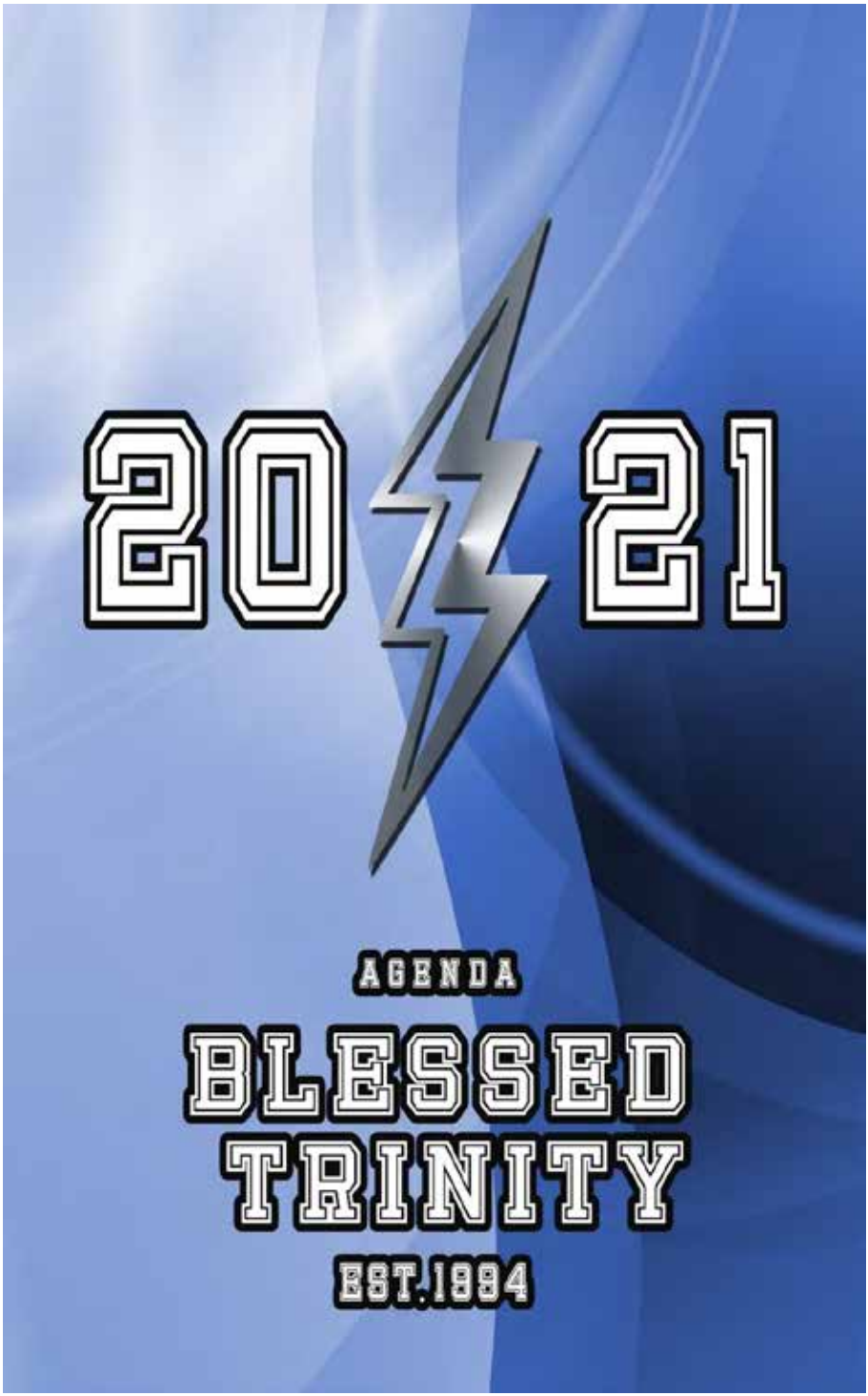

2021
AGENDA
BLESSED
TRINITY
EST.1884

**145 LIVINGSTON AVENUE**
**GRIMSBY, ON L3M 5J6**

**www.blessedtrinitycss.ca**

**PHONE: 905-945-6706**

**FAX: 905-945-2205**

**ATTENDANCE:** 1-844-287-6787 or
**EMAIL:** go.schoolmessenger.ca

This agenda is a valuable planning tool. All students are to have their agenda with them in all classes.

| | |
|---|---|
| _____ | _____ |
| Print Student Name | Student Signature |
| _____ | _____ |
| Parent/Guardian Signature | Date |

## SCHOOL AGENDA

Blessed Trinity Catholic Secondary School utilizes the agenda to develop a student's organizational skills for life. Students who plan and organize their time wisely have greater opportunities for success.

## OUR OBJECTIVES

- To increase homework completion
- To strengthen communication between school and home
- To encourage punctuality and respect for the school rules

## STUDENT RESPONSIBILITIES

Students will:

- carry the agenda to every class
- record assigned work in the agenda
- have the agenda signed by parent/guardian when requested by the school
- treat the agenda as critical tool for managing time and communicating with home.
- not remove, tear out or damage pages, in any way, in the agenda

## TEACHER RESPONSIBILITIES

- Homeroom teachers will distribute the agenda
- Teachers will explain the agenda program during the first week of school
- Teachers can use the agenda to inform parent(s)/guardian(s) of student's progress, test results etc.

## PARENTAL INVOLVEMENT

Parent(s)/guardian(s) can check agendas if they wish to track homework, attendance, behaviour, etc. It is suggested that parent(s)/guardian(s) bring the agenda to parent-student-teacher conferences.

Blessed Trinity Catholic Secondary School

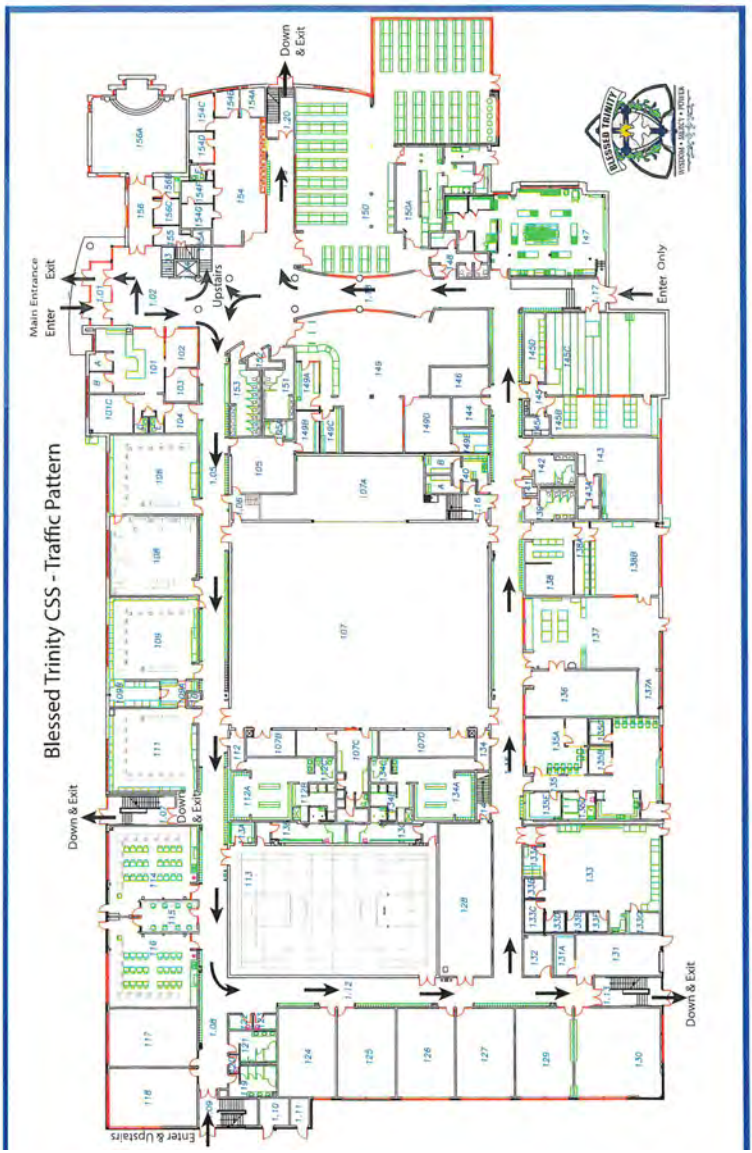
## BLESSED TRINITY ADAPTIVE LEARNING OCTOMESTER SCHOOL DAY SCHEDULE

September 8th, 2020 to February 2, 2021

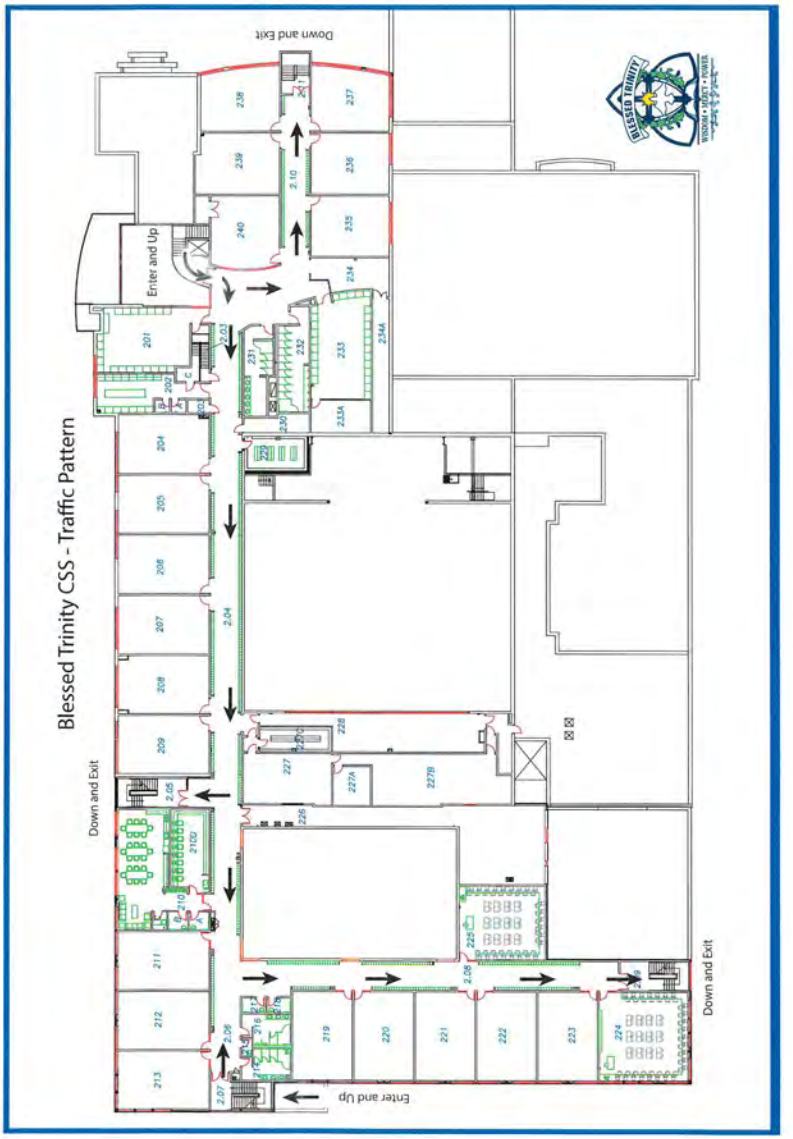
| TIMES | ACTIVITY |
|---|---|
| 7:50-8:05 | Students enter the building and report directly to their classes. Faculty accepting students in rooms and staff supervision in halls. |
| 8:05 AM | Anthem, Opening Prayer and Announcements |
| 8:10 AM | Opening Learning Session |
| 9:15 AM-9:35 AM | 1st BREAK |
| 9:40 AM-10:00 AM | 2nd BREAK |
| 10:05 AM-10:25 AM | 3rd BREAK |
| 10:45 AM-11:25 AM | 1st LUNCH |
| 11:30 AM-12:10 PM | 2nd LUNCH |
| 12:15 PM-12:55 PM | 3rd LUNCH |
| 11:25 AM-2:05 PM | Staggered Closing Learning Sessions |
| 1:55 PM-2:05 PM | Staggered Dismissal<br>Please wait for announcement from Main Office |

| FOUR OCTOMESTERS | |
|---|---|
| **1st Sept. 8th to Oct. 8th, 2020** | **2nd Oct. 13th to Nov. 12th, 2020** |
| **3rd Nov. 16th to Dec. 17th, 2020** | **4th Jan. 4th to Feb. 2, 2021** |

# Blessed Trinity Catholic Secondary School
# Traffic Flow Map During Covid-19
# First Floor

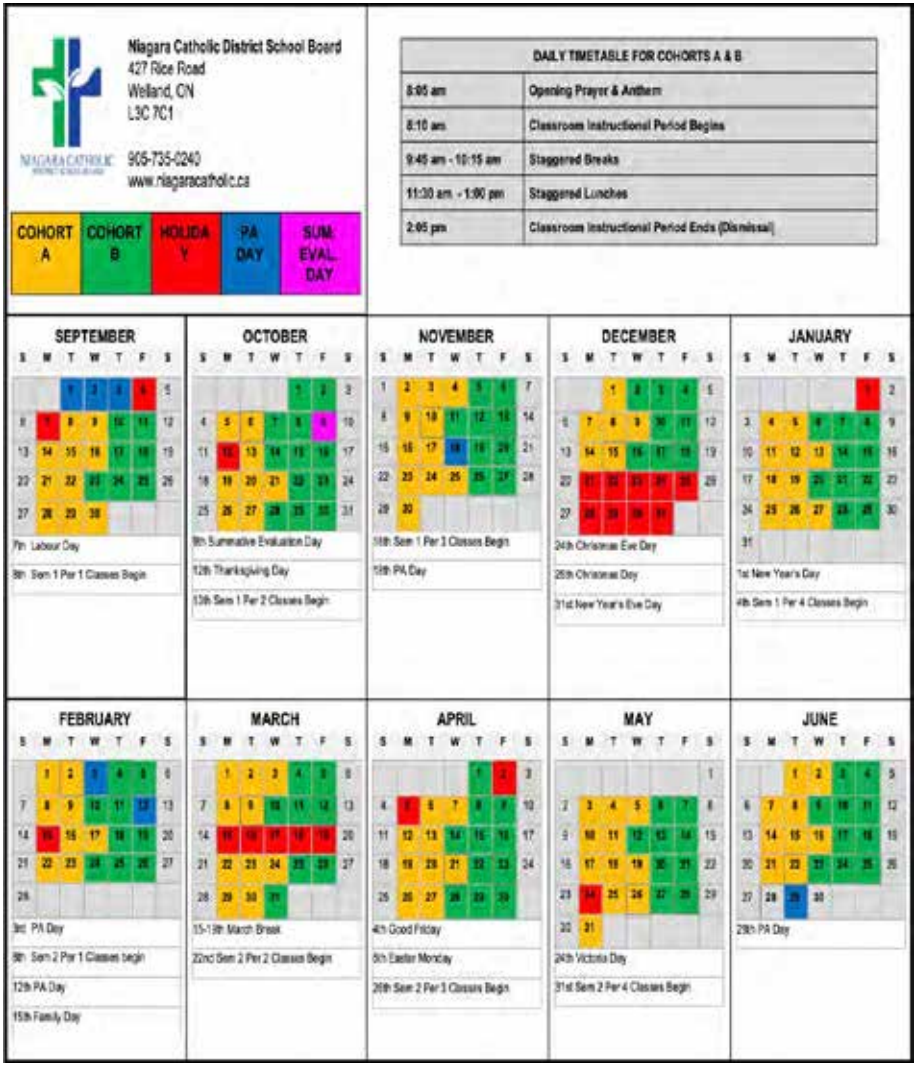


# Blessed Trinity Catholic Secondary School
# Traffic Flow Map During Covid-19
# Second Floor



NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

# 2020-2021 SECONDARY SCHOOL YEAR CALENDAR



# BLESSED TRINITY CATHOLIC SECONDARY SCHOOL

| ADMINISTRATION | SUPPORT STAFF |
|---|---|
| Principal – Mr. J. Zaroda | Mrs. D. Kinzel – Librarian |
| Vice-Principal – Mr. D. Scozzafava | |
| Vice-Principal – Mr. A. Soares | **EDUCATIONAL ASSISTANTS** |
| | Ms. T. Braccio |
| **PROGRAM CHAIRS** | Mrs. C. Lalama |
| Mrs. C. Dilanni – Religion/Family Life | Ms. D. Johnson |
| Mr. A. Gambale – Social Sciences/Arts | Ms. V. Kruitbosch |
| Mr. J. Zaroda – Mathematics/Numeracy | Ms C. Sadlo |
| Mrs. A. Lanthier – English/Language/Literacy | Ms. B. Reilly |
| Mrs. J. Moretuzzo – Student Services/Guidance/Special Education | Mrs. D. Saunders |
| Mrs. M. Orrico-Gambale – Business/Technology/Computer Science | Ms L. Sgambato |
| Mr. R. Vrataric – Physical Education/Co-Curricular | |
| Mr. M. Weber – Science | **CHAPLAINCY LEADERS** |
| | Miss M. Davis |
| **OFFICE STAFF** | |
| Mrs. S. Yule – Head Secretary | **CUSTODIAL STAFF** |
| Ms M. Ciarlo – Attendance | Mr. P. McLagan – Head Caretaker |
| Mrs. A. Rankie – Student Services | Mrs. K. Barnes |
| Mrs. J. Sampson – Finance | Mr. M. Gilbert |
| Mrs. R. Schappert – Part-Time Secretary | Mr. B. Pennisi |
| | Miss. E. Ribeiro Mercier |
| **SCHOOL POLICE LIASON** | |
| Constable Larry Maney—School Resource Officer | |

| TEACHING STAFF | | | |
|---|---|---|---|
| Mr. D. Antolin | Mrs. C. Dilanni | Ms. A. Maccaroni | Mr. S. Piazza |
| Mr. M. Antonelli | Mrs. N. DiPietro | Mrs. S. Magnini | Mr. J. Piccoli |
| Mr. D. Atkinson | Mr. S. Fasulo | Mrs. C. Maida | Mr. S. Pockaj |
| Mr. S. Aymar | Mr. K. Ferrelli | Mr. L. Maida | Mr. R. Poitras |
| Mrs. E. Beltrame-Presta | Mr. A. Gambale | Mrs. V. Mariani | Mrs. L. Pucci |
| Mrs. E. Brown | Mr. D. Gazzola | Mr. C. Martel | Mrs. M. Schweitzer |
| Mrs. K. Carter | Mr. G. Hendriks | Mr. M. Mazzetti | Mrs. A. Scott |
| Mrs. C. Chimienti | Mrs. R. Heron | Mr. McCormack | Mrs. K. Shepherd |
| Mr. C. Cino | Mr. B. Hubbard | Mr. K. McTiernan | Mrs. L. Strong |
| Mr. J. Cino | Mrs. L. Hubbard | Mr. K. Mercer | Mrs. T. Tinnish |
| Mrs. T. Cole | Mrs. G. Ivanko | Mrs. K. Mercuri | Mr. R. Vrataric |
| Ms. L. Corrado | Mr. S. Jones | Mr. M. Minicucci | Mr. M. Weber |
| Mr. D. Craig | Mrs. P. Jubenville | Mrs. J. Moretuzzo | Mrs. P. Weber |
| Mr. J. DeLuca | Ms A. Lanthier | Mrs. J. Murray | Mrs. M. Wilson |
| Mr. G. Diadamo | Mrs. D. Lavigne | Mrs. Orrico-Gamble | Mr. J. Yip |
| Mrs. C. DiFlavio | Mrs. L. Lavigne | Mr. J. Pagnotta | Mrs. T. Young- Toldi |

# BLESSED TRINITY FAMILY OF SCHOOLS

OUR LADY OF FATIMA

SAINT EDWARD SCHOOL

SAINT JOHN SCHOOL

SAINT JOSEPH SCHOOL

SAINT MARK SCHOOL

SAINT MARTIN SCHOOL

## STUDENT COMMITMENT

All staff and students are to be treated with respect and dignity. Respect for self and others is to be demonstrated through appropriate behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time, ready to learn and in uniform
- Demonstrates digital discipleship online and in the virtual learning environment.
- Shows respect for self, others, and those in authority
- Refrains from bringing anything to school that may compromise the safety of others
- Follows the established rules and *Code of Conduct* and takes responsibility for his or her own actions

## PARENT/GUARDIAN COMMITMENT

Parents/guardians play an important role in the education of their children and have a responsibility to support the efforts of school staff in maintaining a safe and respectful environment for all students. Parents/guardians fulfill this responsibility when they:

- Take an active interest in their child's school work and progress
- Communicate regularly with the school
- Help their child be prepared for school, including dressed in uniform
- Ensure that their child attends school regularly and on time
- Promptly report to the school their child's absence or late arrival
- Become familiar with the *Code of Conduct* and school rules
- Encourage and assist their child in demonstrating appropriate behaviour
- Assist school staff in dealing with disciplinary issues

## STUDENT HANDBOOK EXPECTATIONS

Students should be familiar with the Student Agenda, which contain the school rules and a calendar of events and important dates.

# COVID-19 INFORMATION

The COVID-19 pandemic has impacted the lives of students by displacing regular routines, and removing extracurricular opportunities such as sports, clubs and other social activities.

When students return to school, it may not look and feel the same at first. Health advice is evolving but the Ministry of Education will be guided by health expertise, with the foremost commitment to protecting the health, safety, and well-being of students. The look of classrooms and the rhythm of the school day may need to be adapted to keep students safe, while maximizing learning opportunities.

Depending on public health circumstances, some schools may need to remain closed, or may need to plan to open and close during the school year to keep students safe.

For ongoing Niagara Catholic communications and learning at home resources during the Covid-19 pandemic, please visit:

https://niagaracatholic.ca/covid-19-learn-at-home-resources/

New health and safety protocols will be developed with the advice of public health and the Ministry of Labour, which issues guidelines for workplaces in Ontario. These protocols will include guidance on cleaning, the use of personal protective equipment and the participation in school by all employees and students.

School boards and educators will be expected to move fluently between in-person and online delivery. The Ministry, parents, and students will continue to expect that teachers use synchronous learning.

## Synchronous Learning Checklist for Students and Parents/Guardians

Parents/guardians must use discretion while supervising students engaging in synchronous learning sessions with staff and other students. Synchronous learning ranges from a number of real-time, interactive platforms available for staff ranging from Google Meet/Hangout and Virtual Classroom in the Niagara Catholic Virtual Learning Environment, e-mails, phone calls, audio and video conferencing, all of which are interactive, in real-time.

Please use the following checklists to assist your child in preparing for synchronous learning sessions.

## BEFORE a synchronous learning session...

- ❑ Students are to be prepared for the session in advance of the scheduled start time.
- ❑ Students must dress appropriately as they may be on camera.
- ❑ Students are to find a quiet and well-lit space for the session.
- ❑ Students are to avoid pointing the camera into their personal living space.
- ❑ Students are to ensure that their microphone and camera are on and working.
- ❑ Students will use their Niagara Catholic Google account credentials (@niagaracatholic.ca username and password) to enter the session.

## DURING a synchronous learning session...

- ❑ Students are expected to follow the instructions of the teacher or staff member.
- ❑ Students are to follow the expectations in the Board Code of Conduct which applies to all schools and the online virtual Catholic classroom.
- ❑ Students must be respectful, use appropriate language and behave at all times.
- ❑ Students are not permitted to record the session.
- ❑ Students are to mute their microphone if they are not speaking.
- ❑ Students will request to speak by using the chat tool associated with the online platform.
- ❑ Students are to let their teacher know if they need to leave a session.
- ❑ Students may turn on closed captioning to help with understanding the presentation and discussion.

## AFTER a synchronous learning session...

- ❑ Students must exit the session as directed by the teacher or staff member. The teacher or staff member will be the last participant to exit and close the session.
- ❑ Students and/or parents/guardians are asked to follow-up with the teacher or staff member with any questions or concerns.

## Parents/guardians can support synchronous learning by:

- ❑ Providing a quiet, confidential learning space within their home and by supporting student(s) to actively engage with school staff in the continuity of learning.
- ❑ Ensuring that a computer/device is in working order for their student(s) to use for the online synchronous learning session, including audio and/or video, and that other screens or programs are closed.
- ❑ Supporting the expectations for positive student behaviour throughout the entire online synchronous learning session.
- ❑ Understanding that the Niagara Catholic *Code of Conduct Policy (#302.6.2)*, *Electronic Communications Systems (Students) Administrative Operational Procedures (#301.5)*, *Electronic Communications Systems (Employees) Policy (#201.12)*, *Privacy Policy (#600.6)* and other applicable Board policies and administrative operational procedures apply during synchronous learning and in the virtual Catholic classroom.
- ❑ Exercising discretion while supervising their student(s) engaging in online synchronous learning sessions with school staff and other students.
- ❑ Respecting confidentiality about any personal information that they may incidentally learn about other students in the classroom during online synchronous learning sessions.
- ❑ Ensuring that the online synchronous learning session is not recorded in any way, including screenshots.
- ❑ Supporting their student(s) in exiting the online synchronous learning session as directed by school staff.
- ❑ Connecting with school staff about the ongoing progress and achievement of their student(s).

## Symptoms of Novel Coronavirus (COVID-19)

COVID-19 is often very mild, and often goes unnoticed in healthy people. But that does not mean that even minor symptoms should be ignored. Niagara Health has three testing centres which are open to members of the public without referral from a doctor.

## Self-Isolation and Preventing the Spread

Niagara Region Public Health has the most current information on self-isolation requirements. Please visit the Region's COVID-19 self-assessment page if you believe you may have been exposed. Public Health also has an excellent information section on protecting yourself and preventing the spread of COVID-19. Check it out for more information.

In order to prevent the spread of infection, students and staff who have signs/symptoms of COVID-19 should not attend school and should go to their primary care provider or an assessment centre for testing. Direction will be provided by Niagara Region Public Health to those have had an exposure to a confirmed case of COVID-19 or to those who have been diagnosed with COVID-19 and when they may return to school.

Students should not come to school if they are symptomatic or ill; or if someone they have come in contact with, including within their household, is ill with a suspected or a positive case of COVID-19 in the past 14 days.

Hand hygiene refers to handwashing or hand sanitizing to remove or kill the virus and is the most effective way to reduce transmission of COVID-19.

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# BISHOP'S MESSAGE

OFFICE OF THE BISHOP

**My dear friends,**

**As you begin a new school year, I ask you to stay close to Jesus who loves you so much and is your best friend. Stay close to Him, talk to Him, and act like Him, so that you will be able to do great things at your home, parish and school. Your Catholic school community will help you to do this each day. May God bless you and please pray for me as I will pray for each one of you.**

**Yours sincerely in Christ,**

+ Gerard Bergie

**Most Reverend Gerard Bergie, D.D.**
**Bishop of St. Catharines**

# CATHOLIC GRADUATE EXPECTATIONS

*Niagara Catholic schools provide educational programs and services for students with a variety of learning strengths, needs and abilities. The Ontario Catholic School Graduate Expectations provide a comprehensive vision of the learner in the context of our Catholic faith to promote success for all students.*

**THE NIAGARA CATHOLIC GRADUATE IS EXPECTED TO BE:**

- 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.
- An effective communicator who speaks, writes and listens honestly and sensitively, responding critically in light of gospel values.
- A reflective, creative and holistic thinker who solves problems and makes responsible decisions with an informed moral conscience for the common good.
- A self-directed, responsible, lifelong learner who develops and demonstrates their God-given potential.
- A collaborative contributor who finds meaning, dignity and vocation in work which respects the rights of all and contributes to the common good.
- A caring family member who attends to family, school, parish and the wider community.
- A responsible citizen who gives witness to Catholic social teaching by promoting peace, justice and the sacredness of human life.

# CODE OF CONDUCT

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, current legislation and the provincial Code of Conduct, schools within the Niagara Catholic District School Board, in consultation with their Catholic School Councils, staff, students and parents, shall have in place local Codes of Conduct. These locally developed Codes shall be in compliance with the Government of Ontario legislation and Board's Code of Conduct Policy.

The Standards of Behaviour incorporated in the Code of Conduct which promotes respect, responsibility and safety, along with justice, integrity and accountability are consistent with the Gospel values embodied in our schools. Respect for oneself, others and the traditions of our Catholic faith is central to the vision of a Catholic Education.

The Niagara Catholic District School Board shall endeavour to ensure that all members of the school community have a safe, caring, accepting and positive school environment that maximizes their full potential and become living witnesses of Christ.

# NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
# CODE OF CONDUCT

All members of the Niagara Catholic District School Board, students, parents, guardians, staff, trustees, volunteers, visitors and especially persons in positions of authority are to be treated with respect and dignity whether they are on Board property, on school buses, at Board or school-authorized events or any other activities that could have an impact on the school climate.

**GUIDING PRINCIPLES & PURPOSES OF THE CODE OF CONDUCT POLICY #302.6.2**
All members of the school community are:

- To be treated with respect and dignity, especially persons in positions of authority
  To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community
- To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility
- To encourage the use of non-violent means to resolve conflict
- To promote the safety of people in the schools
- To discourage the use of alcohol, illegal drugs and/or controlled substances without a valid prescription.
- To strive to prevent bullying in schools

**STUDENTS**
Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- Comes to school prepared, on time and ready to learn;
- Shows respect for themselves, for others and for those in authority;
- Refrains from bringing anything to school that may compromise the safety of others;
- Follows the established rules and takes responsibility for his or her own action.

**PARENTS**
Parents play an important role in the education of their children, and can support the efforts of school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill their role when they:

- Show an active interest in their child's school work and progress;
- Communicate regularly with the school;
- Help their child be neat, appropriately dressed and prepared for school;
- Ensure that their child attends school regularly and on time;
- Promptly report to the school their child's absence or late arrival;
- Show that they are familiar with the provincial Code of Conduct, the board's code of conduct, and school rules;
- Encourage and assist their child in following the rules of behaviour;
- Assist school staff in dealing with disciplinary issues involving their child.

# NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
# CODE OF CONDUCT

**COMMUNITY PARTNERS AND THE POLICE**
The police and community partners play an essential role in making our schools and communities safer. Police investigate incidents in accordance with the protocol developed with the local school board. These protocols are based on a provincial model developed by the Ministry of the Solicitor General and the Ministry of Education.

**STANDARDS OF BEHAVIOUR (**Respect, Civility & Responsible Citizenship)
All members of the school community must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity;
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of, for example, race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, gender, sexual orientation, age, or disability;
- Respect the rights of others;
- Show proper care and regard for school property and the property of others;
- Take appropriate measures to help those in need;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the need of others to work in an environment that is conducive to learning and teaching;
- Seek assistance from a member of the school staff, if necessary, to resolve conflict peacefully;
- Not swear at a teacher or at another person in a position of authority.

**SAFETY**
All members of the school community must not:

- Be in possession of any weapon, including firearms;
- Cause injury to any person with an object;
- Use any object to threaten or intimidate another person; not be in possession of, or under the influence of, or provide others with, alcohol, illegal drugs, and/or controlled substances without a valid prescription;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in bullying behaviours;
- Commit sexual assault;
- Traffic weapons, illegal drugs and/or controlled substances;
- Give alcohol to a minor;
- Commit robbery;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias;
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school;
- Use profane language.

# NIAGARA CATHOLIC DISTRICT SCHOOL BOARD
# CODE OF CONDUCT

**EQUITY AND INCLUSIVE EDUCATION POLICY #100.10**

Niagara Catholic District School Board recognizes that all people are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27). In accordance with the Church's teachings, Niagara Catholic provides in all its operations an educational environment which supports and enables diversity within its Catholic community.

The Board recognizes that any form of social or cultural discrimination is incompatible with Catholic moral principles and is in violation of the Ontario Human Rights Code. The Board recognizes that the school system gives pre-eminence to the tenets of the Catholic faith, congruent with the protection afforded in the Ontario Human Rights Code, the Constitution Act, 1982 and confirmed in the Canadian Charter of Rights and Freedoms.

The Board and its staff are committed to the elimination of discrimination as outlined in Ontario's Equity and Inclusive Education Strategy and the Ontario Ministry of Education (the "Ministry") Policy/Program Memorandum No. 119, in a manner which is consistent with the exercise of the Board's denominational rights under section 93 of the Constitution Act, 1982 and as recognized at section 19 of the Ontario Human Rights Code.

# POSITIVE SCHOOL CLIMATE AND BULLYING

A positive school climate exists when all members of the school community feel safe, comfortable, and accepted. To help achieve a positive school environment in their schools, the Niagara Catholic District School Board and its schools will actively promote and support positive behaviours that reflect their Catholic Gospel Values. They should also endeavour to ensure that parents and members of the broader community are involved in the school community.

**SAFE SCHOOL POLICY #302.6**

Niagara Catholic District School Board will strive to maintain safe and secure learning environments for all students, staff, and community members involved in Board and school programs, events and activities.

In compliance with current legislation and the Mission of the Board, the Niagara Catholic District School Board will establish policies and administrative procedures which foster increased respect, responsibility and civility.

The Niagara Catholic Safe School Policy and Administrative Procedures will:

- Create schools that are safe, inclusive and accepting of all pupils.
- Encourage a positive school climate and prevent inappropriate behaviour, including but not limited to, bullying, sexual assault, gender-based violence and incidents based on homophobia.
- Address inappropriate pupil behaviour and promote early intervention.
- Provide support to pupils who are impacted by inappropriate behaviour of other pupils.
- Establish disciplinary approaches that promote positive behaviour and use measures that include appropriate consequences and supports for pupils to address inappropriate behaviour.
- Provide pupils with a safe learning environment.

**BULLYING PREVENTION AND INTERVENTION POLICY #302.6.8**

The Niagara Catholic District School Board shall endeavour to provide a safe, inclusive and accepting climate of respect, dignity and trust, consistent with the Gospel Values. “Blessed are the peacemakers, for they will be called children of God” (Matthew 5:9).

All members of the school community deserve a positive school climate that is inclusive, safe and accepting, regardless of race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex, sexual orientation, age, family status, marital status, socioeconomic status or disability.

**DEFINITION OF BULLYING**

In accordance with subsection 1(1) of the Education Act; “Bullying” means aggressive and typically repeated behaviour by a pupil where the behaviour is intended by the pupil to have the effect of, or the pupil ought to know that the behaviour would be likely to have the effect of (a) causing harm, fear or distress to another individual, including physical, psychological, social or academic harm, harm to the individual’s reputation or harm to the individual’s property, or creating a negative environment at a school for another individual

and (b) the behaviour occurs in a context where there is a real or perceived power and imbalance between the pupil and the individual based on factors such as size, strength, age, intelligence, peer group power, economic status, social status, religion, ethnic origin, sexual orientation, family circumstances, gender, gender identity, gender expression, race, disability or the receipt of special education.

**CYBER-BULLYING** (1.0.0.1) Bullying includes bullying by electronic means including: (a) creating a webpage or a blog in which the creator assumes the identity of another person; (b) impersonating another person as the author of content or messages posted on the internet; and (c) communicating material electronically to more than one (1) individual or posting material on a website that may be accessed by one (1) or more individuals.

**TYPES OF BULLYING:**

| Verbal | Physical |
|---|---|
| Name-Calling/Put Downs | Hitting |
| Insults | Kicking |
| Racist Comments | Spitting |
| Harassment | Pushing |
| Sexist Comments | Inappropriate Gestures |
| Teasing/Taunting | Tripping |
| Threatening /Extortion | Stealing |
| **Social/Emotional** | **Technological** |
| Relational Bullying | Cyber Bullying |
| Manipulating Friendships | Internet Misuse |
| Gossip | Text Messages |
| Exclusion | Digital Photos |
| Intimidation | Twitter |
| Written Notes | Websites |
| Making False Statements | Social Media, like Facebook |

In recognition of the importance of addressing bullying, which can have a significant impact on student safety, learning, and the school climate, bullying has been added to the list of infractions for which suspension must be considered.

For more information about issues of bullying, visit the Promoting Relationships and Eliminating Violence Network (PREVNet) at www.prevnet.ca.

**WHAT SHOULD I DO IF I AM BULLIED?**

- Talk to an adult you trust.
- Stay close to other students or adults who will stick up for you.
- Stay in areas where you feel safe.
- Walk away.
- Use your words to ask someone who is bullying to “STOP”.

# POSITIVE SCHOOL CLIMATE AND BULLYING

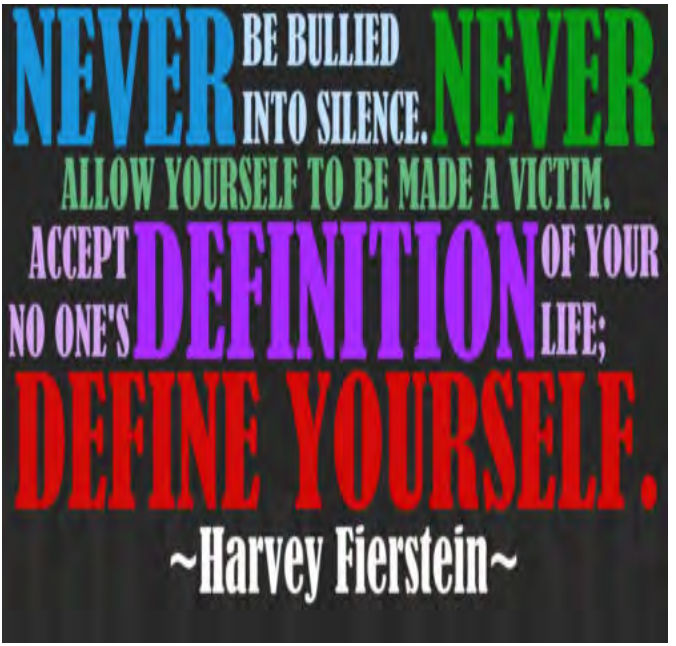
**I KNOW THAT A FRIEND IS BEING BULLIED. WHAT SHOULD I DO?**
Report it to an adult at school who can help. Reporting is standing up for your rights and the rights of others to feel safe.

**WHAT WILL HAPPEN WHEN BULLYING IS REPORTED?**
The benefit of reporting bullying issues is that the student who is bullying is no longer in control. When teachers and other school staff are aware of bullying, they can find ways to help the student who is bullying to change his/her behaviour.

Every situation will be dealt with on an individual basis. Some strategies that may be used to stop bullying will be restorative practices, counseling, and communication with parents/guardians, peer mediation, detentions, removal of privileges, suspension or police contact.

**HOW SERIOUSLY ARE THREATS TAKEN?**
All threats and attempts to intimidate others will be taken seriously and investigated. Appropriate steps will be taken to ensure that the behaviour stops and students feel safe.

**SURVEILLANCE CAMERAS**
For the protection of students and staff, Niagara Catholic District School Board Secondary Schools have surveillance cameras that monitor the main school building and sections of the school grounds on a 24 hour basis.



# WHAT DO I DO IF ….

**I AM ABSENT FROM SCHOOL?**
Have a parent/guardian report your absence by calling 1-844-287-6287 or online at https://go.schoolmessenger.ca

**I AM LATE FOR SCHOOL?**
If you arrive before 8:30 am, report directly to your period 1 class. If you arrive after 8:30 am or at any other point during the day, sign in at the Attendance Office to get a late slip and proceed directly to class.

**I HAVE TO LEAVE DURING THE DAY?**
Bring a note from your parents/guardians to the Attendance Office before 7:55 a.m. to obtain a dismissal slip then when you leave the school sign out at the attendance office. Parents/guardians can also go online at https://go.schoolmessenger.ca to dismiss their child early from school. If you return the same day, sign in upon your return.

**I HAVE A PERSONAL PROBLEM THAT I NEED TO TALK ABOUT?**
See a Teacher, the Principal, Vice-Principal, a Guidance Counselor, a Child and Youth Worker, the Chaplaincy Leader or any adult member on staff.

**I NEED TO USE THE PHONE?**
Use the phone located in the Main Office or in Attendance.

**I WANT TO CHANGE MY TIMETABLE?**
Consult a Guidance Counselor in Student Services.

**I FEEL TOO ILL TO STAY IN CLASS?**
Ask for permission to go to the office. Arrangements will be made to have your parents/guardians pick you up.

**I LOSE SOMETHING OF VALUE?**
Check the Lost and Found in the Main Office. Put your name in all your books and valuables. Do not share your lock combination with anyone. Never bring valuables to school or the change room and always keep your money on your person. Schools will not be responsible for any lost or stolen items. Students who find personal articles or textbooks on school property are asked to bring these to the Main Office.

**I LOSE MY LOCK?**
Purchase a new lock in the Attendance Office for a nominal fee.

**I SUSPECT THEFT / VANDALISM / HARASSMENT / BULLYING / ETC …?**
Report the incident to the Principal or Vice-Principal immediately.

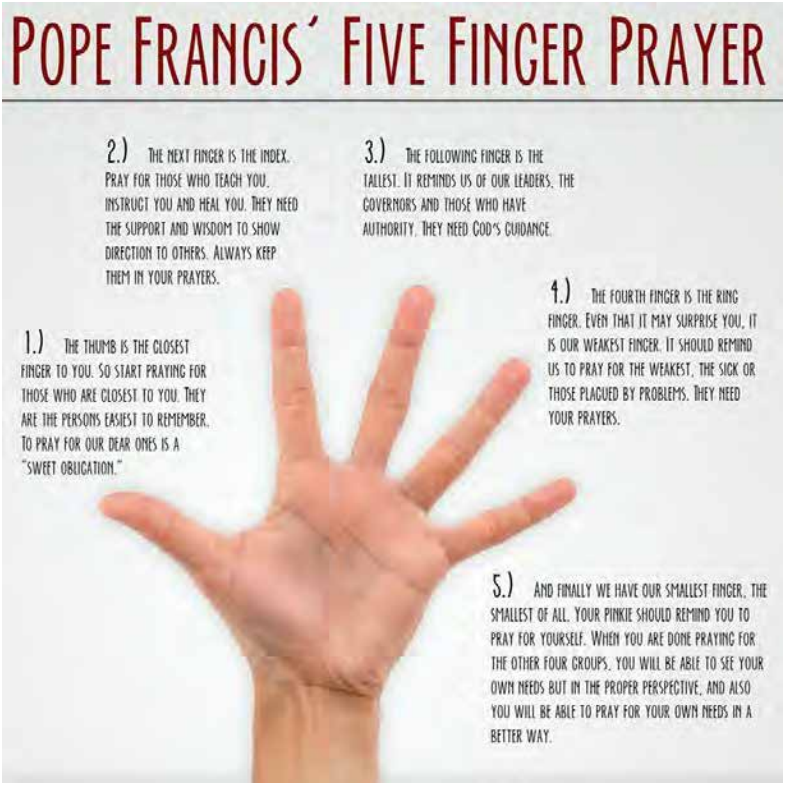
**I RECEIVE AN OFFICE DETENTION?**
Detentions take precedence over any co-curricular activity. Students who miss a detention will receive two detentions. If they miss any further detentions, a suspension will occur for persistent opposition to authority.

# WHAT DO I DO IF ….

**I FIND A COURSE (OR COURSES) TOO DIFFICULT/ EASY?**
First talk to your subject teacher and your parents. Then make an appointment to see a Guidance Counselor in Student Services. You must have 24 credits before you may have a Study Period.

**I NEED HOMEWORK BECAUSE I WILL BE AWAY FROM SCHOOL?**
Homework requests may be made at the main or attendance office for student absences greater than three days. Students are responsible for getting any missed work from another student or teacher when the absence will be three days or less.

**MY PARENTS/GUARDIANS HAVE A CONCERN?**
Parents/guardians will address classroom concerns directly with the classroom teacher prior to contacting administration.



# RELIGION AND CHRISTIAN COMMUNITY SERVICE

**CHAPLAINCY**

The Chaplaincy Leader is available to support and guide all members of the school community on their faith journey. In order to do this the Chaplaincy Leader provides the following services:

- Leader of Chaplaincy Team
- Opportunities for Prayer, Sacraments and Celebrations of the Eucharist
- Pastoral Care, Grief and Bereavement
- Conflict Mediation
- Resource for Student Projects, Prayer Services and Class Discussion and Retreats

By calling forth the talents and gifts of students and staff, the Chaplaincy Leader encourages a strong sense of Christian community in the school. Fostering both a sense of caring and of social justice, the Chaplaincy Leader shares in what makes the school a special experience for all who are a part of the Catholic High School. Students are welcome to drop by the Chaplaincy Leader's office at any time.

Students who would like to develop their Christian Leadership skills and share their faith within the school community should contact their Chaplaincy Leader to discuss possible opportunities. Under the leadership of the Chaplaincy Leader, the goal is to enhance the spiritual and faith life of the school through such activities as Liturgies, Prayer Services, Social Justice, Retreats, peer support and special projects.

**CHRISTIAN COMMUNITY SERVICE POLICY #400.3**

Students in Grades 9 to 12 will select one or more Christian Community Service activities in consultation with their parents/guardians. These activities will be completed during each year of secondary school as an essential component of the Religious Education program in order to fulfill the diploma requirement of 40 hours for graduation. The total of 40 hours of Christian Community Service would be the minimum expectation for students. The Secondary school principal may approve special requests.

Christian Community Service is a service one gives to the community. It is service spent on community projects, which could be of a cultural, humanitarian, athletic or fund-raising nature. The community could be a club, a parish, an organization, or a public institution. Students will be expected to select an activity that meets the criteria as described in the Niagara Catholic District School Board Information Brochure and the Guiding Principles for Christian Community Service.

Community involvement activity hours, mandated by the Ministry of Education as part of the requirements for an Ontario Secondary School Diploma (OSSD), may not necessarily follow the Guiding Principles of Christian Community Service. Although valid and important experiences, these activities will not be recognized for Christian Community Service within the Religious Education class, although the hours still count toward the forty (40) volunteer hours needed for graduation.

Students will be responsible for completing all documentation according to Board requirements. The forms Notification of Planned Christian Community Service Activities and the Completion of Christian Community Service Activities must be completed each year by students.

# RELIGION AND CHRISTIAN COMMUNITY SERVICE

Religious Education Department staff will verify that the identified service activity meets the criteria of Christian Community Service, approve the Completion of Christian Community Services Activities Form, and forward the forms to Student Services to input the completed hours into the student's Maplewood profile.

If a student enrolled in a Niagara Catholic Secondary School is interested in completing their Christian Community Service over the summer, or in a semester in which the student does not take a Religious Education course, the student must complete a Notification of Planned Christian Community Service Activities form and submit it to the Program Chair of Religious Education prior to the beginning of the summer holidays or the semester the student is enrolled in the Religious Education course for preapproval.

Community Sponsors are responsible for providing a safe environment and the appropriate training, equipment and preparation for students who will be under their supervision. They must be aware of the "ineligible activities" as outlined in the Board's Information Brochure. The person (not parent/guardian) supervising the student's activity must verify the date(s) and number of hours completed on the Completion of Christian Community Services Activities' Form found on the Catholic Secondary School's website.

Principals, in co-operation with the Religion and Student Services Departments, are responsible for sharing information and documentation with students, parents and the broader community, approving special requests, and ensuring that completed Christian Community Service hours are entered on a student's official transcript and report card.

The Niagara Catholic District School Board's liability insurance covers students who are involved in Christian Community Service, but it is recommended that students participating in the program purchase Student Accident Insurance.

**GUIDING PRINCIPLES FOR CHRISTIAN COMMUNITY SERVICE**

- An event or activity designed to be of benefit to the community;
- An event or activity to support a not-for-profit agency, institution or foundation that conforms to Catholic standards and does not conflict with Catholic values;
- Any structured program that promotes tutoring, mentoring, visiting or coaching, or whose purpose is to assist others who require the benefit of that assistance;
- Participation in global initiatives/projects that do not conflict with Catholic values;
- Participation in an event or activity that promotes positive environmental awareness and action;
- Participation in activities that promote the human rights and well-being of all groups in society, as long as the values of these groups are in harmony with Catholic teaching;
- Participation in an event or activity affiliated with a club, religious organization, arts or cultural association or political organization that seeks a positive contribution to the community and is not in conflict with Catholic teaching

**APPROPRIATE CHRISTIAN COMMUNITY SERVICE PLACEMENTS**

In keeping with the mission, vision and values of the Niagara Catholic District School Board, the following service placements constitute Christian Community Service:

- Catholic/Christian social service agencies or social justice groups

# RELIGION AND CHRISTIAN COMMUNITY SERVICE

- Charitable activities – assistance at church bazaars, pancake suppers, spaghetti suppers
- Coaching minor sports
- Community Care residences
- Fundraising for not-for-profit organizations
- Homeless shelter
- Hospitals and Hospices
- Retreat Leaders for Catholic Elementary and Secondary School programs (before and after school hours)
- Parish ministries
- Local food banks
- Nursing homes
- Pilgrimage or any school activities that support Social Justice Initiatives
- Refugee centres
- Service clubs
- Unpaid academic tutoring
- Volunteering at the Humane Society

Any activities that do not fall within the scope of the examples listed above must be approved by the Catholic Secondary School Principal.

**MINISTRY OF EDUCATION INELIGIBLE ACTIVITIES**

- A requirement of a class or course in which the student is enrolled (i.e., co-operative education portion of the course, job shadowing, work experience).
- An activity that takes place during the time allotted for the instructional program on a school day; however, activities during the student's lunch breaks or "spare" periods are permissible.
- An activity that takes place in a logging or mining environment, if the student is under sixteen years of age.
- An activity that takes place in a factory, if the student is under fifteen years of age.
- An activity that takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult.
- An activity that would normally be performed for wages by a person in the workplace.
- An activity that involves the operation of a vehicle, power tools, or scaffolding.
- An activity that involves the administration of any type or form of medication or medical procedure to other persons.
- An activity that involves handling of substances classed as "designated substances' under the Occupational Health and Safety Act.
- An activity that requires the knowledge of a trades person whose trade is regulated by the provincial government.
- An activity that involves banking or the handling of securities, or the handling of jewellery, works of art, antiquities, or other valuables.
- An activity that consists of duties normally performed in the home (i.e. daily chores) or personal recreational activities.
- An activity that involves a court-ordered program (i.e., community-service program for young offender, probationary program).

**NIAGARA CATHOLIC DISTRICT SCHOOL BOARD INELIGIBLE ACTIVITIES**

- Activities completed for reward (i.e. bonus marks);

# RELIGION AND CHRISTIAN COMMUNITY SERVICE

- Work normally done for a wage or any form of payment;
- Work required for a course in which the student is enrolled;
- Any activity that provides direct financial benefit or other immediate gain to the student or to the student's family/relatives;
- Any association with an organization or an activity that conflicts with the ethical standards and teachings of the Catholic Church;
- Scorekeeping/managing school teams during the school instructional day;
- Alternative placement hours in lieu of suspension and/or detention as initiated/coordinated by school administration.

**RELIGIOUS ACCOMMODATION POLICY #100.10.1**

The Niagara Catholic District School Board is committed to the values of freedom of religion and freedom from discriminatory or harassing behaviours based on religion and will take all reasonable steps to provide religious accommodations within the legal rights afforded to the Catholic school system. Such accommodations will be provided to staff, students and their families. All accommodation requests will be taken seriously. No person will be penalized for making an accommodation request.

For many students and staff of the Board, there are a number of areas where the practice of their religion will result in a request for accommodation on the part of the school and/or the Board. These areas include, but are not limited to the following:

- School opening and closing exercises
- Leave of Absence for Religious Holy Days
- Prayer
- Dietary requirements and Fasting
- Religious dress and Modesty requirements in physical education
- Participation in daily activities and curriculum

**RELIGIOUS EDUCATION, MASSES, AND RETREATS**

All students are required to select and successfully complete a religious education credit course for each year of enrolment and participate in liturgical celebrations and activities in order to participate in school graduation ceremonies and receive the Catholic High School Diploma. Students must attend all assemblies, school masses and liturgies. Students who skip mass and/or liturgies may be suspended from school.

Ten hours of Christian Community Service and a reflection assignment are part of each Religious Education course. The Christian Community Service hours will satisfy the Ministry's graduation expectation for community service requirement. Students must successfully complete their Christian Community Service and assignment in each year of study in order to participate in the school's graduation ceremony and prom.

Students of each grade level are required to participate on a retreat with his/her class. For specific conflicts, the Chaplaincy Leader may allow the student to attend a retreat with another class. Only the Principal can excuse a student from attending a retreat.

# CATHOLIC STUDENT AWARD

**ACADEMIC ACHIEVEMENT**

Students in grades 9, 10, and 11 will take 8 credits, 4 credits per semester. Students in grade 12 will take a minimum of 6 credits. A student will have earned 24 credits before a study period becomes part of his/her timetable.

**ASSESSMENT, EVALUATION, REPORTING, AND HOMEWORK POLICY #301.10**

The Niagara Catholic District School Board acknowledges that the primary purpose of assessment, evaluation, and reporting is to improve student learning and achievement for all students. The Board promotes a family-friendly approach to homework to support the learning, achievement and well-being of all students.

Assessment is the process of gathering information, from observations, conversations and student products to demonstrate how well a student is achieving the curriculum expectations and to improve student learning.

**CHEATING AND PLAGIARISM**

Cheating is broadly understood to mean offences against the academic integrity of the learning environment. This would include, but is not limited, to the following:

- Copying from another student or making information available to another student for the purpose of copying during a test/examination/quiz or for individual/group
- Failing to follow instructions of the presiding teacher during an examination; assignments;
- Submitting any written work (electronic or hard copy) in whole or in part which has been written by someone else;
- Using direct quotations or paraphrased material in any assignment without giving the proper acknowledgement.

Plagiarism is usually defined as presenting someone's words and ideas as one's own. It can take many forms, including the following:

- Submitting an essay/assignment written by someone else e.g., buying an essay online, downloading an essay from a free website, having someone else complete one's assignment or copying or using work done by another student (including homework);
- Piecing together material from one or several sources and adding only linking sentences;
- Quoting or paraphrasing material without citing the source of the material, including books, magazines or print from all electronic sources (videos, podcasts, etc.);
- Not providing quotation marks for direct quotations – even if sources have been cited.

It is the responsibility of students to practice academic integrity in all aspects of their school work so that the marks they receive are a true reflection of their own achievement. Students must understand that assessments completed and assignments submitted for evaluation must be their own work and that cheating and plagiarism will have consequences.

# CATHOLIC STUDENT AWARD

All confirmed incidents of cheating and/or plagiarism must be reported to the Principal/Vice-Principals, and parents/guardians by the classroom/subject teacher.

For students in grades 9 to 12, if a student is found to have intentionally cheated and/or plagiarized on a mid-term examination, or final examination, or any other assignment that is part of the thirty (30) per cent of the grade for final evaluation, the student will receive a mark of "0" on the evaluation and an opportunity to rewrite will not be provided.

**COMMUNICATION AND MAPLEWOOD MARKBOOK REPORTS**

Communication of student progress to students and parents/guardians is essential in supporting academic success. Maplewood Markbook reports are provided to students throughout the semester to bring home to parents/guardians. Markbook reports will be sent home prior to midterm Parent-Teacher-Student Conferences held after six weeks of classes in each semester (see Important Dates page). Parents/guardians may also request Markbook reports at any time throughout the school year. Teachers may request that the reports be returned signed by a parent/guardian to ensure parents/guardians are aware of their child's progress

**EDUCATION QUALITY AND ACCOUNTABILITY OFFICE (EQAO)**

**GRADE 9 ASSESSMENT OF MATHEMATICS**

The Grade 9 assessment of mathematics evaluates the math skills that students are expected to have learned by the end of Grade 9, according to the Ontario Curriculum. Different versions of the assessment are administered in the academic and applied math courses. The assessments will be administered near the end of each semester according to administration dates set by EQAO.

**ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)**

The OSSLT evaluates the literacy skills students are expected to have learned across all subjects up to the end of Grade 9, according to the Ontario Curriculum. All students working toward an Ontario Secondary School Diploma (OSSD) must take the OSSLT. The OSSLT is a minimum-competency test. Successful completion of the OSSLT is the primary way to satisfy the literacy requirement for the OSSD. Students who are unsuccessful on the OSSLT have not satisfied the literacy requirement for graduation. Students may write the OSSLT more than once, however. Students who are unsuccessful on the OSSLT at least once may be eligible to take the Ontario Secondary School Literacy Course (OSSLC) in order to satisfy the literacy graduation requirement.

For students who are unsuccessful on the OSSLT, it is particularly important for teachers and parents to discuss how to work together to close learning gaps before the end of high school. The OSSLT will be administered to students in 2021 (specific date yet TBD by the Ministry of Education shortly).

# CATHOLIC STUDENT AWARD

**EXAMINATIONS**

Examinations shall be 1.5 hours to 2 hours in length. In some courses, a final examination is not required and will be replaced by additional project(s), performance tasks, or a practical examination. Formal examinations will not be rescheduled to accommodate vacation or student work schedules. Cell phone use during examination periods will result in an automatic zero and will be confiscated and kept in the main office until a parent/guardian comes to retrieve the phone. A student who fails to appear at the assigned time without a medical certificate, or other reasons deemed acceptable by the Principal will be given a mark of zero.

**FAMILY-FRIENDLY HOMEWORK**

The Niagara Catholic District School Board promotes a family-friendly approach to homework that supports the work that students do at home to practice skills, consolidate knowledge and skills, and/or prepare for the next class.

In keeping with this family-friendly homework approach, students will not be assigned homework for completion during statutory/Board holidays and Professional Activity Days as noted on the Board's school year calendar. Furthermore, students will not be expected to submit or participate in an assessment for evaluation within three (3) school days following a statutory/Board holiday or Professional Activity Day.

**LATE AND MISSED ASSIGNMENTS**

Students must understand that there will be consequences for incomplete assignments and/or for submitting late assignments.

When effective preventative strategies have been implemented by the teacher to prevent and/or address late and/or missed assignments, a teacher may, in consultation with the student, parents/guardians and, Principals/Vice-Principals deduct marks for late and/or missed assignments.

In Grades 9 to 10, late and/or missed assignments for evaluation will be noted on the report card as part of the evaluation of the student's development of the learning skills and work habits.

For Grades 9 and 10, mark deduction will be limited to two (2) per cent per day to a maximum of ten (10) per cent total deduction according to the professional judgement of the teacher.

For Grades 11 and 12, mark deduction will be limited to three (3) per cent per day to a maximum of fifteen (15) per cent according to the professional judgement of the teacher.

The expectation is that students will use their non-class time to complete late and missed assignments.

# CATHOLIC STUDENT AWARD

**MID-TERM AND FINAL REPORT CARDS**

Mid-Term and Final Report Cards will be issued or mailed to students during each semester. Please refer to the Important Dates page for distribution information.

**REPORTING**

Teachers will communicate with parents/guardians for a variety of academic and/or behavioural reasons. Parents/guardians are free to contact the teacher at any point during the semester. Secondary Progress Reports will be issued to students after the first three weeks of each semester to all Grade 9 students and also any Grade 10, 11 and 12 students who are at risk of failing a course.

**REPORTING STUDENT ACHIEVEMENT**

For Grades 9 to 12, a final grade (percentage mark) will be recorded for every course. The final grade will be determined as follows:

- seventy (70) per cent of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement;

- thirty (30) per cent of the grade will be based on a final evaluation administered at or toward the end of the course. The final evaluation allows the student an opportunity to demonstrate comprehensive achievement of the overall expectations for the course. This evaluation will be based on evidence from one or a combination of the following: an examination, a performance, an essay, and/or another method of evaluation suitable to the course content as determined by the teacher following the guidelines for the subject area.

Teachers will assign a percentage mark on report cards to indicate achievement below fifty (50) per cent, ranging from thirty (30) to forty-five (45) per cent, in the professional judgement of the teacher.

For mid-term report cards a mark below thirty (30) per cent will not be recorded.

For final report cards the actual final mark earned by the student will be recorded. A mark between forty-six (46) and forty-nine (49) per cent will not be issued.

# CATHOLIC STUDENT AWARD

**AWARD ELIGIBILITY**

At Niagara Catholic District School Board Secondary Schools, all curricular and co-curricular activities are infused with faith and a philosophy that all activities coexist in mind, body and spirit. To be considered as a candidate for co-curricular, athletic, grade level academic and graduate awards, a student must be in good standing as a representative of our school's mind, body, spirit mission statement in the context of the religious values and philosophy of the Niagara Catholic District School Board.

Eligibility for an award is contingent upon students meeting the Ontario Catholic School Graduate Expectations inclusive of participation in faith activities and religious celebrations and attainment of required community volunteer hours in conjunction with the policies of the Niagara Catholic District School Board.

**GRADUATION**

Students who qualify for graduation will be invited by the Principal to participate in faith-based Catholic graduation ceremonies providing they meet all of the Ministry of Education, Board and school-based graduation expectations. The expectations include, but are not limited to, participation in religious education and faith life activities, being a student in good standing and fulfilling the Ontario Catholic School Graduate Expectations as endorsed by the Niagara Catholic District School Board.

**ONTARIO SCHOLAR**

A student may be designated an Ontario Scholar if they obtain an aggregate of 480 marks in grade 12 in any combination of six ministry approved courses and has been recommended by the Principal for the Ontario Secondary School Diploma.

**PRINCIPAL'S HONOUR ROLL**

To qualify to be placed on the Principal's Honour Roll, students must meet the following criteria: (i) an overall average for the school year must be 80.0 % or greater and (ii) students must complete the minimum credits as displayed below:

- grade 9 - minimum 8 credits
- grade 10 - minimum 8 credits
- grade 11 - minimum 8 credits
- grade 12 - minimum 6 credits

**SALUTATORIAN**

The student receiving the next highest score shall be the Salutatorian. The salutatorian will welcome guests to the Catholic Faith-Based Graduation Ceremony on behalf of the graduating class.

**SELECTION OF THE VALEDICTORIAN**

The Valedictorian is a student selected from the graduating class to deliver the valedictory address at the Catholic Faith-Based Graduation Ceremony. The position is

# CATHOLIC STUDENT AWARD

both a great honour and a responsibility as the student selected is deemed to be the best representative of what it means to be a Catholic school graduate having exemplified the qualities of the Ontario Catholic School Graduate Expectations and demonstrated academic excellence. There are three considerations in the selection process including the following:

1. Academic achievement,
2. Graduation profile, and
3. Voting by the graduating class.

**1. ACADEMIC ACHIEVEMENT**

Candidates will be selected from among the five students who have the highest aggregate mark over 30 courses from their first attempt in the

i. eighteen compulsory credits; and
ii. twelve optional credits

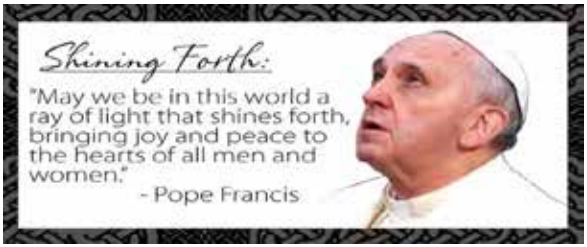
as approved by a Niagara Catholic high school. Marks used from the second semester of the graduating year will be from the Mid-Term Report Card.

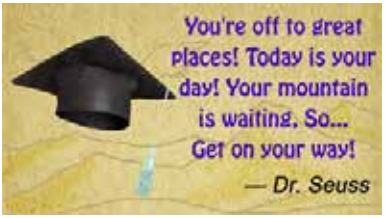
**2. GRADUATION PROFILE**

The five graduates with the highest academic achievement will be invited to complete a Graduation Profile, which will be posted outside of Student Services.

**3. VOTING BY THE GRADUATING CLASS**

The current graduating class will vote for candidates who submit a Graduation Profile. Students will rank their top three choices. Candidates will receive 3 for a first choice vote, 2 for a second place vote, and 1 for a third place vote. These results will be tabulated. The Valedictorian will be the student with the highest score. The Valedictory Address is to be submitted for review and approval by the Principal two weeks prior to Graduation.



# CO-CURRICULAR ACTIVITES AND CLUBS

**ACADEMIC STANDING**

All students participating in athletics or any other co-curricular activity must meet the criteria for academic standing, attendance and behaviour. Students must take a minimum of three credit courses to be eligible for interschool athletics during a semester. All students participating in any activity must meet all ZONE, SOSSA and OFSAA regulations.

Students who have failed one or more credits in the last formal reporting period will be placed on immediate eligibility probation. Academic standing in the current semester will be reviewed at the Secondary Progress and Mid-Term reports. Academic reviews can also be initiated by a classroom teacher, coach or administrator at any time.

**ATHLETICS**

The students of Niagara Catholic District School Board Secondary Schools will have the opportunity to participate in a variety of interschool sports. Teams will be entered in the junior and senior divisions in most sports. Other activities may be organized as student interest evolves. Below are examples of sports played during each season.

**FALL SPORTS**

- Basketball – Girls
- Football
- Cross Country
- Golf
- Swimming
- Cheerleading
- Tennis
- Gymnastics
- Volleyball - Boys
- Rowing

**WINTER SPORTS**

- Badminton
- Ski Club
- Figure Skating
- Swimming
- Wrestling
- Basketball – Boys
- Volleyball - Girls
- Hockey
- Curling
- Rowing

**SPRING SPORTS**

- Soccer
- Softball - Girls
- Rugby
- Rowing
- Track and Field
- Baseball – Boys
- Lacrosse

**ATHLETIC COUNCIL**

Catholic High Schools with an Athletic Council are responsible for recognizing our athletes during the fall and winter/spring assemblies. It is responsible for BBQ's, sporting events and other activities as part of its fundraising. At the end of the year, the Athletic Council also organizes an Athletic Banquet to celebrate student participation in athletics.

# CO-CURRICULAR ACTIVITES AND CLUBS

**ATTENDANCE**

Attendance is one of the keys to academic success. In order to practice or participate in a co-curricular activity, a student must attend and be punctual in all classes. If you are too ill to attend classes, you are too ill to participate. Students not in full attendance at classes will not be allowed to participate.

**BEHAVIOUR**

Definition: One who is an athlete/participant is considered under the circumstances that one is committed to athletics and or club activity. Each is expected to compete and participate to the best of his or her capability.

Representing Niagara Catholic District School Board secondary schools is an honour and a privilege. Students are expected to behave in a manner that follows the guidelines of our school's Code of Conduct.

**All Code of Conduct rules are aligned with the following rules:**

- FAIR PLAY is every participant's top priority on and off the field/area. Please see our Fair Play policy posted in the gymnasium. This policy will be followed at all home and away events.
- Play and participate for the love and enjoyment of the activity.
- Respect the efforts and accomplishments of both your teammates and opponents.
- Respect team officials, coaches, spectators and event organizers.
- Respect the facility in which you visit, play, perform and participate in.
- Respect the rules and objective of the game and/or activity.
- During a sporting tournament or other school-sanctioned event, drugs and alcohol will not be tolerated. All code of conduct rules will apply.
- Player or participant cannot miss class on the day of an event. Must report to all classes prior to dismissal for that day.
- Player or participant cannot miss practice on a regular basis if he/she wants to play.

In the event of a participant quitting the co-curricular program, they will be referred to their coach to discuss the reason(s).

Reasons are as follows:

1. Participant quits to play another sport (not acceptable – the Principal has the final say)
2. Participant quits for personal reasons
3. Participant quits because of lack of playing time
4. Academic failures (more than two)…may not be referred.

If a participant is removed from a team or duly consequenced by a coach, that player will be removed from the team or club. A 24 hour cooling off period will be enforced until the panel has heard from all sides. Parents/guardians shall not contact the teacher/coach before this period. Participant may be banned indefinitely depending on the severity of the situation.

# CO-CURRICULAR ACTIVITES AND CLUBS

**BEHAVIOUR/EXPECTATIONS OF PARENTS/GUARDIANS:**

- Parents are to follow the Fair Play policy that is posted in all gyms. Any parent that does not obey these rules will be asked to leave.
- Parents of athletes are asked to support their child while they are participating.
- Parents should let the coaches coach their children; leave the coaching duties up to the teacher/coach/moderator.
- Parents should not encourage inappropriate behaviour or exclusion towards others who do not receive as much playing time.
- Parents are asked to take the 24 hour cooling off period before approaching a coach/moderator regarding any issue.

**Please remember:** the coach is a teacher first and a volunteer coach second.

**BUY-INS FOR CO-CURRICULAR EVENTS**

If students do not purchase a ticket to attend a scheduled event during the school day, they must remain in class. Students may never buy out of class to leave the school property or to go home. Failure to comply with these rules will result in losing "buy-in" privileges for the remainder of the school year.

**CLUBS AND SPECIAL EVENTS**

Niagara Catholic District School Board Secondary Schools provide a variety of co-curricular programs to meet the diverse needs and interests of students and to motivate and nurture the involvement of all students in Catholic school life.

**POSSIBLE CLUBS OFFERED AT THE SCHOOL**

| | | |
|---|---|---|
| Adopt a Road | Amnesty International | Art Club |
| Athletic Club | Book Club | Chaplain's Crew |
| Dance Club | Debate Team | Drama Production |
| Drum Circle and Line | Anime | Eco Action Team |
| Film Club | F.U.E.L. | Languages Contest |
| Mathletes | Astronomy Club | Band and Choir |
| Model UN Debating | OSAID | Newspaper |
| Painting Club | Peer Acceptance Club | Peer Tutors |
| Photography Club | Pilgrimage Committee | Robotics |
| Auto Club | School Reach | Ski Club |

# CO-CURRICULAR ACTIVITES AND CLUBS

| | | |
|---|---|---|
| Chess Club | Video Game Club | Newspaper Club |
| Starvathon | Student Council | Tech Crew |
| Parades/Floats | Prefects | Social Justice |

**POSSIBLE SPECIAL EVENTS**

| | | |
|---|---|---|
| Battle of the Bands | International Food Festival | Pilgrimage |
| Ski Trips | Stair Climb for Cancer | Terry Fox Run |
| Christmas Food Drive | Development & Peace | Clothing and Toy Drive |
| Christmas Parade | Share Lent | Tech. Skill Competition |
| Rankin Run | Thanksgiving Food Drive | Relay for Life |
| Mental Health Fair | Mayor's Prayer Breakfast | Backpacks for Hope |

**CO-CURRICULAR ACTIVITIES**

Niagara Catholic District School Board secondary schools recognize the benefit of co-curricular involvement and encourage all students to participate in at least one activity. The activity, however, must never be an excuse for unauthorized absences from class or from fulfilling academic requirements.

**CO-CURRICULAR INVOLVEMENT ACADEMIC ELIGIBILITY**

All students participating in athletics or any other co-curricular activity must meet the following criteria for academic standing, attendance, and behaviour.

- A student must be a full-time student in order to participate in any co-curricular program.
- Full-time status is defined as a minimum of three courses per semester, unless a student has accumulated 28 credits. If a student has failed two or more credits in the last formal reporting period, the student's eligibility will be reviewed by the school administration.
- If a student has failed one credit, the student is eligible but should be placed on probation with the understanding that the coach/moderator and teacher will closely monitor him/her.
- A student must have an acceptable attendance record, be punctual for all classes, and work to their academic potential.

Students who are absent for part of, or an entire day, will not be allowed to take part in any co-curricular activities or events associated with the school unless satisfactory verification is received prior to the event or activity that day. A student may be asked to withdraw from a team or club if the above requirements are not met.

**GYMNASIUM/WEIGHT ROOM USE**

For the safety of our students, our school gymnasium is available for supervised physical activities only. This means that students, although encouraged to be physically active, may only use the gymnasiums with teacher/adult supervision. Students are reminded that appropriate clothing and footwear are required to participate in these areas

# CO-CURRICULAR ACTIVITES AND CLUBS

**OFSAA TRANSFER POLICY**

Students who transfer from another secondary school need to apply for eligibility to compete in sports that they have participated in during the previous twelve months.

To be eligible to play for a school following a transfer, a student must satisfy one of the following criteria:

- There has been a change in legal residence to within the boundaries of the accepting school area by the student's parent/guardian
- The student did not participate in any sports at the interschool level in the previous twelve months
- The student has transferred from a non-semester to a semester school and is within one semester of graduation
- A programming need required a transfer
- An exceptional reason exists

Students who wish to participate in athletics at our school after having transferred from another school are asked to see the Program Chair of Physical Education as soon as possible.

**TEAM/CLUB SHIRTS**

It is customary to permit a variety of groups to wear non-uniform items on the designated spirit wear day.

For more information about the Niagara Catholic Athletic Association visit: **www.ncaa.**

# CATHOLIC UNIFORM AND DRESS CODE

**DRESS CODE – SECONDARY UNIFORM POLICY # 302.6.6**

- It is the expectation that all secondary students, and parents/guardians within the Niagara Catholic District School Board comply with the expectations of the Secondary Uniform Policy and Administrative Procedures.
- Compliance with the Niagara Catholic Secondary Uniform Policy and Administrative Procedures is a condition of registration and attendance in a secondary school within the Niagara Catholic District School Board.
- The secondary uniform requirements and expectations will be communicated annually to all families through school agendas, newsletters, school websites or correspondence from the school Principal.
- It is the expectation that students wear the secondary uniform properly and in compliance with expectations from home to school; throughout the school day from school to home and at all activities and events as representatives of the school and/or Board.
- Student co-curricular clothing items, spirit wear or athletic uniforms will have, in addition to the school name and logo, the Board logo embroidered and/or screened on the items.
- No advertisement of any kind is permitted on any student co-curricular clothing items, spirit wear, and athletic uniforms or on any secondary uniform item.
- Alternate Dress Days, to a maximum of ten (10) days per school year excluding specialized charity events as approved by the Family of Schools' Superintendent, will be determined by the school Principal for specific events or activities and will be communicated in advance to students and parents/guardians.
- All secondary uniform expectations regarding student safety, hats, jewellery, body piercing, tattoos, and hair style apply on alternate dress days. On **alternate dress days**, shirts must modestly cover from shoulders to hips. Pant, skirt or dress length must be appropriate and modest. Only knee length shorts or capris are permitted. All clothing must be in good repair and not ripped, torn or have holes. Clothing must not display any sign, symbol or phrase which is directed at an individual, group/culture or which contains an offensive or inappropriate message, advertisement or slogan.
- All students are expected to wear the secondary uniform when on field trips unless otherwise approved by the school Principal.
- Appropriate dress may be required for specialized activities or work experiences. Appropriate dress for these activities will be determined by the school Principal in consultation with the classroom teacher. Notification regarding appropriate dress for specialized activities will be communicated in advance to students and parents /guardians.

**UNIFORM COMPLIANCE**

All secondary students are to arrive at school daily and/or for special school related community events dressed in the required secondary uniform. Students, who do not

comply with the secondary uniform expectations, will be issued consequences according to school procedures following progressive discipline.

**UNIFORM DRESS ITEMS**

Designated Board uniform suppliers will make available for purchase by parents/guardians the following minimum secondary uniform items required of every secondary school student.

1.1 At a minimum, every student is required to wear one (1) of the following items:

**Grey Pants** - Pants must be in good repair, buttoned at the waist and properly hemmed to the heel of the shoe just above the ground. Uniform pants that have been improperly altered may not be worn.

**Kilts/Skorts** - The kilt/skort must be properly hemmed and cannot be worn higher than 8 cm from the middle of the kneecap. Uniform knee socks or tights must be worn with the school kilt/skort.

**Walking Shorts** - Walking shorts that have been improperly altered may not be worn.

Uniform kilts, pants and shorts that have been improperly altered may not be worn.

1.2 At a minimum, every student is required to wear one (1) of the following items:

**White Oxford shirt** (short or long sleeve)
**Polo shirt** (short or long sleeve)

Uniform shirts, either polo or white oxford with embroidered school logo, must be buttoned to the second button from the collar and the collar must be buttoned on both sides. Shirts designed to be tucked in are to be tucked in so that the belt loops are visible. Shirts with the school logo at the bottom may be worn untucked. Visible t-shirts worn under uniform tops must be plain white. In addition, approved sweaters and hoodies embroidered with the school logo are permitted to be worn as part of the secondary uniform.

1.3 **Shoes** - Only low cut, full back, closed toe, solid black dress shoes or oxfords are acceptable. Laces must be black and plain. Prior to purchasing, any clarification on the appropriate shoe type or style should be directed to the secondary school Principal/Vice-Principal. There is an option of a winter shoe/boot that is black, low cut and with a low heel during the months of November to March.

1.4 **Socks** must be neutral in colour, and must be worn with the uniform pants or shorts at all times.

1.5 **The following items may not be worn with the uniform: The following items may not be worn with the uniform:** Bandanas, distracting belt buckles, hats, hoods, jewellery with spikes and studs. Piercing and Tattoos: Visible facial piercing (excluding a small nose stud), excessive piercing, ear expanders and visible tattooing and branding which is inappropriate, excessive, is directed at an individual group/culture, which contains an offensive, inappropriate message, advertisement, slogan are prohibited.

In addition to these, Hair must be styled in a manner that is not offensive to an individual, group/culture

# CATHOLIC UNIFORM AND DRESS CODE

2. As part of the secondary uniform, secondary students are required to wear specific Physical Education clothing items for all Physical Education courses as determined by the school Principal.

**UNIFORM DONATION**

Donations of uniform items are accepted from students and families who no longer require the uniform due to graduation or the changing of schools. There are a number of students in financial need who cannot afford the uniform items, or who may have part of their uniform become unwearable during the day and require a change of clothes. Donations help these students are appreciated. Please drop the donations off to the school. All secondary schools with the voluntary assistance of the Catholic School Council will facilitate donations of gently used uniforms items and hold an annual or semi-annual "Uniform Trade Day".

**UNIFORM GUIDELINES**

- Students who have a medical problem affecting the wearing of their uniform must bring a signed note from a parent or doctor to a Vice Principal before 8:00 a.m. A medical note will be required for any situation requiring more than one day.
- Students on field trips are expected to wear their uniform.
- Students who travel to another school within the Board to take a course must comply with the uniform policy of the teaching school.
- Students will cooperate with the school's uniform policy at all times.
- The only shirts, sweaters, shorts, pants or kilts that students can wear are the official school uniform items supplied for the specific school.
- Students will be neat in appearance and will wear uniform items properly.
- Students will keep uniform items clean and in good repair.
- Students will wear clothing that is sized appropriately: neither too large nor immodestly tight. Students who have outgrown their uniform items are expected to replace them.
- Students who are not wearing the uniform properly will not attend class.
- Students are not allowed to alter their uniform in any way.

**UNIFORM PROGRESSIVE DISCIPLINE**

The teacher, school Principal/Vice-Principal, or designate will communicate to parents/guardians regarding the non-compliance of the Board's Secondary Uniform Policy.

The communication will outline the following consequences:

- Loss of school privileges,
- Detention/age appropriate discipline assignment,
- Parents/guardians may be contacted to pick up the student from school,
- Parents/guardians and student may be contacted for a meeting with the school Principal/Vice Principal,
- Possible suspension from school

# STUDENT DISCIPLINE

**ALCOHOL AND DRUGS**

Immediate suspension will be the minimum penalty faced by a student for possession of alcohol, illegal drugs, or providing others with alcohol or illegal drugs or under the influence of either. In these instances, police will be involved, as required, and conditions to return to school will be specified in accordance with school board policies. Testing equipment is available and will be used at the discretion of the administration. If a student is trafficking in drugs or alcohol, police will be involved, as indicated by the police/school protocol, and the student will be immediately suspended and may proceed to an expulsion hearing.

**CARE OF PROPERTY**

Students must show care and respect for other people and their property. Wilful damage, theft or destruction of school property are major infractions of school policies. All costs incurred from such actions will be paid by the student and his/her parents/guardians. Any theft of student, staff or school property will be dealt with immediately and firmly. Students in possession of stolen goods will be suspended and will be subject to criminal prosecution. Students are advised not to bring valuables or large sums of money to school. The school is not responsible for any property lost, missing or stolen.

**DETENTIONS**

Classroom detentions will be assigned at the discretion of the subject teacher. If a student repeatedly misses an assigned classroom detention, he/she will automatically be referred to the Vice-Principal for office detentions. It is the student's responsibility to attend all classroom detentions. If unable to attend a classroom detention for a valid reason, then it is the student's responsibility to make arrangements for rescheduling of detentions with the appropriate teacher. Office detentions are assigned by the Vice-Principal as a result of not following school and school board policies. These will be served either during lunch or after school. Assigned detentions take priority over any other activity. Failure to serve an assigned detention will result in further detentions being assigned. Repeated failure to serve detentions will result in a suspension for persistent opposition to authority.

**EXPULSION POLICY #302.6.5**

When inappropriate behaviour occurs a Principal may consider recommending to the Board that a student be expelled from a school or all schools of the Board for an infraction committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal will contact the police consistent with the Protocol between Niagara Region Police Service and the Niagara Catholic District School Board.

The Board may expel a student who commits any of the following infractions while at school, at a school related activity or event, and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.

4. Committing sexual assault.
5. Trafficking in weapons or illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Bullying, if,

i. the student has previously been suspended for engaging in bullying, and
ii. the students' continuing presence in the school creates an unacceptable risk to the safety of another person.

9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

**FIGHTING**

Fighting is a serious issue and any student in a fight will be suspended from school for up to a maximum of 20 days. Incidents of fighting may require the involvement of police.
No weapon of any kind is allowed in the school. Therefore, school members must not be in possession of any weapon and must not use any object to threaten or intimidate another person. All school members must not inflict or encourage others to inflict bodily harm on another person. All school members must seek staff assistance, if necessary, to resolve conflicts peacefully.

**FORGERY**

Forging notes, altering school attendance and impersonating (identifying oneself as someone else by note or by telephone) are strictly prohibited and may result in suspension.

**PROFANITY**

Students must use appropriate language at all times. The Education Act specifies that "*a student may be suspended for a fixed period of time because of the use of profane or improper language*" (Section 23.1). This includes language in hallways, cafeteria, etc.

**REPORTING TO THE OFFICE**

A student who is sent out of class or called to the office must report immediately and remain in the office until interviewed by a Vice Principal. Failure to do so will result in disciplinary consequences.

**SEARCH AND SEIZURE**

The school holds the right and responsibility to search all school property including lockers, contents of lockers, bags, personal effects, vehicles and even individuals if the situation warrants it. The school may, at any time require the assistance of police, police dogs and any other means deemed necessary to maintain the safety of the school premises in order to provide a safe learning environment.

# STUDENT DISCIPLINE

**SMOKING (TOBACCO ENFORCEMENT)**

Provincial law (Tobacco Control Act) prohibits smoking anywhere on school property and/or while participating in any school-sanctioned event. Our school promotes a healthy lifestyle and actively discourages smoking due to its negative effects on the health of the smoker, and those that are exposed to second-hand smoke. Any student found smoking on school property may be suspended from school and the Tobacco Enforcement Officer from the Niagara Region Public Health may be contacted which may result in a minimum fine of $305 for persons over the age of 16. Persons under the age of 16 must attend court with a parent or guardian. The selling, supplying or sharing of cigarettes with anyone under 19 can result in a fine up to $365. This law applies to everyone (staff, students, parents, visitors) any time ("24 -7") and anywhere on school property (including the parking lot, cars in the parking lot, sports fields, driveway, etc.). Any student under the age of 16 smoking, or any other student 16 or over smoking between or during classes may be suspended. In addition, any cigarette facsimile, e cigarette or vaporizer, or chewing tobacco is prohibited.

**SUSPENSION POLICY 302.6.4**

When inappropriate behaviour occurs a Principal may consider suspending a student for no less than one (1) school day and no longer than twenty (20) school days for an infraction that a student has committed on school property, at a school-related activity or event, and/or in circumstances where the infraction has an impact on the school climate. If necessary, a Principal will contact the police consistent with the Protocol between Niagara Region Police Service and the Niagara Catholic District School Board. A student may not be suspended more than once for the same occurrence.

**ACTIVITIES LEADING TO POSSIBLE SUSPENSION**

A Principal shall consider whether to suspend a student if he or she believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.
5. Committing an act of vandalism that causes extensive damage to school property at the student's school or to property located on the premises of the student's school.
6. Bullying.
7. Medical Immunization.
8. Any other activity that, under a policy of the Board, is an activity for which a Principal may suspend a student to be contrary to the Board or school Code of Conduct:

- Habitual neglect of duty,
- Use of profane vulgar, or improper language,
- Conduct injurious to the moral tone of the school,
- Persistent opposition to authority,

- Conduct injurious to the physical or mental well-being of any member of the school community.

**ACTIVITIES LEADING TO SUSPENSION**

A Principal shall suspend a student if the Principal believes that the student has engaged in any of the following activities while at school, at a school-related activity or event and/or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Possessing a weapon, including possessing a firearm.
2. Using a weapon to cause or to threaten bodily harm to another person.
3. Committing physical assault on another person that causes bodily harm requiring treatment by a medical practitioner.
4. Committing sexual assault.
5. Trafficking in weapons, illegal drugs.
6. Committing robbery.
7. Giving alcohol to a minor.
8. Bullying, if,

i. the student has previously been suspended for engaging in bullying, and
ii. the student's' continuing presence in the school creates an unacceptable risk to the safety of another person

9. Any activity listed in subsection 306 (1) of the Education Act that is motivated by bias, prejudice or hate based on race, national or ethnic origin, language, colour, religion, sex, age, mental or physical disability, sexual orientation, gender identity, gender expression, or any other similar factor.
10. Any other activity that, under a policy of the Board, is an activity for which a Principal must suspend a student and, therefore in accordance with this Part, conduct an investigation to determine whether to recommend to the Board that the student be expelled.

Following a suspension of six (6) or more school days, a re-entry meeting will be held with appropriate staff, the student's parent/guardian, and student or adult student to provide positive and constructive redirection for the student.

**CONFIRMATION OF A SUSPENSION**

When a student has been suspended, a Principal will:

1. Notify the student of the suspension.
2. Inform the student's teacher(s) of the suspension.
3. Make all reasonable efforts to inform the student's parent/guardian of the suspension within 24hours of the suspension being imposed, unless,

i. the student is at least 18 years of age, or
ii. the student is 16 or 17 years of age and has withdrawn from parental control.

**SCHOOL WORK**

A student who is subject to a suspension of five (5) or fewer school days must be provided with school work to complete at home while serving the suspension. The school work must be available to the student's parent/guardian and student or adult student:

1. the day the student is suspended, if the student is suspended for one (1) school day.
2. the day the student is suspended or the following school day, if the student has been suspended for two (2) or more school days.

**NIAGARA CATHOLIC ALTERNATIVE LEARNING FRESH START PROGRAM**

Where a Principal suspends a student for six (6) or more school days, the Principal will inform the student's parent/guardian and student or adult student about the Niagara Catholic Alternative Learning Fresh Start Program for suspended students. Students who have been suspended for six (6) or more school days are strongly encouraged to participate in the Niagara Catholic Alternative Learning Fresh Start Program.

This alternative program will strive to:

- address the academic, behavioural and community supports of the student;
- develop positive relationships among parents/guardians, the community and schools to support and sustain safe schools and learning;
- provide programs containing strategies for building positive attitudes, for developing positive behaviours, for providing continuous learning and for successful reintegration into the school setting; and
- reduce future suspensions and expulsions.

**TEXTBOOKS & LOANED MATERIALS**

Students are financially responsible for lost or damaged textbooks assigned to them. Students who owe replacement fees are required to pay the fee at the end of each semester. This policy holds for team uniforms and equipment as well.

**TRUANCY**

What are the consequences of skipping classes, lateness, or not adhering to attendance policies? Students will be assigned detentions or community service for violating attendance requirements. On subsequent truancies, parents will be notified that the student may be suspended for "persistent opposition to authority." In accordance with Ministry policy, a student will be withdrawn from school and/or class if the student is absent without a legitimate reason for 15 or more consecutive days.

Lateness, sleeping in or missing the bus are not acceptable reasons for missing school and will be subject to consequences.

Other forms of truancy are:

- failure to report to the office immediately if sent out of class
- failure to report to the office immediately to "sign in" after arriving late at school or failure to "sign out" when leaving
- failure to report to class within five minutes after signing in at the office

Occurrences of truancy will be dealt with in the same manner as an unjustified absence.

**VANDALISM**

Vandalism and theft are serious criminal offences detrimental to the moral tone of the school. The cost of maintaining our school building and replacing textbooks and supplies is assumed by the taxpayers who should not be burdened by senseless acts of vandalism. All acts of vandalism will result in one or more of the following consequences:

- disciplinary action and/or parental contact
- payment for repair or replacement
- detention or suspension
- referral to police, when appropriate

**VAPING**

An e-cigarette is an electronic cigarette that is battery operated. It heats and turns e-juice into a vapour that one inhales. Is commonly referred to as vaping. It is not a tobacco product but may contain nicotine. The e-cigarette is perceived as safer and less harmful and acts as a gateway to tobacco cigarettes. It can lead to nicotine addiction and can be used for nicotine and other substances including marijuana. E-cigarettes contain chemicals that could be harmful (ultra-fine particles that can be inhaled deep into the lungs, flavorants such as diacetyl, a chemical linked to serious lung disease, and heavy metals, such as nickel, tin, and lead). All components of e-cigarettes (vapes) are prohibited to be sold to those under 19 years of age (including e-juice). Students who are caught vaping on school premises may be suspended. As of Oct. 17, 2018, it's prohibited to use an e-cigarette (vape) in public places according to the regulations of the Smoke-Free Ontario Act including schools, on school grounds, and in all public areas within 20 m of the school perimeter. Minimum fine is $305 issued by Tobacco Enforcement. Minimum fine for supplying an e-cigarette (vape) to an underage person is $495.

**VIOLENT INCIDENT**

Where inappropriate student behaviour constitutes a violent incident, a Violent Incident Form (Appendix A) must be completed by the Principal, filed and retained in the student's Ontario Student Record and shall not be removed unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place. If the student transfers to another school, the information in the student's OSR relating to the serious violent incident that led to a suspension or expulsion, as well as a report to the police, will remain in the student's OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place.

The term violent incident is defined as the occurrence of any one of the following, or the occurrence of a combination of any of the following:

- possessing a weapon, including possessing a firearm
- using a weapon to cause or to threaten bodily harm to another person
- physical assault causing bodily harm requiring medical attention
- sexual assault
- robbery
- extortion
- hate and/or bias-motivated occurrences

# TECHNOLOGY AND SOCIAL MEDIA

**CELL PHONES**

Students may use cell phones in the classroom with the teacher's permission for educational purposes. If a staff member observes misuse or abuse of the cell phone privilege, the phone may be given to the Vice Principal, who will arrange for the return of the phone and may receive a consequence. If a student repeatedly abuses the cell phone privilege, the student may be suspended for opposition to authority.

**COMPUTER USE**

Every member of the Niagara Catholic District School Board has two basic rights regarding computer use - privacy and a fair share of resources. It is unethical for any person to violate these rights with the exception of personnel authorized by the school or school board who may, on occasion, have due cause to examine files (e.g. for system maintenance, or to investigate improper use).

Interfering with the privacy of others, using an unfair share of computer resources, using computer resources in an illegal act, or using computer resources to harass or threaten another will result in disciplinary action which may include loss of computer privileges, withdrawal from class, loss of credit, suspension, police involvement and/or criminal charges.

**ELECTRONIC COMMUNICATIONS SYSTEMS POLICY (STUDENTS) #301.5**

Students are accountable for the appropriate use of the Board's communication systems in an ethical and appropriate educational manner, which must be in compliance with all relevant federal and provincial legislation the Education Statutes and Regulations of Ontario; Ontario Charter of Rights and Freedom; Ontario Code of Conduct; Ontario Human Rights Code and the Municipal Freedom of Information and Protection of Privacy Act and all relevant policies of the Niagara Catholic District School Board.

The Niagara Catholic District School Board recognizes that students may have in their possession personal electronic devices, such as cell phones, while at school or at school related activities.

Students are permitted to bring in personal electronic devices to be used in wireless enabled common areas throughout the school as approved by the administration and in classrooms where approved by the classroom teacher.

This policy governs the acceptable use of personal electronic systems by while at school. The use of these devices are prohibited where they are deemed to interfere with student learning. Academic and administrative staff at the school and/or at the Board level shall determine what, if any, use is interfering with learning.

The Ontario Code of Conduct, Niagara Catholic District School Board Code of Conduct Policy and school Code of Conduct provide disciplinary consequences for students who violate this Policy.

# TECHNOLOGY AND SOCIAL MEDIA

**Niagara Region Police Online Safety Resource:** Navigating online safety can be confusing, arm yourself with information to help keep your kids safe online. Visit …

**niagarapolice.ca/onlinesafety**

**SOCIAL MEDIA**

Social media can is a powerful tool in encouraging dialogue and in supporting learning. However, it is important to remember that electronic messages are not anonymous. These can be tracked, misdirected, manipulated and live forever on the Internet. Social media sites create and archive copies of every piece of content posted, even when deleted from online profiles. Once information is digitized, the author surrenders all control. The use of social media is not appropriate to address conflict.

When using social media, THINK Digital Discipleship:

**T** is for **Technology** as a Tool

Technology is more than a network of wires. Technology has provided us with the gift of social media, allowing us to communicate with networks of people.

**H** is for our **Human Family**

As humans interacting in the digital world, we need to consider how, when and what we communicate to others, including when to be silent and listen. We need to remember that we are all part of the human family and need to treat each other with dignity and respect online.

**I** is for **Information**

The digital world contains a growing amount of information that challenges us to be reflective and evaluative of what we are reading, viewing and sharing as Catholic people.

**N** is for **Neighbourliness**

Pope Francis describes the power of communication as "neighbourliness" - communication is about realizing we are all children of God and we should treat each other as neighbours, one family in Christ.

**K** is for **Knowledge**

As digital disciples, we know that how we interact online is a reflection of who we are as followers of Jesus Christ. We know that our interactions leave a digital footprint and therefore must promote unity and harmony for all those we encounter in the digital environment.

**WIFI ACCESS**

Secondary students will include the first two initials of their school followed their edu\username.

Examples: Blessed Trinity = btedu\username, Saint Paul = spedu\username, Saint Michael = smedu\username.

# ACCESS TO SCHOOL PREMISES

**ACCESS TO SCHOOL PREMISES POLICY #302.6.3**

Persons authorized to be on Board premises are not entitled to have access to all areas of the premises. Access shall be restricted to areas authorized by an administrator, supervisor or by permit approved by the Facilities Services Department. The following persons are permitted to be on Board premises:

- A person enrolled as a student in the school.
- A parent/guardian of a student enrolled in the school.
- A person employed or retained by the Board.
- A person who is otherwise on the premises for lawful purposes (i.e. mail, deliveries, voting, Community Use Permit).
- A person invited to attend an event, class or meeting.
- A person invited by the Administrator/Supervisor or another person authorized by Board policy to be on the Board premises for a specific purpose (i.e. Catholic School Council, NCPIC, SEAC

**ACCESS BY VISITORS**

All non-school based employees and visitors are to comply with the following procedures during operational hours:

1. Upon arrival, report to the main office/front desk:
    - Sign the Visitor's Book, stating name, time and reason for the visit.
    - Wear a Visitor's Identification name tag or Board Photo Identification card for the duration of the visit.
    - Sign the Visitor's Book upon departure.
2. All visitors, excluding permit holders and those attending a Board authorized event beyond normal operational hours, must be accompanied by Board authorized person to gain access to Board premises.

**GUESTS/VISITORS**

The Administrator/Supervisor will authorize access within the school site as a visitor to:

- A parent/guardian of a child attending a Roman Catholic school and a member of the Board that operates the school may visit the school.
- A member of the Assembly may visit a Roman Catholic school in the member's constituency.
- A member of clergy of the Roman Catholic Church may visit a Roman Catholic school in the area where the member has pastoral charge.
- Any other person invited by the Administrator/Supervisor to attend an event, class or meeting.

# STUDENT ATTENDANCE

**ABSENCE**
Parents/guardians must contact the Safe Arrival system if your child is going to be absent from school for any reason. The absence must be reported by calling 1-844-287-6287 or visiting https://go.schoolmessenger.ca. If a parent does not call or report their child's absence, a consequence will be assigned (i.e., detention).

**AGE OF MAJORITY**
Before students can attain age of majority status, they, along with their parent/guardian,, may be asked to complete an **Age of Majority Application** and submit it to their Vice-Principal. Once approved, students 18 years of age or older are permitted to sign notes explaining their absences, lates and dismissals. All absences from school, like non-age of majority students, must be in accordance with acceptable reasons for missing school.

**ATTENDANCE**
Except in cases of emergency, students should only be absent from class when they are too ill to attend: "a child is excused from attendance at school if the child is unable to attend school by reason of sickness or other unavoidable cause." (Education Act, Section 21).

When a parent requests that the child be excused from school, the Principal will make the final decision to excuse the student: "A pupil may be excused by the Principal from attendance at school temporarily at any time at the written request of a parent of the pupil or the pupil where the pupil is an adult." (Reg. 298.23.(3)). Medical notes will be required if absences become excessive. The Attendance Policy will be initiated at 15 consecutive absences or patterns of absences or lates.

**EXTENDED ABSENCE**
If a parent/guardian wishes to request that a student be absent from school for an extended period of time, for example for holiday travel, the parent must make this request in writing to the Principal well in advance of the departure date.

The student must pick up a "Vacation/Extended Absence" form from the Attendance Office or Vice Principal and return the form signed by the parents and each of his or her teachers. If a "Vacation/Extended Absence" form is not used at the school, then any vacation or extended absence must be cleared with Administration.

The Principal may, under the powers of the Education Act, deny a request for extended absence. Extended absence will not be approved if it interferes with the student's presence for scheduled final examinations.

**LATES - PERIOD ONE**
Students arriving before 8:30 a.m. should proceed directly to class and be dealt with by the classroom teacher. Students arriving to school any time after 8:30 a.m. should come to the attendance office for an admit slip to present to their teacher upon arrival.

# STUDENT ATTENDANCE

**LATES - AFTER PERIOD ONE AND BEYOND**

Students, who attended an earlier period within the day, who arrive within the first 30 minutes should proceed directly to class and be dealt with by the classroom teacher. Students arriving later than 30 minutes should arrive with an admit slip.

Students are considered to be late if they arrive to period one after the opening exercises have begun or arrive at any other scheduled class after the second bell for that class period. Students must report directly to their class; **NOT** to the Attendance Office.

- On the **first and second late** to class, the teacher assigns a consequence for the student (e.g. detention, assignment).
- On the **third late** to class, the teacher assigns a consequence for the student and parental contact is made.
- On the **fourth and subsequent lates** to class the teacher refers the student to the Vice Principal. Lunch and/or after-school detentions will be assigned. If the problem becomes persistent the student may be suspended or alternative consequences applied.

**SIGNING IN – RETURNING TO SCHOOL FROM AN APPOINTMENT**

Students must always "sign in" at the Attendance Office to be admitted to classes. Reasons for "signing in" must be deemed legitimate by the Principal or Vice Principal.

**SIGNING OUT - LEAVING DURING THE SCHOOL DAY**

The student must "sign out" at the Attendance Office. The student must have parental permission in the form of a note or a phone call received at the Attendance Office or through the Safe Arrival System before the student leaves the premises. Reasons for signing out must be deemed legitimate by administration. Students who do not sign out will receive an office detention. Age of majority students receive approval from administration prior to signing out. Students are asked to schedule appointments after 2:30 p.m. when possible.

**SPARE PERIODS**

Students on spare periods must be in full uniform and are expected to be in either the cafeteria, the Information Centre, or may leave school grounds. Students are not to wander about the halls, stairwells. Only senior students who have earned 24 credits are allowed to have a spare period on their timetables. Students are expected to use their spare period to advance their academic program.

**WITHDRAWAL FROM SCHOOL**

Withdrawing from school involves the following steps:

- Interview with Program Chair of Student Services
- Interview with the Principal/Vice-Principal
- Completion of "Student Withdrawal Form" with the following signatures: parent/guardian, subject teacher(s), guidance counselor, library technician, Principal/Vice-Principal
- Return of all textbooks, equipment and/or payment of debts incurred throughout their time at Niagara Catholic District School Board Secondary Schools.

# GENERAL INFORMATION

**ADVERTISING**

Activities held off the school premises in hotels or rented halls DO NOT have the approval or sanction of the school or the Niagara Catholic District School Board. It is illegal to advertise such activities on school property. Students found placing advertisements on school property may be subject to disciplinary circumstances. Any student who wants to post an advertisement/flyer must have prior permission from the Principal or Vice-Principal.

**ANNOUNCEMENTS**

During announcements, students are expected to stop, be quiet and attentive. All activities within the school (classrooms, hallways, etc.) are to cease until the end of the announcements.

**BACKPACKS/GYM BAGS**

Students are not to bring backpacks or any bags into the classroom, cafeteria or library. Students are to store their "bags" in their lockers upon arrival at school, and leave these in their lockers until the end of the school day. Students will be permitted to carry a small pencil-case sized carrier for personal hygiene or medical needs.

**BOTTLED WATER POLICY #701.5**

Effective September 1, 2013, the sale or distribution of single use bottled water, and or commercially bottled single use plastic water containers was eliminated at all Board. Schools have hydrations stations. Students may drink water with approved water bottles. All types of ***"Energy Drinks"*** are prohibited such as but not limited to Monster, Red Bull, Red Rain, etc.

**BUSES**

The school bus is an extension of the school and classroom and students are required to respect the same regulations and policies that apply within the school building. This applies to bus transportation to and from school, on school trips or to and from sporting events. All misbehaviour will be reported to the Vice-Principal. Bus transportation is available to students who live more than 2.5 km from the school.

Late bus transportation is provided at varying departure times throughout the year only for students who are involved in some form of co-curricular activities, get extra help after school (P3) or have served a detention. Students may not be added to a bus or switch buses for social or recreational reasons or for personal appointments.

**CAFETERIA/LUNCH**

Food and drink must remain in the cafeteria. Students are not to take food to other areas of the school to eat during their lunch period or bring food into classrooms. Backpacks or large bags are not permitted in the cafeteria or servery. Students are not to be loitering in the hallways during lunch hours as classes are in progress. Students must clear their tables and follow the instructions of the cafeteria supervisors. Coats and jackets are NOT to be worn in the cafeteria and correct foot wear is to be worn at all times. Students are will be allowed to return to their lockers five minutes before the end of the period.

# GENERAL INFORMATION

**DANCES**

The Provincial Code of Conduct applies fully at all school activities, including dances. All consequences described in the policy apply as well as the possibility of losing the privilege of attending school dances. Admission is open to all students in good standing, who were in full attendance at school on the day of the dance.

The following policies also apply to dances:

- The Principal, Vice-Principal and the supervising teachers may refuse admission to any person
- Students will be screened on entry and any student not cooperating with this safety measure will be refused admission
- The Principal or Vice-Principal may remove any person from the dance and contact parents/guardians to pick up their child from school property
- Food or drink of any kind is not to be taken into the dance
- Anyone whose actions and/or language clearly indicates that he/she is under the influence of any drug or intoxicant will be refused admission or removed from the dance No drinking/consumption of alcohol, of any amount or smoking on school property is permissible
- Once a student has exited the dance they will not be allowed back in
- All outside coats and jackets must be checked since students will not have access to their lockers
- Students are expected to dance in a respectable manner. Dancing that is inappropriate, being overtly provocative in nature, or creates unsafe conditions is not allowed. School officials reserve the right to make decisions about appropriate dancing.
- The school "out of uniform" dress code policy is in effect at all school dances. Administration reserves the right to make decisions on student dress based on appropriateness.

**D. E. A. R.**

The D. E. A. R. program asks everyone in the school to "drop everything and read". The school is sending a clear message that time spent reading recreationally and academically can improve opportunities for success. Students should bring appropriate reading materials such as novels, magazines, newspapers, and research books.

**ELEVATOR**

An elevator is available for students who are physically unable to use the stairs, either for a short-term situation (e.g. leg injury) or on a regular basis. For those students who need use of the elevator on a temporary basis, arrangements are to be made with a secretary in the main office.

**HALLWAY CONDUCT**

Students must practice common courtesy while moving in the hallways and stairways. Loitering by lockers, washrooms and doorways must be avoided at all times. Proper language and a normal conversational level of voice are to be used at all times. Everyone is responsible for maintaining the cleanliness of the hallways. Students engaging in physical signs of affection will be reminded that this type of public behaviour is inappropriate and unacceptable.

# GENERAL INFORMATION

**LIBRARY INFORMATION CENTRE (LIC)**

The Library Information Centre (LIC) offers access to a variety of print and the use of the internet. Use of the internet is to be dedicated to educational research and is to be used responsibly. Photocopy and printing services are available for a nominal fee. Overdue materials are subjected to a fine per day. Students will be responsible for the replacement cost of lost or damaged items. It is expected that student conduct in the LIC will be conducive to an atmosphere of study. The LIC exists as a resource for the benefit of the entire school and any behaviour deemed detrimental to such a goal can result in the suspension of student privileges.

**LOCKERS**

Lockers and school-approved locks are assigned to each student, and remain the property of the school and school board. Students are **NOT permitted to change locker assignments without the approval of the administration.** Students are requested to protect their property by keeping the locker locked when not in use. Students are not to post lewd or offensive materials inside their lockers and are not to deface or write on or in their lockers. Administration may open a locker for inspection with or without the permission of the student at any time. A student using an unassigned locker or lock other than a school assigned lock will have the lock cut off, the contents removed and will be called to the office. Any requests for another lock or lost lock will require the student to pay for a replacement.

**MESSAGES**

Messages from parents/guardians will be relayed to students at the end of the school day or at lunch, not during class. Emergencies, however, will always be dealt with promptly. We ask that parents/guardians refrain from contacting students on cell phones during class time.

**STUDENT DROP-OFF / PICK-UP**

We understand that not every student is bussed or walks to school and at intervals during the school year a student may need to be picked-up or dropped-off at school. Parents are asked to respect the traffic route established by entering our appropriate area for student drop-off/pick-up. At no time are vehicles to be parked in this zone as this represents a potential safety, emergency access, and congestion issue.

**STUDENT PARKING**

The school supplies bussing for student transportation and cannot provide sufficient parking for students who decide to drive to school. Unauthorized parking may result in the vehicle being towed away at the student's expense. Drivers are asked to keep their vehicles locked. We cannot assume responsibility for losses or damages. Students are not to sit in their vehicles during the school day or play music from their car radios. No smoking is permitted in vehicles at any time. Drivers should abide strictly by all traffic regulations. The speed limit in the parking lot is 10 km per hour. Parking privileges can be revoked at any time. Students who violate these guidelines will be prohibited from driving to school. The school reserves the right to search student vehicles, parked on school property, if needed. Some schools may require that the vehicle is registered with the Main Office.

# STUDENT SERVICES

**ACTIVITY FEES**

Registration fees are collected from students to cover the cost of yearbooks, student handbooks, lock replacement, student card some student activities, clubs, teams, and special events.

**COMMUNITY AGENCIES/SERVICES**

There are a variety of times when you, or someone close to you, may need help. During these times, in addition to parents/guardians and staff at the school, help is available from a variety of sources. In dealing with the issues, it is important that you are honest with the person you seek help from and inform them of all the facts. If someone you know is struggling, you have a moral responsibility to try to help them. If you are unable to provide help, inform someone who may be able to. Please refer to the Niagara Mental Health Programs and Services Directory section to obtain further information.

**GUIDANCE**

The guidance program is a vital and integral part of the total school curriculum. It is a composite of the school's instructional, counselling, consulting, co-ordinating and liaison activities that are designed and implemented to assist student orientation, program choices and preparation for the next level of education or entry into the world of work.

Students are counselled individually to review course selections, progress, educational and career plans. Group presentations may also take place throughout the school year regarding careers, post-secondary school planning, course selections and educational needs assessment. Individual counselling regarding personal and social concerns is provided when a need arises.

**P3 PATHWAYS PREPARATION PROGRAM**

Niagara Catholic District School Board secondary school's offers P3 as an after-school program to address the curricular needs of students in Grades 9-12. P3 allows students the opportunity to practice their literacy and numeracy skills, develop test-taking strategies, upgrade study skills, and receive direction on potential pathways from a teacher-mentor. The program also provides support to students wishing to improve their current academic standing.

**PEER TUTORING PROGRAM**

Peer tutoring is a school run program that pairs academically struggling students with a student of expertise in a particular subject area. The peer tutoring assistance is generally conducted out of the P3 program.

**SPECIAL EDUCATION**

Special education programs at Niagara Catholic District School Board Secondary Schools are designed to ensure universal access and accommodations of individual differences to the greatest extent possible. The needs of each individual exceptional pupil, whether behavioural, communicational, intellectual (including gifted), or physical, as defined by an Identification, Placement and Review Committee (IPRC) of the Board will be met.

Communication involving parents, resource persons, community agencies or others may occur in order to best determine student needs for programming. The program will be regularly assessed and evaluated with the results being communicated to parents on a regular basis.

# EMERGENCY AND MEDICAL INFORMATION

**ACCIDENTS**

A student who is injured should be brought to the Main Office, if possible. In all cases, the Main Office must be notified and proper action taken. Under no circumstances should a student who has injured his/her back or neck be moved.

**ADMINISTRATION OF ORAL MEDICATION TO STUDENTS UNDER THE AGE OF 18 POLICY #302.2**

In accordance with the Ministry of Education Policy/Program Memorandum No. 81 Provision of Health Support Services in School Settings, all school boards will be responsible for the administration of oral medication where such medication has been prescribed during school hours.

- That such procedures be applied only to those services, requested by the parent and prescribed by a physician or other health care professional, which must be provided during school hours.
- That a request for the service and the authorization to provide such service be made in writing by the parent and the physician, specifying the medication, the dosage, the frequency and method of administration, the dates for which the authorization applies, and the possible side effects, if any.
- That the storage and safekeeping requirements for any labeled medication be stated.
- That a record of administration be maintained which includes the pupil's name, date, time of provision, dosage given, name of person administering, etc.
- That the telephone numbers of the parent and physician be readily accessible.
- That the medication be administered in a manner which allows for sensitivity and privacy and which encourages the pupil to take an appropriate level of responsibility for his or her medication.

**ANAPHYLAXIS POLICY #302.1**

Anaphylaxis is a severe life threatening form of allergic reaction. Anaphylactic reactions occur when the body's immune system overreacts in response to the presence of an allergen. An allergen is a substance capable of causing an allergic reaction (eg. foods, insect stings, latex, medications etc.). The principal of the school should be informed in writing by a parent that a child suffers from anaphylaxis, the expected symptoms and the requested intervention by school staff. An EpiPen or other medication is to be provided to the school to be kept in the office in case of an emergency.

**ASTHMA POLICY #302.9**

Asthma is a common lung disease making it difficult to breathe. Employees of the Board may be pre authorized to administer medication or supervise a student while the student takes medication in response to an asthma exacerbation with the consent of the parent/guardian or student. If an employee of the Board has reason to believe that a student is experiencing an asthma exacerbation, the employee may administer asthma medication even if there is no authorization.

**CONCUSSION POLICY #303.1**

The Niagara Catholic District School Board recognizes concussions as a serious injury which requires appropriate follow-up measures to reduce risk of potential additional injury.

# EMERGENCY AND MEDICAL INFORMATION

Concussion awareness, prevention, identification and management are a priority for the Board. The implementation of the Board's Concussion Policy and Administrative Guidelines is another important step in creating healthier schools in the Niagara Catholic District School Board. Immediate action must be taken by the individual (e.g. principal, teacher, coach) responsible for the student if the student receives a blow to the head, face or neck, or a blow to the body that transmits a force to the head.

**DIABETES MANAGEMENT POLICY - 302.1.3**

Diabetes is a disease of the pancreas where a person is unable to create insulin or use insulin that is produced. The ultimate responsibility for diabetes management rests with the parent(s)/guardian(s), the student, the principal and the medical practitioner. The policy outlines the procedures in developing a student diabetes management plan, including roles and responsibilities of school staff, parent(s)/guardian(s) and students and supporting documentation.

**EPILEPSY POLICY - 302.1.4**

Epilepsy is a common brain disorder characterized by recurrent seizures. The policy outlines the various types of seizures and symptoms as well as safety considerations for schools. An *Individual Plan of Care* to deal with emergency response situations should be put into place for individual students for all situations.

**EMERGENCY PROCEDURES**

**FIRE**

It is critical that everyone treats all fire alarms seriously and moves as quickly and orderly as possible to vacate the building immediately when an alarm sounds. Fire drills will be held regularly during the school year. Wilful false alarms are a criminal offence, and are punishable by a fine, a jail term or both. The Fire Department will prosecute offenders to the full extent of the law.

**IF YOU HEAR THE FIRE ALARM**

- Leave the building using the closest exit, or the exit route specified for the classroom and close doors
- If you encounter smoke in an exit, use an alternate exit
- Follow the directions of staff members
- Report to your teacher in the designated area and remain in that area until instructed to return to the building.

**HOLD AND SECURE**

Niagara Catholic District School Board Secondary Schools will also run random Hold and Secure drills. This drill is performed when a threat exists outside of the school and all members of our school community are kept indoors.

**LOCK DOWN**

At various times throughout the school year Niagara Catholic District School Board Secondary Schools will test emergency procedures by conducting Lock Down Drills. A school call out or letter will inform parents when these drills will occur. A lockdown is a drill simulating a threat inside the building.

# VOLUNTARY INDIGENOUS SELF-IDENTIFICATION

**Voluntary Indigenous Self-Identification for First Nations, Metis and Inuit Students**

What is Voluntary Indigenous Self-Identification?

Under Ontario's First Nations, Métis, and Inuit Education Policy Framework, Niagara Catholic District School Board encourages all Indigenous students to self-identify as part of a VOLUNTARY AND CONFIDENTIAL process. According to the Ministry of Education, the information will help school boards improve programs and supports for Indigenous students and enable them to focus their efforts on student achievement.

Niagara Catholic uses information gathered from the *voluntary* self-identification form to support Indigenous students through:

- Access to culturally relevant materials and programs in schools, which allow Indigenous students to see themselves reflected in the learning materials.
- Gathering academic information that will help support the unique learning needs of Indigenous students within our schools.
- Access to cultural events offered to Indigenous students throughout the school year, for example, Indigenous Career Day, First Nations, Metis, Inuit leadership or cultural camps, etc.
- Information about career and educational funding (bursary and grant) opportunities that are specific to individuals of Indigenous heritage.

History of Indigenous Education through Niagara Catholic

In 2007 the Ministry of Education, under the Ontario First Nation, Métis and Inuit Education Policy Framework, identified Aboriginal* education as one of its key priorities with two specific goals: Improving First Nations, Metis, Inuit achievement among students; and to close the gap between Indigenous and non-Indigenous students in the following areas:

- literacy and numeracy,
- retention of students in school,
- graduation rates, and
- advancement to post-secondary studies.

In response to a Ministry directive, the Aboriginal Education Advisory Committee (AEAC) was established in Niagara in 2009. The Committee was renamed the *Indigenous Education Advisory Committee (IEAC)* in 2016. The IEAC is a partnership between Niagara Catholic District School Board and the District School Board of Niagara, supported by a number of community-based Indigenous partner agencies; including: Aboriginal Student Service Departments at Brock University and Niagara College, Fort Erie Native Friendship Centre, Inuit Council (Niagara Region), Niagara Chapter — Native Women Inc., Niagara Peninsula Aboriginal Area Management Board (NPAAMB), Niagara Region Métis Council, and Niagara Regional Native Centre.

# VOLUNTARY INDIGENOUS SELF-IDENTIFICATION

* Note: the term *Aboriginal* continues to be used in some government documents, however, the preferred term among the Community is *Indigenous* when referring to people of Metis, Inuit and First Nations heritage.

*Terms used to describe the original people of Turtle Island (North America) have evolved over time with some becoming outdated and others misunderstood. Here are some basic definitions to help students self-identify and promote general awareness.*

First Nations
*First Nations* refers to the original people on this land; separate from the Inuit. In Canada, the history of First Nations people is interwoven with the creation of the *Indian Act* (1876). People of First Nations heritage may be referred to as *Status* or *Non--Status.*

*Status,* refers to people who identify with a First Nation community-ancestral land and are registered with the government of Canada through the *Crown-Indigenous Relations and Northern Affairs Canada* (CIRNAC). *Non-Status,* refers to people who identify with a First Nation community-ancestral land but are not registered through CIRNAC.

** There are more than 600 distinct First Nations and 50 First Languages across Canada. Images included (above) represent Anishinaabe and Haudenosaunee Nations.*

Inuit
*Inuit* have a variety of terms to describe themselves depending on their dialect or region. However, the term "Inuit" is commonly used as it means "the people" in Inuktitut which refers to the original people from the northern circumpolar regions that include Canada's Artic, Alaska, Greenland and Russia.

Métis
The *Métis* are a distinct Indigenous people with a unique history, culture, and language, creating their own customs, practices and traditions separate from their First Nations, Inuit, and European ancestors.

The term Métis refers specifically to people who have historic connection to Métis homeland. It does not refer to all individuals of mixed Indigenous and European heritage.

Niagara Catholic District School Board encourages parents/guardians of students who voluntarily self-identify to contact Niagara Catholic's Indigenous Lead (email: Indigenous.Lead@ncdsb.com) to learn how their child can participate in Indigenous cultural opportunities offered by the Board throughout the school year. We also seek parent representation at the Indigenous Education Advisory Committee (IEAC) representing the voice of Indigenous families in Niagara on behalf of students enrolled with Niagara Catholic District School Board.

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

| COMMUNITY BASED SERVICES | |
|---|---|
| **Canadian Mental Health Association** – counseling service rehabilitative programs, housing program and support groups in St. Catharines, Fort Erie, Port Colborne, Welland and Niagara Falls. | 264 Welland Avenue, Suite 103., St. Catharines<br>905-641-5222 |
| | 6760 Morrison Street Unit 2, Niagara Falls<br>905-641-5222 |
| | 20 Jarvis Street, Fort Erie<br>905-641-5222 |
| | 570 King St. Welland<br>905-641-5222 |
| **Contact Niagara** – identify local resources for children who experience emotional/behaviour difficulties. | 23 Hanover Drive #8, St. Catharines<br>905-684-3407 or 1-800-933-3617<br>www.contactniagara.org |
| **Bridges Community Health Centre** – mental health assessments, supportive counseling, and community referrals. | 1485 Garrison Road, Fort Erie<br>905-871-7621<br>380 Elm St., Port Colborne<br>289-479-5017 |
| **Quest Community Health Centre – Rainbow Youth Niagara** – individual, group support and social activities for sexually and gender diverse youth. | 145 Queenston St., St. Catharines<br>905-688-2558 ext. 222 |
| **Family Counselling Centre Niagara** – counseling to individuals, couples, and families with problems contributing to marital or family difficulties. | 82 Hannover Dr., St. Catharines<br>905-937-7731 ext. 3345 |
| | 5017 Victoria Ave., Niagara Falls<br>1-888-937-7731 ext. 3345 |
| **West Niagara Mental Health Program** – consultation services, treatment and case management for first episode psychosis (EPI) | 167 Main St. E., Grimsby<br>905-309-3336<br>Hours:<br>Monday to Friday - 8:30 a.m. – 4:30 p.m. |
| **Niagara Region Public Health – Community Mental Health Program** – provides assessment, case management and counseling for persons 16 years and older experiencing mental health problems. | Thorold<br>905-688-2854 ext. 7262 |
| | Fort Erie<br>905-871-6513 |
| | Niagara Falls<br>905-356-1538 |
| | Welland<br>905-735-5697 |
| **Bereavement Resource Council** – provides information about support groups/services for those dealing with | 220 Niagara Falls Rd.<br>Thorold, Ont.<br>905-680-6400 |

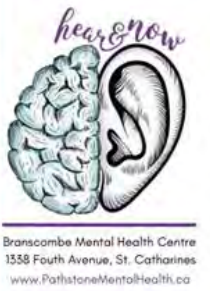
# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

| | |
|---|---|
| the pain and grief of loss. | Office Hours – daily 9 a.m. to 6 p.m. |
| **Centre de Sante Communautaire Hamilton/Niagara** – a multi-disciplinary agency serving the French speaking population providing individual and group counseling. | 810 East Main, Welland<br>905-734-1141<br><br>Serves residents of the Niagara Region |

| **COMMUNITY BASED SERVICES** | |
|---|---|
| **St. Joseph's Healthcare Hamilton – Mood Disorder Clinic** – provides consultation for individuals with mood disorders. Requires a referral from family physician or psychiatrist. This offers assessment, treatment and rehabilitation of adults (16 years+) with severe psychiatric disorders. | 100 West 5th St., Hamilton<br>905-522-1155<br>After Hours 905-388-2511<br><br>Office Hours:<br>Monday to Friday - 8:30 a.m. – 9 p.m.<br><br>Saturday to Sunday – 1:30 – 9 p.m. |
| **Family and Children's Services Niagara –** support and protection for children up to 16. | 905-937-7731<br><br>Facsniagara.on.ca |
| **Kristen French Child Advocacy Centre Niagara –** for children up to age 16 who have been abused; counseling available | 8 Forster St., St. Catharines<br>905-937-5435<br><br>Kristenfrenchcacn.org |
| **Schizophrenia Society of Ontario** – provides public education and access to information about schizophrenia. | No Niagara location currently listed on website<br>1-800-449-6367 |
| **Pathstone Mental Health** – provides various mental health services to meet specific needs of clients until their 18th birthday, and their families.<br><br>**www.PathstoneMentalHealth.ca** | St. Catharines - 1338 Fourth Avenue<br>905-688-6850<br><br>Welland -1604 Merritville Highway<br>905-384-9551 |

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

## CRISIS

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|---|---|
| **Pathstone Mental Health Crisis Line** | 1-800-263-4944 |
| **Distress Centre Niagara** – 24 hour distress line. | St. Catharines – 905-688-3711<br>Welland/Port Colborne – 905-734-1212<br>Grimsby/West Lincoln – 905-563-6674<br>Fort Erie – 905-382-0689 |
| **Mental Health and Addictions Access Line** – connect with mental health and/or addictions support. | 1-866-550-5205 |
| **Kids Help Phone** – 24 hour help for ages five to 20 | 1-800-668-6868<br>kidshelpphone.ca |
| **Niagara Region Sexual Assault Centre** – 24 hour, 16 years and up | 43 Church St. #503, St. Catharines<br>Crisis Line: 905-682-4584 |
| **SEXUAL HEALTH** | |
| **Sexual Health Centres (Public Health)** – confidential information, counseling and clinic services | Fort Erie – 1264 Garrison Rd. Unit #12<br>Niagara Falls – 5710 Kitchener St.<br>St. Catharines – 277 Welland Ave<br>Welland – 200 Division St<br>905-688-3817 or 1-800-263-5757 |

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

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|---|---|
| **AIDS – Positive Living Niagara** | 905-984-8684 |
| **Transgender Niagara** – group meetings and social gatherings for transgendered | 366 St. Paul St., St. Catharines<br>Transgenderniagara.com |
| **Pregnancy** | |
| **Adolescent's Family Support Services of Niagara (AFSSN)** – supports young moms and families going to school | 285 East Main Street, Welland<br>905-735-1465 |
| **Prenatal classes (Public Health)**<br>niagararegion.ca/health | 905-688-8248 ext. 7237<br>1-888-5056074 ext. 7237 |
| **Young and Pregnant in Niagara** | 905-688-8248 ext. 7237 |
| **Recreation, Drop-in Centres and Shelters** | |
| **The FORT** – drop in for grades 9 to 12 and after school program for grades 7 to 9. | Grimsby – 905-309-3678<br>Smithville – 905-957-1991<br>thefortyouthcentre.com |
| **The RAFT** – youth centre and emergency shelter | 17 Centre Street, St. Catharines<br>905-984-4365 |
| **YMCA**<br>ymcaofniagara.org | 1555 Garrison Rd., Niagara Falls<br>905-871-9622 |
| | 7150 Montrose Rd., Niagara Falls<br>905-358-9622 |
| | 25 YMCA Dr., St. Catharines<br>905-934-9622 |
| | 325 Main St. E., Grimsby<br>905-309-9622 |
| | 310 Woodlawn Rd., Welland<br>905-735-5484 |
| | 550 Elizabeth St., Port Colborne<br>905-835-9622 |
| **YWCA Emergency Housing Facilities** – shelter for women 16 years and older and their children; life skills program | St. Catharines – 905-988-3528 ext. 3228<br><br>Niagara Falls – 905-357-9191 ext. 4025 |
| **Nightlight Youth Shelter –** provides short term residence for youth 16-30 | 5519 Ontario, Niagara Falls<br>Niagara Falls – 905-358-3678 |
| **ALCOHOL, DRUGS, TOBACCO & GAMBLING** | |

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

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|---|---|
| **Alateen/Al-Anon** – for teens affected by someone else's drinking | 905-328-1677 1-888-425-2666<br>al-anon.org |
| **Community Addiction Services of Niagara** – assessments, treatment planning, counseling, and referrals | 906-684-1183<br><br>cason.ca |
| **New Port Centre –** a residential program for individuals recovering from alcohol or substance abuse | 905-378-4647 ext. 32500 |
| **Rapid Access Addictions Medicine** | 905-378-4647 ext. 49463 Niagara Health Systems |
| **Alcoholics Anonymous** | 1-866-311-9042 or 905- 682-2140 |
| **Youth Gambling Awareness Program -** reduce potential harm of gambling | 905-684-3500 ext. 442<br>1-877-525-5515 |
| **ALCOHOL, DRUGS, TOBACCO & GAMBLING** | |
| **Narcotics Anonymous** | 1-888-811-3887 |
| **Niagara Multilingual Prevention/Education Problem Gambling Program –** provides problem gambling prevention/education information. | 905-682-6411 ext. 63849 |
| **LEGAL ISSUES** | |
| **Legal Assistance** | 1-800-668-8258 |
| **Niagara Region Police Service** (for emergency call 911) nrps.com | 905-688-4111<br>1-888-668-3911 |
| **HEALTH** | |
| **Niagara Health System –** assessment, diagnosis and treatment of mental health disorders in youth and their families | St. Catharines General Hospital Site – Children's Clinic – 905-684-7271 ext. 46573 |
| | Greater Niagara General Hospital Site – Mental Health Services – 905-378-4647 ext. 53803 or 53804 |
| | Welland County General Hospital Site – Child/Adolescent Mental Health Clinic 905-732-6111 ext. 33522 |
| **Niagara Region Public Health** – connect with a school nurse. | 905-688-8248<br>1-888-505-6074 |
| **Dental Care** – dental programs and services for children and youth up to 17 years. | 905-688-8248 ext. 7399<br><br>1-888-505-6074 ext. 7399 |
| **Health Bus Outreach** – nurse who | Call or text – 905-401-4074 |

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

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| provides services at various locations. | |
| **Niagara Eating Disorders Outpatient Program –** provides information and resources on eating disorders and weight preoccupation. | 1-866-633-4220<br><br>905- 378-4647 ext. 32352 |
| **FOOD BANKS** | |
| **Community Care** | West Niagara – 905-563-5822<br>St. Catharines – 905-685-1349<br>Thorold – 905-227-9240<br>West Lincoln – 905-957-5882 |
| **Salvation Army Community and Family Services** | Niagara Falls -905-358-8394<br>Fort Erie – 905-871-1592<br>St. Catharines ~~– 905-935-4804~~/ 905-935-4311<br>Welland – 905-735-5700 |
| **Open Arms Mission** | 22 Fifth Street, Welland<br>905-788-3800 |
| **Port Cares Reach Out** | 61 Nickel Street, Port Colborne<br>905-834-3629 |
| **FOOD BANKS** | |
| **Grimsby Benevolent Fund** | 905-309-5664 |
| **Community Outreach Program (COPE)** | 32 Dufferin Street, Fort Erie<br>905-871-2526 |
| **Project Share** | 4129 Stanley, Niagara Falls<br>905-357-5121 |
| **Pelham Cares** | Regional Rd 54, Fonthill<br>905-892-5300 |
| **The Hope Centre** | 570 King Street<br>905-788-0744 |
| **WEBSITES** | |
| **Mind Your Mood** – track your moods and get a 'mood report'. | mindyourmood.ca |
| **Mind Shift –** strategies to deal with anxieties and fears around test anxiety, perfectionism, social anxiety, performance anxiety, worry, panic, and conflict. | anxietybc.com |
| **Canadian Anti-bullying Site** | www.bullyingcanada.ca |

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

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|---|---|
| **PREVNet** | www.prevnet.ca (1-866-372-2495) |
| **Beautiful Minds** – adds positive change in people's knowledge of mental health/stigma around mental health issues. | www.beautifulminds.ca |
| **Your Life Counts** – helping youth change addictive/self-destructive behaviours that can lead to suicide. | www.yourlifecounts.org<br><br>Mental Health Help Line 1-866-531-2600 |
| **Love is Respect** – about teen dating, abuse, and provides resources. Peer advocate, government officials, law enforcement officials and general public. | www.loveisrespect.org 1-866-331-9474 |
| **Body Image Issues** – raise awareness on a range of body image issues and weight and eating problems. | www.surf.to/nnfed |
| **Teen Mental Health** – improving youth mental health by effective translation, transfer of scientific knowledge. | www.teenmentalhealth.org |
| **Mental Health** – starting point to understand substance abuse, mental health problems, and factors to understand those problems. | www.camh.net/education/online-courses-webinars/mha101 |

| **WEBSITES** | |
|---|---|
| **Cybertip.ca** | Canada's tip-line for reporting the online sexual exploitation of children. Citizens are not required to use cybertip.ca and can report through NRPS using normal procedures if desired. However, cybertip.ca is an option for anonymous reporting or if a citizen does know if police should be contacted yet. Reports filed with cybertip.ca are forwarded to the appropriate organization, for further organization. |
| **Needhelpnow.ca** | Help removing a sexual image from the |

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

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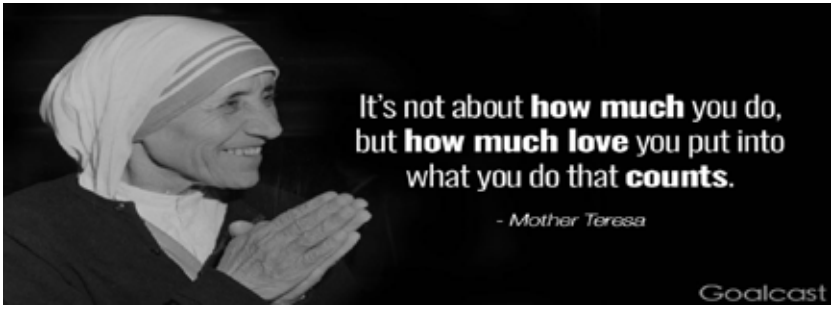
| | internet, cyberbullying, peer support and relevant laws. |
| **Dontgetsextorted.ca** | C3P reports a 90% rise in recent years in online sextortion among teenage boys. This website uses humour to help deliver a serious message: "don't get sextorted" |
| **Protectkidsonline.ca** | High-level overview for parents of online issues facing each age group. |
| **Commonsensemedia.org** | Useful/interactive review website for just about any game/app/movie/show/ parents might want more information on before giving their child(ren) access. |
| **Smartsocial.com** | Useful app reviews and further education for parents to stay up to date on online trends their children may be exposed to. |
| **Getcyersafe.gc.ca** | Internet security and steps for helping Canadians stay safer online. |
| **Canadian Anti-Fraud Centre (CAFC)** | Information on recent scams |
| **Niagarapolice.ca/onlinesafety** | Resources to help people stay safe online |



# Specialist High Skills Major

## EXPERIENCE YOUR FUTURE TODAY!

SPECIALIST HIGH SKILLS MAJOR
SHSM
Ontario.ca/SHSM

NIAGARA CATHOLIC
DISTRICT SCHOOL BOARD

# WHAT IS AN SHSM?

The Specialist High Skills Major (SHSM) program, which is part of the Ministry of Education's Student Success initiative in the province of Ontario, has been introduced to offer province-wide specialized programs in specific ministry-identified sectors to support the success of all students. Ontario secondary schools are offering expanded programs to help meet students' individual learning styles and interests. These options include Dual Credits, Specialist High Skills Majors and Cooperative Education. These programs help to meet the needs, interests and strengths of all students, engaging them in learning and better preparing them for graduation and beyond.

Students who choose an SHSM designation learn through co-operative education and experiential learning placement within the community. Students who complete an SHSM designation can be confident when they leave high school that they are equipped with the knowledge, skills, and industry-recognized qualifications desired by employers and post-secondary institutions. Niagara Catholic is proud to be partnered with many local businesses and agencies within the Niagara Region to offer its students rich and diverse opportunities to gain practical experience and expertise in their chosen career fields.

**Core Components**

- **Bundled Credits**: Each SHSM program offers students a bundle of 8-10 Grade 11 and Grade 12 credits. The credits include: 4 "major" credits in their area of interest, English and Mathematics, other elective courses in Science, Business or Social Sciences that are designed to complement the major courses, and at least 2 co-op courses related to their SHSM.

- **Sector-Recognized Certifications**: Related to the major and selected from a list, both generic and specific to support the sector (i.e. WHMIS, First Aid, Fall Arrest).

- **Experiential Learning Opportunities**: Which includes: Job-shadowing, job-twinning, work experience, cooperative education, field trips and other workplace experiences for students to explore careers related to that sector.

- **Reach Ahead Experiences:** In the field and sectors considered as a post-secondary destination, ranging from a few hours to full courses (e.g. Dual Credit program).

# WHAT IS AN SHSM?

**What advantages do SHSM students have?**

- HEAR and SEE …first-hand what a career in their sector feels and looks like
- NETWORK… with post-secondary institutions, local industries, and businesses
- GAIN… confidence in their ability to succeed
- COMPLETE… industry recognized certifications and training
- OPEN… doors for summer jobs and future employment
- EARN…a Red Seal designation on their OSSD

**What does the Red Seal mean?**

- Employers and post-secondary institutions recognize that a student has participated in specialized, career focused programming.
- SHSM students receive an additional transcript outlining their accomplishments.

**Can I register to be a SHSM student even if I am doubtful that I will complete all the required components?**

- Yes, if you are interested in a possible career related to a SHSM sector, you can register for that SHSM.
- Even if you do not complete all the components of the SHSM, you will still benefit from certification training, field trips and other learning experiences related to the SHSM. You will also receive a summary of all your completed SHSM components when you graduate.

**I am in grade 12. I have not taken some of the grade 11 courses specified in the SHSM pathway chart. Can I still get my SHSM designation?**

- You will not get your SHSM designation until you have completed ALL the courses in the SHSM pathway chart both in grade 11 and grade 12. You can speak to your guidance counsellor for more information.

# WHAT IS AN SHSM?

**Can I return for an additional term and complete my SHSM after I graduate?**

- Yes, you can complete your SHSM any time after you graduate.
- Upon completion of the required components, you will receive an official SHSM summary sheet showing that you completed the SHSM.

**I am a university-bound student who needs specific courses. How can I fit a co-op course in my timetable?**

- You have several options: after school co-op, summer co-op, or you can take a grade 11 SHSM major course during grade 10. This will leave two credits open for co-op in grade 12.

**How are SHSM students at an advantage in their application to University?**

- Many post-secondary applications to University have opportunities for supplemental applications. There are programs that traditionally require portfolios and/or interviews. Many of these are in the Arts which would be an advantage for the Arts and Culture SHSM. Some programs in Radio and Broadcasting, Communications, Journalism, Business and Architecture also require supplemental information.

**What if after starting the program the student decides this is not for them?**

- All credits earned in an SHSM program count towards the completion of a standard OSSD.
- Any certifications or training gained will hold students in good standing for part-time jobs or work placements.
- Co-op is a valuable experience, allowing a student to discover what they like doing and just as importantly, what they don't like doing.

**Please see your school Guidance Department for more information.**

# TESTIMONIALS

**SHSM helps prepare me....**

"...by doing good projects and showing me what can happen from mistakes."
*- Zach, Horticulture and Landscaping*

"...by putting me into a real art occupation with the co-op, and enhancing my learning and skills for my future education and career."
*- Shane, Arts and Culture*

"...for the real world by giving me the opportunity to do what I want in the future and learn the 'tricks of the trade'."
*- Carson, Construction*

"...by teaching me how to do real life applications within the Energy sector."
*- Quinten, Energy*

"...by allowing me to cover all the skills and classes that will assist me in following my career path in Horticulture. The program has given me a huge advantage that other students may not receive."
*- Dacia, Horticulture and Landscaping*

"...by giving me industry recognized certifications that will add to my resume."
*- Leanne, Environment*

"...for the real demand that I will encounter from customers in the industry."
*- Angela, Transportation Technology*

"...because this program has given me a new outlook on the world of Business and I am happy to have been a part of the journey."
*- Nicole, Business*

"...by teaching me hands on skills that I will definitely need when I get out of high school, and preparing me for the workplace."
*- Jacob, Construction*

# THE FOUR SHSM COMPONENTS

Benefits of SHSM for Blessed Trinity students:

- See firsthand what the major is all about
- Learn about career possibilities in that field
- Work with Brock University, Niagara College, local industry, unions and businesses
- Complete industry certifications for free- to add to your resume
- Open doors for summer jobs and future employment
- Earn a Red Seal designation on your high school diploma

See our school Student Services Department for more information or to register.

Blessed Trinity Catholic Secondary School
145 Livingston Avenue
Grimsby, ON
L3M 5J6
905-945-6706
Email: josephine.moretuzzo@ncdsb.com

## BLESSED TRINITY SHSM
## EXPERIENCE YOUR FUTURE TODAY!

NIAGARA CATHOLIC DISTRICT SCHOOL BOARD

SPECIALIST HIGH SKILLS MAJOR SHSM Ontario.ca/SHSM

BLESSED TRINITY WISDOM • MERCY • POWER

# What Courses Do You Need?

## SHSM Pathway Charts

**Please see Guidance for questions and details.**

**SPECIALIST HIGH SKILLS MAJOR (SHSM)**
**2019 - 2020 APPROVED COURSES - by Sector**

**SHSM Sector:** Aviation and Aerospace **School Name:** Saint Paul Catholic High School

| Categories of Required Credits For Business | Major Credits<br>4 Required<br>*Any combination of Grade 11 and 12 credits,but must include at least one gr.11 AND one gr.12 (one of which can be an additional co-op credit)* | | English Credit<br>1 Required<br>*(With CLA)* | | Math Credit<br>1 Required<br>*(With CLA)* | | Other Credit: Business or Canadian & World Studies or Sciences<br>1 Required<br>** (With CLA)*<br>** (one additional co-op credit may be substituted for one 'other' required credit)* | |
|---|---|---|---|---|---|---|---|---|
| | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 |
| | **ICS3U**<br>*(Intro to Comp.Science)*<br>**SPH3U**<br>*(Physics)*<br>**TDJ3M**<br>*(Tech Design)*<br>**TMJ3EA***<br>*(Manufacturing-APC)*<br>**TTJ3CA***<br>*(Transportation-APC)*<br>**TTL3C***<br>*(Light Aircraft Mechanic)*<br><br>**Cooperative Edn** | **ICS4U**<br>*(Computer Science)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br>**TDJ4M**<br>*(Tech Design)*<br>**TMJ4EA***<br>*(Manufacturing-APC)*<br>**TTJ4CA***<br>*(Transportation-APC)*<br>**TTL4C***<br>*(Light Aircraft Mechanic)*<br><br>**Cooperative Edn** | **ENG3C**<br>**ENG3E**<br>**ENG3U**<br>**NBE3C**<br>*(Contemp FNMI Voices)*<br>**NBE3U**<br>*(Contemp FNMI Voices)* | **ENG4C**<br>**ENG4E**<br>**ENG4U**<br><br>**OLC4O**<br>*(Literacy Course)*<br>***only to be used when needed to meet English Compulsory credit requirement** | **MBF3C**<br>*(Foundns for College)*<br>**MCF3M**<br>*(Functns/Applications)*<br>**MCR3U**<br>*(Functions)*<br>**MEL3E**<br>*(Math-Work/Everyday)* | **MAP4C**<br>*(Foundns for College)*<br>**MCT4C**<br>*(College Tech)*<br>**MCV4U**<br>*(Calculus/Vectors)*<br>**MDM4U**<br>*(Data Mgmt)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**MHF4U**<br>*(Advanced Functions)* | **BDI3C**<br>*(Entrepreneurship)*<br>**BMI3C**<br>*(Marketing)*<br>**CGG3O**<br>*(Geog-Travel&Tourism)*<br>**MEL3E**<br>*(Math-Work/Everyday)*<br>**SCH3U**<br>*(Chemistry)*<br>**SPH3U**<br>*(Physics)*<br>**SVN3E**<br>*(Enviro Science)*<br><br>**Cooperative Edn** | **CGW4U**<br>*(Cdn/Wld-Geog.Analysis)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**OLC4O**<br>*(Literacy Course)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br><br>**Cooperative Edn** |
| **Cooperative Education - 2 Credits** | **Aviation and Aerospace Focused Co-Op - 2 Credits** | | | | | | | |
| **Total # of Credits Required** | **9** | | | | | | | |

*** Please see your Guidance Counsellor for more information***

**SPECIALIST HIGH SKILLS MAJOR (SHSM)**
**2019 - 2020 APPROVED COURSES - by Sector**

**SHSM Sector:** Business **School Name:** Saint Paul Catholic High School

| Categories of Required Credits For Business | Major Credits<br>4 Required<br>*Any combination of Grade 11 and 12 credits,but must include at least one gr.11 AND one gr.12 (one of which can be an additional co-op credit)* | | English Credit<br>1 Required<br>*(With CLA)* | | Math Credit<br>2 Required<br>*(Workplace Destination - only 1 required)<br>* (With CLA)<br>* Apprenticeship/College/University Destinations - 1 credit must be grade 12* | | Other Credit<br>N/A<br>*(N/A)* | |
|---|---|---|---|---|---|---|---|---|
| | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 |
| | **BAF3M**<br>*(Financial Acctg)*<br>**BDI3C**<br>*(Entrepreneurship)*<br>**BMI3C**<br>*(Marketing)*<br>**CLU3M**<br>*(Canadian Law)*<br>**GPP3O**<br>*(Leadership)*<br>**ICS3U**<br>*(Intro to Comp.Science)*<br>**TDJ3M**<br>*(Tech Design)*<br>**TGG3M**<br>*(Yearbook)*<br>**TGJ3M**<br>*(Comm Tech)*<br>**TGP3M**<br>*(Photog&Digital Img)*<br>**TGV3M**<br>*(TV,Video,Mov Prodn)*<br><br>**Cooperative Edn** | **BAT4M**<br>*(Financial Acctg)*<br>**BBB4M**<br>*(International Business)*<br>**BDV4C**<br>*(Entrepreneurship)*<br>**BOH4M**<br>*(Management)*<br>**CGW4U**<br>*(Cdn/Wld -Geog.Analysis)*<br>**CIA4U**<br>*(Economic Issues)*<br>**CLN4U**<br>*(Cdn/Intern'l Law)*<br>**ICS4U**<br>*(Computer Science)*<br>**TGG4M**<br>*(Yearbook)*<br>**TGJ4M**<br>*(Comm Tech)*<br>**TGP4M**<br>*(Photog&Digital Img)*<br>**TGV4M**<br>*(TV,Video,Mov Prodn)*<br><br>**Cooperative Edn** | **ENG3C**<br>**ENG3E**<br>**ENG3U**<br><br>**NBE3U**<br>*(Contemp FNMI Voices)* | **ENG4C**<br>**ENG4E**<br>**ENG4U**<br><br>**OLC4O**<br>*(Literacy Course)*<br>**only to be used when needed to meet English Compulsory credit requirement** | **MBF3C**<br>*(Foundns for College)*<br>**MCF3M**<br>*(Functns/Applications)*<br>**MCR3U**<br>*(Functions)*<br>**MEL3E**<br>*(Math-Work/Everyday)* | **MAP4C**<br>*(Foundns for College)*<br>**MCT4C**<br>*(College Tech)*<br>**MCV4U**<br>*(Calculus/Vectors)*<br>**MDM4U**<br>*(Data Mgmt)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**MHF4U**<br>*(Advanced Functions)* | | |
| **Cooperative Education - 2 Credits** | **Business Focused Co-Op - 2 Credits** | | | | | | | |
| **Total # of Credits Required** | **9** | | | | | | | |

*** **Please see your Guidance Counsellor for more information** ***

**SPECIALIST HIGH SKILLS MAJOR (SHSM)**
**2019 - 2020 APPROVED COURSES - by Sector**

**SHSM Sector:** Construction **School Name:** Saint Paul Catholic High School

| Categories of Required Credits For Construction | Major Credits<br>4 Required<br>*Any combination of Grade 11 and 12 credits, but must include at least one gr.11 AND one gr.12 (one of which can be an additional co-op credit)* | | English Credit<br>1 Required<br>*(With CLA)* | | Math Credit<br>2 Required<br>*(Workplace Destination - only 1 required)*<br>* (With CLA)<br>* Apprenticeship/College/University Destinations - 1 credit must be grade 12 | | Other Credit: Business Studies or Sciences<br>1 Required<br>* (With CLA)<br>* (one additional co-op credit may be substituted for one 'other' required credit) | |
|---|---|---|---|---|---|---|---|---|
| | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 |
| | **AVI3M**<br>*(Visual Arts)*<br>**SPH3U**<br>*(Physics)*<br>**TCJ3C**<br>*(Construction)*<br>**TCJ3E**<br>*(Construction)*<br>**TCJ3EA***<br>*(Construction-APC)*<br>**TDJ3M**<br>*(Tech Design)*<br>**THJ3EA***<br>*(Hort/Landsc-APC)*<br>**THJ3MA***<br>*(Hort/Landsc-APC)*<br>**TTJ3CA***<br>*(Transportation-APC)*<br><br>**Cooperative Edn** | **AVI4M**<br>*(Visual Arts)*<br>**CGW4U**<br>*(Cdn/Wld -Geog.Analysis)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br>**TCJ4C**<br>*(Construction)*<br>**TCJ4E**<br>*(Construction)*<br>**TCJ4EA***<br>*(Construction-APC)*<br>**TDJ4M**<br>*(Tech Design)*<br>**THJ4EA***<br>*(Hort/Landsc-APC)*<br>**THJ4MA***<br>*(Hort/Landsc-APC)*<br>**TTJ4CA***<br>*(Transportation-APC)*<br><br>**Cooperative Edn** | **ENG3C**<br>**ENG3E**<br>**ENG3U**<br><br>**NBE3U**<br>*(Contemp FNMI Voices)* | **ENG4C**<br>**ENG4E**<br>**ENG4U**<br><br>**OLC4O**<br>*(Literacy Course)*<br>**only to be used when needed to meet English Compulsory credit requirement* | **MBF3C**<br>*(Foundns for College)*<br>**MCF3M**<br>*(Functns/Applications)*<br>**MCR3U**<br>*(Functions)*<br>**MEL3E**<br>*(Math-Work/Everyday)* | **MAP4C**<br>*(Foundns for College)*<br>**MCT4C**<br>*(College Tech)*<br>**MCV4U**<br>*(Calculus/Vectors)*<br>**MDM4U**<br>*(Data Mgmt)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**MHF4U**<br>*(Advanced Functions)* | **BAF3M**<br>*(Financial Acctg)*<br>**BDI3C**<br>*(Entrepreneurship)*<br>**BMI3C**<br>*(Marketing)*<br>**ICS3U**<br>*(Intro to Comp.Science)*<br>**MEL3E**<br>*(Math-Work/Everyday)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SPH3U**<br>*(Physics)*<br>**SVN3E**<br>*(Enviro Science)*<br><br>**Cooperative Edn** | **BAT4M**<br>*(Financial Acctg)*<br>**BBB4M**<br>*(International Business)*<br>**BDV4C**<br>*(Entrepreneurship)*<br>**BOH4M**<br>*(Management)*<br>**ICS4U**<br>*(Computer Science)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**OLC4O**<br>*(Literacy Course)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**SNC4C**<br>*(Science)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br><br>**Cooperative Edn** |
| **Dual Credit Courses** ***(Can be used as a Major Credit)*** | *Please see Guidance for Courses offered* | | | | | | | |
| **Cooperative Education - 2 Credits** | **Construction Focused Co-Op - 2 Credits** | | | | | | | |
| **Total # of Credits Required** | **10** | | | | | | | |

*** Please see your Guidance Counsellor for more information***

**SPECIALIST HIGH SKILLS MAJOR (SHSM)**
**2019 - 2020 APPROVED COURSES - by Sector**

**SHSM Sector:** Health & Wellness **School Name:** Saint Paul Catholic High School

| Categories of Required Credits For Health & Wellness | Major Credits<br>4 Required<br>*Any combination of Grade 11 and 12 credits,but must include at least one gr.11 AND one gr.12 (one of which can be an additional co-op credit)* | | English Credit<br>1 Required<br>*(With CLA)* | | Math Credit<br>1 Required<br>*(With CLA)* | | Other Credit: Sciences or Social Sciences & Humanities<br>1 Required<br>* (With CLA)<br>* (one additional co-op credit may be substituted for one other* required credit) | |
|---|---|---|---|---|---|---|---|---|
| | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 |
| | **ATC3M**<br>*(Dance)*<br>**GPP3O**<br>*(Leadership)*<br>**HPC3O**<br>*(Parenting)*<br>**HSP3U**<br>*(Intro-Anth,Psyc,Soc)*<br>**PAF3O**<br>*(Personal/Fitness)*<br>**PAL3O**<br>*(Hockey Focus)*<br>**PAR3O**<br>*(Rhythm/Mvmt)*<br>**PPL3O**<br>*(Healthy Active Living)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SPH3U**<br>*(Physics)*<br>**SVN3E**<br>*(Enviro Science)*<br><br>**Cooperative Edn** | **ATC4M**<br>*(Dance)*<br>**HFA4M**<br>*(Food/Nutrition Science)*<br>**HSB4U**<br>*(Change in Society)*<br>**PAF4O**<br>*(Personal/Fitness)*<br>**PAR4O**<br>*(Personal/Fitness)*<br>**PLF4M**<br>*(Rec&Fit Leadership)*<br>**PPL4O**<br>*(Healthy Active Living)*<br>**PSK4U**<br>*(Exercise Science)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br>**TXJ3EA***<br>*(Hairstyling-APC)*<br><br>**Cooperative Edn** | **ENG3C**<br>**ENG3E**<br>**ENG3U**<br><br>**NBE3U**<br>*(Contemp FNMI Voices)* | **ENG4C**<br>**ENG4E**<br>**ENG4U**<br><br>**OLC4O**<br>*(Literacy Course)*<br>**only to be used when needed to meet English Compulsory credit requirement* | **MBF3C**<br>*(Foundns for College)*<br>**MCF3M**<br>*(Functns/Applications)*<br>**MCR3U**<br>*(Functions)*<br>**MEL3E**<br>*(Math-Work/Everyday)* | **MAP4C**<br>*(Foundns for College)*<br>**MCT4C**<br>*(College Tech)*<br>**MCV4U**<br>*(Calculus/Vectors)*<br>**MDM4U**<br>*(Data Mgmt)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**MHF4U**<br>*(Advanced Functions)* | **HPC3O**<br>*(Parenting)*<br>**HSP3U**<br>*(Intro-Anth,Psyc,Soc)*<br>**ICS3U**<br>*(Intro to Comp.Science)*<br>**MEL3E**<br>*(Math-Work/Everyday)*<br>**NBE3U**<br>*(Contemp FNMI Voices)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SPH3U**<br>*(Physics)*<br>**SVN3E**<br>*(Enviro Science)*<br><br>**Cooperative Edn** | **HFA4M**<br>*(Food/Nutrition Science)*<br>**HSB4U**<br>*(Change in Society)*<br>**ICS4U**<br>*(Computer Science)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**OLC4O**<br>*(Literacy Course)*<br>**PSK4U**<br>*(Exercise Science)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br><br>**Cooperative Edn** |
| **Cooperative Education - 2 Credits** | **Health & Wellness Focused Co-Op - 2 Credits** | | | | | | | |
| **Total # of Credits Required** | **9** | | | | | | | |

***** Please see your Guidance Counsellor for more information*****

**SPECIALIST HIGH SKILLS MAJOR (SHSM)**
**2019 - 2020 APPROVED COURSES - by Sector**

**SHSM Sector:** Horticulture and Landscaping **School Name:** Saint Paul Catholic High School

| Categories of Required Credits For Horticulture and Landscaping | Major Credits<br>4 Required<br>*Any combination of Grade 11 and 12 credits, but must include at least one gr.11 AND one gr.12 (one of which can be an additional co-op credit)* | | English Credit<br>1 Required<br>*(With CLA)* | | Math Credit<br>1 Required<br>*(With CLA)* | | Other Credit: Business Studies or Sciences<br>1 Required<br>* (With CLA)<br>* (one additional co-op credit may be substituted for one 'other' required credit) | |
|---|---|---|---|---|---|---|---|---|
| | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 |
| | **AVI3M**<br>*(Visual Arts)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SVN3E**<br>*(Enviro Science)*<br>**TCJ3C**<br>*(Construction)*<br>**TCJ3E**<br>*(Construction)*<br>**TCJ3EA***<br>*(Construction-APC)*<br>**TDJ3M**<br>*(Tech Design)*<br>**TGJ3M**<br>*(Comm Tech)*<br>**THJ3EA***<br>*(Hort/Landsc-APC)*<br>**THJ3MA***<br>*(Hort/Landsc-APC)*<br>**TTJ3CA***<br>*(Transportation-APC)*<br><br>**Cooperative Edn** | **AVI4M**<br>*(Visual Arts)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**TCJ4C**<br>*(Construction)*<br>**TCJ4E**<br>*(Construction)*<br>**TCJ4EA***<br>*(Construction-APC)*<br>**TDJ4M**<br>*(Tech Design)*<br>**TGJ4M**<br>*(Comm Tech)*<br>**THJ4EA***<br>*(Hort/Landsc-APC)*<br>**THJ4MA***<br>*(Hort/Landsc-APC)*<br>**TTJ4CA***<br>*(Transportation-APC)*<br><br>**Cooperative Edn** | **ENG3C**<br>**ENG3E**<br>**ENG3U**<br><br>**NBE3U**<br>*(Contemp FNMI Voices)* | **ENG4C**<br>**ENG4E**<br>**ENG4U**<br><br>**OLC4O**<br>*(Literacy Course)*<br>**only to be used when needed to meet English Compulsory credit requirement* | **MBF3C**<br>*(Foundns for College)*<br>**MCF3M**<br>*(Functns/Applications)*<br>**MCR3U**<br>*(Functions)*<br>**MEL3E**<br>*(Math-Work/Everyday)* | **MAP4C**<br>*(Foundns for College)*<br>**MCT4C**<br>*(College Tech)*<br>**MCV4U**<br>*(Calculus/Vectors)*<br>**MDM4U**<br>*(Data Mgmt)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**MHF4U**<br>*(Advanced Functions)* | **BAF3M**<br>*(Financial Acctg)*<br>**BDI3C**<br>*(Entrepreneurship)*<br>**BMI3C**<br>*(Marketing)*<br>**ICS3U**<br>*(Intro to Comp.Science)*<br>**MEL3E**<br>*(Math-Work/Everyday)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SPH3U**<br>*(Physics)*<br>**SVN3E**<br>*(Enviro Science)*<br><br>**Cooperative Edn** | **BAT4M**<br>*(Financial Acctg)*<br>**BBB4M**<br>*(International Business)*<br>**BDV4C**<br>*(Entrepreneurship)*<br>**BOH4M**<br>*(Management)*<br>**ICS4U**<br>*(Computer Science)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**OLC4O**<br>*(Literacy Course)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**SNC4C**<br>*(Science)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br><br>**Cooperative Edn** |
| **Cooperative Education - 2 Credits** | **Horticulture & Landscaping Focused COOP - 2 Credits** | | | | | | | |
| **Total # of Credits Required** | **9** | | | | | | | |

*** **Please see your Guidance Counsellor for more information** ***

**SPECIALIST HIGH SKILLS MAJOR (SHSM)**
**2019 - 2020 APPROVED COURSES - by Sector**

**SHSM Sector:** Hospitality and Tourism

**School Name:** Saint Paul Catholic High School

| Categories of Required Credits For Hospitality and Tourism | Major Credits<br>4 Required<br>*Any combination of Grade 11 and 12 credits,but must include at least one gr.11 AND one gr.12 (one of which can be an additional co-op credit)* | | English Credit<br>1 Required<br>*(With CLA)* | | Math Credit<br>1 Required<br>*(With CLA)* | | Other Credit: Business Studies or Sciences<br>1 Required<br>** (With CLA)*<br>** (one additional co-op credit may be substituted for one other* required credit)* | |
|---|---|---|---|---|---|---|---|---|
| | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** | **Grade 11** | **Grade 12** |
| | **CGG3O**<br>*(Travel & Tourism)*<br>**CHW3M**<br>*(Wld History-16thCtry)*<br>**GPP3O**<br>*(Leadership)*<br>**HRT3M**<br>*(Wld Rel-Faith&Cult)*<br>**HSP3U**<br>*(Anthro,Psych,Soc)*<br>**PPL3O**<br>*(Healthy Active Living)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SVN3E**<br>*(Enviro Science)*<br>**TFJ3C**<br>*(Hosp/Tourism)*<br>**TFJ3EA***<br>*(Hosp/Tourism-APC)*<br>**TXJ3EA***<br>*(Hairstyling-APC)*<br>**Cooperative Edn** | **CGW4U**<br>*(CdnWld -Geog.Analysis)*<br>**CHY4U**<br>*(World History)*<br>**HFA4M**<br>*(Nutrition&Health)*<br>**HSB4U**<br>*(Challenge/Change in Soc.)*<br>**PLF4M**<br>*(Rec&Fit Leadership)*<br>**PPL4O**<br>*(Healthy Active Living)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**TFJ4EA***<br>*(Hosp/Tourism-APC)*<br>**Cooperative Edn** | **ENG3C**<br>**ENG3E**<br>**ENG3U**<br>**NBE3U**<br>*(Contemp FNMI Voices)* | **ENG4C**<br>**ENG4E**<br>**ENG4U**<br>**OLC4O**<br>*(Literacy Course)*<br>**only to be used when needed to meet English Compulsory credit requirement* | **MBF3C**<br>*(Foundns for College)*<br>**MCF3M**<br>*(Functns/Applications)*<br>**MCR3U**<br>*(Functions)*<br>**MEL3E**<br>*(Math-Work/Everyday)* | **MAP4C**<br>*(Foundns for College)*<br>**MCT4C**<br>*(College Tech)*<br>**MCV4U**<br>*(Calculus/Vectors)*<br>**MDM4U**<br>*(Data Mgmt)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**MHF4U**<br>*(Advanced Functions)* | **BAF3M**<br>*(Financial Acctg)*<br>**BDI3C**<br>*(Entrepreneurship)*<br>**BMI3C**<br>*(Marketing)*<br>**ICS3U**<br>*(Intro to Comp.Science)*<br>**MEL3E**<br>*(Math-Work/Everyday)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SPH3U**<br>*(Physics)*<br>**SVN3E**<br>*(Enviro Science)*<br>**Cooperative Edn** | **BAT4M**<br>*(Financial Acctg)*<br>**BBB4M**<br>*(International Business)*<br>**BDV4C**<br>*(Entrepreneurship)*<br>**BOH4M**<br>*(Management)*<br>**ICS4U**<br>*(Computer Science)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**OLC4O**<br>*(Literacy Course)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**SNC4C**<br>*(Science)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br>**Cooperative Edn** |
| **Cooperative Education - 2 Credits** | **Hospitality & Tourism Focused Co-Op - 2 Credits** | | | | | | | |
| **Total # of Credits Required** | **9** | | | | | | | |

***** Please see your Guidance Counsellor for more information*****

**SPECIALIST HIGH SKILLS MAJOR (SHSM)**
**2019 - 2020 APPROVED COURSES - by Sector**

**SHSM Sector:** Transportation **School Name:** Saint Paul Catholic High School

| Categories of Required Credits For Transportation | Major Credits<br>4 Required<br>*Any combination of Grade 11 and 12 credits,but must include at least one gr.11 AND one gr.12 (one of which can be an additional co-op credit)* | | English Credit<br>1 Required<br>*(With CLA)* | | Math Credit<br>1 Required<br>*(With CLA)* | | Other Credit: Business Studies or Sciences<br>1 Required<br>** (With CLA)*<br>** (one additional co-op credit may be substituted for one 'other' required credit)* | |
|---|---|---|---|---|---|---|---|---|
| | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 | Grade 11 | Grade 12 |
| | **BDI3C**<br>*(Entrepreneurship)*<br>**ICS3U**<br>*(Intro to Comp.Science)*<br>**SPH3U**<br>*(Physics)*<br>**TCJ3C**<br>*(Construction)*<br>**TCJ3E**<br>*(Construction)*<br>**TCJ3EA***<br>*(Construction-APC)*<br>**TDJ3M**<br>*(Tech Design)*<br>**TGJ3M**<br>*(Comm Tech)*<br>**TTJ3CA***<br>*(Transportation-APC)*<br>**Cooperative Edn** | **ICS4U**<br>*(Computer Science)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br>**TCJ4C**<br>*(Construction)*<br>**TCJ4E**<br>*(Construction)*<br>**TCJ4EA***<br>*(Construction-APC)*<br>**TDJ4M**<br>*(Tech Design)*<br>**TGJ4M**<br>*(Comm Tech)*<br>**TTJ4CA***<br>*(Transportation-APC)*<br>**Cooperative Edn** | **ENG3C**<br>**ENG3E**<br>**ENG3U**<br><br>**NBE3U**<br>*(Contemp FNMI Voices)* | **ENG4C**<br>**ENG4E**<br>**ENG4U**<br><br>**OLC4O**<br>*(Literacy Course)*<br>**only to be used when needed to meet English Compulsory credit requirement* | **MBF3C**<br>*(Foundns for College)*<br>**MCF3M**<br>*(Functns/Applications)*<br>**MCR3U**<br>*(Functions)*<br>**MEL3E**<br>*(Math-Work/Everyday)* | **MAP4C**<br>*(Foundns for College)*<br>**MCT4C**<br>*(College Tech)*<br>**MCV4U**<br>*(Calculus/Vectors)*<br>**MDM4U**<br>*(Data Mgmt)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**MHF4U**<br>*(Advanced Functions)* | **BAF3M**<br>*(Financial Acctg)*<br>**BDI3C**<br>*(Entrepreneurship)*<br>**BMI3C**<br>*(Marketing)*<br>**ICS3U**<br>*(Intro to Comp.Science)*<br>**MEL3E**<br>*(Math-Work/Everyday)*<br>**SBI3C**<br>*(Biology)*<br>**SBI3U**<br>*(Biology)*<br>**SCH3U**<br>*(Chemistry)*<br>**SPH3U**<br>*(Physics)*<br>**SVN3E**<br>*(Enviro Science)*<br>**Cooperative Edn** | **BAT4M**<br>*(Financial Acctg)*<br>**BBB4M**<br>*(International Business)*<br>**BDV4C**<br>*(Entrepreneurship)*<br>**BOH4M**<br>*(Management)*<br>**ICS4U**<br>*(Computer Science)*<br>**MEL4E**<br>*(Math-Work/Everyday)*<br>**OLC4O**<br>*(Literacy Course)*<br>**SBI4U**<br>*(Biology)*<br>**SCH4C**<br>*(Chemistry)*<br>**SCH4U**<br>*(Chemistry)*<br>**SNC4C**<br>*(Science)*<br>**SPH4C**<br>*(Physics)*<br>**SPH4U**<br>*(Physics)*<br>**Cooperative Edn** |
| **Cooperative Education - 2 Credits** | **Transportation Technology Focused Co-Op - 2 Credits** | | | | | | | |
| **Total # of Credits Required** | **9** | | | | | | | |

*** **Please see your Guidance Counsellor for more information** ***

# Specialist High Skills Major

# Specialist High Skills Major

## Intent Form

A Specialist High Skills Major (SHSM) is a Ministry-approved specialized diploma designation. An SHSM allows students the opportunity to customize their high school experience to gain valuable skills and knowledge required in high demand sectors. Students will earn industry-standard certifications, receive job site opportunities and participate in Reach Ahead experiences, while meeting the requirements for an Ontario Secondary School Diploma.

SHSM is offered in all pathways: university, college, apprenticeship training, workplace and community living. **Saint Paul Catholic High School** offers SHSM in the sectors listed below. Please indicate your intentions.

**Student Information:**

Name:_____, _____ Gender: M / F
(last) (first)

School: **Saint Paul Catholic High School** Grade:_____

Student Email:_____
(print clearly)

**Please indicate your intent to participate in a specified SHSM Designation:**

| (X) | |
|---|---|
| | Aviation and Aerospace |
| | Business |
| | Construction Technology |
| | Health and Wellness |
| | Horticulture and Landscaping |
| | Hospitality and Tourism |
| | Transportation Technology |

Student Signature: _____ Date:_____

**Please submit this completed form to your Guidance Counsellor.**
**Contact your Student Services Department for more information.**

## LEARN MORE ABOUT

# MyWayto.ca

Student Achievement

NIAGARA CATHOLIC

TO ACCESS INFORMATION ON PROGRAMS AND INITIATIVES THAT WILL INSPIRE STUDENTS TO DISCOVER ANSWERS TO

**WHO AM I ?**

**WHO DO I WANT TO BECOME ?**

**HOW WILL I GET THERE ?**

LEARN MORE ABOUT CUSTOMIZING YOUR HIGH SCHOOL EXPERIENCE… IN ALL PATHWAYS

REAL SKILLS LEAD TO REAL JOBS

FREE INDUSTRY CERTIFICATIONS, JOB SITE LEARNING AND REACH AHEAD EXPERIENCES

EXPERIENCE YOUR FUTURE TODAY!

ARTS & CULTURE • BUSINESS • CONSTRUCTION TECHNOLOGY • ENERGY ENVIRONMENT • HEALTH & WELLNESS • HORTICULTURE & LANDSCAPING • HOSPITALITY & TOURISM • INFORMATION & COMMUNICATION TECHNOLOGY • JUSTICE, COMMUNITY SAFETY & EMERGENCY SERVICES MANUFACTURING TECHNOLOGY • NON PROFIT SPORTS • TRANSPORTATION TECHNOLOGY

MyWayto.ca

Specialist High Skills Major

## DID YOU KNOW?

OVER 200 TRADES in ONTARIO to chose from in the construction, industrial, transportation and service sectors

By 2025 40% of NEW JOBS in ONTARIO will be in the SKILLED TRADES AND TECHNOLOGIES

SKILLED TRADE EMPLOYEES make 6% HIGHER HOURLY RATE than those in non-trade occupations

By 2018 NIAGARA will require a WORKFORCE with HIGHER SKILL SETS and levels of EDUCATION with specific SKILLS training

Register for a practical alternative to high school classrooms- start your apprenticeship now while still in high school. The rewards are a high paying, in demand career with low tuition costs. [ www.oyap.com ]

MyWayto.ca

oyap ONTARIO YOUTH APPRENTICESHIP PROGRAM

# LOOKING FOR THE NEXT STEP?

**EARN A COLLEGE** and **HIGH SCHOOL CREDIT** at the same time

Great way to **TRANSITION** to **POST-SECONDARY**

**FREE ACCESS** to **COLLEGE RESOURCES** and **SUPPORT** library, gym, social groups

Of the Niagara Catholic Dual Credit students in 2015, 50% planned to apply to Niagara College and 75% of the decision to go to College has been greatly influenced by their Dual Credit experience (School College Work Initiative (SCWI): Niagara College Dual Credit Course Assessment Student Survey Results)

MyWayto.ca

School College Work Initiative
Dual Credit Program

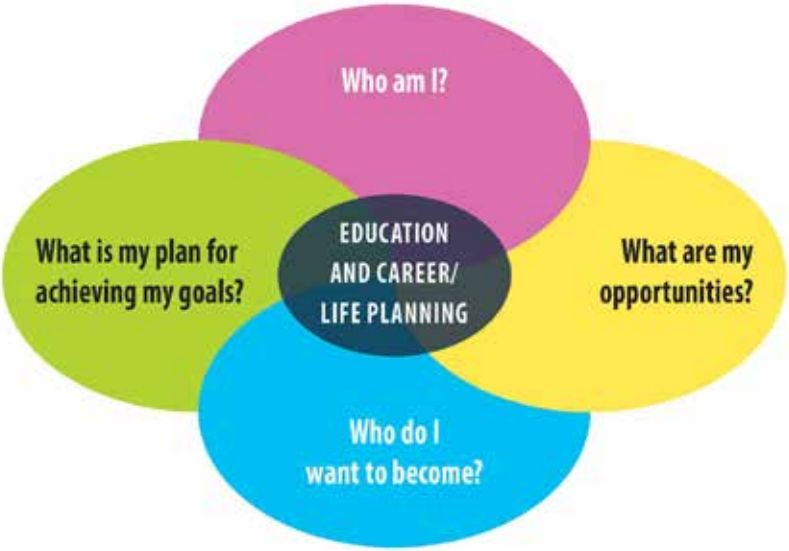
# CREATING PATHWAYS TO SUCCESS:

*An Education and Career/Life Planning Program for Ontario Schools*

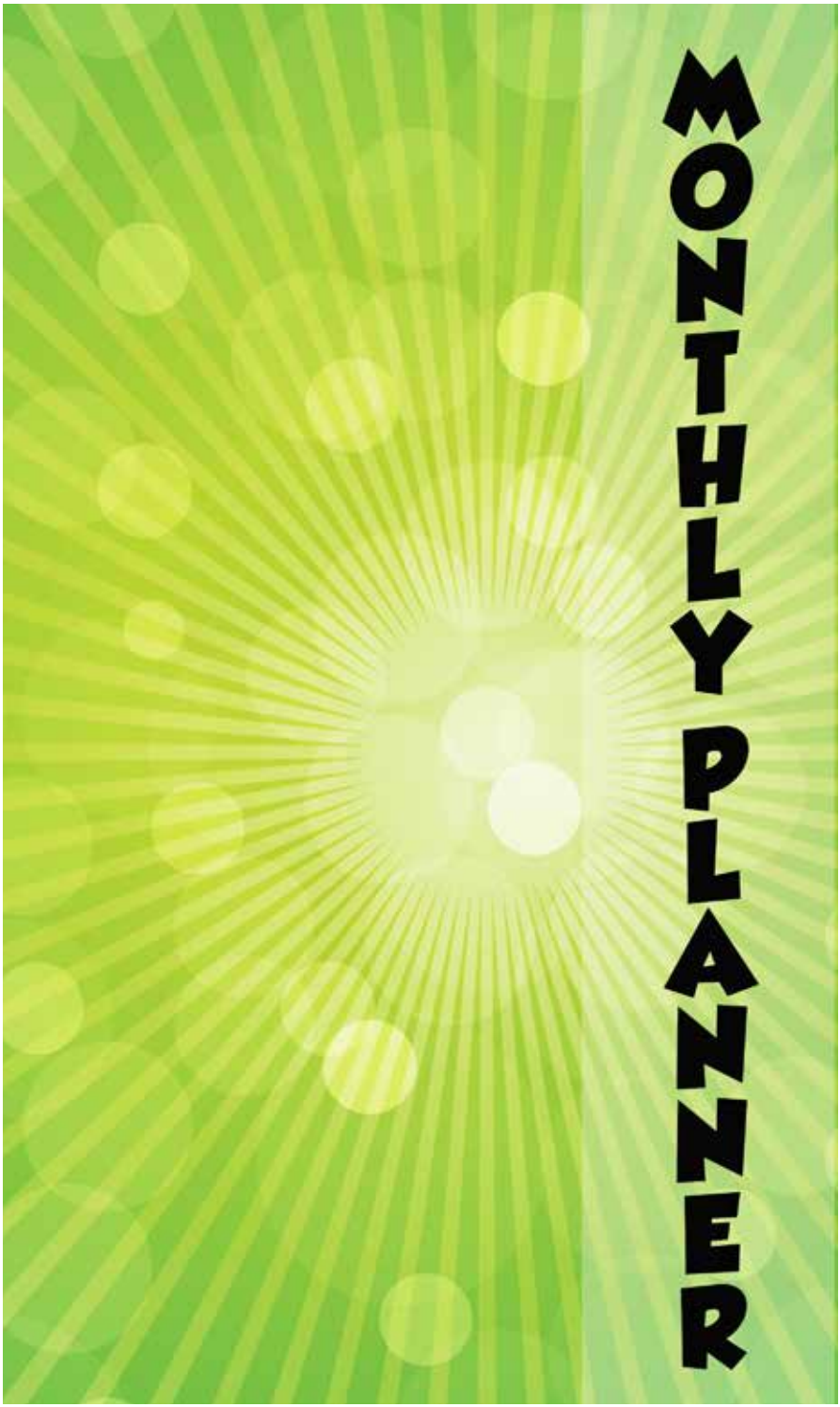
*(Ministry of Education, Policy and Program Requirements, Kindergarten to Grade 12 - 2013)*

*Creating Pathways to Success* sets out the career development policy and program for Ontario schools from Kindergarten to Grade 12. The program is designed to help students achieve their personal goals and become competent, successful, and contributing members of society. This policy describes a whole-school approach that is delivered through classroom instruction linked to the curriculum and through broader school programs and activities- including experiential learning opportunities.

The planning framework introduced in the document focuses on students' self-discovery and self-knowledge and on their creative use of this knowledge in the exploration of opportunities and the planning of pathways for education, career, and life**. *Creating Pathways to Success* puts students at the center of their own learning, viewing them as the architects of their own lives**. Students are encouraged to discover who they are, explore opportunities, pursue their passions, and design personal pathways to success. They are encouraged to express their insights in individual ways and to keep track of what they discover about themselves and their interests, passions, and opportunities over time.



BLESSED TRINITY
WISDOM • MERCY • POWER


MONTHLY PLANNER

# THE LITURGICAL/CHURCH CALENDAR

THE LITURGICAL OR CHURCH CALENDAR AND OUR SECULAR CALENDAR ARE NOT IDENTICAL. WHILE OUR CIVIL CALENDAR BEGINS ON JANUARY 1ST, THE CHURCH YEAR BEGINS ON THE FIRST SUNDAY OF ADVENT. THE 'SEASONS' OF THE LITURGICAL CALENDAR, HIGHLIGHT SIGNIFICANT EVENTS IN THE LIFE OF JESUS AND CHRISTIANS. THE COLOURED LITURGICAL BANNERS IN OUR ATRIUM AND DÉCOR IN THE CHAPEL WILL HELP YOU TO IDENTIFY THE CHURCH SEASON WE ARE CURRENTLY CELEBRATING.

THE SCHOOL YEAR BEGINS DURING A PERIOD OF ORDINARY TIME (GREEN) A PART OF THE LITURGICAL YEAR WHEN WE HEAR AND LEARN ABOUT THE MANY MIRACLES, HEALINGS AND WORKS OF JESUS DURING HIS MISSIONS ON EARTH. THERE ARE TWO BLOCKS OF ORDINARY TIME IN THE LITURGICAL CALENDAR. THE FIRST FALLS BETWEEN THE SEASONS OF CHRISTMAS AND LENT AND THE SECOND BLOCK INCLUDES THE WEEKS BETWEEN EASTER AND ADVENT.

THE SEASON OF ADVENT (PURPLE) IS A SONS OF WAITING AND PREPARING FOR THE BIRTH OF CHRIST. IT BEGINS OF THE FOURTH SUNDAY BEFORE CHRISTMAS AND ENDS ON CHRISTMAS EVE.

THE CHRISTMAS SEASON (WHITE/GOLD) IS OF COURSE THE CELEBRATION OF JESUS' BIRTH AND GOES FOR TWELVE DAYS FROM CHRISTMAS EVE UNTIL THE FEAST OF THE BAPTISM OF THE LORD.

LENT (PURPLE) IS THE SEASON OF REPENTANCE. IT BEGINS ON ASH WEDNESDAY WHEN WE RECEIVE ASHES WITH THE WORDS, "TURN AWAY FROM SIN AND TURN TOWARDS GOD'. LENT IS FORTY DAYS LONG ENDING UNTIL SUNDOWN ON HOLY THURSDAY. TRADITIONALLY WE ARE ENCOURAGED TO 'GIVE UP' SOMETHING AS A SIGN OF DISCIPLINING OURSELVES TO MAKE MORE ROOM FOR GOD IN OUR LIVES. IT IS ALSO A GOOD IDEA TO 'DO SOMETHING' MORE TO BRING GOD IN YOUR LIFE AND THE LIFE OF OTHERS.

THE PASCHAL TRIDUUM IS THE MOST SIGNIFICANT CELEBRATION OF THE CHURCH YEAS AS WE REMEMBER THE INSTITUTION OF THE EUCHARIST (HOLY THURSDAY), THE PASSION AND DEATH OF OUR LORD (GOOD FRIDAY) AND HIS RESURRECTION (EASTER VIGIL).

THE EASTER (WHITE/GOLD) SEASON IS FIFTY DAYS LONG AND CONTINUES TO CELEBRATE THE RESURRECTION OF OUR LORD AND SAVIOUR, ENDING ON THE FEAST OF PENTECOST, COMMEMORATING THE DESCENT OF THE HOLY SPIRIT ON THE APOSTLES. PENTECOST IS THE BIRTHDAY OF THE CATHOLIC CHURCH.

# Blessed Trinity Catholic Secondary School
# Calendar of Events 2020-2021

| SEPTEMBER 2020 | | | | | | |
|---|---|---|---|---|---|---|
| S | M | T | W | T | F | S |
| | | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
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| OCTOBER 2020 | | | | | | |
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| NOVEMBER 2020 | | | | | | |
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| DECEMBER 2020 | | | | | | |
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| JANUARY 2021 | | | | | | |
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| FEBRUARY 2021 | | | | | | |
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| MARCH 2021 | | | | | | |
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| 28 | 29 | 30 | 31 | | | |

| APRIL 2021 | | | | | | |
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| MAY 2021 | | | | | | |
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| 30 | 31 | | | | | |

| JUNE 2021 | | | | | | |
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| 13 | 14 | 15 | 16 | 17 | 18 | 19 |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | | | |

| JULY 2021 | | | | | | |
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| AUGUST 2021 | | | | | | |
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| September 2020 | | | | | | septembre 2020 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| September 2020 | | | | | | septembre 2020 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| October 2020 | | | | | | octobre 2020 |
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| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| 11 | 12 | 13 | 14 | 15 | 16 | 17 |

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| October 2020 | | | | | | octobre 2020 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| November 2020 | | | | | | novembre 2020 |
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| November 2020 | | | | | | novembre 2020 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| 29 | 30 | | | | | |

| December 2020 | | | | | | decembre 2020 |
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| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 | 17 | 18 | 19 |

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| December 2020 | | | | | | decembre 2020 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 | | |

| January 2021 | | | | | | janvier 2021 |
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| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 10 | 11 | 12 | 13 | 14 | 15 | 16 |

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| January 2021 | | | | | | janvier 2021 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
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| 31 | | | | | | |

| February 2021 | | | | | | février 2021 |
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| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| February 2021 | | | | | | février 2021 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| March 2021 | | | | | | mars 2021 |
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| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| March 2021 | | | | | | mars 2021 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| April 2021 | | | | | | avril 2021 |
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| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| April 2021 | | | | | | avril 2021 |
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| May 2021 | | | | | | mai 2021 |
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| May 2021 | | | | | | mai 2021 |
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| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
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| June 2021 | | | | | | juin 2021 |
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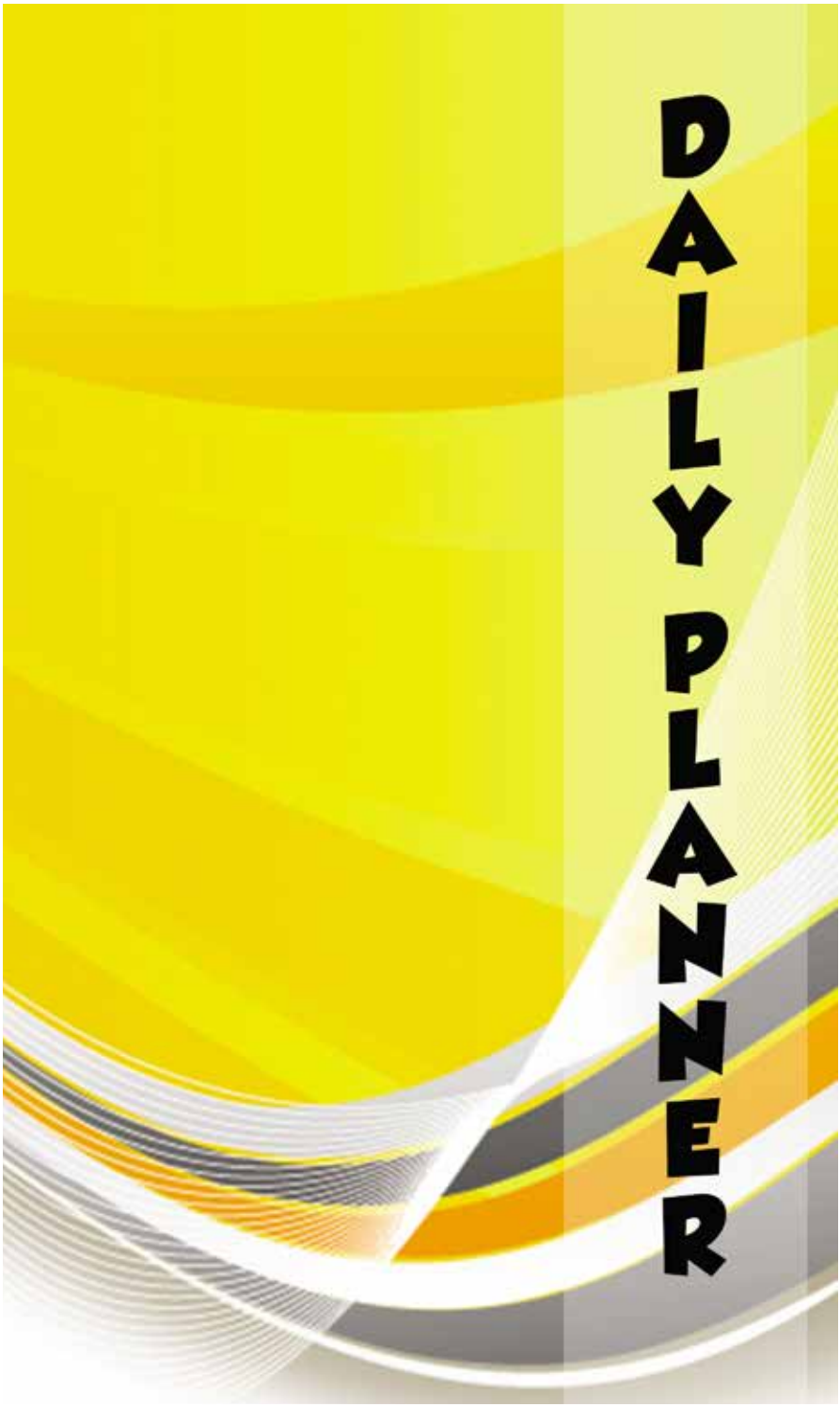
| June 2021 | | | | | | juin 2021 |
|---|---|---|---|---|---|---|
| SUNDAY<br>dimanche | MONDAY<br>lundi | TUESDAY<br>mardi | WEDNESDAY<br>mercredi | THURSDAY<br>jeudi | FRIDAY<br>vendredi | SATURDAY<br>samedi |
| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | July 2 - Final Report Card pickup at school<br>July 3 - Final Report Card pickup at school | | |

# Notes


DAILY PLANNER

# 10 THINGS SUCCESSFUL STUDENTS DO

1. SHOW UP **ON TIME. PREPARED**. AND **WILLING TO LEARN**
2. MEET **DEADLINES** CONSISTENTLY
3. **WRITE** TO **THINK** AND **LEARN**
4. **FOCUS** ALL CONVERSATIONS ON THE WORK
5. **THINK** THROUGH **DIFFICULT PROBLEMS** BOTH INDEPENDENTLY AND IN GROUP DISCUSSION
6. **TAKE CARE** OF THEIR SPACE AND MATERIALS
7. **STEP UP** AS **LEADERS** AND **RESPECT** THE LEADERSHIP OF THEIR PEERS
8. **HONOR** ALL CLASSROOM NORMS AND PROCEDURES
9. MAINTAIN **RESPECTFUL INTERACTIONS** WITH PEERS AND TEACHERS
10. **REFLECT** AND TAKE **RESPONSIBILITY** FOR THEIR **BEHAVIOR** AND **LEARNING**

# Ten Top Tips for Academic Success

1. **Location, location, location ...**
   If you're serious about getting work done, find a place that's relatively free of distractions .

2 **Make It A Habit: Work Every Day**
   Spend time on your studies each day and you can stay on top of your courses and still have fun.

3. **Help Exists! Seek It Out And Improve Your Grades**
   You can strengthen your learning skills. Find out if your courses have after school help sessions.

4. **Write It Down**
   Remember important dates. Record due dates for assignments and test dates.

5. **Get Energized - Eat, Exercise, Sleep**
   When you're hungry, tense or tired, your brain can't function at its full potential. It's crucial to eat well, exercise and get adequate sleep.

6. **Go To Class Prepared And Take Good Notes**
   Don 't fall into the habit of missing class. Take a thorough set of notes; you'll be thankful at test time.

7. **Classes And Textbooks: What's The Big Picture?**
   Many unsuccessful students see a course as "a lot of stuff to memorize." Routinely ask yourself, "What's the purpose of this detail?" and "Where does it fit in the big picture?"

8. **Do Something (Anything!) To Remember Key Information**
   Generate examples. create mnemonics, make summary notes, and identify key words. Be creative and interested and you're more likely to be awesome at test time.

9. **Think You'll Remember Key Points? Prove It.**
   Before a test, make sure that you can recall important information from memory. Self-test by recalling information without looking at notes or textbooks and by doing practice examples if available.

10. **Be Test Smart**
    Carefully read instructions, budget time, and do less difficult questions first to build confidence.

Need help with your bibliography go to **www.easybib.com**

31 **MONDAY**

1 **TUESDAY** **September 2020**

2 **WEDNESDAY**

3 **THURSDAY**

4 **FRIDAY**

5 **SATURDAY**

6 **SUNDAY**

7 **MONDAY** **September 2020**

8 **TUESDAY**

9 **WEDNESDAY**

10 **THURSDAY**

11 **FRIDAY**

12 **SATURDAY**

13 **SUNDAY**

14 **MONDAY** **September 2020**

15 **TUESDAY**

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28 **MONDAY** **September 2020**

29 **TUESDAY**

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26 **MONDAY** **October 2020**

27 **TUESDAY**

28 **WEDNESDAY**

29 **THURSDAY**

30 **FRIDAY**

31 **SATURDAY**

1 **SUNDAY** **November 2020**

2 **MONDAY** **November 2020**

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7 **MONDAY** **December 2020**

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21 **MONDAY** **December 2020**

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25 **MONDAY** **January 2021**

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31 **SUNDAY**

1 **MONDAY** **February 2021**

2 **TUESDAY**

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15 **MONDAY** **February 2021**

16 **TUESDAY**

17 **WEDNESDAY**

18 **THURSDAY**

19 **FRIDAY**

20 **SATURDAY**

21 **SUNDAY**

22 **MONDAY** **February 2021**

23 **TUESDAY**

24 **WEDNESDAY**

25 **THURSDAY**

26 **FRIDAY**

27 **SATURDAY**

28 **SUNDAY**

1 **MONDAY** **March 2021**

2 **TUESDAY**

3 **WEDNESDAY**

4 **THURSDAY**

5 **FRIDAY**

6 **SATURDAY**

7 **SUNDAY**

8 **MONDAY** **March 2021**

9 **TUESDAY**

10 **WEDNESDAY**

11 **THURSDAY**

12 **FRIDAY**

13 **SATURDAY**

14 **SUNDAY**

15 **MONDAY** **March 2021**

16 **TUESDAY**

17 **WEDNESDAY**

18 **THURSDAY**

19 **FRIDAY**

20 **SATURDAY**

21 **SUNDAY**

22 **MONDAY** **March 2021**

23 **TUESDAY**

24 **WEDNESDAY**

25 **THURSDAY**

26 **FRIDAY**

27 **SATURDAY**

28 **SUNDAY**

29 **MONDAY** **March 2021**

30 **TUESDAY**

31 **WEDNESDAY**

1 **THURSDAY** **April 2021**

2 **FRIDAY**

3 **SATURDAY**

4 **SUNDAY**

5 **MONDAY** **April 2021**

6 **TUESDAY**

7 **WEDNESDAY**

8 **THURSDAY**

9 **FRIDAY**

10 **SATURDAY**

11 **SUNDAY**

12 **MONDAY** **April 2021**

13 **TUESDAY**

14 **WEDNESDAY**

15 **THURSDAY**

16 **FRIDAY**

17 **SATURDAY**

18 **SUNDAY**

19 **MONDAY** **April 2021**

20 **TUESDAY**

21 **WEDNESDAY**

22 **THURSDAY**

23 **FRIDAY**

24 **SATURDAY**

25 **SUNDAY**

26 **MONDAY** **April 2021**

27 **TUESDAY**

28 **WEDNESDAY**

29 **THURSDAY**

30 **FRIDAY**

1 **SATURDAY** **May 2021**

2 **SUNDAY**

3 **MONDAY** **May 2021**

4 **TUESDAY**

5 **WEDNESDAY**

6 **THURSDAY**

7 **FRIDAY**

8 **SATURDAY**

9 **SUNDAY**

10 **MONDAY** **May 2021**

11 **TUESDAY**

12 **WEDNESDAY**

13 **THURSDAY**

14 **FRIDAY**

15 **SATURDAY**

16 **SUNDAY**

17 **MONDAY** **May 2021**

18 **TUESDAY**

19 **WEDNESDAY**

20 **THURSDAY**

21 **FRIDAY**

22 **SATURDAY**

23 **SUNDAY**

24 **MONDAY** **May 2021**

25 **TUESDAY**

26 **WEDNESDAY**

27 **THURSDAY**

28 **FRIDAY**

29 **SATURDAY**

30 **SUNDAY**

31 **MONDAY** **June 2021**

1 **TUESDAY**

2 **WEDNESDAY**

3 **THURSDAY**

4 **FRIDAY**

5 **SATURDAY**

6 **SUNDAY**

7 **MONDAY** **June 2021**

8 **TUESDAY**

9 **WEDNESDAY**

10 **THURSDAY**

11 **FRIDAY**

12 **SATURDAY**

13 **SUNDAY**

14 **MONDAY** **June 2021**

15 **TUESDAY**

16 **WEDNESDAY**

17 **THURSDAY**

18 **FRIDAY**

19 **SATURDAY**

20 **SUNDAY**

21 **MONDAY** **June 2021**

22 **TUESDAY**

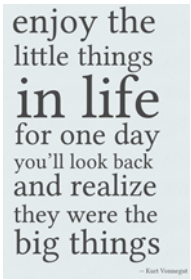
23 **WEDNESDAY**

24 **THURSDAY**

25 **FRIDAY**

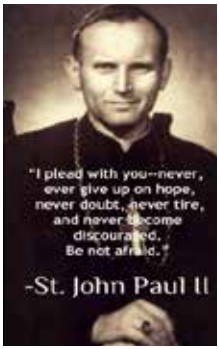
26 **SATURDAY**

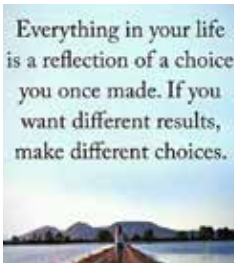
27 **SUNDAY**

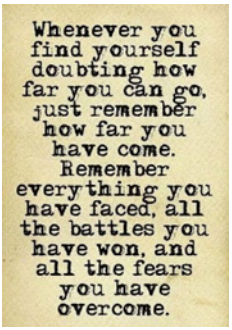

enjoy the
little things
in life
for one day
you'll look back
and realize
they were the
big things

Everytime you smile at someone, it is an action of love, a gift to that person, a beautiful thing.
(Mother Teresa)

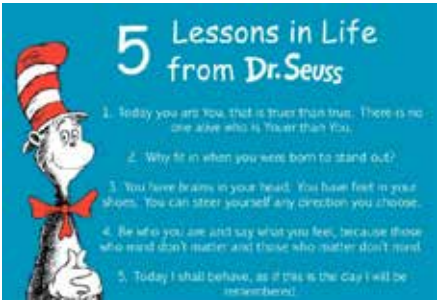
I'VE LEARNED THAT
people will forget
what you said,
people will forget
WHAT YOU DID,
but people will never forget
HOW YOU MADE THEM FEEL


"I plead with you--never, ever give up on hope, never doubt, never tire, and never become discouraged. Be not afraid."
-St. John Paul II


Everything in your life is a reflection of a choice you once made. If you want different results, make different choices.


Whenever you find yourself doubting how far you can go, just remember how far you have come. Remember everything you have faced, all the battles you have won, and all the fears you have overcome.

Forgiveness is above all a personal choice, a decision of the heart to go against the natural instinct to pay back evil with evil.


5 Lessons in Life from Dr. Seuss
1. Today you are You, that is truer than true. There is no one alive who is Youer than You.
2. Why fit in when you were born to stand out?
3. You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose.
4. Be who you are and say what you feel, because those who mind don't matter and those who matter don't mind.
5. Today I shall behave, as if this is the day I will be remembered.

BLESSED TRINITY
WISDOM • MERCY • POWER

BLESSED TRINITY
WISDOM • MERCY • POWER