TRANSITION GUIDE

for Parents & Guardians

The Complete Picture ...

Your Child's Future in a Catholic Secondary School and Beyond

Toronto Catholic District School Board

GUIDANCE & COUNSELLING

NURTURE . EXPLORE . DISCOVER

Toronto Catholic District School Board

STUDENT SUCCESS



A CATHOLIC SCHOOL GRADUATE IS EXPECTED TO BE:



AN EFFECTIVE COMMUNICATOR

who speaks, writes, and listens honestly and sensitively, responding critically in the light of gospel values.



A COLLABORATIVE CONTRIBUTOR

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

ARTWORK CREATED BY:
Dayna Gedney & Thomas Trafford



A DISCERNING BELIEVER

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



A REFLECTIVE, CREATIVE AND HOLISTIC THINKER

who solves problems and makes responsible decisions with an informed moral conscience for the common good.



A CARING FAMILY MEMBER

who attends to family, school, parish, and the wider community.

Toronto Catholic District School Board



A SELF-DIRECTED, RESPONSIBLE, LIFELONG LEARNER

who develops and demonstrates their God-given potential.



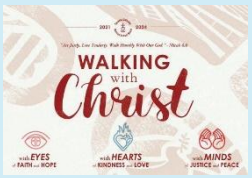
A RESPONSIBLE CITIZEN

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

EDUCATION AND CAREER/ LIFE PLANNING

Who do I want to become?

Contents





Toronto Catholic District School Board

STUDENT SUCCESS
GUIDANCE DEPARTMENT

Message From Student Success Leader....1
Education and Career/Life Planning Program....2
My Blueprint Education Planner....3
Tips For Completing Your Application....4
Secondary School Application Process....6
Ontario Secondary School Diploma (OSSD)....7
Planning For Grades 9 And 10 Types Of Courses....8
Planning For Grades 11 And 12 Types Of Courses....9
Specialized Programs Summary Chart....10
Specialized Programs....12
Skills for Life... Your Future, Your Choice....18
Assisting Your Child In Transition....20
A Few Things To Consider…....21
Getting Ready For The Transition To High School....22
Helpful Hints....23
Decoding A Course Code....24
Decoding A Timetable....25
Post Secondary Destination: Apprenticeship....26
Post Secondary Destination: College....27
Post Secondary Destination: University....28
Post Secondary Destination: Workplace And Community Living....29
Experiential Learning....30
Terms & Definitions....33
Toronto Catholic Secondary School Summer Transition Program....34
A Quote from Pope Leo XIV....35

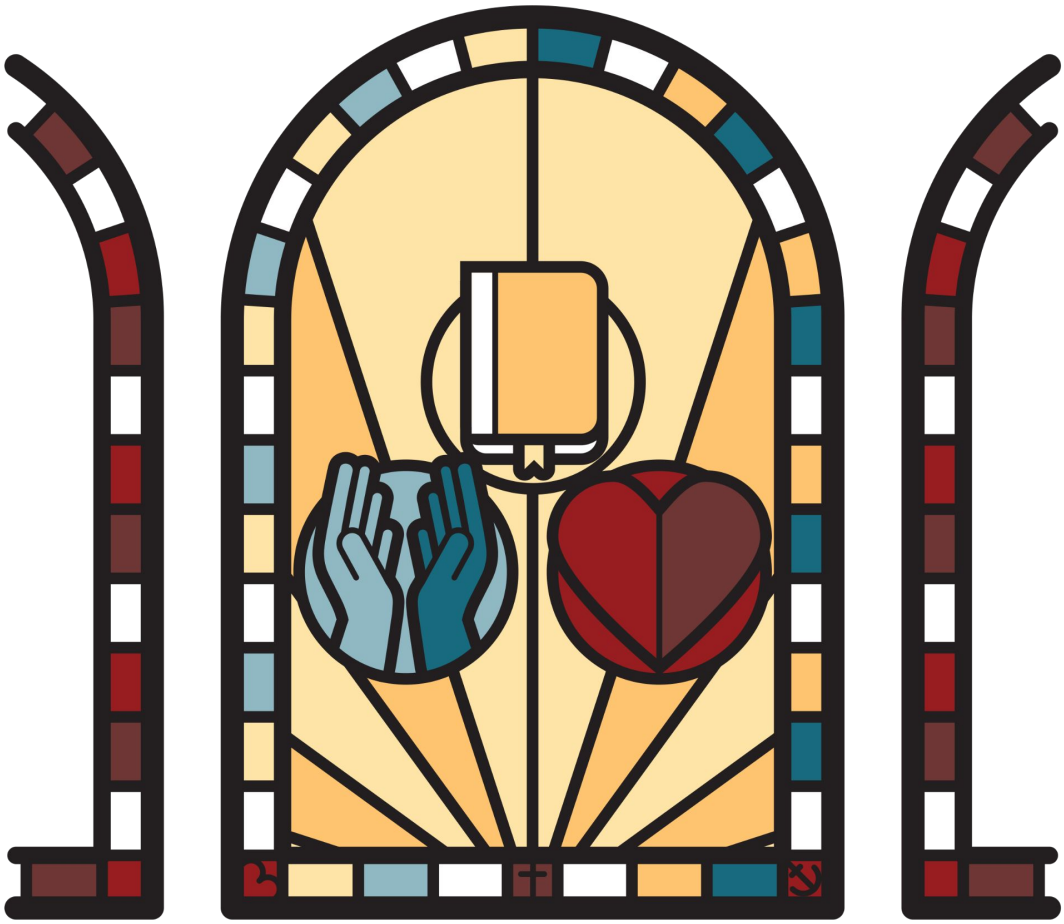
Toronto Catholic District School Board

GUIDANCE & COUNSELLING
NURTURE . EXPLORE . DISCOVER

PASTORAL PLAN

2024 - 2027

IN GOD'S IMAGE: *Growing in Knowledge, with Justice and Hope*



The 2024-2027 Pastoral Plan for the Toronto Catholic District School Board (TCDSB) provides themes of focus for enriching learning, faith experiences and ministry, and helping to nurture the relationships between our families, our parishes, our staff and our students, and all of us who share a strong commitment to Catholic education.

The theme for the 2024-2027 Pastoral Plan is "**In God's Image: Growing in Knowledge, with Justice and Hope**".

- Year 1 – Growing In Knowledge
- Year 2 - Growing In Knowledge with Justice
- Year 3 – Growing In Knowledge with Justice and Hope

"Character is much easier kept than recovered."
- Thomas Paine

Message for Students and Parents

Dear Students:

The time has come to make a decision about the high school you will attend and what your experience in high school may look and feel like. This transition is filled with excitement and many unknown questions that you will quickly learn about as you prepare to make the move to a secondary school.

We hope this guide will help you to find answers to many of the questions you may have about selecting a high school, the type of programming offered at each high school, the pathway to graduation and aspirations beyond high school.

In making this decision, you will need to consider how you learn best and the programming that will work best to address your interests and goals. You are not alone in this discernment as your teachers, counsellors, and administrators may provide you with information and advice. Please reach out to them to discuss your options and what to expect in high school.

This is your time to begin to make decisions that will impact your future and being able to ask questions and seek answers will help with any uncertain feelings you may have. It is our hope that your decision will propel you forward to future successes in school and life.

Many blessings to you and your family as you take the next steps in your learning journey.

Dear Parents/Caregivers,

As the primary teacher in your child's life, parents/caregivers, you are considered important partners in this journey. Working together to educate your child, we will ensure that your child will develop the skills and knowledge necessary to graduate. We hope that this guide will assist you in helping your child to make decisions about their future.

Furthermore, your assistance in ensuring that your child attends regularly, is punctual, completes assignments, and makes informed decisions will also support your child's successes in school and in life. Through our joint commitment, we hope to support your child to achieve their greatest potential and to become responsible members of our local and global communities.

May your ongoing guidance in your child's future lead them to much success and happiness in high school and in the years ahead.

Cristina Fernandes
Executive Superintendent of Student Achievement, Innovation and Well-Being

John 10:10 - I have come that they may have life, and have it to the full.

Education and Career/Life Planning Program

Ontario's education and career/life planning program helps students in Kindergarten to Grade 12 to set and achieve their personal goals. The program helps students become competent, successful and contributing members of society.

What is education and career/life planning?

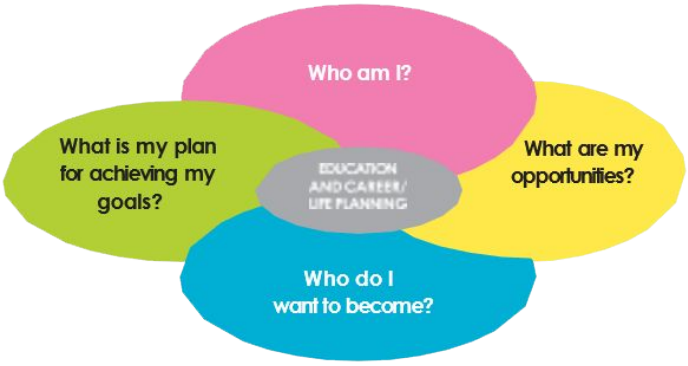
Education and career/life planning helps students develop the knowledge and skills they need to make informed choices for their education, career and life outside school. Students get a chance to learn more about themselves and their opportunities, set goals and make plans to achieve them.

This program helps students choose the courses and activities that support their goals and interests.

Students in all grades participate in the program and are encouraged to discuss their learning with parents and teachers.

What does the education and career/life planning program teach students?

The program teaches students how to understand themselves better and plan for the future. It does this by helping students to develop answers to four key questions:



How will students develop and apply this learning?

Students develop knowledge and skills about education and career/life planning through:

- Classroom activities related to the curriculum
- School-wide activities like career fairs and postsecondary presentations
- Activities in the community like recreational, social, leadership, and volunteer activities, and part-time employment
- Programs which offer "experiential learning," like job shadowing, cooperative education, the Ontario Youth Apprenticeship Program, Specialist High Skills Majors, and Dual Credits.

Grades 7-12: students record their goals and learning in a web-based Individual Pathways Plan (IPP). The IPP becomes the main planning tool for students as they move towards the next step after school. It also gives students a valuable archive of their learning and planning resources.

Students share the learning they record in their portfolio or IPP with a teacher and/ or guidance counsellor. They are also encouraged to share their learning with their parent or guardian.

Read the full *Creative Pathways to Success* policy at www.edu.gov.on.ca/eng/document/policy/cps/index.html

Students explore these questions throughout the program to develop answers that are meaningful to them. By doing this, they gain the knowledge and skills that will help them plan and make decisions about their future.

This information is adapted from the Ministry of Education and Career/Life Planning Program fact sheet.

my Blueprint education planner

My Portfolio

The leading Canadian education and career planning resource

Add Box

Pathways Plan 100%

Assessments
Discover your interests, personality and learning styles

Goal Setting
Create S.M.A.R.T. goals and a plan of action to stay on track

High School Planner
Plan to graduate and discover the impact of course selections

Post-Secondary Planner
Research the opportunities available in every pathway

Occupation Planner
Compare extensive information on careers across Canada

Resume & Cover Letter
Record experiences and export them for school or work

Financial Planner
Improve financial literacy and build an interactive budget

CareerIQ
Answer questions and enter draws to win prizes

Course Selection

Log in or create an account to complete online course selection

Submit Courses

Graduation Indicator

Track towards province specific graduation requirements

- Completed (8)
- Planned (22)
- Required (30/30)

Pathway Eligibility

Instantly discover post-secondary opportunities based on courses

Apprenticeships	157
Colleges	4,532
Universities	3,112

How Do I Get Started?

1. Visit **www.myBlueprint.ca/tcdsb**
2. Enter your email and password in the Existing User box

Don't have an account?

Visit www.myBlueprint.ca/tcdsb and choose your High School from the New User drop-down menu

"Life is change. Growth is optional. Choose wisely."
- Karen Kaiser Clark

Tips For Completing Your Application on *SOAR*

(Student On-Line Application for Registration)

1.Be Prepared

- Make sure you have read through the admissions requirements and deadlines. Be aware of application and document submission deadlines – priority will be given to applications submitted by deadlines.

2.Keep track of your Login ID and password

- At the beginning of the application, you will be asked to create an account. (Please provide a primary email address to your child's school.)
- SOAR utilizes email to communicate with the potential applicant and family. Note: all communication relating to your application will occur by email.
- If your child is currently attending an elementary school within the Toronto Catholic District School Board, we pre-build your child's application with the information on file. Please ensure your child's elementary school has your primary email address. You will use this email address to login into SOAR and connect to your child's application.
- For those applying from private schools or other boards, you are required to complete the full form and upload any required documents.
- By keeping a record of your user name and password, you can log in and out of your child's application as many times as you need to before you submit it.
- Within the application period, you may modify and resubmit; however, to make a change after you have submitted your application, you must submit a modification request. (As per the Toronto Catholic School Board Student Online Admission and Registration System Parent Guide.)

3.Experiencing Problems

- Parents who experience technical issues with the application may click on the Report Problem link located at the top right of each screen to request assistance or contact their child's current elementary school for assistance (TCDSB students). Please reference the file number located in the upper left- hand corner when reporting a problem.

4.Incorrect Student Information

- For students currently attending a TCDSB elementary school, SOAR extracts information from your child's electronic student record. Please report corrections to the school secretary at the elementary school your child attends. Once corrected, the changes will reflect correctly on your child's application.

"Setting an exciting goal is like setting a needle in your compass."
- Unknown

Tips For Completing Your Application on *SOAR*

(Student On-Line Application for Registration)

5.Specialty Program Choices

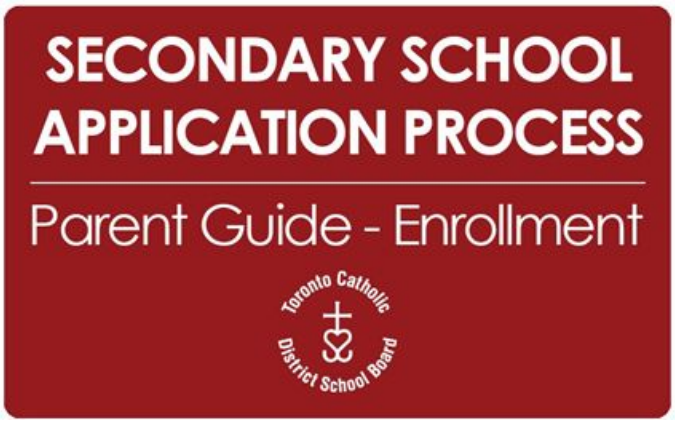
- Secondary schools will process specialty program choices first. Some programs require your child to write an assessment or participate in an audition. The TCDSB emails an offer of acceptance in the first wave of the application process. Parents have five days to respond to the offer. When accepting an offer, the TCDSB places your child in the specialty program and withdraws the applicant from all other program requests.
- All specialty programs require completion of a Principal Reference form. For TCDSB students, SOAR automatically sends the reference request to the principal of the elementary school your child attends.
- The evaluation committees may require a copy of the grade 7 report cards (Term 1 and 2). Parents of TCDSB applicants may provide consent to the evaluation committee to access these documents from the student's Ontario Student Record (OSR). Parents of students new to the TCDSB must upload these documents.

6.Cardinal Carter Academy for the Arts

- When applying to grade 7 and grade 8, the applicant must meet the Catholicity requirements of the Elementary School Admissions Policy.

7.Regular Program School Selection - "Home School" Information

- Parents of students attending a TCDSB school outside of their community school boundary can select the elementary home school based on their residential address; typically in cases where the student wishes to attend their community secondary school.



Secondary School Online Application Process

"The repetition of small efforts will accomplish more than the occasional use of great talents."
- Charles H. Spurgeon

Secondary School Application Process

DATES FOR ENROLMENT

PARENT TIMELINE	
Important Dates	**Activity**
Application Start Date September 25, 2026 at 5:00 PM EST	Application becomes available.
Initial Deadline Date October 30, 2026	• Specialty Program Applications no longer available after this date at 11:59 PM. • Applications (Regular Program) entered after this date will be processed directly to waitlist.
WAVE 1: Specialty Programs	• **November 27, 2026 (5:00 PM)** - Offers sent electronically to parents. • **December 1, 2026 (11:59 PM)** - Parents accept / decline offers.
WAVE 2: Specialty Programs	• **December 4, 2026 (5:00 PM)** - Offers sent electronically to parents. • **December 8, 2026 (11:59 PM)** - Parents accept / decline offers.
WAVE 3: Regular Program Confirmation of Placement or Redirection Offer	• **January 15, 2027 (5:00 PM)** - Confirmation of placement or redirection notices sent electronically to parents (no response needed by parent for confirmation of placement emails). • **January 19, 2027 (11:59 PM)** - Applicant redirection responses due. • If no response, application goes to Priority 1 waitlist for original regular program school choice.
WAVE 4: Regular Program Change Requests	Ongoing from **January 21, 2027 to June 2027**: • For TCDSB students - parents contact elementary school principal for completion of change requests. • For those applying from outside the board - contact Admissions for change requests.

"The repetition of small efforts will accomplish more than the occasional use of great talents."
- Charles H. Spurgeon

Ontario Secondary School Diploma (OSSD)

FOR STUDENTS WHO STARTED GRADE 9 IN 2024 AND AFTER

What do you need to graduate from high school?

17 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:	
4	credits in English (1 credit per grade)[1]
3	credits in Mathematics (Grade 9, 10, and 11 or 12)
2	credits in Science
1	credit in Technological Education (Grade 9 or 10)
1	credit in Canadian History (Grade 10)
1	credit in Canadian Geography (Grade 9)
1	credit in the Arts
1	credit in Health and Physical Education
1	credit in French as a Second Language
0.5	credit in Career Studies
0.5	credit in Civics and Citizenship

In addition, students must complete:	
✓	4 religion credits (1 per grade)
✓	9 optional credits[2]
✓	40 hours of community involvement activities (which can start the summer before Grade 9)
✓	the provincial literacy requirement
✓	2 online courses

Plus one credit from the following group:	
1	**STEM-related course group:** • business studies • computer studies • cooperative education • mathematics (in addition to the 3 compulsory credits currently required) • science (in addition to the 2 compulsory credits currently required) • technological education (in addition to the 1 compulsory credit required)

Starting in the 2026-27 school year, students must earn a new financial literacy requirement as part of the compulsory Grade 10 Career Studies course to earn an Ontario Secondary School Diploma (OSSD). Students will need to achieve a 70% of higher on the financial literacy modules/assessment.

The following conditions apply to compulsory credit selections:

- The Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- The Grade 9 Visual Arts: Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

[1] 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.

[2] Students may count a maximum of 4 optional credits towards the OSSD earned through approved college-delivered dual credit programs, if they are not also claiming credit for external (music) credentials.

https://www.ontario.ca/page/earning-your-high-school-diploma

"Have patience with all things, but chiefly have patience with yourself. Do not lose courage in considering your own imperfections, but instantly set about remedying them every day begin the task anew."

- Saint Francis de Sales

Planning For Grades 9 and 10 Course Options

GRADE 9 COMPULSORY COURSES

All Grade 9 students are required to take de-streamed compulsory courses as determined by the Ministry of Education.

They are as follows:

- English - ENL1W
- French - FSF1D
- Geography - CGC1W
- Mathematics - MTH1W
- Science - SNC1W

Locally developed courses remain for Gr. 9: Mathematics, Science and English. Gr. 9 students will continue to select 2 elective courses in addition to their compulsory courses.

GRADE 10 ACADEMIC, APPLIED, LOCALLY DEVELOPED, AND/OR NON-CREDIT COURSES

Your child will be asked to select courses that they wish to pursue in grade 10. Please read the information below with your son/daughter, to get a better idea of the course types in which they will be most successful. If you are uncertain, get help from your child's high school guidance department; they will be able to advise you.

ACADEMIC COURSES "D" (Gr. 10)

- Students will learn the essential concepts of a subject and explore related materials.
- Emphasis is on theory and abstract thinking as a basis for future learning.
- Students must already be independent learners with learning skills in the "good" to "excellent" level on the intermediate report card.

LOCALLY DEVELOPED COURSES "L"

- Students will learn the most essential concepts of a subject.
- Availability of a locally developed course will vary by secondary school. Please refer to the secondary school for more information.
- The decision to select locally developed course(s) is made between the school team, special education staff, parents, guardians and student.
- Students require complete teacher direction and instruction to accommodate learning needs.

APPLIED COURSES "P" (Gr.10)

- Students will learn the essential concepts of a subject.
- Emphasis will be on the practical and hands-on applications of the concepts.
- Students are generally more dependent learners requiring greater teacher direction, and performing at "satisfactory" to "good" in the Learning Skills section of the intermediate report card.

OPEN COURSES "O"

- Offered in all subjects other than those offered as academic, applied or locally developed.
- Expectations are designed and appropriate for all students.
- Optional courses are offered in the open stream (e.g., physical education, visual arts, music etc.).
- Students can have a variety of learning skills.

NON-CREDIT COURSES "K"

- Students will develop skills to function within their local community.
- In general, school staff recommends these courses for students who are working toward a Certificate of Accomplishment (COA).
- Student course curriculum is designed to meet specific individual needs.

FREQUENTLY ASKED QUESTIONS:

Once my son/daughter has chosen a course type, is there opportunity to change?

Yes! Any changes to course selections will require a conversation with your son/daughter's high school Guidance Counsellor.

Can my son/daughter take different courses that lead to different destinations?

Yes! Your son/daughter is encouraged to take the types of courses that best suit their interests, goals and learning style, while keeping in mind their possible destination after high school. There can be a variety of course types/destinations on a student's timetable.

"Have patience with all things, but chiefly have patience with yourself. Do not lose courage in considering your own imperfections, but instantly set about remedying them every day begin the task anew."

- Saint Francis de Sales

Planning For Grades 11 and 12 Types of Courses

During your son/daughter's grade 10 year they will be asked to choose a destination and courses within that destination. This choice is made, knowing their interests for future work, their current performance in high school courses, and the course types they are currently taking. The following courses show all destination pathways.

UNIVERSITY PREPARATION COURSES

- Developed in close collaboration with universities.
- Designed to prepare students with the skills and knowledge necessary to meet the entrance requirements needed for university programs.
- Courses are based on the theory of the subject matter, with the inclusion of some hands-on application.

COLLEGE PREPARATION COURSES

- Developed in close collaboration with colleges.
- Designed to prepare students with the skills and knowledge necessary to meet entrance requirements for college and some apprenticeship programs.
- Courses are based on concrete applications or subject matter with a focus on the development of critical thinking and problem-solving skills.

UNIVERSITY/COLLEGE PREPARATION COURSES

- Developed in close collaboration with both universities and colleges.
- Includes content that is relevant for university and college programs.
- Designed to prepare students with the skills and knowledge necessary to meet the entrance requirements needed for specific university and college programs.
- Courses are based on the theory of the subject matter and hands-on application.

WORKPLACE PREPARATION COURSES

- Developed in close collaboration with representatives from a variety of workplaces.
- Designed to prepare students with the skills and knowledge necessary for direct entry into the workplace, for admission to apprenticeship programs and other training programs offered in the community.
- Promotes the importance of life-long learning.

COMMUNITY PARTICIPATION COURSES

- Developed in close collaboration with family and community partners.
- Designed to prepare students for transition to community participation.
- Promote meaningful social inclusion in the community.

FREQUENTLY ASKED QUESTIONS:

Can my child change course destinations between grades 10 and 11, or grades 11 and 12?

Yes! With the advice and help of your child's guidance counsellor and subject teachers, a plan can be put in place if a change in course destination is needed.

"Wise leaders look out for change, then manage it and lead others through it."

- John Maxwell

Specialized Programs Summary Chart

For more information on each of our secondary schools, visit **https://www.tcdsb.org/o/teachingandlearning/page/school-profiles -and-course-offerings**.

Program Summary Chart	GENDER	SEMESTERED	NON-SEMESTERED	INTENSIVE SUPPORT PROGRAM	WHEELCHAIR ACCESSIBILITY	FRENCH	INTERNATIONAL BACCALAUREATE	CONGREGATED ADVANCED PLACEMENT	SHSM	OTHER
BISHOP ALLEN ACADEMY	M/F	GR. 9-12			WH/C	FI		Congregated AP	Justice, Community Safety & Emergency Services (JCSES)	Supplementary application for CAP on SOAR
BISHOP MARROCCO/THOMAS MERTON	M/F	GR. 9-12		ISP	WH/C			Congregated AP	Arts & Culture, Business, Transportation	Regional Arts Program (RAP)
BREBEUF COLLEGE	M	GR. 9-12		ISP	WH/C			Congregated IT AP	Arts & Culture, Health & Wellness, Information & Communications Technology, Business	S.T.E.A.M. (Grades 10 -12)
CARDINAL CARTER ACADEMY FOR THE ARTS	M/F	GR. 7-12			WH/C				Arts & Culture	Admission by audition only Enriched Arts
CHAMINADE COLLEGE	M	GR. 9-12							Business, Environment, Information & Communications Technology, Sports	S.T.E.A.M.(Grades 10 -12)
DANTE ALIGHIERI	M/F	GR. 9-12		ISP					Arts & Culture, Business, Health & Wellness	Soccer Program
FATHER HENRY CARR	M/F	GR. 9-12		ISP	WH/C			Congregated AP	Arts & Culture, Justice, Community Safety & Emergency Services (JCSES), Transportation	Supplementary application for CAP on SOAR CARR YORK Soccer Program (CYSP) The Prep Basketball Program
FATHER JOHN REDMOND C.C.S. & REGIONAL ARTS CENTRE	M/F	GR. 9-12		ISP	WH/C				Health & Wellness, Justice, Community Safety & Emergency Services (JCSES)	Regional Arts Program (RAP)
FRANCIS LIBERMANN	M/F	GR. 9-12		ISP	WH/C			Congregated AP	Environment, Health & Wellness, Information & Communications Technology	
JAMES CARDINAL MCGUIGAN	M/F	GR. 9-12		ISP	WH/C				Arts & Culture, Health & Wellness, Hospitality & Tourism, Transportation, Information & Communications Technology, Sports	York University Program Partnership, S.T.E.A.M., HigH Performance Athletics Program
LORETTO ABBEY	F	Gr 12 Functions & Calculus only	Gr 9 -12			EF			Business, Non-Profit, Education and Child Care, Sports	
LORETTO COLLEGE	F	GR. 9-12		ISP	WH/C				Arts & Culture, Health & Wellness	S.T.E.A.M.(Grades 10 -12)
MADONNA	F	GR. 9-12		ISP					Arts & Culture, Business, Health & Wellness, Non-Profit, Education and Child Care	S.T.E.A.M.(Grades 10 -12)
MARSHALL MCLUHAN	M/F		Gr 9-12	ISP	WH/C	EF		Congregated AP	Information & Communications Technology, Non-Profit, Education and Child Care, Sports	Supplementary application for CAP on SOAR

Special Education programming is available in all TCDSB Secondary Schools.
Specialist High Skills Major programs are available in 30 of our 32 high schools. CAP - Congregated Advanced Placement; ISP - Intensive Support Program; EF – Extended French; FI – French Immersion; IB – International Baccalaureate

"We are workers, not master builders; ministers, not messiahs, we are prophets of a future not our own."
- Archbishop Romero

Specialized Programs Summary Chart

For more information on each of our secondary schools, visit **https://www.tcdsb.org/o/teachingandlearning/page/school-profiles -and-course-offerings**.

Program Summary Chart	GENDER	SEMESTERED	NON-SEMESTERED	INTENSIVE SUPPORT PROGRAM	WHEELCHAIR ACCESSIBILITY	FRENCH	INTERNATIONAL BACCALAUREATE	CONGREGATED ADVANCED PLACEMENT	SHSM	OTHER
MARY WARD	M/F		Gr. 9-12	ISP	WH/C	EF			Business, Construction, Health & Wellness, Non-Profit, Education and Child Care (S.T.E.A.M. focus), Sports	Self-Directed Learning
MICHAEL POWER/ST. JOSEPH	M/F	Gr. 9-12		ISP	WH/C	EF	IB		Health & Wellness, Sports, Justice, Community Safety & Emergency Services (JCSES)	
MONSIGNOR PERCY JOHNSON	M/F	GR. 9-12		ISP	WH/C	EF			Business, Health & Wellness, Arts & Culture	O.Y.A.P. – Hairstyling
NEIL MCNEIL	M	GR. 9-12							Construction Design & Tech. Health & Wellness & Info. Comm. & Technology	S.T.E.A.M. (Grades 10 -12)
NOTRE DAME	F	GR. 9-12				EF			Health & Wellness, Information & Communications Technology	
SENATOR O'CONNOR	M/F	GR. 9-12		ISP	WH/C	EF & FI		Congregated AP	Business, Health & Wellness, Sports	
ST. BASIL-THE-GREAT	M/F	GR. 9-12		ISP	WH/C		IB		Business, Sports	SBC Junior Program Grade 9 / Grade 10
ST. JOAN OF ARC CATHOLIC ACADEMY	M/F	GR. 9-12		ISP	WH/C			Congregated AP	Arts & Culture, Health & Wellness, Information & Communications Technology, Non-Profit, Education and Child Care, Transportation	OYAP – CITImotive
ST. JOHN HENRY NEWMAN	M/F	GR. 9-12		ISP		EF, FI			Arts & Culture, Health & Wellness, Hospitality & Tourism, Information & Communications Technology, Non-Profit, Education and Child Care, Sports,	
ST. JOHN PAUL II	M/F	GR. 9-12		ISP	WH/C		IB		Arts & Culture, Business, Health & Wellness, Hospitality & Tourism, Sports, Information & Communications Tech.	
ST. JOSEPH'S COLLEGE	F	GR. 9-12		ISP	WH/C	EF		Congregated AP	Health & Wellness , Business	
ST. JOSEPH'S MORROW PARK	F	GR. 9-12		ISP	WH/C				Arts & Culture, Business, Health & Wellness	
ST. MARY CATHOLIC ACADEMY	M/F	GR. 9-12		ISP			IB		Transportation	
ST. MICHAEL'S CHOIR SR.	M	GR. 9-12				EF				Choral Program: Admission by Audition Only
ST. MOTHER TERESA CATHOLIC ACADEMY	M/F	GR. 9-12		ISP	WH/C				Arts & Culture, Sports	
ST. OSCAR ROMERO	M/F	GR. 9-12		ISP	WH/C				Business, Construction, Sports	OYAP - Carpentry, S.T.E.A.M. (Grades 10 -12)
ST. PATRICK - THE CENTRE FOR ARTS, MEDIA & TECHNOLOGY	M/F	GR. 9-12		ISP	WH/C				Construction, Hospitality & Tourism	Auditions for RAP Arts Program, Media Technology Audition (MTA)

Special Education programming is available in all TCDSB Secondary Schools.
Specialist High Skills Major programs are available in 30 of our 32 high schools. CAP - Congregated Advanced Placement; ISP - Intensive Support Program; EF – Extended French; FI – French Immersion; IB – International Baccalaureate

"You must be the change you wish to see in the world."
- Gandhi

Specialized Programs



YORK UNIVERSITY PROGRAM PARTNERSHIP

The York University Program Partnership at **James Cardinal McGuigan Catholic High School** provides opportunities for high school students to gain first hand exposure to post-secondary education at York University. The program supports students who show the academic potential for university but who may lack either the confidence or the resources to proceed. For more information visit:

https://www.yorku.ca/edu/getting-to-know-yu/contact/

SCHOOLS FOR THE ARTS

Admission into Cardinal Carter Academy for the Arts, Father John Redmond CSS and Regional Arts Centre, The Centre for the Arts, Media & Technology at St. Patrick Catholic School, St. Michael's Choir School and The Arts School at Bishop Marrocco will include an audition or supplementary application form.
Please contact the schools for specific application information.

Cardinal Carter Academy for the Arts

Those interested in attending Cardinal Carter must audition for one of the following arts areas: music (vocal, band, strings), visual arts, drama and dance. Visual Arts portfolios are due at application time. Carter's program runs from Grades 7 to 12. The entry points for new students are in Grades 7 and 9. Every Cardinal Carter student takes two Ministry approved arts credit courses per academic year.

Father John Redmond Catholic Secondary School and Regional Arts Centre

Father John Redmond CSS and Regional Arts Centre is offering the Regional Arts Program in Dance (modern and classical), Drama, Music (vocal, instrumental and strings) and Visual Arts to talented students in the GTA. Those interested in attending Father John Redmond must audition in January in one specific Arts area.

The grade 9 program is non-semestered. The students will acquire 2 credits in the Arts every year. At the end of four years, they will receive a Certificate of Specialization in Drama, Dance, Music or Visual Arts and a total accumulation of 8 Arts credits.

St. Michael's Choir School

St. Michael's Choir School was established in 1937.

With The Most Reverend Cardinal Thomas Collins, Archbishop of Toronto, as its chancellor, St. Michael's Choir School operates as a unique collaboration between the Archdiocese of Toronto and the Toronto Catholic District School Board. With an enrollment limited to 280 boys, the school offers a complete curriculum of academic studies from Grade 3 to 12 that meet the highest standards of the school board and the Ontario Ministry of Education.

"People see only what they are prepared to see."
- Ralph Waldo Emerson

Specialized Programs

The course of study includes daily classroom instruction in music lessons for piano, organ and other instruments, as well as choral rehearsals and preparation for a regular schedule of performances in the cathedral and at other special events.

The admission process is highly selective: of the hundreds who audition, only 32 boys will be offered a place in the training years (Grade 3 & 4) each year. Depending on openings, there are often possibilities for boys to enter in higher grades and even in high school but in those circumstances, new applicants must demonstrate a level of skill and achievement that equals the experience of choir school training.

Please Note: Students should complete a Toronto Catholic District School Board Catholic Secondary School Application in by the due date. This assures a placement in their home school in the event they are not admitted to Cardinal Carter, Father John Redmond CSS, and Regional Arts Centre, The Centre for the Arts, Media & Technology @ St. Patrick CSS or St. Michael's Choir School.

The Art School at Bishop Marrocco

Bishop Marrocco Thomas Merton is proud to offer students the Specialized High Skills Major program in Arts and Culture. Students wishing to pursue a pathway through the Art Certificate are required to fill out an application form and participate in an orientation workshop in one of the following areas: dance, drama, instrumental music or visual art. The Art School at Bishop Marrocco offers specialized programs in Dramatic Arts, Music, New Media, Video Production, Visual Arts and, Dance.

Located in the heart of the city, the school leads students to produce a comprehensive portfolio or to prepare them for musical, dance and dramatic auditions. Students follow a complete and balanced academic curriculum.

Orientation workshops for all Art School Candidates will take place in April. Application forms must be submitted at the grade 8 registration night for review by the committee. Please contact The Art School @ Marrocco for an application.

The Centre for Arts, Media and Technology at St. Patrick Catholic Secondary School

The Centre for Arts, Media & Technology at St. Patrick Catholic Secondary School offers a diversity of programming. In addition to studies in Drama, Dance, Visual Arts and Music (Instrumental, Guitar and Vocal), St. Patrick also features studies in Technology, including: a Specialist High Skills Major in Design Technology (Construction) as well as courses of study in Hospitality and Communication Technology. Students are encouraged to experience different disciplines during their time here and those wishing to focus upon a single area of study receive intense support. This variety of programming allows for numerous opportunities for enrichment and for students to develop, perform and exhibit their growth. The Centre for Arts, Media and Technology at St. Patrick will provide students with rewarding experiences which will also assist in identifying their post-secondary goals. For information please contact the Guidance Department at St. Patrick Catholic School.

"You must be the change you wish to see in the world."
- Gandhi

Specialized Programs

ADVANCED PLACEMENT (AP)

The Advanced Placement Program is an internationally recognized program that fosters success in higher education by encouraging students to develop critical thinking skills at the highest level. Students pursue university level studies while still in high school by preparing for and writing exams. Successful completion of exams earns students advanced placement and/or credit in university. Exams are recognized by universities throughout Canada, the United States and Europe. Thirty-four courses are offered in 19 subject areas by approximately 13,000 high schools worldwide. The hallmark of the program is its flexibility in that students may take the full complement of AP courses
and work toward an AP International Diploma or study in their personal area of strength and aim to achieve an AP Scholar or AP National Scholar designation. Most of our Secondary Schools offer some Advanced Placement programs at the grade 12 level.

A *Congregated* Advanced Placement (AP) Program is a school-wide initiative. In this program, schools support students by providing enrichment programming in English, French, Mathematics, Science and/or Social Studies. This supplemental enrichment helps prepare students for AP programming in Grades 11 and 12. The program follows the Ontario curriculum but is richer in depth and breadth and allows for more time for enrichment activities. This Program is available at Bishop Allen Academy, Bishop Marrocco, Father Henry Carr, Francis Libermann, Marshall McLuhan, Senator O'Connor, St. Joseph's College and St. Joan of Arc. Information and selection criteria are available from the AP Co-ordinator at the schools.

EXTENDED FRENCH

The Extended French Program, (a continuation of the elementary Extended French Program, Grades 5 – 8) is offered at a number of our secondary schools. Upon graduation, students who have completed a minimum of seven Extended French courses (the sequence of four courses in Extended French and a minimum of three courses in other subjects taught in French) are eligible for the Extended French Certificate of the Toronto Catholic District School Board. This program is currently available in a number of schools as shown on the previous chart.

FRENCH IMMERSION

The French Immersion Program, a continuation of the elementary French Immersion Program (S.K. to Grade 8), is currently offered at three secondary schools. Upon graduation, students who have completed a minimum of 10 French Immersion courses (the sequence of four courses in French Immersion and a minimum of six courses in other subjects taught in French) are eligible for the French Immersion Certificate of the Toronto Catholic District School Board. Bishop Allen Academy, Senator O'Connor College and Saint John Henry Newman offer the French Immersion Program.

INTERNATIONAL BACCALAUREATE

The International Baccalaureate (IB) Diploma is an internationally acclaimed program available in over 2500 schools worldwide.
The program offers a comprehensive 2-year international curriculum, which also allows students to fulfill the requirements for the Ontario Secondary School Diploma. The IB's goal is to provide students with the values and opportunities that will enable them to develop sound judgment, make wise choices, and respect others in the global community.

"People see only what they are prepared to see."
- Ralph Waldo Emerson

Specialized Programs

The IB Diploma Program equips students with the skills and attitudes necessary for success in higher education and employment.

The program follows the traditional Liberal Arts curriculum where six academic subjects are studied concurrently. Students are required to study both the Humanities and the Sciences together with the study of a second language.

In addition to writing six externally marked examinations, the student must complete the following three additional components of the Diploma Program:

- Theory of Knowledge Course
- The Extended Essay
- Creativity, Action and Service (CAS)

Assessment is done both internally and externally. Exams are marked by external markers qualified to assess each student's exam. The IB Diploma Program has earned a reputation for rigorous assessment, giving IB diploma holders access to the world's leading universities.

The IB Program is available at Michael Power/St. Joseph, St. Basil-the-Great, St. John Paul II Catholic Secondary School and at St. Mary Catholic School. Information on admission criteria and the application process is available from the designated IB Coordinator at the respective schools. Additional information can be found on the International Baccalaureate website.

SELF DIRECTED LEARNING

Mary Ward Catholic Secondary School This school offers an internationally acclaimed program of self-directed learning. It is believed that students learn best when set their own learning goals, follow an individualized and personalized program and have time and space to actively pursue individualized learning in a building designed to complement this program. This successful and innovative approach to education is supported by a unique and highly regarded Teacher Advisor Program designed to support students in developing time-management skills, taking personal responsibility for their learning and enhancing spiritual growth.

SCIENCE, TECHNOLOGY, ENGINEERING, THE ARTS, MATHEMATICS (S.T.E.A.M.)

STEAM Programming is available beginning in Grade 10 in some schools.

STEAM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real- world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and global enterprise. The goal of STEAM education is to prepare students for post-secondary study and the 21st century workforce.

ADDRESSING LEARNERS' NEEDS

English As a Second Language (ESL) and English Literacy Development (ELD)

The Toronto Catholic District School Board's secondary schools strive to provide students speaking countries with language programs that ensure all students develop a level of proficiency in English for success at school, in post-secondary education and the workplace.

"You must be the change you wish to see in the world."
- Gandhi

Specialized Programs

Courses in English as a Second Language (ESL) and English Literacy Development (ELD) assist these students to learn English and to develop the literacy skills they need in order to continue their education and contribute to the social, economic, and political life of Ontario. Students are assessed and placed in an appropriate secondary school by the TCDSB Orientation Centre. The OC will recommend a placement in one of the five ESL courses; ESLAO, ESLBO, ESLCO, ESLDO, ESLEO or one of the five ELD courses; ELDAO, ELDBO, ELDCO, ELDDO, ELDEO. All ESL and ELD courses are open courses.

The Courses are designated according to levels of proficiency in English, not by grade. The ESL/ELD courses offered at each secondary school vary according to enrollment. Students may substitute up to three ESL or ELD courses for compulsory English credit requirements. The remaining English credit shall be chosen from one of the compulsory English courses (university, college, or workplace) offered in Grade 11 or 12. Additional ESL or ELD credits may be counted as optional credits for diploma purposes.

SPECIAL EDUCATION

Special Education programming is provided to students requiring Special Education supports based on the student's identification (where appropriate) and their placement of service.

Students with an Individual Education Plan (IEP) (Exceptional and Non-Exceptional): Regular class with Withdrawal Assistance, Regular Class with Resource Assistance; & Regular Class with Indirect Support.

Programs and services for students with special needs are available in secondary schools. Students with Regular Class placements (Indirect, Resource and Withdrawal) are working on obtaining credits towards either the Ontario Secondary School Diploma (OSSD) or Ontario Secondary School Certificate (OSSC). All accommodations and/or alternative expectations are outlined in the student's Individual Education Plan (IEP) as needed. Teachers assist students with accessing the curriculum expectations in accordance with the learning goals outlined in the IEP. Support is provided based on the identified student's needs as expressed through the existing supporting documentation and during the exchange of information/in-take process in preparation for the transition to high school.

Students with an Individual Education Plan (IEP) (Identified as Exceptional): Placement of Special Education Class with Partial Integration or Special Education Class Full time.

Students with very complex learning needs are enrolled in Alternative curriculum (K courses that are not credit bearing) which are non-credit earning. Students are placed in an Intensive Support Program (ISP) with a focus on life-skills development, working toward independence and post-age 21 transitional planning. All alternative programming expectations are outlined in the student's IEP. Students may complete their secondary school experience with a Certificate of Accomplishment or, if they are able to earn credits, an Ontario Secondary School Certificate.

SUPPORTS FOR LEARNERS

Each Secondary school has in place, a number of supports to assist students identified with exceptionalities or who have non-applicable designations.

The student's IEP documents accommodation(s) and modification(s).

Please refer to the **TCDSB Special Education Parent Guide** for more information.

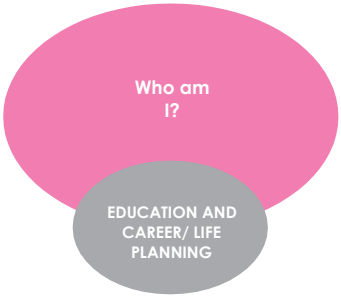
"Transition has the potential to either launch you or dump you." -

John Maxwell

Skills for Life... Your Future, Your Choice

SUPPORTING YOUR CHILD IN DEVELOPING LEARNING SKILLS AND WORK HABITS AT HOME

Learning skills are study skills and thinking skills that are an integral part of your child's learning. Developing these learning skills will help prepare your child for life-long learning as well as foster independence in learning, problem-solving, decision-making and organizing. They are skills and habits that can be demonstrated across all subject areas and all homework tasks.
The six skills and work habits as seen in your child's provincial report card are: Responsibility, Organization, Independent Work, Collaboration, Initiative and Self-Regulation.



Learning Skills/ Work Habits	Sample Student Behaviours in the Classroom	Parent Supports at Home
Responsibility	• Fulfills responsibilities and commitment within the learning environment • Complete and submits class work, homework and assignments according to agreed- upon timelines • Takes responsibility for and manages own behaviour	• Help your child set goals • Take a few moments every day to chat about the school day and be a good listener: "How was your day?" • Make sure to always check and sign the agenda and monitor your child's progress and homework completion • Communicate regularly with your child's teacher • Encourage your child to be punctual • Establish a balance between homework and other activities
Organization	• Devises and follows a plan and process for completing work and tasks • Establishes priorities and manages time to complete tasks and achieve goals • Identifies, gathers, evaluates and uses information, technology and resources to complete tasks	• Provide your child with a suitable environment for working at home (neat and free from distraction) • Work out a specific time for studying and homework completion • Provide your child with the proper tools and supplies (e.g., computer access, writing material, calculators, post-it notes, etc.) • Establish a balance between homework and other activities • Encourage researching for information from a variety of sources (internet, books, magazines)
Independent Work	• Independently monitors, assesses and revises plans to complete tasks and meet goals • Uses class time appropriately to complete tasks • Follows instructions with minimal supervision	• Check in occasionally by asking questions and talking about how the work is going • Participate appropriately in homework experiences and provide guidance as needed – encourage child to read instructions carefully and attempt different ways to solve problems • Promote independence as much as possible • Create a checklist of work to be completed • Help your child refer to and or access assignment criteria or rubrics

"Start by doing what is necessary, then what is possible, and suddenly you are doing the impossible."
- St. Francis of Assisi

Skills for Life... Your Future, Your Choice

Learning Skills/ Work Habits	Sample Student Behaviours in the Classroom	Parent Supports at Home
Collaboration	• Accepts various roles and an equitable share of work in a group • Responds positively to the ideas, opinions, values, and traditions of others • Builds healthy peer-to-peer relationships through personal and media-assisted interactions • Works with others to resolve conflicts and build consensus to achieve group goals • Shares information, resources, and expertise and promotes critical thinking to solve problems and make decisions	• Establish a balance between homework and other activities (to be part of a team) • Provide opportunities for your child to practice their skills with others • Help your child to build healthy peer-to-peer relationships by visiting the public library for story time, attending summer camp, plays and musical events • Encourage your child to work with others in group settings such as clubs, organizations and teams • Monitor on-line social networking carefully • Encourage child to work out problems with others in a civil manner (find a compromise), on their own when possible
Initiative	• Looks for and acts on new ideas and opportunities for learning • Demonstrates the capacity for innovation and a willingness to take risks • Demonstrates curiosity and interest in learning • Approaches new tasks with a positive attitude • Recognizes and advocates appropriately for the rights of self and others	• Promote risk-taking learning activities • Encourage curiosity • Encourage your child to start asking questions • Turn everyday activities into homework such as searching newspapers, reading recipes, creating shopping lists, plotting out routes on a map, reading directions on how to set up a game console • Visit places in Canada and abroad • Encourage child volunteer responses in class • When failing or making mistakes, be supportive and allow children to learn from their experiences
Self-Regulation	• Sets own individual goals and monitors progress towards achieving them • Seeks clarification or assistance when needed • Assesses and reflects critically on own strengths, needs, and interests • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals • Perseveres and makes an effort when responding to challenges	• Help your child set goals • Participate appropriately in homework experiences by clarifying expectations and providing guidance as needed • Provide strategies that best suit your child's learning style • Acknowledge your child's efforts • Motivate your child to persevere when responding to challenges • Encourage child to develop interests in multiple hobbies • Encourage child to reflect on their efforts • Connect your child's interests with possible careers in all pathways

"The quality of a person's life is in direct proportion to their commitment to excellence, regardless of their chosen field of endeavour."

- Vince Lombardi

Assisting Your Child In Transition

The learning skills outlined below will support your child in their academic success. The chart identifies three learning skills, followed by recommendations, parent alerts, and strategies for improvement.

Attendance

RECOMMENDATIONS

- Students attend school each day.
- Students arrive to class on time.

PARENT ALERT

- Your child is missing more than 10% of class time.
- Report cards shows more absences than expected.

STRATEGIES

- Regular communication with school regarding attendance issues.
- Ensure that missed work is completed and submitted.

Homework and Assignments

RECOMMENDATIONS

- Grade 7-9: up to 90 minutes.
- Grade 10-12: up to 2.5 hours.
- Complete and submit all assignments.

PARENT ALERT

- You do not see your child doing homework regularly.
- Your child regularly says, "I don't have homework."

STRATEGIES

- Discuss homework concerns with subject teacher.
- Students should be engaged in homework for recommended time each day.

Organization and Time Management

RECOMMENDATIONS

- Take accurate notes and use a separate binder for each subject.
- Use agenda daily for assignment dates, tests and quizzes.
- Manage study time.

PARENT ALERT

- Your child does not have or use an agenda.
- Notebooks are disorganized and appear incomplete.

STRATEGIES

- Monitor your child's use of their agenda.
- Speak to your child regarding their homework and organizational routines.

"You don't have followers if you don't lead."
- John L. Perry

A Few Things To Consider...

Courses are subjects your child takes in elementary school and high school. In high school different course types are offered. Each of these course types will lead them to a different destination at the end of high school. Examples of destinations are: apprenticeship, college, university, workplace, and community participation. When your son/daughter enters high school he/she will be choosing courses that will be combined together to lead to a destination.

This combination of courses is one part of a Program Pathway. Many students and parents think that once a pathway is chosen it can never be changed. Program Pathways are flexible and can be changed. In most cases your son/daughter can change levels if skills are acquired and consultation with a guidance counsellor takes place.

The course type your child chooses does not "close doors" if it is the most suitable to his/her learning style and strengths. The proper choice of courses will help him/her be successful in each course and in reaching his/her destination. Ask your child's grade 8 teacher for assistance in determining the most appropriate course type for your child.

When entering high school, your child will not only transition academically, but he/she will also need to adjust to a new physical environment, new people, new expectations and new rules. Transitions are challenging, so encourage your child to get involved. Students should listen to announcements that advertise try-outs for teams or meetings for clubs. Getting involved will allow students to make new friends and feel a part of the school community.

Is your child staying healthy? Are immunizations up to date? When was his/her last medical check-up? Is he/she physically active, eating nutritious meals, getting enough sleep? Being well physically will certainly help students reach their academic potential.

Keep the lines of communication open! Ask your child how he/she is adjusting to high school.

Remind him/her that there are many caring adults that are available to help: Guidance Counsellors, Teachers, Child and Youth Workers, Administrators, Chaplains, Coaches, Educational Assistants, Student Success Teachers. Please keep in mind there are school social workers and psychologists available if required.

Now students can begin to earn their 40 hours of community service, a diploma requirement, in the summer prior to grade 9. Students are encouraged to complete 40 hours by the end of grade 10. For more information on Community Service and Eligible Activities, please go to **www.tcdsb.org/o/teachingandlearning/page/community-involvement**.



"A journey of a thousand miles must begin with a single step."

- Lao Tzu

Getting Ready For The Transition To High School…

TIPS FOR YOUTH

- Transition means change. Change can make us a bit nervous and excited. This is well within normal.
- Try to manage stress caused by transition by keeping to a routine, and making sure you have plenty of sleep.
- Talking to friends who have similar worries can also help you to see that you are not alone!
- When facing a new transition, try to prepare for the changes as much as you can. For example, visit a new school before hand, map out your route to a new school, and plan to have lunch with a friendly face the first day!
- When things become stressful, reach out to school mental health supports for help BEFORE things get too overwhelming. Student well-being is a huge part of student success and achievement at TCDSB. Supports like your school social worker, psychologist, or guidance counselor are there to help.

Useful resources for parents and teens: School Mental Health Ontario
https://smho- smso.ca/

Strong Minds Strong Kids
https://www.strongmindsstrongkids.org/

Don't forget our own TCDSB Mental health Resources Page for Students:
https://www.tcdsb.org/o/specialservices/page/ mental-health-and-well-being-resources

HELPFUL HINTS

Entering high school is a very exciting time for students but it can also lead to some anxiety. The following are tips suggested by present high school students to share with your child.

Be interested and enthusiastic about the move to high school.

To make a successful transition to High School;

- Get involved by joining clubs and teams. You will build new friendships and be happy you did.
- Get to know and build a positive relationship with your teachers. Know when they offer extra help or ask them for help.
- Get a class buddy and exchange phone numbers so that they can pick up notes or homework for you if you are absent from school.

Attend the Getting Ready for High School Orientation Day.

Keep a look out for the orientation days which high schools hold in August and the first week of September. These days are designed to help students prepare for high school.

Consider the Transition to High School summer course.

Our secondary schools offer summer Transition course to their incoming grade 9 students to help them make a smooth transition from elementary school to high school. Information about these courses is available at the high school your son/ daughter will be attending.

"You don't have followers if you don't lead."
- John L. Perry

Helpful Hints continued

Make sure travel arrangements to and from school are organized.

Check the TTC schedule to allow for adequate travel time.

Obtain your uniform well before the first day of school.

Having a uniform will give you a sense of belonging to the school. Generally there is a school supplier and you will be given information in your registration package. There are often uniform fairs at the school. On occasion the school will have days where you can wear your choice of clothing. These days are called "Civies Days".

School routines and timetables.

The school will provide information regarding start/end times and basic routines. Most schools allow about 5 minutes to get to your next class. Plan your route wisely so you are on time. Late students are disruptive to all students.

Obtain general school supplies during the summer. Teachers will let you know if you need specific course supplies on the first day of class. Lunch periods will be included in your timetable. Lunch can start as early as 11:00 Plan accordingly to ensure you're not hungry.

Locks and Lockers.

In some schools the cost for locks and the use of the locker is included in the student activity fee. This cost is paid once. You will be given your own locker, which is identified by a number. Keep your lock combination secret to protect the belongings you store in your locker. Remember to utilize your locker throughout the day to avoid carrying all your books in your school bag. Store some in your locker and visit it during the day to exchange books.

Be prepared and always keep extra school supplies and spare change in your locker just in case you may need to use the pay phone.

Practice organizational skills to develop good study habits.

Find somewhere private and quiet to study. Set aside a particular time to study. Work out a daily timetable that incorporates all your needs and interests. Regularly viewed TV programs, club activities and sports should all be part of the timetable.

Use your agenda to keep you organized and remind you of upcoming assignments and tests.





"You may be disappointed if you fail, but you are doomed if you don't try."

- Beverly Sills

Decoding A Course Code

Course codes reflect government stipulations across the province. All courses have the first 5 characters as mandated by the Ministry of Education and a sixth character for school use:

ENG 2 D 1

This school indicator is used to distinguish course characteristics.

1 = Regular E = Enriched F = French

This letter identifies the course type / destination.

Grade 9 W = De-streamed

Grade 10
D = Academic P = Applied L = Locally Developed O = Open

Grade 11-12
U = University C = College E = Workplace O = Open M = University/College

This number identifies the grade.

1 = Grade 9 2 = Grade 10 3 = Grade 11 4 = Grade 12

These three letters identify the subject.
Subject Codes - the first letter in the course code denotes the course's department area.

A = Arts **H** = Humanities & Social Science
B = Business **L** = International Languages
C = Canadian & World Studies **M** = Mathematics
E = English **P** = Physical Education
F = French **S** = Sciences
G = Guidance **T** = Technology

"Setting an exciting goal is like setting a needle in your compass."

- Unknown

Decoding A Timetable

For Semestered Schools

Semester 1 - Sept. - Jan. | Semester 2 - Feb. - June.

Students carry 4 courses per semester

PERIOD	TIME	SUBJECT
1	8:30 - 9:45	**English** ENL 1W1-01 Smith D. Room 203
2	9:50 - 11:00	**Mathematics** MTH 1W1-03 Roberts E. Room 125
3	11:05 - 1:15	**Art** AVI 101-04 Evan P. Room 133
4	1:20 - 2:30	**Geography** CGC 1L1-03 Dante R. Room 215

Subject Credit:
Students take 4 credits in each semester.

Course Code & Section:
Computer code for the subject

- 1-indicates grade 9
- P-indicates applied course types
- MFM-indicates the code for math
- 03 - indicates the section number

Teacher Name

Location

For Non-Semestered Schools

PERIOD	Day 1	Day 2
OE 08:25 - 08:30 Sem. 1 | Term 1		
Period 1 08:30 - 09:45 Sem. 1 | Term 1	ENL1W1-03 Jones, T. 434	SNC1D1-09 Nguyen, L 313
Period 2 09:50 - 11:05 Sem. 1 | Term 1	PPL101-04 Fernandes, J. GYM2	MTH 1W1-06 Lippa, Z 428
Period 3a 11:10 - 11:50 Sem. 1 | Term 1	FSF1D1-01 Thorpe, C. 428	HRE1O1-08 O'Reilly, M 119
Period 3b 11:50 - 12:30 Sem. 1 | Term 1		
Period 3c 12:30 - 13:10 Sem. 1 | Term 1	FSF1D1-01 Thorpe, C. 428	HRE1O1-08 O'Reilly, M 119
Period 4 13:15 - 14:30 Sem. 1 | Term 1	AVI101-04 Gross, G. 412	CGC1W1-03 Caton, N 333

Day 1/Day 2:
Students follow the Day 1 schedule, (I.e., Monday), and then Day 2 schedule on the next day (i.e., Tuesday).

Everyday the schedule alternates and students follow this from September until June.

Homeroom Period:
In some schools period 1 is longer to allow for morning prayers and announcements.

Class Time:
75 minutes with travel time built in.

Lunch:
Students have lunch in period three during one of two or three designated lunch times. Students attend class during the other two periods.

EXAMPLE:
Period 3 - Day 1 - French & Day 2 – Religion
3a: 11:10 - 11:50 (Day 1 - French & Day 2 - Religion)
3b: 11:50 - 12:30 (Lunch)
3c: 12:30 - 13:30 (Day 1 - French & Day 2 - Religion)

"Far and away the best prize that life offers is the chance to work hard at work worth doing."
- Theodore Roosevelt

Post Secondary Destination: **APPRENTICESHIP**

WHAT is an apprenticeship?

- A training and learning pathway that develops trade specific skills.
- Becoming a certified trades person requires a combination of on the job training (80 - 90% of the time) and in school training usually done at the local college or certified training delivery agent, such as a local union (10 - 20% of the time).
- The apprentice observes a qualified tradesperson perform skills on the job, practices the skills, and finally performs those skills him or herself; wages increase as skills develop.
- The length of an apprenticeship varies depending on the trade, usually lasting 2 - 5 years.
- There are over 140 skilled trades in Ontario that can be classified into four sectors: Construction, Industrial, Motive Power and Service. For a complete list of trades, check out: https://www.skilledtradesontario.ca/about-trades/trades-information/.

WHY choose the skilled trades?

- Currently not enough young people are considering the apprenticeship option despite the high demand.
- 52% of skilled trades people in Canada will retire in the next 15 years.
- 40% of new jobs will be in skilled trades and technologies in the next two decades.
- Skilled trades people earn higher than average incomes and often own their own business.

WHO is apprenticeship for?

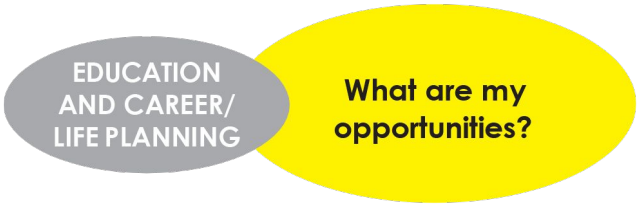
- Your son/daughter enjoys hands on learning, problem solving and has good mechanical and spatial abilities.
- Your son/daughter is looking for a career with various advancement opportunities.
- Your son/daughter enjoys fixing things, assembling and disassembling structures.
- Your son/daughter prefers visual learning to theoretical learning.
- Your son/daughter may wish to own his/her own business.

WHEN can an apprenticeship start?

- There are two ways to begin an apprenticeship:
- Complete grade 12 and find a job with a qualified employer who is willing to sponsor your son/ daughter.
- By taking Co-operative Education in grade 11 and participating in the Ontario Youth Apprenticeship Program (OYAP).

WHERE do you get more information?

- Contact the Guidance Counsellor and/ or the Cooperative Education teacher at your son/daughter's school.
- Check out the board's web page on OYAP: www.oyaptcdsb.com
- Contact your local apprenticeship office.



"Jesus, help me to simplify my life by learning what you want me to be and becoming that person"
- Saint Therese of Lisieux

Post Secondary Destination: **COLLEGE**



WHAT kinds of programs are offered?

- College programs provide an effective combination of real-life skills with quality education.
- There are 4 major colleges in Toronto and several in the outlying area.
- Types of program delivery include: Certificate, Diploma, Graduate Certificate, Applied Degree, Joint College-University Degree, Bachelor Degree programs offered at certain polytechnic institutions.
- College programs can be one, two, or three years. Collaborative college/university programs are usually four years in length. Many colleges have agreements with universities which allow students to transfer into university after college.

WHY choose the college pathway?

- Colleges offer a wide range of career options from which to choose.
- Many college graduates are employed within six months of graduation.
- College graduates make up one-third of Ontario's labour force.
- Pursuing college studies is economically feasible, approximately $3000 to $5000 per year.
- Practical and theoretical learning are combined.

WHO is college for?

- Your son/daughter finds success in practical applied curriculum.
- Your son/daughter enjoys smaller classes and a personal approach to instruction.
- Your son/daughter has the financial resources and academic requirements to attend college.
- Your son/daughter has specific career goals that require a college education.

HOW can you prepare for and apply to college?

- Colleges require successful completion of 30 high school credits and an Ontario Diploma.
- Degree programs require 6 grade 12 university and university/college level courses as admission requirements.
- Some programs require math as an admission requirement.
- Admission may be based on marks, portfolios or interviews.
- Pre-testing may be part of the admission process as they may be used to determine level placement.

WHEN can you apply to an Ontario college?

- Your son/daughter can apply on-line through Ontario College Application Services (OCAS).
- OCAS usually takes applications beginning in October.
- Applications received before February 1st are given priority.

WHERE do you get more information?

- Check the college campuses or visit ontariocolleges.ca.
- Ontario Colleges | Government of Ontario
- Ministry of Colleges and Universities
- Career Colleges | Government of Ontario
- Transition Resource Guide
- TCDSB myBlueprint
- Visit the campuses of the different colleges.
- Ontario Student Assistance Program (OSAP)
- Contact your Guidance Teacher-Counsellor.

"I will instruct you and teach you the way to go; I will watch over you and be your adviser."

- Psalms 32:8

Post Secondary Destination: **UNIVERSITY**

WHAT kinds of programs are offered?

- Universities provide degree programs that are theoretical in nature and these programs vary for each university.
- Universities provide undergraduate degrees in the Arts and Sciences and Business.
- There are three major Universities in Toronto and many in the outlying areas.
- Most undergraduate programs range in cost from 6,000 dollars to 10,000 dollars. Books are extra. If living away from home, the cost increases.

WHY choose the university pathway?

- Labour market advantages for degree holders.
- Accelerate career advancement.
- Have specific career goals that require a university education.

WHO is university for?

- Your son/daughter enjoys abstract concepts associated with course material and academic/ theoretical learning.
- Your son/daughter can complete much of their own work independently.

HOW can you prepare for university?

- Your son/daughter must be enrolled primarily in Academic courses in Grade 10 and University "U" or University/ College "M" courses in Grades 11 & 12.
- Your son/daughter should try to visit as many universities as possible.
- Your son/daughter must know and achieve the pre-requisites of the program they want to apply to.
- Your son/daughter must be successful in 6 Gr. 12 U or M courses. Each university determines its program admission average.

WHERE do you get more information?

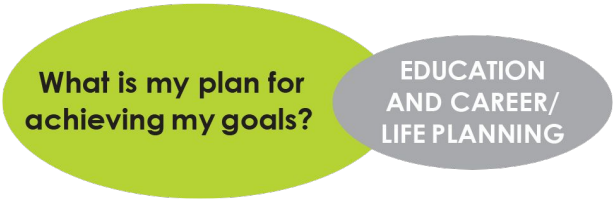
- Contact the Guidance Counsellor at your son/daughter's high school.
- Check individual university web sites.
- Check **myBlueprint.ca/tcdsb**.

WHEN can you apply to an Ontario university?

- Your son/daughter can apply on-line through Ontario University Application Center (OUAC).
- Applications process begins in the November of the grade 12 year.
- The deadline for applications is mid January.

WHERE do you get more information?

- You can refer to the Ontario University Application Center at **www.ouac.on.ca.**
- You can visit the campuses of the different universities.
- You can contact your son/daughter's high guidance counsellor.



"Work bears a particular mark of man and of humanity - the mark of a person operating within a community."
- - Pope John Paul II

Post Secondary Destination:
WORKPLACE AND COMMUNITY LIVING

Workplace

Students who are considering going to work immediately following secondary school may decide to do so after achieving an Ontario Secondary School Diploma (OSSD) or an Ontario Secondary School Certificate (OSSC). Students who are interested in this pathway are encouraged to take part in co-operative education programs in grades 11 and/or 12. They are also encouraged to consider the Specialized High Skills Major (SHSM) program that may be offered at their school.

In consultation with the Guidance Counsellor and Co-op Teacher, students can plan their pathway to work. Participation in the Annual TCDSB Job Fair in which students have the opportunity to meet employers and to develop job search skills is of great benefit to students who are looking for employment. This is a excellent place to register with their local employment agency. The following link provides a map of all employment agencies in Toronto. **https://www.toronto.ca/community-people/employment-social-support/**

COMMUNITY LIVING – Transition Planning to Post-Secondary

Students who are registered in non-credit courses (K courses) may be attaining a Certificate of Accomplishment (COA) before leaving secondary school. This certificate is a useful means of recognizing a student's participation in the secondary school program, especially for students who plan to take certain types of vocational programs or further training for employment after leaving school.

The following are some options that students may have through the Community Agencies with which students may be affiliated. All of the agencies are included in the DSO, Developmental Services Ontario (**https://www.dsontario.ca/**)

- Community participation – This is a day program similar to the high school life skills model
- Employment support programs – Example, Corbrook **https://corbrook.com/**
- Job readiness programs
- Direct employment after high school

The transition from school to work, further education, and community living can be particularly challenging for many exceptional students. A successful transition is significantly increased when:

a) schools work with parents, employers, community agencies and providers of further education to develop coordinated plans
b) planned early
c) there are Short Term and Long Term goals set.

The goal of transition planning is to assist parents and students so that the graduates of the Toronto Catholic District School Board special needs programs will have appropriate community networks, placements and other post-secondary opportunities.

Through a process of consultation, a long range plan is created in Grade 10 and updated annually, which addresses the specific needs of the individual student.

The consultation may address:

- Accessing community networks
- Identifying necessary Life Skills for community living
- Workplace experiences
- Appropriate community programs and services
- Post Secondary education options

Parents and teachers are encouraged to contact and work with the Post Secondary Transition Teacher once the student enters Grade 10.

This service is available for those identified as having a Multiple Exceptionality, a Developmental Disability or significant needs based on an Autism Spectrum Disorder.

To access Transition Planning Support, contact the School's Special Education Department.

"Do what you can and pray for what you cannot yet do."

- St. Augustine

Career Program Pathways

Thinking of your future? Lots of choices exist!

When students think of their career path, they need to be aware of the range of post-secondary opportunities available. A career program pathway outlines the educational and learning opportunities taken in high school to pursue a particular destination.

A successful pathway balances both a student's personal goals and interests. There are four main destinations in a career pathway, each have equal value in planning for success: Apprenticeship, College, University, and Workplace. The chart below outlines some interests across four main occupational areas and four destination pathways.

Interests	Occupational Areas	Apprenticeship
Do I like to… • Sketch, draw, be artistic • Dance, sing, act, entertain • Play sports • Be creative	Arts, Communication & Recreation	• Special Events Coordinator • Entertainment Industry • Clothing and Crafts Artisan
Do I like to… • Create and deliver public messages • Make budgets and work with numbers • Be a leader in group tasks	Business, Hospitality & Service	• Special Events Coordinator • Accounting Clerk • Automotive Parts Technician • Interior Decorator • Hairstylist
Do I like to… • Care for well-being of people and animals • Explore, learn and solve problems	Health, Natural & Applied Sciences	• Agriculture and Horticulture Technician • Arborist (individual and manager of trees) • Medical Lab Technician
Do I like to… • Help people learn • Work with children • Get involved in politics	Social Science, Government & Human Services	• Day Care Worker • Educational Assistant • Parking Control Officer

"Far and away the best prize that life offers is the chance to work hard at work worth doing."
- Theodore Roosevelt

Student Success Programming and Experiential Learning

EDUCATION AND CAREER/ LIFE PLANNING

What are my opportunities?

Every student is an individual. Each has unique interests, goals, and strengths; each should be given the same opportunity to succeed in high school. **The Ministry of Education has developed various ways to help students achieve success**.

These programs give Ontario high school students more ways to accumulate credits to graduate, while improving the quality of a high school education in this province. Students can customize their high school experience around learning that's relevant to them and that can make all the difference to their individual success.

"Empowering students to learn ANYTIME and ANYPLACE"

day eLearning with the toronto catholic district school board

TCDSB eLearning is online education in a secure environment where learners take high quality courses within day school developed by the Ministry of Education. Courses are taught by TCDSB secondary teaching staff. **Students are supported, assessed and evaluated in a timely manner just like in the regular classroom**. Day eLearning is available to all senior students with a limit of one course per semester (semestered schools) or 2 courses per year (in full year schools). Exceptions are possible for fifth-year students. Please refer to the Secondary Guidance Teacher for more details.

What is Experiential Learning?

Experiential Learning is a way of providing students with the opportunity to learn both in and out of the classroom. These opportunities are developed by classroom teachers, industry partners and board facilitators. Experiential learning is about "reflecting and experiencing" and is an engaging vehicle for students to learn and to earn credits. A full complement of experiential learning opportunities merge classroom work and placement work.

Cooperative Education

Through the Student Success Initiative, Ontario secondary schools offer expanded programs to help meet students' individual learning styles and interests. One such program is Cooperative Education.

What is Cooperative Education?

- Cooperative Education allows students to earn secondary school credits while completing a community placement. The program includes a community and classroom component.
- Cooperative Education is a planned learning experience for which credits are earned. The program integrates classroom theory and learning experiences at a workplace.
- Co-op education is a mode of delivery for student experiential learning. These work experience credit(s) are based upon expectations linked to a related course that was previously or concurrently earned in- school credits.

"Optimism is the faith that leads to achievement. Nothing can be done without hope and confidence."
- Helen Keller

Student Success Programming and Experiential Learning

Who is it for?

- Co-op programs are for secondary students who are heading for university, apprenticeship, college or the workplace.
- Students register to participate in Cooperative Education in grade 11 and beyond or once they have reached the age of 16. The Ministry of Labour has specific age restrictions for various types of work which must be adhered to when placing students.

How does Cooperative Education benefit students?

Cooperative Education gives students the opportunity to:

- Make connections between school and work and test drive a career of interest before finalizing plans for postsecondary education, training, or employment.
- See the relevance of their classroom learning in a workplace setting and experience authentic and purposeful learning outside a traditional classroom setting.
- Develop the essential skills and work habits required in the workplace and acquire specific understanding of employer and workplace expectations.

How does Cooperative Education help students meet Diploma requirements?

- Students can use two co-op credits towards their 18 compulsory credit requirements for the Ontario Secondary School Diploma (OSSD).
- There is no limit to the number of optional credits that students may earn through cooperative education courses.
- As part of the Specialist High Skills Major (SHSM) program, students must earn a minimum of two cooperative education credits as one of the five required components of a SHSM.
- Apprenticeship opportunities (OYAP) at the secondary school level are delivered through cooperative education programs.

The Ontario Youth Apprenticeship Program

Students can earn high school credits while exploring the world of skilled trades such as carpentry, child and youth worker, electrician, plumber, early childhood educator, cook, and over 150 other apprenticeable skilled trade professions. Visit our website at www.oyaptcdsb.com and learn more about these and other exciting apprenticeable trade programs.

As a participant in an Ontario Youth Apprenticeship Program, students:

- earn credits towards an Ontario Secondary School Diploma.
- gain knowledge and experience under the supervision of a skilled trades professional at an apprenticeship workplace.
- develop skills recognized within the specific industry.
- register as an apprentice and you may be exempted from or credited for some of the post-secondary apprenticeship in-school training course(s).
- accumulate hundreds of hours of hands-on experience.
- do not pay tuition fees for in-school sessions at college or training institutes
- make connections with people that can help them today and tomorrow.
- have the opportunity to "earn while they learn."

Who is Eligible?

- Students who are at least 16 years of age and have successfully completed 16 high school credits.
- Students who enroll in a 2, 3, or 4 credit cooperative education program at their home school.
- To receive an OSSD, students must still complete all compulsory credits.

"The world is a book and those who do not travel read only one page."

- St. Augustine

Student Success Programming and Experiential Learning

SPECIALIST HIGH SKILLS MAJOR SHSM www.TCDSB.org/SHSM Ontario.ca/SHSM

SPECIALIST HIGH SKILLS MAJOR- (SHSM)

Specialist High Skills Major (SHSM) is an exciting program that you can join in grade 11 and 12. SHSM gives you the opportunity to participate in an active learning environment with activities, workshops, certifications, trips and virtual experiences. If you join an SHSM program, you will have the opportunity to:

- customize your secondary school education to suit your interests and talents through a specialized package of courses;
- develop sector-recognized knowledge and skills while earning your Ontario Secondary School Diploma (OSSD);
- explore and identify your career goals through Cooperative Education, which allows you to practice and refine your skills, network with professionals working in the sector and gan sector-specific employment experience;
- make informed decisions regarding post-secondary destinations;
- access resources, equipment and expertise that may not be available;
- receive a special SHSM seal of distinction designation on your diploma;
- network with potential future employers.

SPECIALIST HIGH SKILLS MAJOR

ARTS & CULTURE

Bishop Marrocco/Thomas Merton
Brebeuf College
Cardinal Carter
Dante Alighieri
Father Henry Carr
James Cardinal McGuigan
Loretto College
Madonna
Monsignor Percy Johnson
St. Joan of Arc
St. John Henry Newman
St. John Paul II
St. Joseph's Morrow Park
St. Mother Teresa

BUSINESS

Bishop Marrocco/Thomas Merton
Brebeuf College
Chaminade College
Dante Alighieri
Loretto Abbey
Madonna
Mary Ward
Monsignor Percy Johnson
Senator O'Connor
St. Basil-the-Great
St. John Paul II
St. Joseph's College
St. Joseph's Morrow Park
St. Oscar Romero

CONSTRUCTION

Mary Ward
Neil McNeil
St. Oscar Romero
St. Patrick

ENVIRONMENT

Chaminade
Francis Libermann

HEALTH & WELLNESS

Brebeuf College
Dante Alighieri
Father John Redmond
Francis Libermann
James Cardinal McGuigan
Loretto College
Madonna
Mary Ward
Michael Power/St. Joseph
Monsignor Percy Johnson
Neil McNeil
Notre Dame
Senator O'Connor
St. Joan of Arc
St. John Henry Newman
St. John Paul II
St. Joseph's College
St. Joseph's Morrow Park

HOSPITALITY & TOURISM

James Cardinal McGuigan
St. John Henry Newman
St. John Paul II
St. Patrick

INFORMATION AND COMMUNICATION TECHNOLOGY

Brebeuf College
Chaminade College
Francis Libermann
James Cardinal McGuigan
Marshall McLuhan
Neil McNeil
Notre Dame
St. Joan of Arc
St. John Henry Newman
St. John Paul II

JUSTICE, COMMUNITY, SAFETY AND EMERGENCY SERVICES

Bishop Allen
Father Henry Carr
Father John Redmond
Michael Power/St. Joseph

NON-PROFIT, EDUCATION AND CHILD CARE

Loretto Abbey
Madonna
Marshall McLuhan
Mary Ward
St. Joan of Arc
St. John Henry Newman

SPORTS

Chaminade College
James Cardinal McGuigan
Loretto Abbey
Marshall McLuhan
Mary Ward
Michael Power/St. Joseph
Senator O'Connor
St. Basil-the-Great
St. John Henry Newman
St. John Paul II
St. Mother Teresa
St. Oscar Romero

TRANSPORTATION

Bishop Marrocco/ Thomas Merton
Father Henry Carr
James Cardinal McGuigan
St. Joan of Arc
St. Mary Catholic Academy

Terms & Definitions

Listed below are terms and definitions commonly used in High School.

Certificate of Accomplishment (COA)
The Certificate of Accomplishment is granted to students who do not fulfill the requirements of the OSSD or OSSC. It recognizes a student's participation in a secondary school program. Students are enrolled in K courses (non-credit).

Community Service
Students must complete 40 hours of community service, at any time in high school, as part of their OSSD requirements. Students may begin accumulating hours of service in July prior to grade 9.

Compulsory Courses
Refer to a specific set of courses that all students must take to fulfill part of the Ontario Diploma Requirements (OSSD). These courses are Ministry mandated.

Course Code
This 6 character code describes the subject, grade level and stream or destination of a high school course.

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

Destination Courses
Compulsory grade 11 and 12 courses can be taken in the university, university/college, college destinations.

De-Streaming
Elimination of academic and applied streaming in order to provide full and equitable access to programs of study aligned with students' interests and career opportunities.

EQAO Literacy Test/OSSLT
The literacy test is written in grade 10. This test is delivered by the Ministry of Education to all students in Ontario. A student must pass this requirement to earn the OSSD.

Exams
Students may write an exam, which tests their knowledge on the entire course work, at the end of the semester and or at the midway point of a semester.

ISU
Students may be asked to complete an ISU (Independent Study Unit), which is a major project for each course.

K Courses
Non-credit courses designed to meet students' individual needs.

Ontario Secondary School Certificate (OSSC)
The Ontario Secondary School Certificate is granted to students if they earn 14 credits (minimum), 7 compulsory credits and 7 optional credits.

Ontario Secondary School Diploma (OSSD)
The Ontario Secondary School Diploma is granted after fulfilling all necessary credit, literacy and community hour requirements.

Optional Courses and Elective Courses
Students will select eight courses that are of specific interest to them and which will count towards the 30 credit OSSD requirement.

Ontario Youth Apprenticeship Program (OYAP)
OYAP is a School to Work program that allows Gr. 11/12 students to explore and work in apprenticeship occupations through Co-Operative education.

Prerequisite Course
Refers to a specific course a student must successfully complete before taking another course at the next grade level.

Semester
The school year is divided into two semesters. A student will take 4 courses in each semester.

SHSM
Specialist High Skills Major – a program that allows students in their senior grades to specialize their course selection in an economic sector while exploring their interests.

Streamed Courses
Grade 10 courses can be taken in the academic, applied or locally developed streams.

Timetable
A timetable outlines the time, room number, lunch period, teacher and semester in which a student will take all of his/her courses.

Toronto Catholic Secondary School Summer Transition Program

The Toronto Catholic District School Board offers a summer Transition Program to help students entering grade 9 and high school for the first time.

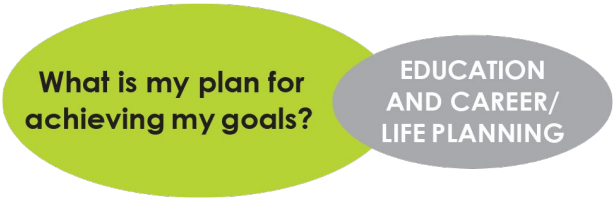
Why A Transition Program?:

- The transition from elementary to secondary is among the most challenging periods of adolescence
- At this stage of their lives students are struggling to establish their identities, through interactions with friends, at school, at home, and in the community
- Students entering high school need to feel and experience a sense of belonging
- All secondary schools provide some type of orientation program for students and their parents to help students make a smooth transition from Grade 8 to Grade 9 (Creating Pathways to Success 2013)
- Each TCDSB secondary school is given the opportunity to enhance the program based on school culture
- It is a program which focuses on building community (where students develop relationships with home school staff and peers and become familiar with the environment)

Over the years, the number of students has increased and presently, 32 schools are offering this program to our TCDSB students. It is specifically designed for students transitioning from elementary schools to secondary schools and open to any TCDSB student. The students attend their home school and are taught by the staff of the school. This ensures that the relationship between school and home is established for students and parents. The program has grown to include days where Guidance Counsellors are able to work on myBlueprint; Student Success teachers work with students who are at risk of not making a smooth transition; Chaplains have the opportunity to come in and familiarize themselves with the students and vice versa.

At the end of the program students feel more with the idea of high school, they know what to expect, they have met some of their teachers, and they have made some friends along the way. The program also offers an opportunity for the school community to plan effectively for September. There is a lot that gets ironed out in the month of July, inclusive of having the appropriate supports in place for students when they arrive at school for their first official day of high school.

- There are 32 schools who offer the summer school transition course (this is full participation of schools receiving new Grade 9 students).
- Approximately 90% of the students who attend the Summer Transition course report finding it helpful, making their transition to high school smoother, giving them confidence and building relationships with other students, staff and school administration.



A Quote from Pope Leo XIV

The world looks to you as you look around yourselves and say: we need you, we want you to come together to share with us in this common mission, as Church and in society, of announcing a message of true hope and of promoting peace, promoting harmony, among all peoples."

— Pope Leo XIV (August 2, 2025, during the Jubilee of Youth at Tor Vergata)



Notes

Notes

2026 - 2027

Dr. Brendan Browne
Chief Executive Officer

Toronto Catholic District School Board
80 Sheppard Ave East
Toronto, Ontario
M2N 6E8
Telephone: (416) 222-8282
www.tcdsb.org