may be appropriate. At the case conference, available information should be reviewed and updated, including:

- Strengths and areas of success, interest and talents.
- Presenting concerns and changing situations.
- Psychological/psychiatric assessments and/or diagnoses.
- Current treatment interventions, including medications as appropriate.
- Risk and safety factors.
- Academic progress.
- Supports available at school.
- Recommendations for revisions to the student's academic plan and/or structure of the day.
- Identification of additional caring adults for support at the school.
- Develop, review and revise intervention strategies to meet the student's needs.
- Establish a process to review and communicate the effectiveness of the intervention strategies.

## **5. Bill 212: The Education Amendment Act (Progressive Discipline and School Safety)**

requires school boards to provide programs for suspended and expelled students. Students are supported in continuing to acquire the necessary knowledge and skills outlined in the Ontario curriculum. Students are not required to attend the programs but are encouraged to participate. Student Action Plans are developed and have both academic and non-academic components.

**Suspension Program:** Academic work is provided by the home school and monitored by the suspension teacher. The non-academic program focuses on the student's needs and may include: anger management, social skills, decision making and individual counselling. At the end of the suspension, a re-entry plan is completed and the suspension staff will assist with re-integration into the home school.

The **Expulsion Program** is designed to provide balance between academic and non-academic support. The student earns credits with the support of the expulsion teacher. When the student has completed the program, his/her progress is reviewed with the Board's Superintendent of Education. A Progress Report/Re-entry Plan is developed to support the re-integration of the student.



## Transitions from Elementary School to Secondary School

### Elementary School

Teachers are the first point of contact for each student. Additional support may be provided by the: Student Success Teacher, Special Education Teacher, Guidance Counsellor, Professional Student Service Personnel, Educational Assistants/Teaching Assistants, Vice Principal, and Principal. These contacts help to plan the appropriate program for the youth.

- **Teachers** in grade 8 are the primary source for discussing daily academic performance and making recommendations for appropriate course selections for grade 9.
- A **Student Success Teacher** may be available to support transitions and to provide academic support to students at risk.
- **Special Education Teachers** support students who experience exceptional learning needs.
- **Professional Support Services Personnel (PSSP)** may include Child and Youth Workers/ Counsellors, Social Workers, Psychoeducational Consultants, and Speech-Language Pathologists.

### Supporting Secondary Transitions

Critical supports for the grade 8 to 9 transition are the following:

- Partnership with a caring adult at school. The student/adult partnerships are coordinated and monitored by the Student Success Team.
- Developing individual student profiles that highlight the strengths, needs, and interests of each student (e.g. academic, emotional, social, and/or physical).
- Developing individualized timetables for grade 9 students based on students' strengths and interests.
- Developing, implementing and monitoring a transition plan to support the student.

### How Does a Transition Plan Support Students?

- Creates a welcoming and caring learning environment for grade 9 students, which support students' emotional, social, and academic needs.
- Tailors the Secondary School experience to the individual student needs, interests, and strengths.



# Registration in Secondary School

## Documents required BEFORE a Youth can Register in Secondary School

The following documents are required:

- **Proof of Age** - birth certificate or passport or baptismal certificate or permanent resident card or record of landing.
- **Proof of Address** - lease or purchase agreement or current property tax bill (with name and address).
- **School Documents** - recent report card and credit history/status sheet and/or transcript.
- **Immunization record** - proof of immunization or philosophical/religious exemption forms.
- **Completed Board Registration Form** - Download this from the board or school website or pick up from the school. The CAS Worker, as the legal guardian, must sign and complete the form. Completing the form ahead of time is helpful.
- **Any other relevant information** - Individual Education Plan, Speech and Language Assessment, Psychoeducational, Psychological or Psychiatric Reports, if available.

## Pre-Registration Process for Youth with Crown Ward Status

- Determine the local school by checking the Board's website.
- The CAS Worker calls the receiving school Principal to notify him/her of the intent to register the student and sets up an appointment. Many boards require an Intent to Register letter, see Appendix #2.
- The Principal (or designate) will contact the youth's sending school to review the educational information necessary for planning a successful transition and placement.

## How to Register in Secondary School

- The CAS Worker as the legal guardian completes and signs the registration form.
- A case conference may be helpful and include the CAS Worker, youth, caregiver (foster parent/group home worker), and school personnel.
- Course selections are completed in consultation with Guidance Counsellor, Student Success Teacher and/or Special Education teacher.

## The Registration Meeting – The Importance of a Case Conference

Providing the school with as much information as possible regarding the youth's strengths and needs will support the student's transition. This information is used to implement the educational plan.

The legal guardian/CAS Worker plus the student, and, when possible, the caregiver (foster parent or group home worker) should attend the registration meeting. A collaborative planning approach is essential. The following points are important to consider in the discussion:

- The range of program options available in the school and the Board.
- If the student has been unsuccessful achieving any secondary credits, enquire about credit recovery.
- If the student has significant learning gaps, enquire about academic programs to support his/her learning.
- If the student has an Individual Education Plan (I.E.P.), ask to meet with the Special Education Teacher to set up an appropriate program.

- Establish a key contact at the school for the student, CAS Worker and Caregiver.
- Enquire about strategies to track the student's daily attendance and recommended methods for contacting the student's teachers and key school contact.
- Confirm the school authorizing personnel responsible for daily educational decision-making and for custodial authority, and the person who will contact the school regarding absences and notes. Authorization for fieldtrips, excursions, and co-curricular activities may be delayed if proper documentation is not in order.
- Ensure that the appropriate educational plans for the student have been arranged as well as the most appropriate timetable, the teachers are notified and required support systems are put in place.
- Establish a communication plan, including specific timelines for review meetings, to ensure that information regarding the student is shared regularly between the school and the CAS Worker.
- If a student attended a Section 23 program and is transitioning to a new school, it is essential that a case conference be scheduled and detailed information regarding the student is shared with the new school. Refer to local Board protocols.

### **Success in Secondary School**

- Access, when appropriate, available services: Guidance Counsellor, Special Education Teacher, Student Success Teacher, Professional Support Services Personnel or Support Service, and Administrators.
- Identify the key contact person.
- Encourage the youth to get involved in school life and take part in extra-curricular activities, such as clubs, teams, etc.
- Encourage the youth to take advantage of extra help, tutoring, and online support.
- Monitor attendance and progress.
- Communicate with teachers and key school contact.
- Consider alternative programs if the youth experiences difficulties in the regular school program.

### **Planning for Post Secondary and Future Pathways**

- Encourage the youth to research careers and all pathways using educational planning tools.
- Encourage the youth to attend guidance information sessions and career days and participate in Take Your Kid to Work Day (Grade 9).
- Visit post secondary institutes.
- Talk to people in careers of interest.
- Job shadow individuals.
- Schedule sessions with a Guidance Counsellor.



# Navigating through the Secondary School System

## 1. Secondary School Graduation Requirements

To obtain an **Ontario Secondary School Diploma (OSSD)** the following requirements must be successfully completed:

- 18 compulsory credits
- 12 optional credits
- 40 hours of community involvement
- The provincial literacy requirement (literacy test or literacy course)

18 Compulsory Credits include:

- 4 English (1 credit per grade)\*
- 3 Mathematics (1 credit in grade 11 or 12)
- 2 Science
- 1 Canadian Geography
- 1 Canadian History
- 1 Arts credit (visual arts, music, drama dance)
- 1 Health and Physical Education
- 1 French as a second language
- .5 credit in Civics
- .5 credit in Career Studies
- In Catholic School Boards, students are required to attempt 4 Religion Credits

Plus one credit from each of the following groups:

Group 1: additional credit in English or French as a second language\*\*, or a Native language, or a Classical or an International language, or Social Sciences and the Humanities, or Canadian and World Studies, or Guidance and Career Education, or Cooperative Education\*\*\*

Group 2: Additional credit in Health and Physical Education, or the Arts, Business Studies, or French as a second language\*\*, or Cooperative Education\*\*\*

Group 3: additional credit in Science (grade 11 or 12), or Technological Education, or French as a second language\*\*, or Computer Studies, or Cooperative Education\*\*\*

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

\*\* In groups 1, 2 and 3, a maximum of 2 credits in French as a second language can be recognized 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 be recognized as compulsory credits.

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

For more detailed information concerning Ontario secondary school diploma requirements, visit [www.edu.on.ca/document/curricul/secondary/oss/oss](http://www.edu.on.ca/document/curricul/secondary/oss/oss)

### **Ontario Secondary School Certificate Requirements**

Students who leave school before earning the Ontario Secondary School Diploma may be granted the Ontario Secondary School Certificate provided they have earned a minimum of 14 credits including:

Compulsory credits (total of 7)    Optional credits (total of 7)

- 2 credits in English
- 1 credit in Canadian Geography and History
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education

### **Certificate of Accomplishment Requirements**

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated but will not be issued a new Certificate of Accomplishment.

## **2. Course Information:**

Four types of courses are offered in grades 9 and 10:

- Academic (A) courses emphasize theory and abstract problems.
- Applied (P) courses focus on practical applications and concrete examples.
- Open (O) courses are designed to prepare students for further study in certain subjects and to enrich their education generally.
- Locally Developed Essential (E) courses are designed to focus on the knowledge and skills that students need to be successful in workplace preparation courses.

Five types of courses are offered in grades 11 and 12:

- Open (O) courses are appropriate for all students. They are not designed with the specific requirements of a particular post-secondary destination.
- Workplace Preparation (E) courses are designed to prepare students for a variety of jobs, training programs and careers. These courses emphasize workplace applications but also explore theoretical material underlying practical applications.
- College Preparation (C) courses are designed to prepare students for most college diploma programs and related careers.
- University/College Preparation (M) courses are designed to prepare students for entrance requirements for specific university and college programs, and related careers.
- University Preparation (U) courses are designed to prepare students for entrance requirements for university and college degree programs and related careers.

## Secondary Course Coding Information

Every course code consists of a course title and a six character code. The Ministry of Education designates the first five characters, and the sixth character is determined by the school or board.

- 1st, 2nd, and 3rd character is the subject discipline of the course, e.g. “ENG” refers to English.
- 4th character is the grade level: grade 9 is level 1, grade 10 is level 2, grade 11 is level 3, grade 12 is level 4. For example, ENG1PO refers to Grade 9 English in the applied program.
- 5th character is the course type: C = College, D = Academic, E = Workplace, L = Locally Developed, M = University/College, O = Open, P = Applied, U= University. For example, SNC1DO refers to Grade 9 Science program.
- 6th character is designated by the school or board.

## 3. Roles of Secondary School Personnel

- **Subject Teachers** provide 75 minutes of instruction per subject each day in a semester system. The subject teacher is the primary source of information regarding the student’s academic progress and learning skills.
- **Guidance Counsellors** are available to support students regarding course planning and personal or school issues.
- **Professional Student Service Personnel or Support Services** may include Child and Youth Workers/ Counsellors, Social Workers, Psychoeducational Consultants, and Speech/Language Pathologists who offer a variety of services.
- **Student Success Teachers** are responsible for providing extra support for students in risk. They work in partnership with Guidance, Special Education and administrators, and may be a key contact for Crown Ward youth.
- **Special Education Teachers** are responsible for students who are identified with exceptional learning needs. These teachers develop Individual Education Plans (IEP) for students. They often teach smaller classes regarding Learning Strategies that focus on learning skills, literacy and numeracy, and provide support for students’ course requirements. These supports may include: supervising tests and exams for students requiring a quiet setting, additional time and other assistance.
- **Educational Assistants (EAs)/Teaching Assistants (TAs)/Educational Resource Workers (ERWS)** support students’ programs.

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### *Significant influences that assisted youth to determine and reach future goals:*

*‘A caring teacher who developed a close relationship and reached out to me.*

*‘An empathic social service worker who gently pushed.’*

*‘I connected with an adult in a career of interest.’*

*‘Provide extra support when we need it and gently push us.’*

*Source: The Voices of Youth with Crown Ward Status*

- **Department Heads/School Leaders** are responsible for a defined curriculum or service area, e.g. Head of Mathematics, Guidance Departments, Head of Special Education.
- **Principals** and **Vice-Principals** are administrators in schools who support students' success.

#### 4. Student Success

The Ministry of Education *Student Success Strategy – Achieving to 18* has increased learning opportunities for secondary students. It customizes the secondary school experience to build on students' strengths and interests through a variety of new and enhanced learning options. These interventions are determined by local needs and available resources. For more specific information, contact the student success teacher and/or the guidance office.

#### 5. Special Education

Special Education programs and services are available in all schools to support students with exceptional learning needs.

- Refer to Board websites for details regarding Special Education, or the Ministry of Education website: [www.edu.gov.on.ca/eng/parents/speced](http://www.edu.gov.on.ca/eng/parents/speced)
- Speak with a Special Education Teacher to determine if a youth may benefit from Special Education support.
- An **Identification, Placement and Review Committee (IPRC)** may identify a student who would benefit from Special Education, may place the student in a program to meet his/ her needs and review the student's progress.
- **An Individual Education Plan (IEP)** is a written plan which describes the individual strengths and needs of a student, and program accommodations or modifications.

#### 6. Alternative Learning Opportunities

**Alternative programs** provide opportunities to earn credits in non-traditional ways. Information evenings are offered to provide program and application details. Details can be found on the board's website or are available from Student Services at any school.

Transportation typically is not provided for students attending regional programs.

**Alternative School:** All Boards may offer alternative programs which are often clustered at alternative schools.

**Cooperative Education** is a an option for all students with diverse pathways and post-secondary destinations.

- Students can achieve two compulsory credits, and up to 12 optional credits.
- All Co-operative Education courses begin with an in-school pre-placement preparation program followed by the placement experience. At regular intervals throughout the course, the Co-op students meet in class to debrief and reflect on their placement experience.
- Students are monitored on site by the co-op teacher.
- Many schools offer a continuous intake Co-operative Education program.

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*'Do not assume we fit a certain mould, get to know us as people and our personal needs.'*

*Source: Youths with Crown Ward status*

**Credit Recovery:** Every secondary school in Ontario offers a Credit Recovery program that is one of several options for a student who has been unsuccessful in a course. Access to Credit Recovery must be through a recommendation by the Principal or Credit Recovery Team and agreed to by the student and legal guardian. The final mark reflects the achievement of all course expectations.

**Dual Credits** count towards a student's Secondary School Diploma as well as a college certificate, diploma or apprenticeship certification. This program bridges students from high school to college and allows them to earn up to a maximum of 7 credits at the same time.

**E-Learning/On-line Courses** provide students with online Ministry of Education courses of study. Students interact and learn with their teacher and classmates using electronic course materials. A high level of motivation and self-discipline are keys to success in these courses.

Electronic/on-line courses provide opportunities to:

- Earn high-school credits in a different way.
- Take advantage of flexible scheduling.
- Access courses which may be unavailable in the community.

Take advantage of accelerated learning opportunities.

**Independent Learning Centre (ILC)** offers courses that are completed through learning modules provided by the Ontario Independent Learning Centre. Teacher support is provided during scheduled classes, but the majority of the academic work is completed independently. For more information, speak with a Guidance Counsellor or refer to [www.ilc.org](http://www.ilc.org).

**Summer School** courses are available for students who wish to earn additional credits, complete courses in which they were unsuccessful, upgrade achievement in a course, or take a transfer course to change level of courses (i.e., Applied to Academic).

- Full credit courses are offered over a four week period in July and consist of 110 hours.
- The exception to this is Careers and Civics, which may be completed in two weeks due to their credit value.

Students earning at least 40% in a course may upgrade by attending a 2 week course (55 hours of instruction).

**Night School** courses are offered in a limited number of grade 11 and 12 subjects in a limited number of secondary schools in a region. Students are required to attend two evenings a week for the duration of the course. Course offerings often are coordinated between the Public and Catholic District School Boards in each region.

**Ontario Youth Apprenticeship Program (OYAP)** students have the opportunity to concurrently earn secondary school credits and credit for the first level of Academic Apprenticeship Training. OYAP provides an opportunity to explore a career path in secondary school prior to heading to an apprenticeship, college, university or the workplace.

- These programs require a minimum of 4 in-school credits + 2 co-op credits in grade 11 or 12.
- These courses can cost between \$2,000 and \$6,000 when taken at colleges and private vocational schools.
- Any student can apply for these regional programs. Transportation and course fees are the responsibility of the student.

**Specialist High Skills Majors (SHSM)** programs allow students to focus on a career through a bundle of classroom courses, workplace experiences and sector certifications. The SHSM enables students to customize their high school experience to suit their interests and talents, and prepares them for a successful post secondary transition to apprenticeship training, college, university, or employment. In a SHSM program, students:

- Earn additional certifications such as First Aid, CPR(Cardiopulmonary Resuscitation) and WHMIS (Workplace Hazardous Materials Information System), at no cost to the student as well as sector specific certifications.
- Engage in experiential learning through job shadowing, work experience, and Cooperative Education with a minimum of 2 credits within their chosen sector and linked to a course in the SHSM package.
- Use the Ontario Skills Passport (OSP) to document demonstration of essential skills and work habits.
- Engage in reach-ahead experiences that range from experiential learning for a few hours to full courses.

## **7. Guidance Support Services**

Pathways Planning is an integral part of the Guidance and Career Education program to assist students in educational and career planning that includes:

- Electronic educational planning tools, such as [www.myBlueprint.ca](http://www.myBlueprint.ca) and [www.careercruising.com](http://www.careercruising.com). These programs, if subscribed by the Board, require a username and password, which can be obtained from the school Guidance Department.
- The compulsory grade 10 Careers Studies course.
- Student and parent resources are available on Board of Education websites.
- Guidance Departments organize many information sessions (e.g., college and university presentations, career speakers, etc.)
- Ontario Ministry of Education Secondary School Course Descriptions and Prerequisites are available at [www.edu.gov.on.ca/eng/curriculum/English/Curriculum/Secondary](http://www.edu.gov.on.ca/eng/curriculum/English/Curriculum/Secondary) to assist with the development of a 4 year high school program.
- The Ontario Ministry of Training, College and Universities provides information regarding Ontario Student Assistance Program (OSAP), and Ontario Access Grant for Youth with Crown Ward status. Visit their website at: [www.tcu.gov.on.ca/eng/postsecondary/careerplanning/crownwards.html#1a](http://www.tcu.gov.on.ca/eng/postsecondary/careerplanning/crownwards.html#1a)
- Scholarship and financial assistance information is available at <http://osap.gov.on.ca> and [www.scholarshipscanada.com](http://www.scholarshipscanada.com) and [www.StudentAwards.com](http://www.StudentAwards.com).
- Ontario School Counsellor Association (OSCA) website provides information on all pathways at [www.osca.ca](http://www.osca.ca).



# Transitions From Secondary School To Post Secondary Apprenticeship, College, University or World of Work Pathways

## Potential Pathways

### 1. Apprenticeships

Canada requires excellent technical training in the skilled trades and technologies. There are over 150 skilled trades classified into five sectors – Construction, Service, Industrial, Motive Power and Human Services.

- Many trades people today will be retiring in the next ten years, leading to a shortage of skilled employees.
- 40% of new jobs will be in skilled trades and technologies in the next two decades.
- Skilled trades' people earn higher than national average salaries.
- Many skilled trades' people own their own businesses.

#### What is an Apprenticeship?

- A combination of on-the-job training and classroom instruction.
- 80-90% of apprenticeship training is provided in the workplace, "learn by doing".
- 10-20% involves classroom instruction on theory, which is usually given at a local college, or provided through another approved training organization.
- Length of the apprenticeship varies depending on the trade (usually three to five years).
- Red Seal programs provide for a national standard for certification which means that skilled trades' people are mobile throughout Canada.

#### Apprenticeships websites:

[www.oyap.com](http://www.oyap.com)

[www.skillsontario.com](http://www.skillsontario.com)

<http://www.servicecanada.gc.ca/eng/goc/apprenticeship/grants/redseal.shtml>

[www.edu.gov.on.ca/eng/tcu/apprentices/oyap](http://www.edu.gov.on.ca/eng/tcu/apprentices/oyap)

[www.apprenticeshipsearch.com](http://www.apprenticeshipsearch.com)

[www.apprenticetrades.ca](http://www.apprenticetrades.ca)

[www.makingmyway.ca](http://www.makingmyway.ca) [www.schooltocareer.ca](http://www.schooltocareer.ca)

#### Ontario Youth Apprenticeship Program (OYAP)

The Ontario Youth Apprenticeship Program - OYAP is a specialized program that enables students who are 16 years of age or older to meet secondary diploma requirements while participating in an occupation that requires apprenticeship. For more information, visit: <http://oyap.ca>

#### Trade Certification

To be employed in certain skilled trades, workers must have a Certificate of Qualification. This certificate states that they have passed the provincial qualification exam which assesses their knowledge of the skilled trade. To write the provincial exam, applicants must prove they have experience in the trade.

For more information, visit:

<http://www.tcu.gov.on.ca/eng/employmentontario/training/certification.html>

## 2. Colleges

Colleges offer an extensive variety of programs:

- Apprenticeships, skilled trades and certification (one year or less).
- Some Bridging Programs enable students to bridge from secondary school to college while others facilitate a move from college to university programs.
- Diploma (two to three years).
- Applied Degrees (four years).
- Collaborative: complete a college diploma and a university degree together.
- Degree completion: begin at college and complete a degree at university.
- Transfer: complete a college diploma and use some or all of the credits to begin a degree program.

Many colleges offer collaborative, consecutive or degree transfer options to universities at a later time. Visit [www.ocutg.ca](http://www.ocutg.ca) for more information on transfer agreements.

### **Admission Requirements:**

- Students applying to an Ontario College require an Ontario Secondary School Diploma (OSSD). In some cases the following may be required: an interview, pre-placement test, audition, portfolio, etc.
- Students applying for a degree program will require an OSSD, including six Grade 12 University or University/College courses on which their average will be calculated. This must include ENG4U and any other required program prerequisites specified by the college program to which the student applies.
- Admission requirements for Ontario Colleges can be found at [www.ontariocolleges.ca](http://www.ontariocolleges.ca)
- Admission requirements and application process for Colleges outside Ontario can be found on individual College websites.

### **Application Process:**

- Application process for Ontario colleges can be found at the Ontario College Application Services - OCAS.
- Colleges require your grade 11 and 12 marks at the college, university/college and university level grades as well as midterm marks in grade 12.
- Doing well in college level courses will increase your options more so than just passing in university level courses.
- February 1 is the deadline for equal consideration for college. Oversubscribed programs will not accept applications after this date. However, many other programs will continue to accept applications throughout the spring and summer for fall entrance. Many programs have a January and some have a May start date.
- Marks are sent electronically to the Ontario College Application Services by the school board for students registered in secondary school who have signed a release.
- Students who have graduated or left secondary school require a transcript from the last school they attended. School boards provide these.

### **College websites:**

[www.ontariocolleges.ca](http://www.ontariocolleges.ca)

[www.ocutg.ca](http://www.ocutg.ca) – (Ontario College University Transfer Guide)

[www.gotocollege.ca](http://www.gotocollege.ca)

### 3. Universities

#### Admission Requirements:

- Students applying to an Ontario University require an Ontario Secondary School Diploma (OSSD), including six Grade 12 university or university/college courses (minimum) on which their average will be calculated. This must include ENG4U and any other required program prerequisites specified by the university.
- Admission requirements for Ontario Universities and their programs can be found at [www.electronicinfo.ca](http://www.electronicinfo.ca) .
- Admission requirements and application process for universities outside Ontario can be found on their university website or [www.canadianuniversities.net](http://www.canadianuniversities.net) or Association of Universities and Colleges of Canada.

#### Application Process:

- Application process for Ontario Universities can be found at the Ontario University Application Centre ([www.ouac.on.ca](http://www.ouac.on.ca)).
- Grades are sent electronically to the Ontario University Application Centre by the Board for students who are registered in secondary school and have signed a release.
- Students who have graduated or left secondary schools require a transcript from the last school they attended.

#### University websites:

[www.electronicinfo.ca](http://www.electronicinfo.ca)  
[www.canadianuniversities.net](http://www.canadianuniversities.net)  
[www.schoolfinder.com](http://www.schoolfinder.com)

### 4. World of Work

Students planning to go to work full time after secondary school should prepare a resume, cover letter, references and portfolio and become familiar with workplace health and safety regulations. School support is available to assist them with these tasks.

Co-operative Education credits can provide valuable workplace experiences.

#### Services to support transition to work include:

- **Employment Ontario** provides young people with the opportunity to gain skills and knowledge needed to find and keep a job.  
Check out [www.tcu.gov.on.ca/eng/employmentontario](http://www.tcu.gov.on.ca/eng/employmentontario)
- **Ontario Work Info Net** provides information on school and career related information at [www.on.workinfont.ca](http://www.on.workinfont.ca)
- **Industry Education Councils** provide assistance in job preparation, job search, and career planning. Check out the council in your region.
- **Ministry of Education and Training resources** provides assistance with job search.

#### Relevant websites include:

[www.edu.gov.on.ca/eng/training/jobs/getjob/getjob.html](http://www.edu.gov.on.ca/eng/training/jobs/getjob/getjob.html)  
[www.edu.gov.on.ca/eng/prospects/index.html](http://www.edu.gov.on.ca/eng/prospects/index.html)  
[www.edu.gov.on.ca/eng/doc](http://www.edu.gov.on.ca/eng/doc)



# Appendix

## Appendix 1. Glossary of Educational Terminology

**Accommodations** are changes made in the delivery of course material, including specific teaching and assessment strategies, and/or assistive technology, that support a student's access to the subject or course materials, but do not change the learning expectations.

**Achievement Chart** is a standard province-wide guide used by teachers. Assessment and evaluation will be based on the provincial curriculum expectations and the achievement levels.

**Action Plan** is a plan for support and remediation developed when a student receives an "R" (student has not demonstrated required knowledge and remediation is required) in a subject on his/her report card.

**Advanced Placement Credit Courses (AP)** are typically for high school students at the Academic course levels. These courses are more challenging and may ease a student's transition to post secondary training. Not all schools offer AP courses.

**Assessment** is data collected to provide teachers with information about a student's learning strengths and needs. Possible sources of assessment data include: educational, medical/health, speech/language, Occupational/physical therapy, behavioural/psychiatric, and psychological.

A **Behaviour Plan** is developed to promote positive student behaviour and success. It identifies support strategies the steps for implementing and monitoring the plan.

A **Credit** recognizes the successful completion of a course for which a minimum of 110 hours is required.

**Code of Conduct** provides guidelines and expectations for all students regarding their behaviour within the school. It is usually found in the student agenda or on the school website. For details as prescribed by the Ontario Ministry of Education, please visit <http://www.edu.gov.on.ca/eng/ppm/128.html>.

**Cooperative Education (Co-op)** provides students with an opportunity to extend their classroom learning into the work world. Students explore career options and gather information they need to make informed decisions about their post-secondary destination. Students get to know their strengths and learn valuable transferable skills for education and work.

**Course Expectations/Outlines** provide information on courses offered in the school and are given to students at the start of a semester. They are also available for parents/guardians from the school's Student Services/Guidance department. Course outlines include: course title, course code and course description, learning outcomes, and learning skills. The course outline helps students and parents understand how the student's performance is evaluated.

**Credit History/Status Sheet/Transcript** is a summary of marks and credits attempted and achieved.

**Education, Quality and Accountability Office (EQAO)** of the Ontario provincial government provides parents/guardians, teachers, and the public with information about student achievement. The **Grade 9 Assessment of Mathematics** is based on the Grade 9 Applied and Academic Mathematics programs. The Grade 10 **Ontario Secondary School Literacy Test (OSSLT)** ensures that students have acquired the essential reading and writing skills that apply to all subject areas in the provincial curriculum up to the end of Grade 9. Successful completion of the OSSLT is a graduation requirement.

**English Language Learners (ELL)** refers to students whose first language is other than English.

**Full Disclosure** - The Ministry of Education has a policy of full disclosure which states that all grade 11 and 12 courses attempted and must courses must be recorded on the Ontario Student Transcript. Full disclosure **does not** apply to grade 9 or 10 courses. Any grade 11 or 12 course completed, dropped or failed will appear on a student transcript along with the marks earned in the course. Full disclosure will take effect five instructional days following the issue of the mid-term Provincial report card. Courses dropped by the full disclosure date will not show on the Transcript.

**Individual Education Plan (IEP)** is a written plan, which describes the strengths and needs of an individual student, the special education programs and services established to meet that student's needs, and how the programs and services will be delivered.

**Identification, Placement and Review Committee (IPRC)** refers to a committee that meets and decides if a student should be identified as an exceptional pupil and, if so, the placement that will best meet the student's needs. This is a formal process as mandated in Regulation 181/98.

**Itinerant Teacher** is a teacher with Special Education Qualifications who is assigned to provide specialized support to staff/students in more than one school.

The **International Baccalaureate Diploma Program (IB)** is a pre-university diploma program that provides a challenging curriculum to highly motivated students. The IB program provides a comprehensive curriculum that is recognized by many universities worldwide.

**Learning skills** are reported on the Provincial Report Card. They are critical life skills and are reinforced in the course of study. These Learning skills include responsibility, organization, independent work, collaboration, initiative and self-regulation.

**Modifications** refer to the changes made to the grade level expectations for a subject or course, to meet the needs of the student. Students are working at their own level and are assessed based on their Individual Education Plan rather than meeting course expectations.

**Ontario Education Number (OEN)** is assigned by the Ministry of Education when a student starts school in Ontario.

**Option Sheet or Course Selection Sheet** lists the courses from which a student can select credit courses for the following year. Course selections are made between December and February for the following year.

**Ontario Student Record (OSR)** is the official school record for a student. Every Ontario school keeps an OSR file for each student enrolled at that school. The OSR file contains report cards, credits earned and diploma requirements completed, and other material relevant to the education of the student. The Ontario Education Act and Freedom of Information legislation protect these records. The OSR follows the student through school. The OSR remains at the final Ontario school attended.

**Ontario Secondary School Diploma (OSSD)** is granted to students who achieve the requirements.

**Ontario Secondary School Literacy Course (OSSLC)** can be used as an equivalent for students who have been unsuccessful on the Ontario Secondary School Literacy Test (OSSLT). Successful completion of the OSSLT or OSSLC is a graduation requirement.

**Ontario Secondary School Literacy Test (OSSLT)** is written by grade 10 students. Successful completion is a secondary school diploma requirement. All students who are working toward an Ontario Secondary School Diploma are required to write the OSSLT.

**Ontario Secondary School Certificate (OSS Certificate)** will be granted on request to students who leave school prior to earning the Ontario Secondary School Diploma, provided they have earned a minimum of 14 credits.

**Ontario Student Transcript (OST)** is an official summary of a student's achievement in Ontario secondary school credit courses. A current, accurate and complete copy of the OST will be included within the Ontario Student Record.

**Prior Learning Assessment and Recognition (PLAR)** has a specific, limited function in the Ontario secondary school program. PLAR consists of two components: "challenge" and "equivalency". Students may "challenge" a credit course and request an opportunity to be granted credit if they can demonstrate the required skills and knowledge through formal tests and other assessment strategies. Determining equivalency involves the assessment of credentials from other jurisdictions.

**Professional Support Services Personnel (PSSP)** may include Child and Youth Workers/Counsellors, Social Workers, Psycho educational Consultants and Speech Language Pathologists.

A **Program Book/Course Calendar** provides valuable information about the school, courses offered in the school and regional programs. Course Calendars are extremely helpful when selecting courses and planning for subsequent years. They can be obtained from Student Services as well as found on the school website.

**Progressive Discipline** is a range of responses and consequences when a student's actions are contrary to the Code of Conduct. Refer to <http://www.edu.gov.on.ca/eng/safeschools/NeedtoKnowSExp.pdf>.

**Resource Support** is a category of special education placement in which learning assistance required by the student is provided from the Special Education Teacher, the regular Classroom Teacher and other personnel who work as a team to provide programs to best suit the needs of the student.

**Summative Evaluation** will be based on a final evaluation. This summative assessment which is 30% of the final grade score includes an examination, performance, essay, and/or other method of evaluation. This evaluation is administered towards the end of the course, and typically occurs for semester schools in December and January, and May and June.

## Appendix 2. Intent to Register: Sample Letter

Date: \_\_\_\_\_

To: \_\_\_\_\_ (Name of Principal, Name of School)

Re: \_\_\_\_\_ (Name of Child/Youth)

DOB: \_\_\_\_\_ (Date of Birth of Child/Youth)

This letter is to confirm that the above named child is currently in the care and custody of the Peel Children's Aid Society.

During \_\_\_\_\_ 's time in care, he/she will be residing with:

Name of Foster/Kin Parent or Group Home: \_\_\_\_\_

Address: \_\_\_\_\_

Telephone number (s): \_\_\_\_\_

E-mail address: \_\_\_\_\_

\_\_\_\_\_ (Name of Foster/Kin Parent or individual(s) in the group Home) has the authority to register the child in school and to exercise daily educational decision-making accompanied by this letter.

This Child/Youth's previous school was: \_\_\_\_\_

\_\_\_\_\_  
(Name and Address of the youth's previous school).

I give permission for \_\_\_\_\_ (Principal), at \_\_\_\_\_ (Name of School) to contact the previous school to acquire information relevant for educational programming.

The Peel Children's Aid Society understands that registering children in school requires certain forms of identification. Therefore, we will work closely with \_\_\_\_\_ (Name of School) in order to obtain such documentation. With the Society's authorization, it is often possible to have these documents faxed from school to school, thereby eliminating delays in registration.

In extenuating circumstances where this is not possible, the Peel school will contact Staff Development and School Support Services at 905-890-1010 ext 2640 for further direction regarding registration of the student. If you have any further questions, I can be contacted at 905-363-6131 ext. \_\_\_\_\_ or by e-mail at \_\_\_\_\_

Thank you for your cooperation.

Sincerely,

\_\_\_\_\_  
Name of Worker  
Child Protection Worker  
(905) 363-6131 ext. \_\_\_\_\_

\_\_\_\_\_  
Name of Supervisor  
Supervisor



## For more information

Please visit the following websites:

Halton District School Board  
Halton Catholic District School Board  
Peel District School Board  
Dufferin-Peel Catholic District School Board  
Upper Grand District School Board  
Crown Ward Education Championship Team  
for Halton, Peel and Dufferin Regions  
Ontario Association of Children's Aid  
Societies (OACAS)

[hdsb.ca](http://hdsb.ca)  
[hcdsb.org](http://hcdsb.org)  
[peel.edu.on.ca](http://peel.edu.on.ca)  
[dpcdsb.org](http://dpcdsb.org)  
[ugdsb.on.ca](http://ugdsb.on.ca)  
[leadyourway.ca](http://leadyourway.ca)  
[oacas.org](http://oacas.org)

