



Huron-Superior Catholic

DISTRICT SCHOOL BOARD

PROCEDURAL GUIDELINES COMPREHENSIVE EDUCATION AND CAREER/LIFE PLANNING PROGRAM

1. Program Descriptors:

According to *Creating Pathways to Success*, all schools are required to have a comprehensive education and career/life planning program that:

- Allows students to acquire knowledge and skills in education and career/life planning.
- Focuses on four questions, to which students return regularly and cyclically (i.e., a four-step inquiry process and conceptual framework):
 - **Who am I? (Knowing Yourself)**
 - **What are my opportunities? (Exploring Opportunities)**
 - **Who do I want to become? (Making Decisions and Setting Goals)**
 - **What is my plan for achieving my goals? (Achieving Goals and Making Transitions)**
- Is developmentally appropriate for all students.
- Is holistic (i.e., considers cognitive, emotional, social, and physical factors).
- Helps students grow and reach their potential.
- Is inclusive and consistent with the principles of Universal Design for Learning.
- Meets students' particular learning and motivational needs.
- Employs various methods of delivery (e.g., curriculum-related activities, school-wide activities, community activities).
- Allows school and community members to embed career/life planning across all subjects, courses, and learning activities.
- Involves school staff, students, parents, and community members in the development, implementation, and evaluation of the program.
- Is well documented in writing and shared with parents and other stakeholders.
- Is reflected in Board and School Improvement Plans.

The principal will ensure that his/her school has such a program in place and that its implementation is monitored.

2. Implementation of the Program Within Elementary and Secondary Schools:

The development, documentation, implementation, and evaluation of schools' career/life planning programs are to be directed by elementary and secondary principals, with the assistance of key staff and students. The implementation of such programs may be subdivided:

a) Kindergarten to Grade 6:

- The questions “Who am I?” and “What are my opportunities?” may take precedence.
- Teachers will provide relevant, challenging, and engaging learning opportunities that allow students to become aware of, at a minimum:
 - What they most like to do.
 - What they do best.
 - How they feel when they are engaged in various activities.
 - How they might describe their interests, strengths, intelligences, accomplishments, values, and skills.
 - What opportunity is and how choices can open pathways.
 - School and community-based opportunities (e.g., social, recreational, leadership) that develop skills and relationships.
- All students must document what they are discovering about themselves and their opportunities in an **All About Me portfolio**. This portfolio:
 - Is structured around the aforementioned four areas of inquiry.
 - Is intended to capture evidence about, and allow students to summarize their learning in, the four areas of inquiry.
 - Is intended to be a vehicle for student voice about what school experiences and learning activities are most helpful to them.
 - Could inform parent interviews, student-led conferences, or small group presentations.
 - May include such things as comments, pictures, letters to parents or peers, assignments, certificates, personal reflections, and/or audio or video recordings.
 - May be digital or paper-based.
 - Must be transferable between schools and grades.
 - Is confidential and subject to Freedom of Information legislation.
 - May be compiled throughout the school year and may be integrated into lessons from various subject areas (e.g., Religious Education, French).

- It is the recommendation of the Board that all schools use the **ePortfolio** tool in the provincial Learning Management System (LMS) for the *All About Me* portfolio, because of its functionality and free and widespread accessibility to all students and teachers. Training and support on this tool is readily available through the Board's e-Learning Contact (eLC). The Board also intends to provide various samples and instructional resources to help teachers as they implement this tool.
- Principals will ensure that a process is in place in their schools that supports students in documenting their learning. This process must include at least two opportunities per year to review and share evidence of their learning with their teachers, and, where possible, their parents and/or peers.

b) Grades 7 – 12:

- The questions “Who do I want to become?” and “What is my plan for achieving my goals?” may take precedence.
- Teachers will provide relevant, challenging, and engaging learning opportunities that allow students to, at a minimum:
 - Identify the factors that have shaped who they are and the factors that are likely to shape who they become over time.
 - Reflect on how their personal characteristics influence their thoughts, actions, development as learners, relationships, education, and career/life choices.
 - Expand their awareness of school and community-based opportunities (e.g., recreational, social, volunteer, part-time employment) that develop skills and relationships.
 - Explore various fields of work and occupations and become aware of how local and global trends (e.g., demographic, technological, economic, social) affect their opportunities.
 - Investigate the preparation required for various opportunities (e.g., experience, education and training) and how this preparation can be obtained.
 - Identify the demands, rewards, and other features of various opportunities and reflect on how these factors fit with their personal characteristics.
 - Use a decision-making process to determine personal, interpersonal, educational, and career/life planning goals.

- Review and revise their goals based on changes they see in themselves and in the opportunities available to them.
- Create a plan that identifies the steps required to achieve their goals.
- Identify the resources required to implement their plan.
- Identify potential obstacles, challenges, and solutions to these challenges.
- Such learning opportunities may take place through experiential learning; cooperative education; specialized programs (e.g., Ontario Youth Apprenticeship Program (OYAP), Specialist High Skills Major (SHSM) programs, school-work transition programs); field trips; extracurricular activities; community involvement; and/or part-time employment.
- All students must document their learning in education and career/life planning in a web-based ***Individual Pathway Plan (IPP)***. This IPP:
 - Is structured around the aforementioned four areas of inquiry.
 - Must capture evidence of students' investigations about the four areas of inquiry. Such evidence may be obtained through such vehicles as special projects, experiential learning, presentations by post-secondary experts, community activities, and curriculum-based opportunities.
 - Is intended to be the primary planning tool for students as they transition to their initial postsecondary destination (e.g., workplace, college).
 - Could inform parent interviews, student-led conferences, small group presentations, or seminars.
 - May include such things as comments, pictures, letters to parents or peers, assignments, certificates, personal reflections, and/or audio or video recordings.
 - Must be digital and transferable between schools and grades.
 - Is confidential and subject to Freedom of Information legislation.
- It is the recommendation of the Board that all schools use ***Career Cruising*** for the IPP, because of its functionality and free and widespread accessibility to all students and teachers. Training and support on this tool is readily available through the Board's Curriculum Department and secondary school Student Services teachers.
- Principals will ensure that a process is in place in their schools that supports students in documenting their learning. This process must include at least two opportunities per year to review and share evidence of their learning with their teachers and/or Student Services teachers, and, where possible, their

parents and/or peers. Note that in Grades 8 – 12, one of these two reviews must be part of the annual course selection process.

c) Transition Periods:

- Elementary principals will work with their teachers to ensure that students moving from Grade 6 to Grade 7 summarize and transfer their key learning from their *All About Me* portfolio to their *Individual Pathway Plan (IPP)*.
- The IPP in Grades 7 - 9 will emphasize transitioning from elementary to secondary school. Students in Grade 8 must record evidence in their IPPs of their investigations in the four areas of inquiry to assist them in selecting secondary courses, setting goals for community involvement, and identifying areas of interest for extracurricular and leadership activities.
- All elementary schools are required to conduct a **Student Exit Survey** at the end of Grade 8, at a minimum. However, exit surveys may be conducted at the end of all elementary grades, if greater student input and voice are desired.
- All secondary schools are required to provide orientation programs for students and their parents to help students make a smooth transition from Grade 8 to Grade 9.
- Both the IPP in Grades 10 – 12 and the compulsory Grade 10 Career Studies course will emphasize transitioning from secondary school to the student's initial postsecondary destination. In Grades 10 – 12, students are required to record their initial postsecondary destination, other postsecondary goals or plans, a detailed plan to achieve these goals, strategies to support the plan, and evidence of investigation into the four aforementioned areas of inquiry.
- All schools are required to put into place a process that allows students to review their achievement, review information on post-secondary opportunities, investigate strategies to support effective financial planning, explore employment opportunities, develop job search and employment retention skills, and participate in career exploration and experiential learning opportunities.
- All secondary schools are required to conduct a **Student Exit Survey** at the end of Grade 12, at a minimum. See Appendix A for a sample. However, exit surveys may be conducted at the end of all secondary grades, if greater student input and voice are desired.

- A variety of transition protocols will be developed by the Board and made available to schools, including those pertaining to students with special learning needs. See Appendix B for a sample transition protocol.

d) *Students with Special Learning Needs:*

- All students who have an Individual Education Plan (IEP) – regardless of whether or not they have been identified as exceptional through the Identification, Placement, and Review Committee (IPRC) – must have a transition plan.
- Principals are responsible for coordinating and developing these transition plans, in conjunction with the support of the Special Education Department, whether they assist students with moving between classrooms, grades, schools, programs, or destinations.

3. *Program Effectiveness and Evaluation:*

In order to ensure that all schools have an effective and comprehensive education and career/life planning program in place, some key items must be in place:

a) *Education and Career/Life Planning Program Advisory Committee:*

- All elementary and secondary principals must establish an **Education and Career/Life Planning Program Advisory Committee** in their schools. This committee must include representatives of all members of the school community, including:
 - School administrators
 - Teachers
 - Students
 - Parents
 - Members of the broader community
 - Student Services staff (secondary schools only).
- Schools may establish a separate group as their advisory committee, if desired. However, it is the Board's recommendation that schools use their Catholic School Councils for this purpose.
- The committee is responsible for:
 - Establishing communication with all stakeholders.
 - Engaging their support for and participation in the program.

- Ensuring the school's education and career/life planning program is comprehensive.
- Articulating where and when students in each grade will have opportunities to explore and reflect on their learning in the four areas of inquiry and record their experiences in the All About Me portfolio or IPP.
- Planning and communicating who will coordinate and conduct the two required annual reviews of student learning.
- Ensuring that processes are in place in every school to assist students in summarizing and transferring the key learning from their *All About Me* portfolio to their IPP.
- Coordinating the implementation and review of the Grade 8 and Grade 12 *Student Exit Surveys*.
- Ensuring that cross-panel and network-of-schools linkages are established to support students in transition.
- Monitoring and evaluating the program.

b) *Program Monitoring and Evaluation*

Effective education and career/life planning programs:

- Meet the learning interests, strengths, needs, and aspirations of all students.
- Provide and track opportunities for authentic learning experiences and experiential learning in all classrooms and programs.
- Clearly communicate to all students, parents, and educators the full range of pathways, programs, options, and supports available.
- Allow students to build on in-school and out-of-school experiences.
- Track students' opportunities to reflect on and document their learning in their *All About Me* portfolios or IPPs.
- Conduct surveys with parents, teachers, and students to gauge their awareness of the program.
- Provide opportunities for professional learning related to education and career/life planning.
- Encourage broad student, parent, and community engagement.

- Align with current ministry policies and initiatives (e.g., Equity and Inclusive Education, Aboriginal Education, Safe Schools).
- Infuse the program in all aspects of learning and school life.

Appendix A
Sample Secondary Student Exit Survey

Exit Survey - Grade 12 Students - 2017-18

* 1. Please provide your first and last name

* 2. What secondary school do you currently attend?

Holy Angels Learning Centre

St. Mary's College

* 3. Post Secondary Destination: (check one)

Apprenticeship

College

Entering Workforce

Undecided

University

If other, please specify

* 4. Does your transition plan for post-secondary include:

Yes

No

Your initial destination
(e.g., college,
university)?

Your post-secondary
goals (e.g., part-time
work, volunteer
activities, hobbies)?

Strategies to achieve
your post-secondary
goals (e.g., financing,
networking)?

* 5. For each statement below, indicate how it applies to you. If the statement applies to you, indicate how helpful this has been in preparing you for your transition to your post-secondary destination. If the statement does not apply to you, choose Not Applicable.

	Very helpful	Helpful	Somewhat helpful	Not very helpful	Not applicable
I have had opportunities to discover my personal strengths, interests, and skills throughout high school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I understand how my skills and strengths will help me be successful in school, work, and later on in life.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have participated in activities that helped me explore different areas of study, jobs, and careers.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had opportunities to think critically about my decisions and set goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have a plan for achieving my post-secondary goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have had opportunities to help plan and organize any of the activities related to the above.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have an online Individual Pathways Plan (IPP).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

* 6. What or who helped you the most in developing your Individual Pathway Plan (IPP) and transitioning to post-secondary? Please explain.

7. Provide any suggestion(s) to make Individual Pathway Planning for students more effective.

Appendix B

Sample Transition Protocol

For Students Transitioning from Grade 8 to Grade 9 Within HSCDSB

Time	Activity	Link to MYSP	Details / Contact
Mid-Fall of Grade 8 Year	Student Open House	<ul style="list-style-type: none"> Supportive Environments and Well-Being 	Grade 8 classes from all feeder schools are bused to the high school during the school day to participate in an open house, which includes various welcoming activities and presentations (e.g., uniform fashion show, entertainment, Link Crew, spirit video).
Mid-Fall of Grade 8 Year	Parent Open House	<ul style="list-style-type: none"> Relationships Student Achievement 	Parents and students from all schools are invited to the high school in the evening to obtain information about programs, meet staff members, and watch various presentations. Booklets and packages are distributed.
Winter of Grade 8 Year	Grade 8 Class Visits	<ul style="list-style-type: none"> Student Achievement 	Student Services and Student Success teachers visit all Grade 8 classes to discuss and assist with the Grade 9 course selection process.
Winter of Grade 8 Year	Student Profile Sheets and Transition / Red Flag Meetings	<ul style="list-style-type: none"> Supportive Environments and Well-Being Student Achievement 	Profile sheets about Grade 8 students are produced. The parents of students with special education needs or who are red flagged attend meetings with staff members (e.g., Learning Resource Teachers) to exchange information intended to help with transition.
Spring of Grade 8 Year	Shine Team Visit or Spring Barbecue	<ul style="list-style-type: none"> Relationships Supportive Environments and Well-Being 	Traditionally, Student Services and Student Success teachers revisit all Grade 8 classes with a handful of students, who answer questions from a student perspective. A spring barbecue for students and parents may ultimately replace or augment this practice.
Spring of Grade 8 Year	(Hand) Timetabling	<ul style="list-style-type: none"> Student Achievement 	Timetables are produced for all incoming Grade 9 students. Students with special education needs and students who are red flagged are hand timetabled to ensure their course loads are appropriately balanced.
Early Fall of Grade 9 Year	Link Crew Activities	<ul style="list-style-type: none"> Supportive Environments and Well-Being 	The Link Crew offers school tours, ice-breaking activities, and various supports throughout the first two weeks of school to ensure all Grade 9s feel welcome and comfortable at the school.
Early Fall of Grade 9 Year	Early Check-in with Red Flag Students	<ul style="list-style-type: none"> Supportive Environments and Well-Being Student Achievement 	Student Success Teachers check in with red flag students to support them in their transition.
Early Fall of Grade 9 Year	Grade 9 Barbecue	<ul style="list-style-type: none"> Relationships 	All Grade 9 students, teachers, and parents are invited to attend a barbecue early in the school year.
Early Fall of	Interim Reports	<ul style="list-style-type: none"> Student Achievement 	All parents of Grade 9 students receive an interim report card commenting on their learning skills, work habits, and progress

Time	Activity	Link to MYSP	Details / Contact
Grade 9 Year			in general.
Winter of Grade 9 Year	Cocoa and Cram Nights	<ul style="list-style-type: none"> • Student Achievement • Supportive Environments and Well-Being 	The Link Crew shares study tips with Grade 9 students to assist them with their first round of final exams in English, math, science, and geography.