



BRANT HALDIMAND NORFOLK
Catholic District School Board



WELCOME

TO OUR CATHOLIC SCHOOL COMMUNITY

SECONDARY GUIDE 2024-25



for all

It is with great pleasure and excitement that I extend a warm welcome to your family to the BHCNDSB community. As the Director of Education, I am committed to providing a nurturing and inclusive environment for all students, where they can grow academically, spiritually, and emotionally. Our Catholic schools are dedicated to fostering a strong sense of faith, values, and community, ensuring that each student feels supported and inspired.

Our dedicated team of educators and staff are passionate about creating a well-rounded education for your children. We believe in the importance of academic excellence, character development, and the cultivation of critical thinking skills.

At the heart of our Catholic schools is a strong sense of community and family. We value the partnership between families and the school and believe that open communication and collaboration are key to ensuring the success of our students.

As we embark on this new academic year together, I am confident that our secondary Catholic school will provide your child with an exceptional education, grounded in faith and values. We are excited to witness their growth, celebrate their achievements, and support them every step of the way.

Yours in Christ,



Mike McDonald
Director of Education



4	Graduating Requirements	23	Pathways to French Proficiency
8	Course Options	24	Voluntary Self-Identification for Indigenous Students
10	Assessment & Evaluation	24	Communication Protocol
11	Student Services	25	Student Transportation
15	Special Education/Students with Special Education Needs	25	Student Safety
17	Student Well-Being/Mental Health for All	26	Getting Involved/Staying Connected
21	Co-op and OYAP	27	Student Life
22	Guiding You Along the Way/ Choose Your Destination		



FAITH LIFE AT SECONDARY SCHOOL

Welcome to Catholic Education

The Brant Haldimand Norfolk Catholic District School Board’s Catholic secondary schools are open access and ready to welcome all students to a community that values faith, individuality, inclusivity, and recognize the importance of student achievement results. We build relationships and community: a place for all, where everyone belongs. Our students exemplify what it takes to become leaders, peacemakers, and witnesses to social justice

by putting their faith into action by engaging with the local and global community. With a focus on Belonging, Teaching and Learning, and Wellness for all, our Catholic schools provide students and staff with the tools for realizing their fullest potential, while also instilling a life-long commitment to faith and the community.

OUR VISION

Our faith-based communities inspire life-long learning and service to others.

OUR MOTTO

Excellence in Learning – Living in Christ.

OUR VALUES

- Celebrating our Catholic Identity
- Inspiring a Love of Learning
- Cultivating a Connected Community
- Nurturing Professional Learning
- Fostering Innovation and Continuous Improvement

BHNCDSB REINFORCES AND STRENGTHENS THE VISION OF THE LEARNER. THE CATHOLIC GRADUATE IS EXPECTED TO BE:

- A Discerning Believer
- An Effective Communicator
- A Reflective, Creative and Holistic Thinker
- A Self-Directed, Responsible, Life-Long Learner
- A Collaborative Contributor
- A Caring Family Member
- A Responsible Citizen

CAMPUS MINISTRY – CHAPLAINCY LEADERS:

Each of our high schools has a Campus Ministry program led by a Chaplaincy Leader. Campus Ministry acts as a liaison to our local parish communities and with our dioceses. Our Chaplaincy Leaders help to create a community rooted in compassion, hospitality, and inclusion. Chaplaincy Leaders are a source of support for all students and staff. They are available to listen, provide spiritual accompaniment, and share resources to support religious education in our Catholic schools. Community worship, prayer, retreats, and social justice outreach initiatives in our schools are coordinated by our Chaplaincy Leaders.



GRADUATING REQUIREMENTS



Ontario Secondary School Diploma Requirements

- English (4 credits - one credit per grade)
 - Mathematics (3 credits, with at least one in Grades 11 or 12)
 - Science (2 credits)
 - French as a second language (1 credit)
 - Canadian geography (Grade 9) (1 credit)
 - Canadian history (Grade 10) (1 credit)
 - The arts (1 credit)
 - Health and physical education (1 credit)
 - Civics (1/2 credit, Grade 10)
 - Careers (1/2 credit, Grade 10)
 - Technological Education (1 credit - grade 9 or grade 10)
- For students entering Grade 9 in September 2024 or later

One from Group 1 choices:

- Additional English, or French as a second language, or Indigenous language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, Cooperative Education.

One from Group 2 choices:

- Additional health and physical education, or the arts, or Business studies, or French as a second language, or Cooperative Education

One from Group 3 choices:

- Additional science (Grades 11 or 12), or technological education or computer studies, or French as a second language, or Cooperative Education

You must also complete:

- 4 religion credits
- 8 optional credits
- Ontario Secondary School Literacy Test (Grade 10)
- 40 hours of community service over four years
- 2 online courses

SUBSTITUTE FOR COMPULSORY COURSES

To allow flexibility in designing a student's program and to ensure that all students can qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses. Administrators may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements.

ONTARIO SECONDARY SCHOOL CERTIFICATE

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma, provided that they have earned a minimum of 14 credits distributed as follows:

Compulsory credits (total of 7)

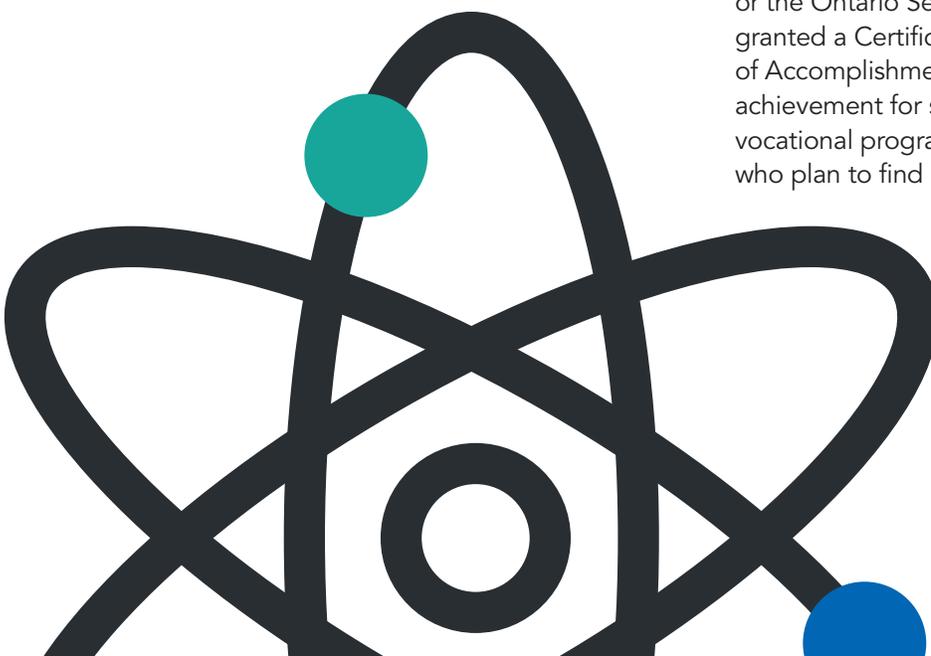
- 2 credits in English
- 1 credit in Canadian geography or Canadian history
- 1 credit in mathematics
- 1 credit in science
- 1 credit in health and physical education
- 1 credit in the arts or technological education

Optional credits (total of 7)

Seven credits selected by the student from available courses, including one religious education credit per year.

CERTIFICATE OF ACCOMPLISHMENT

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training, or who plan to find employment after leaving school.



E-LEARNING

You may be able to earn some of your high school credits through online courses and resources. E-Learning includes things like computer-based learning modules, educator resource modules, videoconferencing, e-mail, and threaded discussions. Talk to your Guidance Counsellor if you think e-learning is a good course option for you.

COMMUNITY INVOLVEMENT

As part of the diploma requirements, students are required to complete a minimum of 40 hours of community involvement activities. These activities may be completed at any time during their years in the secondary program. The community involvement requirement is designed to provide an opportunity for students to meet the Catholic Graduate Expectations, to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities. The requirement is to be completed outside students' normal school instructional hours. Students will maintain and provide a record of their community involvement activities. The administrator will decide whether the student has met the requirements for both the Ministry and the Board for these activities.

LITERACY REQUIREMENT

During the Grade 10 year, students will be given the opportunity to write the Ontario Secondary School Literacy Test (OSSLT). Students must pass this test to graduate. Students who have been eligible to write the OSSLT at least twice, and who have been unsuccessful at least once, are eligible to take the Grade 12 Ontario School Secondary School Literacy Course (OSSLC). When these students successfully complete the OSSLC, they will have met the provincial literacy requirements for graduation.

EQAO GRADE 9 ASSESSMENT OF MATHEMATICS

The EQAO Grade 9 Assessment of Mathematics is conducted each year. All students enrolled in Grade 9 Mathematics write the assessment. The purpose is to identify strengths and areas for improvement in student learning. This assessment is not a diploma requirement.

For students enrolled in ESL/ESD programs, special provisions may be made in accordance with EQAO guidelines. For students with special needs, policies and guidelines will be provided to accommodate their situations. An Individual Education Plan (IEP) is required if a student is to receive accommodations. Exemptions may be given for special needs students and ESL/ESD students where it is determined that accommodations or special provisions still would not enable the students to provide evidence of learning.

WHAT'S A PATHWAY? (AND WHAT DOES IT HAVE TO DO WITH SUCCESS?)

The first couple of years in high school are a time to discover your own unique talents and think about careers that suit your interests. You might even start thinking about life after Grade 12: apprenticeship, college, university, community living, or work.

Throughout high school, students are introduced to the many opportunities available in each career sector. The Career Studies course helps Grade 10 students explore career interests, pathway choices, and required education and training. Career and volunteer fairs introduce Grade 11 students to potential employers. Cooperative Education and Youth Apprenticeship Programs are popular ways to gain experience and learn more about a possible career choice.

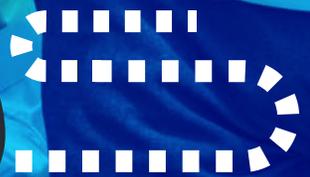
Your parents/guardians, your educators, your Guidance Counsellor, and other people close to you can give you good advice.

MEET YOUR GUIDANCE COUNSELLOR

When you start high school, you will be assigned a Guidance Counsellor, who will help you plan your courses and career options. Along with the other staff in the Student Services Department, your Guidance Counsellor takes care of new student registrations, arranges course timetables, keeps track of student records, and a whole lot more.



THROUGHOUT HIGH SCHOOL, STUDENTS ARE INTRODUCED TO THE MANY OPPORTUNITIES AVAILABLE IN EACH CAREER SECTOR.





COURSE OPTIONS

Grades 9 and 10

The types of courses offered, and their organization provide for a graduated streaming of courses in Grades 9 to 12, which will keep options open for all students in the earlier grades and prepare students in senior grades for their future destination. In Grade 9, students have the option of de-streamed, and some open level courses. In Grade 10, students can participate in academic, open, or applied level courses.

Courses in Grades 11 and 12 are designed to prepare students for a post-secondary destination – that is, for apprenticeship training, college, university, or the workplace.

Students, together with their parents/guardians and educators, choose Grades 9 and 10 courses based primarily on student interests, needs and achievements. In these years, students select courses to add to their knowledge and skills base and explore their interests. Students are not required to make binding decisions about a particular educational and career path.



DE-STREAMED COURSES

These courses (English, Geography, Math and Science) encourage student success within a de-streamed classroom environment where classroom educators employ a variety of culturally responsive instructional strategies and collaborate with colleagues to create an engaging and relevant experience for students.



ACADEMIC COURSES

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.



APPLIED COURSES (ONLY FOR GRADE 10)

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.



LOCALLY DEVELOPED COMPULSORY CREDIT COURSES (LDCC)

LDCC courses focus on the knowledge and skills that students need to be well prepared for success in the Grade 11 Workplace Preparation courses. Students who are eligible for LDCC courses will choose these courses in consultation with their parents/guardians and Special Education staff. LDCC courses will support students in developing and enhancing strategies that they need to develop literacy and numeracy skills and the confidence to use these skills in their day-to-day activities



OPEN COURSES

Open courses are offered in most elective subjects in Grades 9 and 10. They are designed to prepare students for further study in a subject, and to enrich their education generally. Open courses comprise a set of expectations that are appropriate for all students.

Grades 11 and 12

In Grades 11 and 12, students will choose from among four destination-related course types: university preparation, university/college preparation, college preparation, and workplace preparation. Some open courses are also offered in Grades 11 and 12. Students will make their choices based on their interests, achievement, and career goals. All university preparation courses, university/college preparation courses, college preparation courses, and workplace preparation courses have been developed in collaboration with representatives of universities, colleges, apprenticeship programs, or the business community, as appropriate, and are designed to enable students to meet the entrance requirements of post-secondary institutions or apprenticeship or other training programs, or the expectations of employers in the workplace.

The following is a brief description of the types of courses that are available in the various disciplines of the Ontario curriculum in Grades 11 and 12:



UNIVERSITY PREPARATION COURSES

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.



UNIVERSITY/COLLEGE PREPARATION COURSES

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.



COLLEGE PREPARATION COURSES

College preparation courses are designed to equip students with the knowledge and skills they need to meet the requirements for entrance to most college programs or for admission to apprenticeship or other training programs.



WORKPLACE PREPARATION COURSES

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workplace directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.



OPEN COURSES

Open courses are designed to broaden students' knowledge and skills in subjects that reflect their interests and to prepare them for active and rewarding participation in society. They are not designed with the specific requirements of universities, colleges, or the workplace in mind. Prerequisites are specified for many of the courses offered in Grades 11 and 12. They are identified in the curriculum policy documents.

See the Course Calendar for a full list of course offerings, their prerequisites and descriptions available on the school website and printed, if necessary, by the school.

ASSESSMENT & EVALUATION

Assessment, Evaluation and Reporting: Grades 9-12

- While assessment and evaluation are ongoing throughout the school year, assessment information is formally reported to parents/guardians at three points during each semester.
- The Progress Report is issued approximately six weeks after the start of each semester. This informal report is an initial overview of how your child is progressing. Your child's educators may choose to include their current overall grade on this report. Educators will also highlight any concerns they may have at this point in the course, including attendance or late/missing assignments.
- An invitation for parent-educator interviews follows the Progress Report. These interviews are an excellent opportunity to discuss in more detail your child's strengths, needs and next steps in learning.
- The Midterm Report Card is issued at the midpoint of each semester (mid-November and mid-April). This report card includes your child's overall grade in each course at the midpoint, an evaluation of their learning skills, and personalized comments so that you can better understand your child's strengths, needs and next steps for learning.
- The Final Report Card is issued following the end of each semester. This report card includes your child's overall final grade in each course, an evaluation of their learning skills, and personalized comments so that you can better understand your child's strengths, needs and next steps for learning.
- Learning Skills are evaluated on both the Progress Reports and the Report Cards. These skills are the skills we know are essential for success, and they are the same from Grades 1 to 12. They are evaluated as "Excellent", "Good", "Satisfactory", and "Needs Improvement". The Learning Skills are:
 - Responsibility
 - Organization
 - Independent Work
 - Collaboration
 - Initiative
 - Self-Regulation
- Meaningful communication between home and school is essential for student success. Parents/guardians should not hesitate to contact their child's educators at any point during the semester if they have any questions or concerns.



STUDENT SERVICES

THE GUIDANCE PROGRAM

The Guidance Program is a vital and integral part of the total school curriculum. The primary focus of Student Services is to enhance the dignity of everyone by encouraging each student's sense of self-worth and a feeling of belonging. In all facets of school life, the Guidance Counsellor educators foster each student's ability to:

- Know and appreciate themselves.
- Relate effectively with others.
- Develop appropriate educational plans.
- Design personal career paths.

ACADEMIC

Guidance Counsellors can assist with the selection of suitable courses and programs, establishing timetables, study habits, organization of time, exam preparation, and review.

The high school experience is more than just academics. High schools offer a range of sports, clubs and extra-curricular activities that take place outside of class time. Encourage your child to explore the options available.

INFORMATION/CAREER PLANNING

The Guidance Centre provides a variety of sources by which students can research career options, employment trends, postsecondary sites (college, apprenticeship, world of work, specialized post-secondary schools, or university programs) as well as admission requirements to post-secondary destinations.

The centre has several computers as well as a variety of resources for individual student use in career and post-secondary planning. The department also arranges for college and university information programs, welcomes guest speakers, and shares scholarship information.

PERSONAL COUNSELLING AND COMMUNITY SERVICES

The Guidance Counsellors, child & youth workers, chaplain, special education educators, and student success educators, provide a multifaceted, interdisciplinary team which classroom educators and/or individual students may access. As needed, further assistance is available via community agencies.

EMPLOYMENT SERVICES

Information concerning part-time and full-time employment is available through local Career Resource Centres.

ONTARIO STUDENT RECORD

The Ontario Student Record (OSR) is the official record for a student. Every Ontario school keeps an OSR for each student. The OSR contains achievement results, credits earned, and diploma requirements completed, and other information important to the education of the student. Every student is entitled to examine their record. A parent or guardian of a student who has not reached the age of majority, is also entitled to examine the record.

ONTARIO STUDENT TRANSCRIPT

The Ontario Student Transcript (OST) provides a comprehensive record of the credits that a secondary school student has earned towards fulfillment of the requirements for the graduation diploma. This record includes all the credits gained by the student using regular study and correspondence, independent study, private study, continuing education, and summer school.

The transcript, which is part of the Ontario Student Record (OSR), includes the following information:

- A list of all Grades 9 and 10 credits achieved with percentage grades
- A list of all Grades 11 and 12 courses taken or attempted by the student, with the percentage grades earned, and the credits gained (students repeating a course for which they have already earned a credit will earn only one credit for the completion of that course)
- Identification of any course that has been substituted for one that is a diploma requirement
- Confirmation that the student has completed the community involvement requirement
- Confirmation of successful completion of the Grade 10 literacy requirement
- An indication of any extraordinary circumstances affecting the student's achievement in a Grades 11 or 12 course.

In addition to recording the number of credits earned, schools may indicate on student's transcript that the student has taken a program in a specialized school.

FULL DISCLOSURE

As a result of legislation passed (as of September 1999) all attempts at a senior course (Grades 11 or 12), whether successful or not, will be recorded on the transcript. Repeated courses will be shown on the transcript. Both marks will show but only one credit will be granted. Courses withdrawn from later than five teaching days following the

mid-semester report, will be recorded on the OST with the grade at the time. Course withdrawals made before five days following the mid-semester report, will be recorded on the OST using the code "W". Withdrawals from Grades 9 and 10 courses are not recorded on the OST.

REPETITION OF A COURSE

Students who repeat a course that they have previously completed successfully earn only one credit for the course. However, for Grades 11 or 12 courses, each attempt and the percentage grade obtained is recorded on the OST, and an "R" is entered in the "credit" columns for the course(s) with the lower percentage grade.

COURSE CHANGES

Course changes for the next school year, can be made until the end of June. All timetable changes must go through the Student Services Department. Students must have a good reason for requesting timetable changes (e.g., repeating a failed course, vocational changes, etc.). As with original course selections, all transfers, or changes of course by students under 18 must also receive parental approval.

CANCELLATION OF COURSES

When there is an insufficient number of requests for a course, as defined by the administrator, that course will be cancelled at the school, at least for that particular school year.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR)

Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Where such learning has occurred outside Ontario classrooms, students enrolled in Ontario secondary schools may have their skills and knowledge evaluated against the expectations outlined in provincial curriculum policy documents to earn credits towards the secondary school diploma. This formal evaluation and accreditation process is known as Prior Learning Assessment and Recognition (PLAR). PLAR procedures are carried out under the direction of the school administrator, who grants credits. See your Guidance department for more information.

STUDENT SUCCESS EDUCATORS

Student success educators are Guidance Counsellors whose focus is every student's success. They identify and support struggling students, provide more options for learning, and monitor student progress. They work with school staff, students, parents/guardians, and the community to ensure more students earn the credits necessary to graduate.





Support For English Language Learners

ENGLISH AS A SECOND LANGUAGE (ESL)

Courses in English as a Second Language are designed to assist students develop proficiency in English as well as social and cultural knowledge to enable them to be successful in the secondary school program. ESL courses are credit-bearing and not grade specific. A maximum of three credits in English as a Second Language (ESL) or English Literacy Development (ELD), may be counted towards the four compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. Students may take up to two ESL courses per year. Please discuss ESL course options with your child's Grade 8 ESL/ELD or Language Arts' educator or the secondary school's guidance staff.

ENGLISH LITERACY DEVELOPMENT (ELD)

Courses in English Literacy Development (ELDAO - ELDEO) assist students to develop literacy skills, proficiency in English and social and cultural knowledge to enable them to be successful in the secondary school program. ELD courses are designed for English language learners with limited prior schooling who have not had opportunities to develop age-appropriate literacy skills in any language. ELD courses are credit-bearing and not grade specific.

A maximum of three credits in English as a Second Language (ESL) or English Literacy Development (ELD) may be counted towards the four compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course. Students may take up to two ELD courses per year. Please discuss ELD course options with your child's Grade 8 ESL/ELD or Language Arts educator or the secondary school's guidance staff.





SPECIAL EDUCATION

Students with Special Education Needs

SPECIAL EDUCATION SERVICES

The Brant Haldimand Norfolk Catholic District School Board is committed to meeting the diverse needs of all students within our school district. We strive to inspire and support learning by assisting in creating safe, inclusive, and faith-filled learning environments. Our goal is to establish effective communication processes to foster a learning environment that best meets each student's unique needs and talents. The provision of special education programs and services, and the allocation of resources, are based on each unique student's

strengths and needs, and on the principles of equity, inclusion, and collaboration.

The delivery of specialized programs by the classroom educator is supported by an interdisciplinary team of professionals at the school and system level. Partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating all learners in our Board. Parents/guardians are considered full partners in the education of their children, and we work with

them closely to enhance students' academic, social, emotional, and spiritual growth.

Supported by faith-based learning, the Board's Special Education Services team work together with families to achieve "Excellence in Learning ~ Living in Christ".

The Special Education Department offers a variety of services and programs to assist students in their secondary school experience and making the transition to post-secondary life.

LEARNING STRATEGIES (GLE)

The Learning Strategies course introduces students to learning theories and strategies that help them increase their personal management skills in school and in other contexts of life. Students will learn their preferred learning style and use this knowledge to increase their motivation, confidence, and ability to learn. Students learn study skill techniques and apply them in the GLE course by completing homework and assignments given in their other courses.

THE LEARNING CENTRE (TLC)

Students can attend TLC when requiring individual assistance with a variety of academic tasks such as: editing assignments, completing missed work due to extended illness, studying tips, and academic support for understanding. Students may also access TLC if they require accommodations during tests and exams.

GIFTED

In secondary school, students identified through the Identification Placement Review Committee (IPRC) as meeting the criteria to be deemed exceptional in the category of Intellectual: Giftedness, are encouraged to become self-advocates and collaborate with their individual educators to set academic goals. Students are encouraged to use their talents by participating in the numerous clubs and teams that secondary school offers. Ample opportunity for students to assume leadership roles within the school and community is also encouraged.

ALTERNATIVE COURSES

Students in alternative courses do not obtain credits for these courses. The course expectations in alternative courses are individualized for the student and generally focus on preparing them for daily living. School boards must use the "K" course codes and titles to identify alternative courses, in accordance with the Ministry of Education.

PERSONAL ACTIVE LEARNING PROGRAM (PAL)

This program is designed for students in a non-credit program with intensive supports to enhance student learning. Alternative courses in this program are aimed at developing functional academics, self-help skills, functional communication, daily living skills, motor skills, and choice making. Students are taught using a multi-sensory approach which includes

ABA strategies and opportunities for experiential learning. Students will graduate from this program with a Certificate of Accomplishment. PAL Programs are offered at Assumption College School, Holy Trinity Catholic High School, and St. John's College.

COMMUNITY LIVING PROGRAM

This program is designed for students in a non-credit program whose ultimate post-secondary goal is to seek supported living and supported employment in the community. Students will graduate from this program with a Certificate of Accomplishment. Community Living Programs are offered at Assumption College School, Holy Trinity Catholic High School and St. John's College.

JOB SKILLS PROGRAM

This program is designed for students in a non-credit program whose ultimate postsecondary goal is to continue education and/or seek independent living and employment. The program offers students an opportunity to obtain credit courses or courses combined with on-the-job training. Students graduate from this program with either a Certificate of Accomplishment or upon successful completion of 14 credit courses, a Certificate of Achievement. Job Skills Programs are offered at Assumption College School, Holy Trinity Catholic High School, and St. John's College.

STUDENT WELL-BEING

Mental Health for All

At BHNCD SB, we are committed to supporting the mental health and well-being of all students and staff.

We believe that this is much more than the absence of illness. We believe positive mental health is: "the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and social well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity." (Public Health Canada).

Schools are ideal places to help promote and support student mental health and well-being and there is a clear link between student mental health, well-being, and academic success. (Leading Mentally Healthy Schools, 2013) Our schools are committed to providing opportunities to learn about mental health, to promote positive mental health, to learn to cope with stressors, to build resiliency, and to be aware of how to get help if needed.



BHNCDSB supports mental health by using a tiered approach



Tier 1

Good for All

This is the foundational everyday work that happens in our classrooms and schools. It is how we:

- Welcome, include, and strive to understand our students.
- Build their knowledge of mental health and promote mentally healthy habits.
- Partner with parents/guardians, students, and other staff to create a supportive environment.

Tier 2

Necessary for Some

Focuses on prevention and early intervention. In every class and school, there will be some students who may need additional support.

- School mental health professionals, and others, with specialized skills provide intervention services (counselling and skill building). Student and/or parental/guardian consent is required.
- Caregivers can help by reinforcing skills and working to remove barriers to learning.
- Board mental health services (Student Support Services) can be explored by speaking to a educator, vice-principal, Guidance Counsellor, chaplain or the social worker assigned to the school.

Tier 3

Essential for Few

Offers support to students requiring more intensive assessment and intervention services.

- School mental health professionals can: help students and their families access appropriate community or health services and provide ongoing care while students are at school. Student and/or parental/guardian consent is required.
- Board mental health services (Student Support Services) can be explored by speaking to the educator, administrators, Guidance Counsellor, chaplain or the social worker assigned to the school.

While we have a supportive role to play in crisis management and can provide accommodations and classroom strategies for students struggling with a mental illness, we do not have responsibility for intensive mental health services. We work in partnership with community and health partners, as part of the system of care. Our priority contribution is upstream mental health promotion and prevention.

To learn more visit: BHNCDSB Mental Health and Well-being or School Mental Health Ontario.

Specialized Programs

ALTERNATIVE EDUCATION

The BHNCD SB Alternative Education Program is for students 14 and older and provides a safe and flexible Christ-centered school environment to meet all Ministry of Education graduation requirements. The program is designed for students who have not experienced formal success in a regular secondary school setting due to academic, social, health or personal factors. The Alternative Education Program is offered through St. Mary Catholic Learning Centre.

SUPERVISED ALTERNATIVE LEARNING (SAL)

The Supervised Alternative Learning (SAL) program enables students aged 14 to 17 to participate in learning alternatives which include the opportunity to earn credits, complete volunteer work, earn workplace certifications, as well as develop work habits and life skills. Students may hold full or part time employment at an approved work placement. SAL is most often offered through St. Mary Catholic Learning Centre.

SENIOR STUDENT SUCCESS

The Brant Haldimand Norfolk Catholic District School Board Senior Student Success Program is designed as both an intervention and prevention program for high school students between 16 to 18 years of age who have fewer than 14 credits and are at risk of not completing their high school diploma.

The key objective of the program is to provide students with the academic, social, and behavioural skills and supports to re-enter their home school environment with confidence and with the necessary tools for success. Activities to promote self-esteem, group building, and problem solving will be included. Some students may acquire the skills necessary to move into other alternative opportunities, i.e., School Within a College (SWAC), or may have an opportunity to graduate from the program. Work and life skills will be offered, which will be an asset especially for those who may go directly into the world of work. A vital component of the program is Cooperative Education. Students will have the opportunity to gain workplace/employability skills and develop a sense of responsibility and self-worth.

Students are eligible, through a referral process, if they meet the following criteria:

- are 16 to 18 years of age
- have fewer than 14 credits
- need to earn/recover a few Grades 9 and 10 credits
- demonstrated difficulty with attendance, and/or behaviour in the school setting
- continue to be unsuccessful despite several interventions
- experienced significant social/emotional difficulty in the regular classroom

For further information, please contact a Guidance Counsellor at your home school.

DUAL CREDIT PROGRAMS

Dual Credit Programs are ministry-approved programs that allow students to gain credit for college and/or apprenticeship courses while still enrolled in high school. Successful students will earn credit toward both the OSSD and college diploma or certificate simultaneously, or the OSSD and a Level 1 Apprenticeship. Students are allowed to earn up to four college-delivered dual credits and an unlimited number of team-taught dual credits. Dual Credit Programs must be approved and monitored by the School/College/Work Initiative (SCWI), through the Grand River Region Planning Team.

See the website: <http://www.scwigrandriver.ca> for more information.

Students can participate in a variety of Dual Credit Programs through Conestoga, Fanshawe, and Mohawk Colleges. The Dual Credit Programs available to students include the following:

- School Within a College (SWAC)
- Dual Credit Programs
- Specialist High Skills Major (SHSM) Dual Credit Courses
- Level 1 Apprenticeship Dual Credit Programs

SCHOOL WITHIN A COLLEGE (SWAC)

School Within a College (SWAC) is a Dual Credit program that provides senior students the opportunity to attempt a postsecondary education at a college campus while completing a high school diploma. It is an option for students who are not comfortable in high school environment, or students who want to earn/recover credits to graduate with their class, or students who wish to pursue a college pathway. SWAC programs are available to students from both the BHNCDSD and the GEDSB and will allow students to:

- Complete the required Ontario Secondary School Diploma with the help of a Secondary Dual Credit Educator.

COURSE OFFERINGS VARY FROM YEAR TO YEAR

For further information talk to a Guidance Counsellor at your home school.

DUAL CREDIT COURSES

Dual Credit courses are available to students who wish to pursue a college pathway and are delivered in both a team-taught congregated format during the school day. Dual Credit courses are offered at all three secondary schools.

For further information, talk to a Guidance Counsellor at your home school.



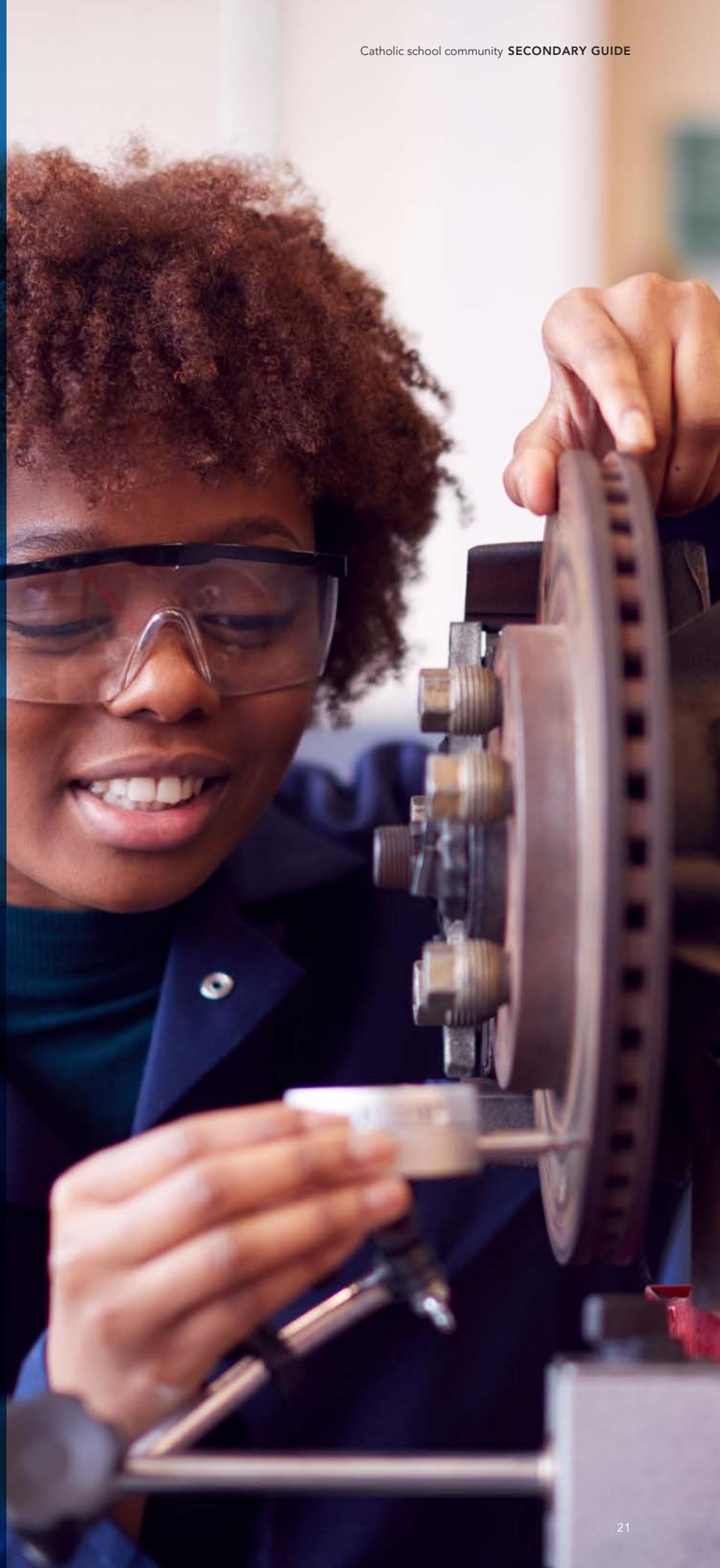
CO-OP/ OYAP

WHAT IS COOPERATIVE EDUCATION (CO-OP)?

Cooperative Education is a Ministry of Education approved program that allows students to earn secondary school credits while completing a work placement. The program consists of a Cooperative Education (Co-op) course monitored by a Cooperative Education educator, a related curriculum course in any subject, and a work placement. Students can count two co-op credits as compulsory credits towards their Ontario Secondary School Diploma (OSSD). Cooperative Education students must take the related course concurrently with the Cooperative Education course, or have successfully completed the related course before being placed in the program.

WHAT IS OYAP?

The Ontario Youth Apprenticeship Program (OYAP) is a School to Work program that opens the door for students to explore and work in apprenticeship occupations starting in Grades 11 or 12 through the Cooperative Education program. Students have an opportunity to register as Participants and work towards becoming certified journeypersons in a skilled trade while completing the requirements for their Ontario Secondary School Diploma (OSSD). Consultation with a Guidance Counsellor is strongly recommended.



GUIDING YOU ALONG THE WAY

Choose Your Destination

APPRENTICESHIP

Skilled trades play an important role in our economy and our society. An apprenticeship is a hands-on training program for people who want to work in a skilled trade and enjoy learning by doing. About 90% of the training is on the job, under the supervision of a licensed journeyman. The rest of the time is spent learning in the classroom. You can get a head start on your apprenticeship while you're in high school. The Ontario Youth Apprenticeship Program (OYAP) is a course you can take in Grades 11 or 12 to learn a skilled trade and begin registering your apprenticeship hours, while earning credits toward your high school diploma.

COLLEGE

Ontario's colleges provide students with the opportunity to develop the skills that can lead to rewarding careers in business, applied arts, technology, and health sciences. Most college programs are either diploma programs (which may be either two or three years in length) or certificate programs (which run one year or less). Almost all programs require an Ontario Secondary School Diploma, with Grade 12 English at the "C", "U/C" or "U" level. Check individual colleges and programs to determine the specific prerequisites for the program of your choice.

UNIVERSITY

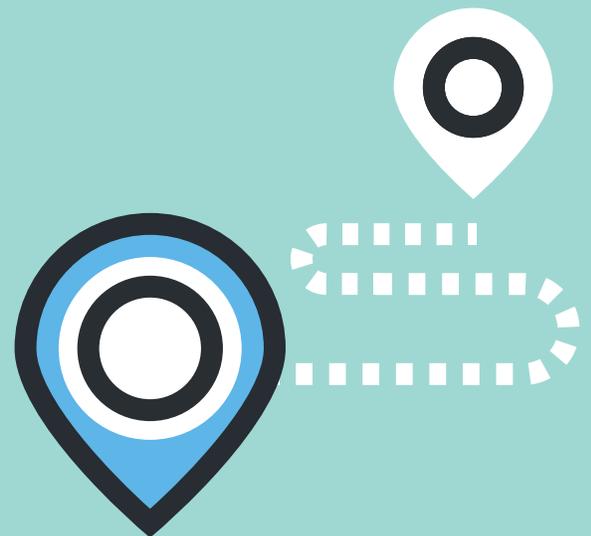
Universities offer undergraduate degrees (bachelor), professional degrees (e.g., MD, LLB), and graduate degrees (master's and doctorate). Most undergraduate degree programs are three or four years in length. The basic requirement for admission is 6 "U" or "U/C" (M) courses. Most programs have specific subject requirements, and some universities require a minimum number of "U" courses. Admission decisions are based on grades, although some programs/universities require supplemental information, portfolios, or auditions for admission.

WORKPLACE

Many opportunities exist for people who decide to go right to work after high school, and there are lots of options for you to think about. During high school, you can get ready for the world of work through cooperative education, youth apprenticeship opportunities and volunteer experiences. If you're thinking about going right to work after high school, talk to your Guidance Counsellor about how you can get ready.

SPECIALIST HIGH SKILLS MAJOR (SHSM)

A student's secondary school program may include a specialized program: a combination of 6 or more courses and experiences that relate to a subject area of special interest. Specialized programs assist students in meeting the requirements for their OSSD and provide a smooth transition to apprenticeship, college, university, or work. The Specialist High Skills Major [SHSM] is a specialized program that consists of a Ministry-defined combination of either 9, 10 or 11 required credits depending on the Major, as well as prescribed experiences that relate to a specific economic sector.





PATHWAYS TO FRENCH PROFICIENCY

CORE FRENCH

Students are taught French as a subject. At the secondary level, students have the option of academic or open courses in Grade 9 and academic, applied, and open courses in Grade 10. In Grades 11 and 12, students can continue with Academic university preparation courses.

EXTENDED FRENCH

Students are taught French as a subject, and French serves as the language of instruction in additional courses such as Geography or Religion as an example. In the Extended French program, students accumulate seven in French; four are for the FSL courses; three are for other subjects in which French is the language of instruction. Students will receive a certificate in Extended French upon completion of the program at graduation. The Extended French program is offered at Assumption College, Holy Trinity Catholic High School, and St. John's College. Please see school Guidance Counsellors for specific course information.

DELFFRENCH PROFICIENCY

The Diplôme d'études en langue française (DELFF) is an internationally recognized French proficiency exam that evaluates French proficiency according to the levels of the Common European Framework of Reference for Languages. In the spring, BHNCDSB offers Grade 12 Core and Extended French students the opportunity to challenge the DELFF and demonstrate their French language skills in listening, speaking, reading, and writing. This French proficiency diploma is a life-long certification. Students will connect with their French educator for additional information.



**THE BRANT
HALDIMAND NORFOLK
CATHOLIC DISTRICT
SCHOOL BOARD
IS COMMITTED TO
PROVIDING EQUITABLE
AND INCLUSIVE
EDUCATIONAL
OPPORTUNITIES FOR
ALL STUDENTS.**

Voluntary Self-Identification for Indigenous Students

The Brant Haldimand Norfolk Catholic District School Board is committed to providing equitable and inclusive educational opportunities for all students. This commitment is rooted in our shared understanding that all students, including students of First Nation, Métis, and Inuit ancestry, can fully learn utilizing their God-given gifts and talents.

Self-identification of Indigenous students allows us to expand and improve current programs and services, connect with academic and school supports dedicated to the needs of Indigenous student

as well as offer additional services, programs, and opportunities that may not otherwise be available. Indigenous literacy and mentorship programs, Indigenous languages/culture, art, cultural experiences, and leadership opportunities are all available.

If you have any questions about the self-identification process, please contact the Board at 519-756-6369.

Communication Protocol



Your classroom educator is the first point of contact for any questions or concerns.



Your school administrator is the next point of contact for further questions or concerns.



Should you need further assistance; your school's Superintendent of Education is available to assist you.



The Director of Education is always available for consultation and assistance with unresolved issues.

Student Transportation

Student Transportation Services of Brant Haldimand and Norfolk (STSBHN) provide transportation for our students. To find out if your family qualifies for bussing, please refer to our Transportation of Students Policy 400.19.

INCLEMENT WEATHER AND BUS CANCELLATION

All families need to be aware of how to receive notice when buses are cancelled as a result of inclement weather. Cancellation notices are available on the STSBHN website (<http://transinfobhn.ca/Alerts>) at specific media outlets, on the STSBHN phone tree, as well as the mobile app.

Media: CKPC Brantford 92.1, 91.7 Giant FM, 900 CHML/107.9 Y108, CHCH TV, Moose FM, Easy 101 Tillsonburg and CD 98.9 Simcoe.

The website is updated no later than 6:30 am on days of inclement weather. www.stsbhn.ca

Telephone: STSBHN can be called to receive cancellation notifications over the phone. Families can call 519-751-7532 and an inclement weather message will sound when zone cancellations are in effect. Note that no bus-specific delays or cancellations are updated here.

WEBSITE AND SUBSCRIPTIONS

Visit www.stsbhn.ca and choose parent/guardian Login (in the black banner in the middle of the homepage). If you have already created an account to view your child(ren)'s bus details earlier in the school year, you are already set to receive the automatic notifications. If you have not created an account yet, click on the Create Account

button beside the Log In and follow the steps. If you are having difficulty creating your account, follow the details shared at www.stsbhn.ca/faqs or contact STSBHN directly. Once your account is created, you will receive email notifications when there is a cancellation/delay of the bus, a school closure or a general notice posted by STSBHN.

If you prefer apps on your smartphone, we have you covered there too! The BP Delays or Chipmunk app is available for Android and Apple devices and is free to our families. Details on how to install the app to your child(ren)'s bus is also available at www.stsbhn.ca/faqs.

Please remember that even if transportation is running, ultimately the families have the final decision when it comes to their child's safety.

Student Safety

REPORTING TO THE OFFICE

To ensure the safety of all members of the school community, every person entering the school must report to the office. There you will be asked to sign in and be given a visitor's badge.

INCLUSION

A basic teaching of the Catholic faith is that we are all created in the image and likeness of God. Each person has dignity and worth. Believing this, calls us to educate the whole child in an environment that is both accepting and nurturing. In the classroom students, assisted by the educator and support personnel, discover, and utilize the skills needed to achieve their full potential.

MEDICATION

If your child requires medication, please ensure you have completed the proper paperwork, available from the office. Speak to your child's vice-principal regarding this matter. Clear communication around any medication is essential. Please refer to our Board Policy Administration of Medication to Students 200.19.

PREVALENT MEDICAL CONDITIONS

The Brant Haldimand Norfolk Catholic District School Board is committed to providing students with full access to schools in a safe, caring, accepting and healthy learning environment that enables each student to reach his or her

fullest potential. While the Board believes that parents/guardians and the medical profession are primarily responsible for children with prevalent medical conditions, the Board supports the individual needs of students diagnosed by a medical doctor or nurse practitioner with asthma, diabetes, epilepsy and/or are at risk for anaphylaxis in accordance with Ontario laws. It is also important that all parents/guardians and students are familiar with and respect policy 200.05 Students With Prevalent Medical Conditions (Anaphylaxis, Asthma, Diabetes and/or Epilepsy).

Getting Involved/Staying Connected

Getting involved right from the start helps you stay connected to your child's learning and provides many benefits. You will get to know the educators, the administrator and other parents/guardians better. You will be able to share your time by volunteering and share your ideas by being part of a committee. At the Brant Haldimand Norfolk Catholic District School Board, you can:

- become a school volunteer
- join your Catholic School Advisory Council
- join the Regional Catholic Parent Involvement Committee

For more information about how you can become involved, contact your Catholic school administrator or visit:

www.edu.gov.on.ca/eng/parents/getinvolved.html.

BECOME A SCHOOL VOLUNTEER

There are many ways to contribute to your child's education and school community. Volunteering is a great way to stay connected. We value the contribution of all our volunteers and appreciate their time spent supporting our students, staff, and Catholic education.

REQUIREMENTS

A Vulnerable Sector Police Check AND Completion of an Accessibility for Ontarians with Disabilities Act (A.O.D.A.) training module are requirements of the Brant Haldimand Norfolk Catholic District School Board for all volunteers.

VULNERABLE SECTOR POLICE CHECK (CRIMINAL BACKGROUND CHECK)

You will be provided with an electronic Vulnerable Sector Request form by your school office to be used in the online Vulnerable Police Check process. Volunteers must have a Vulnerable Sector Police Check every three years. In years when the check is not required, the volunteer must sign the prescribed Offence Declaration.

All volunteers (parent, guardians, caregivers, grandparents, etc.) require a Vulnerable Sector Police Check. If you do not have one at the time of the event (e.g., class trip), you will not be permitted to participate.

Such events/activities include, but are not limited to:

- Class trips, field trips, excursions
- Classroom volunteers and volunteer drivers
- Coaches
- Various reading or other unsupervised curriculum program assistance

ACCESSIBILITY FOR ONTARIANS WITH DISABILITIES ACT (A.O.D.A.) TRAINING

All volunteers are required to complete an online A.O.D.A. training module. Once a volunteer completes the online training, a certificate acknowledging completion can either be printed and taken to the school or can be emailed to the school. If you volunteer at more than one location, a photocopy of the certificate may be used.

STAY CONNECTED

Our Catholic schools are tooled up to share important information, newsletters and calendars, good news, events, and even alert notifications such as inclement weather closures via their websites and Twitter accounts. Parents/guardians can ensure that they receive the most up-to-date and timely information by 'subscribing' to their school website or 'following' their school Twitter account. Information, including your school website address and Twitter handle, is provided by your Catholic school, or can be found on the Board's website www.bhncdsb.ca.

The BHNCDSB and all schools use School Connects to send out notifications and alerts to families. This information can arrive via landline phone, email, or text message depending on your preference. Important school district information, school information and even classroom reminders can arrive via School Connects. More information and how to manage your profile is provided by your Catholic school.

STUDENT LIFE

Each secondary school offers unique opportunities for students.
Remember to check out:

Sports | Clubs | Specialized Classes

....and more!

As well, each secondary school has their own Code of Conduct which outlines information specific to the school including:

Dress Code | Social Media & Guidelines

....and other important information that will help make your journey with us a success!



for all

Excellence in Learning ~ Living in Christ

OUR CATHOLIC SECONDARY SCHOOLS

Assumption College School

257 Shellard Ln.
Brantford, ON N3T 5L5
T 519.751.2030

Holy Trinity Catholic High School

128 Evergreen Hill Rd.
Simcoe, ON N3Y 4N5
T 519.429.3600

St. John's College

80 Paris Rd.
Brantford, ON N3R 1H9
T 519.759.2318

St. Mary's Catholic Learning Centre

455 Colborne St.
Brantford, ON N3S 3N8
T 519.753.0552

COMING SOON

St. Padre Pio Catholic Secondary School

Powerline Road and Park North Road,
Brantford



BRANT HALDIMAND NORFOLK
Catholic District School Board

BRANT HALDIMAND NORFOLK CATHOLIC DISTRICT SCHOOL BOARD

322 Fairview Drive, P.O. Box 217
Brantford, ON N3T 5M8

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