

*There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's **Program Pathway** is his or her educational program and reflects the goals that help motivate him or her to complete secondary school.*

Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers and guidance counsellors

*Factors you must consider in your planning include:
most recent levels of achievement,
preferred learning style, strengths,
and immediate educational needs*

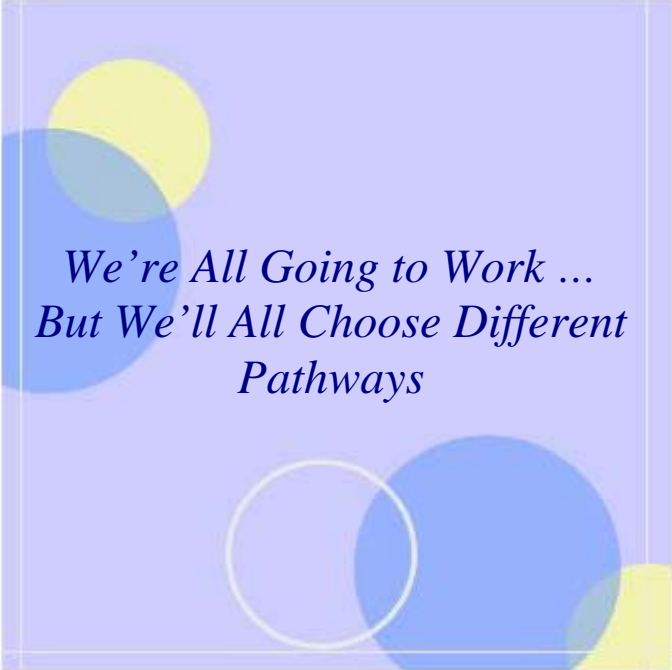
*Successful completion of secondary education in Ontario is important and a valuable step toward postsecondary opportunities. Students may create or choose a program pathway that prepares them for direct entry into:
Apprenticeship Programs, College,
Community Living, University, or the
Workplace.*

For more information please contact the **Principal** or **Guidance Counsellor** of your local High School

Information gathered by
Renfrew County District School Board
Special Education Department 2012



RCDSB PATHWAY OPTIONS FOR GRADE NINE STUDENTS



*We're All Going to Work ...
But We'll All Choose Different
Pathways*

RCDSB PATHWAY OPTIONS FOR GRADE NINE STUDENTS

All RCDSB Secondary Schools offer a fully inclusive environment to meet the needs of all students.

Not all RCDSB Secondary Schools offer specific classes for all six pathways. Please talk to the Principal of your local High School about the options available to meet your child's needs.

LIFE SKILLS NON-CREDIT	TRANSITIONAL NON-CREDIT/PARTIAL CREDIT	VOCATIONAL PARTIAL CREDIT	LOCALLY DEVELOPED 30 CREDIT	APPLIED 30 CREDIT	ACADEMIC 30 CREDIT
<p>BEST SUITED FOR: Students who are identified as exceptional who need highly individualized programming to meet their complex needs in a highly supported and structured environment</p>	<p>BEST SUITED FOR: Students who are identified as exceptional, working well below grade level who need basic literacy, numeracy and employability skills delivered at an individualized level and pace</p>	<p>BEST SUITED FOR: Students who are identified as exceptional, working below grade level who need practical real-life examples and applications delivered in a smaller group at a slower pace</p>	<p>BEST SUITED FOR: Students who may or may not be identified as exceptional, working near or at grade level who need practical real-life examples and applications delivered in a smaller group</p>	<p>BEST SUITED FOR: Students who may or may not be identified as exceptional, working at grade level</p>	<p>BEST SUITED FOR: Students who may or may not be identified as exceptional, working at grade level</p>
<p>FOCUS: Daily living skills, communication skills, and functional literacy & numeracy skills</p> <p>Program includes collaboration with community agencies to support transition planning for students and may include work experience opportunities</p>	<p>FOCUS: Individualized literacy & numeracy skills, practical programming activities, and employability skills</p> <p>Integration into Vocational and Life Skills programs as well as elective courses may be incorporated into student's timetable when appropriate and available</p>	<p>FOCUS: Intensive instructional support for compulsory credits including English, Math, etc typically at a half credit per semester pace</p> <p>Integration into practical skills-based courses (e.g., Tech, Co-op, etc)</p>	<p>FOCUS: Applied and Open level programming with the exception of Math, English and/or Science which are delivered in a smaller class with additional support</p> <p>The Grade 10 Literacy Test and 40 hours of community involvement activities are graduation requirements</p>	<p>FOCUS: Development of knowledge and skills through practical applications and concrete examples</p> <p>The Grade 10 Literacy Test and 40 hours of community involvement activities are graduation requirements</p>	<p>FOCUS: Development of knowledge and skills through the study of theory and abstract problems</p> <p>The Grade 10 Literacy Test and 40 hours of community involvement activities are graduation requirements</p>
<p>RESULTS IN: Certificate of Accomplishment</p>	<p>RESULTS IN: Certificate of Accomplishment</p>	<p>RESULTS IN: Fourteen-credit Ontario Secondary School Certificate</p>	<p>RESULTS IN: Thirty credit Ontario Secondary School Diploma</p>	<p>RESULTS IN: Thirty credit Ontario Secondary School Diploma</p>	<p>RESULTS IN: Thirty credit Ontario Secondary School Diploma</p>
<p>TYPICALLY LEADS TO: Supported work experience and/or Community Living</p>	<p>TYPICALLY LEADS TO: On-the-Job Training in the Workplace with or without Employment Support</p>	<p>TYPICALLY LEADS TO: On-the-job Training in the Workplace</p>	<p>TYPICALLY LEADS TO: On-the-Job Training in the Workplace or Apprenticeship</p>	<p>TYPICALLY LEADS TO: College or Apprenticeship</p>	<p>TYPICALLY LEADS TO: University</p>

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