

# Student Handbook

SAINT  
MICHAEL  
CATHOLIC  
HIGH SCHOOL



2023/24



# Saint Michael Daily Schedule



## Bell Times



<i>Regular Schedule</i>			<i>Period 1 -Assembly Schedule</i>		
Period	1	8:05 – 9:25	Period	1	8:05 – 9:10
Period	2	9:30 – 10:45	Assembly		9:10 – 10:10
Period	3AB	10:50 – 12:05	Period	2	10:15 – 11:15
Period	3BC	11:35 - 12:50	Period	3AB	11:20 – 12:20
Period	4	12:55 - 2:10	Period	3BC	12:05 - 1:05
			Period	4	1:10 - 2:10
3A EARLY LUNCH 10:50 – 11:30			3A EARLY LUNCH 11:20 – 12:00		
3C LATE LUNCH 12:10 – 12:50			3C LATE LUNCH 12:25 – 1:05		
<i>Period 2 -Assembly Schedule</i>			<i>Period 4 -Assembly Schedule</i>		
Period	1	8:05 – 9:10	Period	1	8:05 – 9:10
Period	2	9:15 – 10:15	Period	2	9:15 – 10:15
Assembly		10:15 – 11:15	Period	3AB	10:20 – 11:20
Period	3AB	11:20 – 12:20	Period	3BC	11:05 - 12:05
Period	3BC	12:05 - 1:05	Period	4	12:10 - 1:10
Period	4	1:10 - 2:10	Assembly		1:10 – 2:10
3A EARLY LUNCH 11:20 – 12:00			3A EARLY LUNCH 10:20 – 11:00		
3C LATE LUNCH 12:25 – 1:05			3C LATE LUNCH 11:25 – 12:05		

***“We are a Christ-centered Catholic faith community that celebrates diversity and fosters spiritual growth, inspiring all to reach their full potential in mind, body and spirit.”***



And our seven key values focus on integrity, faithfulness, justice, compassion, stewardship, accountability, and community.

- We act in a manner that is consistent with Gospel values.
- We are nourished by our Catholic faith through the word, spirit, and prayer.
- We are committed to equity, works of social action, and the celebration of diversity.
- We practice forgiveness, generosity, kindness, humility, and service in our interactions with others.
- We care and act respectfully and responsibly for all God's creation.
- We take ownership for the impact and consequences of actions and decisions.
- We foster connections where all belong, and work collaboratively with our partners.

*“Encountering souls and opening minds so that all students succeed.”*

## NIAGARA CATHOLIC MISSION & VISION

### 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

**Growing**  
**Together**  
**in Faith**

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## BISHOPS MESSAGE

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,

A handwritten signature in dark ink, reading "+ Gerard Bergie". The signature is written in a cursive style with a cross at the beginning.

Most Reverend Gerard Bergie, D.D.

Bishop of the Diocese of St. Catharines



OFFICE OF THE BISHOP

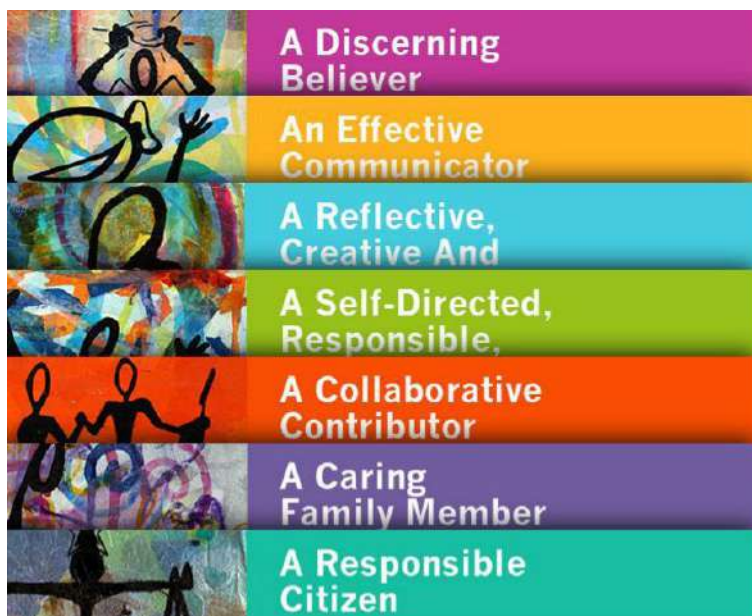
## CATHOLIC GRADUATE EXPECTATIONS

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.





## NIAGARA CATHOLIC STUDENT CODE OF CONDUCT

### NIAGARA CATHOLIC CODE OF CONDUCT POLICY (302.6.2)

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to promoting, supporting, and sustaining safe, inclusive and accepting learning and teaching environments, so that all students can reach their full potential and become living witnesses of Christ. A positive school climate exists when all members of the school community feel safe, included and accepted and actively promotes positive behaviours and interactions.

### GUIDING PRINCIPLES & PURPOSES OF THE CODE OF CONDUCT)

The Provincial Code of Conduct sets clear standards of behaviour for school boards providing a framework for Code of Conduct in all Niagara Catholic schools/sites.

The Provincial Code of Conduct also sets clear standards on the use of mobile devices during instructional time. The use of personal mobile devices during instructional time is permitted under the following circumstances:

- for educational purposes, as directed by an educator
- for health and medical purposes
- to support special education needs

### EQUITY AND INCLUSIVE EDUCATION POLICY (100.10)

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board the Board acknowledges that; any form of discrimination is incompatible with Catholic moral principles and the teachings of the Church; that all persons are created equal, in the image of God, each with inimitable characteristics deserving of dignity (Genesis: 1:27); and that every person has the right to freedom from discrimination and harassment.

### SAFE AND ACCEPTING SCHOOL POLICY (302.6)

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to fostering caring, safe, inclusive and accepting learning and teaching environments for all students, staff, parents/guardians and community members involved in Board and school programs, events and activities.

### BULLYING PREVENTION AND INTERVENTION POLICY (302.6.8)

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board is committed to creating and sustaining schools and workplaces that are Christ-centred, healthy, safe, inclusive, and free from any form of bullying. The principles of equity and inclusive education are embedded in teaching and learning environments to support a positive school climate and a culture of mutual respect, where all members are accepted and welcomed.

## POSITIVE SCHOOL CLIMATE AND BULLYING

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

### WHAT SHOULD I DO IF I AM CYBER-BULLIED?

Cyberbullying is different from other forms of bullying. It can:

- ☐ spread to many people very quickly
- ☐ be done anonymously
- ☐ remain posted online for an indefinite period of time
- ☐ have a negative effect on the school climate, even when it originates off school property.

Spending less time on social media or checking texts and emails, for example, and more time interacting with real people, can help you distance yourself from online bullies. It can also help to reduce anxiety, depression, and feelings of loneliness.

As well as seeking support, managing stress, and spending time with people and activities that bring you pleasure, the following tips can help:

- **Don't respond to any messages or posts** written about you, no matter how hurtful or untrue. Responding will only make the situation worse and provoking a reaction from you is exactly what the cyberbullies want.
- **Don't seek revenge** on a cyberbully by becoming a cyberbully yourself. Again, it will only make the problem worse and could result in serious legal consequences for you. If you wouldn't say it in person, don't say it online.
- **Save the evidence of the cyberbullying**, keep abusive text messages or a screenshot of a webpage, for example, and then report them to a trusted adult. If you don't report incidents, the cyberbully will often become more aggressive.
- **Report threats of harm** and inappropriate messages to a teacher, Principal or the Police.
- **Prevent communication from the cyberbully**, by blocking their email address, cell phone number, and deleting them from social media contacts.

### 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.

## POSITIVE SCHOOL CLIMATE AND BULLYING

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 in the Safe Arrival system by using the School Messenger app (quickest way) or by calling 1-844-287-6287 or online at <https://go.schoolmessenger.ca> . Visit <https://niagaracatholic.ca/safearrival/> for details.

### **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?**

Report an early dismissal through the Safe Arrival system or bring a note from your parents/guardians to the Attendance Office before 7:55 a.m. to obtain a dismissal slip. When you leave the school, physically report to the attendance office and sign out before departing. If you return the same day, sign in upon your return.

Students may not remain on school premises if they are signed out by their parents/guardians; they are to be under the supervision of their guardian/parents off property if signed out of class. Signing out of class to study or any other reason that does not place them under the supervision of another adult in the building is not permitted.

### **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 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. Report directly. 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 Office for a nominal fee.

### **I SUSPECT THEFT / VANDALISM / HARASSMENT / BULLYING / ETC ...?**

Report the incident to the Principal or Vice-Principal or a staff member 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.

### **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.

### **I NEED HOMEWORK BECAUSE I WILL BE AWAY FROM SCHOOL?**



## WHAT DO I DO IF ...

Daily work will be posted in the virtual classroom (NCVLE) for each individual class so it is important to check the NCVLE daily. Students are responsible for getting any missed work from the NCVLE, another student or teacher when the absence will be three days or less. Homework requests may be made at the main or attendance office for student absences greater than three days.

### MY PARENTS/GUARDIANS HAVE A CONCERN?

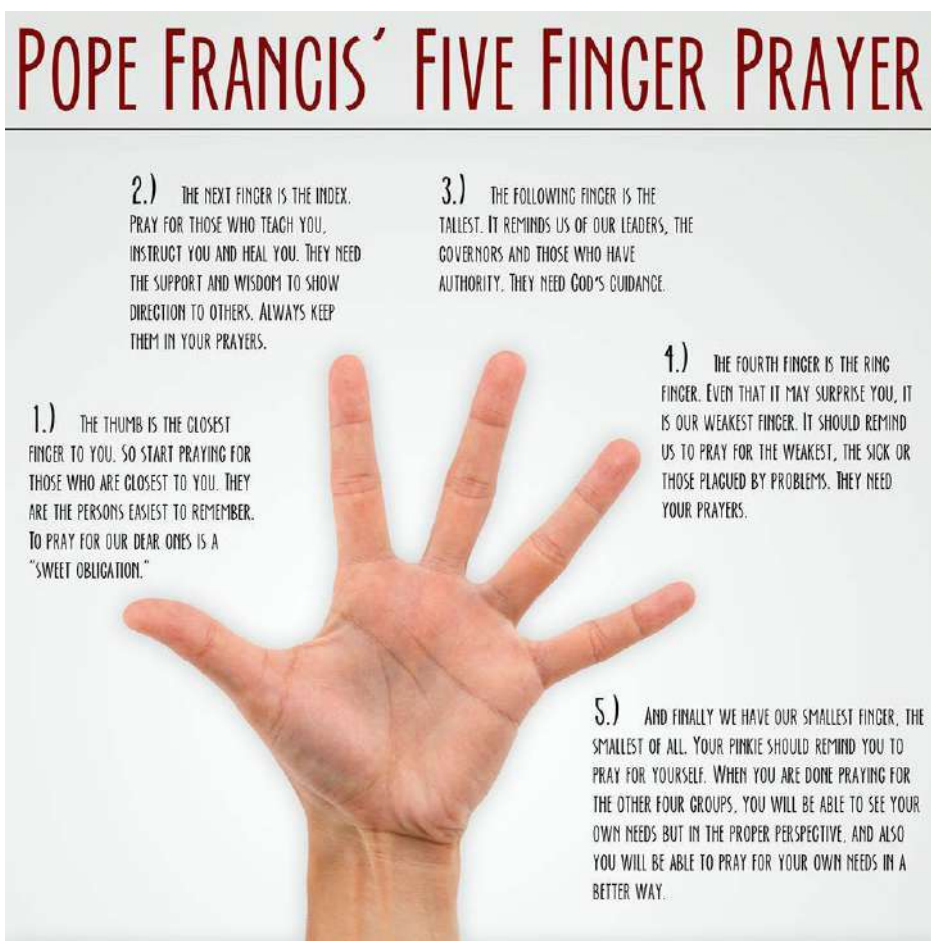
Parents/guardians will address classroom concerns directly with the classroom teacher prior to contacting administration.

### IF I DON'T KNOW HOW TO LOGIN TO THE NIAGARA CATHOLIC VIRTUAL LEARNING ENVIRONMENT (NCVLE)?

Visit the website <https://niagaracatholic.elearningontario.ca/d2l/login> and then enter your username and password.

### IF I CAN'T REMEMBER MY USERNAME AND PASSWORD FOR THE NCVLE?

Contact your teacher or an administrator at your school. They will provide you with your username and reset your password.



## CATHOLIC STUDENT AWARDS

### 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

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 AOP (400.3)

The Ministry of Education mandates that all secondary students must complete a minimum of 40 hours of community service to receive their Ontario Secondary School Diploma. In Niagara Catholic, community service is identified as Christian Community Service. Christian Community Service enables students to witness solidarity with individuals who are in need and/or who require assistance. It provides students with an opportunity to model the teachings of Jesus Christ and puts into practice the social teachings of the Church, and the Ontario Catholic School Graduate Expectations. Students learn firsthand the lessons of the Parable of the Good Samaritan and the corporal works of mercy. Christian Community Service hours are to be completed outside of school hours, unless a student is participating in an activity during the student's lunch break and/or spare period. Students will not receive remuneration for their Christian Community Service hours. Students in Grade 8 are able to start accumulating Christian Community Service hours in the summer prior to their entrance into Grade 9.

### RELIGIOUS ACCOMMODATION POLICY (100.10.1)

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board believes in the dignity of all individuals and their equality as children of God. In accordance with the Teaching of the Catholic Church, the Board is committed to foster a safe, inclusive and equitable learning environment that promotes acceptance and protects individuals from discrimination and harassment on the basis of their religious belief. It is understood that all students registered in Niagara Catholic schools acknowledge that the school community proclaims, celebrates and cherishes its Catholic identity and traditions and that staff will teach the curriculum from a Catholic perspective. At the same time, the schools are enriched by providing an environment that is inclusive, safe and free of barriers based on religion.

### 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 subject to consequences.

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.

### ASSESSMENT, EVALUATION, REPORTING, AND HOMEWORK AOP (301.10)

The 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.

## CATHOLIC STUDENT AWARDS

### COMMUNICATION AND EDSSEMBLI ONLINE PARENT PORTAL

Communication of student progress to students and parents/guardians is essential in supporting academic success. The use of an online portal, through the student information system Edsemlbi will provide access to parents of student academic progress in real-time. <https://niagaracatholic.ca/reportcards/>

Parent-Teacher-Student Conferences held after six weeks of classes in each semester. Parents/guardians may also request mark information at any time throughout the school year.

### 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. First time writers take the test in their Gr. 10 year. It is an online assessment that is administered and supervised by a classroom teacher. Schools will communicate test dates to families. 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 or OLC) in order to satisfy the literacy graduation requirement.

#### 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

### SELECTION OF THE VALEDICTORIAN – CURRENTLY UNDER REVIEW

### SALUTATORIAN SELECTION – CURRENTLY UNDER REVIEW

## CO-CURRICULAR ACTIVITIES 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. For more information about the Niagara Catholic Athletic Association visit: [www.ncaa.ca](http://www.ncaa.ca) . 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.

### 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 on the day of a game or practice will not be allowed to participate. (See pg. 15)



## CO-CURRICULAR ACTIVITIES AND CLUBS

### 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 at the school level (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 duly consequence by a coach, that player may be removed from the team or club. A 24 hour cooling off period will be enforced. Parents/guardians shall not contact the teacher/coach before this period. Participant may be banned indefinitely depending on the severity of the situation.

#### **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. Students signing out of school are to leave the school premises.

#### **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.

## CO-CURRICULAR ACTIVITIES AND CLUBS

### 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
Chess Club	Video Game Club	Newspaper Club
Starvation	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 ACTIVITIES AND CLUBS

### 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.
- All students must follow the OFSAA guidelines for student eligibility.
- 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

### 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.

## CATHOLIC UNIFORM AND DRESS CODE

### 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.

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.

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.

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.

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

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

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, CANNABIS AND DRUGS

Immediate suspension will be the minimum penalty faced by a student for possession of alcohol, cannabis, illegal drugs, or providing others with alcohol, cannabis or illegal drugs or being under the influence of any of these. In these instances, police can 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, cannabis 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.

### STUDENT EXPULSION POLICY (302.6.5)

When inappropriate behaviour occurs, a Principal shall consider recommending to the Board that a student in Grades 4 to 12 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 Regional Police Service and the Niagara Catholic District School Board.

### 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 or in Safe Arrival) 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 administration. Failure to do so will result in consequences.



## STUDENT DISCIPLINE

### 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.

### SMOKING (TOBACCO ENFORCEMENT)

Provincial law prohibits smoking anywhere on school property and/or while participating in any school-sanctioned event. Our school promotes a healthy lifestyle and 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.

### STUDENT SUSPENSION AOP (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.

### 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

### 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

## STUDENT DISCIPLINE

### 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.





## 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 \(STUDENTS\) AOP \(301.5\)](#)

The Board recognizes the educational value of students utilizing electronic communications systems for the purpose of enhancing their learning through the responsible access to global information and communication. The Board further recognizes the critical role that parents play in educating their children on the appropriate use of electronic communication systems and in monitoring their use of these systems.

**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](http://niagarapolice.ca/onlinesafety)

### SOCIAL MEDIA

Social media can be 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.

### STUDENT AWARE PROGRAM

This program enables NCDSB to monitor student internet traffic while using Board internet devices. The "Student Aware" program will be identifying and notifying school administration when students access online websites related to suicide, violence, abuse and/or other dangerous activities. When high-risk incidents are identified, school staff and administration will investigate the occurrence and respond accordingly to support student mental health and well-being.

## TECHNOLOGY AND SOCIAL MEDIA

**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 by their edulusername. Example: Blessed Trinity = btedu\username

## ACCESS TO SCHOOL PREMISES & STUDENT ATTENDANCE

### ACCESS TO SCHOOL PREMISES AOP (302.6.3)

The safety of students, staff, parents/guardians and authorized persons is a priority of the Board. The Board promotes a safe and accepting learning and teaching environment and workplaces for all students, staff and authorized persons which is consistent with current legislation specifying who is permitted on Board premises when the premises are being used for a purpose authorized at any time by the Board.

### **ATTENDANCE**

Every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years.

Except in cases of emergency or absent on a day regarded as a holy day by the church or religious denomination to which he or she belongs, 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)

The Attendance Policy will be initiated at 15 consecutive absences or patterns of absences or lates.

### **ABSENCE**

Parents/guardians must contact the Safe Arrival system if your child is going to be absent from school for any reason. The Niagara Catholic Safe Arrival system is accessible to parents/guardians to report their child's late arrival or absence quickly and conveniently in one of three ways:

1. Telephone: Toll free number (1.844.287.6287)
2. Parent Portal website: <https://go.schoolmessenger.ca>
3. Free Smartphone App, "Safe Arrival"

#### a. REPORTED LATES/ABSENCES

When parents/guardians report their child's late arrival or absence, the late arrival or absence will be recorded and parents/guardians will receive confirmation through a text message or e-mail as provided by the parent/guardian in the Parent Portal. The automated system call-out will NOT be activated when a child's late arrival or absence has been reported.

#### b. UNREPORTED LATES/ABSENCES

If a student's late arrival or absence is unverified, parents/guardians will receive an automated communication by phone (home and mobile numbers), and/or text message/e-mail as provided and established in the Parent Portal, seeking verification of the late arrival or absence. Parents/guardians may then indicate the reason for the late arrival or absence through the automated system call-out.

### BUS CANCELLATION AND SCHOOL CLOSURE

☐ When bus transportation is cancelled but schools are open, all parents/guardians are required to report their child's absence using the Niagara Catholic Safe Arrival system.

☐ When schools are closed by the Director of Education due to inclement weather or any other reason, parents/guardians are not required to report their child's absence

### **E-Learning Attendance Expectations:**

E-learning courses are asynchronous. They can be completed from home or from the school in designated locations (e.g. library, cafeteria). Students will have to meet deadlines for submission of assignments. There is an expectation of daily contact between the student and teacher. Attendance requires contact with the student prior to the end of the school day. Contact may be determined by the student logging into D2L Brightspace as evidenced by the class list, sending an email to the teacher, submitting work, a phone conversation with the student, synchronous instruction or any other form of active contact. If there is no direct contact, students are to be marked absent.

## ACCESS TO SCHOOL PREMISES & STUDENT ATTENDANCE

### 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 report their attendance explaining their absences, lates and dismissals. All absences must be in accordance with acceptable reasons for missing school.

### 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.

### 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

In addition to reporting a late arrival in the Safe Arrival System, students must always physically "sign in" at the Attendance Office to be admitted to classes. Reasons for "signing in" must be reported by a parent/guardian and deemed legitimate by the Principal or Vice Principal.

### SIGNING OUT - LEAVING DURING THE SCHOOL DAY

The student must physically "sign out" at the Attendance Office. In addition, the student must have parental/guardian permission that is reported 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 physically sign out will receive an office detention. Age of majority students receive approval from administration prior to signing out. Students signing out of school are to leave the school premises. Students are asked to schedule appointments after 2:30 p.m. when possible.

## ACCESS TO SCHOOL PREMISES & STUDENT ATTENDANCE

### 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.

### 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)

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board, the Board acknowledges that universal access to potable water is essential to a clean, safe and ecologically friendly environment at all sites within the Board. The sale or distribution of single use bottled water, and or commercially bottled single use plastic water containers shall be eliminated at all Board sites.

### 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 server. 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.

### 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



## GENERAL INFORMATION

- 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/vaping/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.

## 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.

## 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.

## GENERAL INFORMATION

### 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 loudly 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

### STUDENT FEES AOP (301.11)

Fees are collected from students to cover the cost of yearbooks, 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 coordinating 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.

### **STUDENT ACADEMIC ASSISTANCE PROGRAM (formerly P3 PATHWAYS PREPARATION PROGRAM - HOMEWORK CLUB)**

Niagara Catholic District School Board secondary school's offers student academic assistance 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

### [SUPPORTING CHILDREN AND STUDENTS WITH PREVALENT MEDICAL CONDITIONS POLICY \(302.1\)](#)

In keeping with the Mission, Vision, and Values of the Niagara Catholic District School Board, the Board recognizes that the support of students with prevalent medical conditions is complex requiring a whole school approach to promote student health and safety and to foster and maintain healthy and safe environments in which students can learn. A safe, accepting, and healthy environment empowers students to work toward the self-management of their medical condition(s) according to their Plan of Care

### [ACCESSIBILITY STANDARDS POLICY \(800.8\)](#)

In keeping with its Mission, Vision and Values, the Niagara Catholic District School Board is committed to providing services to students, parents/guardians, staff, and members of the public in an environment that is free of barriers and biases and which fosters independence, dignity and respect in all system facilities.

### [ADMINISTRATION OF ORAL MEDICATION TO STUDENTS AOP \(302.2\)](#)

The primary responsibility for the administration of prescribed and/or non-prescribed medication to a student rests with the student's parents/guardians. Therefore, wherever possible, a treatment regime should be adjusted to avoid administration of medication during school hours. However, the Board recognizes that there may be circumstances under which a student must have medication administered during the school day. Principals will work cooperatively with families, health care providers and community partners in order to support students.

### [ANAPHYLAXIS AOP \(302.1\)](#)

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 (e.g. 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 AOP \(302.9\)](#)

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 AOP \(303.1\)](#)

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.

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.

### [STUDENT DIABETES MANAGEMENT AOP \(302.1.3\)](#)

The Board recognizes that a student with diabetes needs a safe environment in which to develop their independent management skills, and have a right to participate fully in opportunities and experiences that all students enjoy

Parents/Guardians have the primary responsibility to inform school administration about their child's diabetes diagnosis and to collaborate with school staff on development of the Student Diabetes Management Plan of Care.

## EMERGENCY AND MEDICAL INFORMATION

### [EPILEPSY AOP \(302.1.4\)](#)

Epilepsy is a common disorder of the central nervous system characterized by recurrent seizures. The purpose of the Student Epilepsy Management Administrative Operational Procedures is intended to ensure that school staff and any others in contact with a student diagnosed with epilepsy are familiar with the student's Individual Student Epilepsy Plan of Care and are prepared to respond in an emergency.

### **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/SHELTER IN PLACE**

Niagara Catholic District School Board Secondary Schools will also run random Hold and Secure/Shelter in Place 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.

## INDIGENOUS EDUCATION



### Indigenous Education

BOOZHOO, TAWNISHI, SHÉ:KON, QANUITPIN, BIENVENUE, WELCOME

The Niagara Catholic District School Board is committed to supporting First Nation, Métis, and Inuit students by:

1. developing effective strategies and learning opportunities that are responsive, flexible, and accessible to improve student achievement and well-being,
2. closing the gap in student achievement in the areas of literacy and numeracy, and
3. increasing retention and Indigenous student graduation rates to support the pursuit of postsecondary education or training and/or to enter the workforce.

\*\*\*\* Visit “Indigenous Niagara Catholic” on Facebook for up-to-date information about Indigenous activities and events.

### **LAND ACKNOWLEDGEMENT INTRODUCTION**

A Land Acknowledgement recognizes and demonstrates respect for First Nations, Métis and Inuit as the traditional stewards of Turtle Island (North America). It acknowledges the enduring relationship that continues between Indigenous Peoples and their traditional territories.

The Land Acknowledgement gives thanks to the First Peoples of Turtle Island for their role in caring for the land and all its resources since time immemorial.

#### **Pronunciation Guide:**

Haudenosaunee (*Hoe den o show nee*)

Anishinaabe (*Ah-nish-naa-bay*)

Métis (May-tee)

Inuit (In-you-wheat)

### **LAND ACKNOWLEDGEMENT**

The Niagara Catholic District School Board wishes to honour the Indigenous people who have been the protectors of this land, known as Turtle Island, for more than ten thousand years.

We acknowledge that the land on which we gather is the traditional territory of the Haudenosaunee and Anishinaabe peoples, many of whom continue to live and work here today. This territory is covered by the Upper Canada Treaties and is within the land protected by the Dish With One Spoon Wampum agreement. Today this gathering place is home to many First Nations, Métis and Inuit peoples and acknowledging reminds us that our great standard of living is directly related to the resources and friendship of Indigenous people.



## INDIGENOUS EDUCATION

### What is Voluntary Indigenous Self-Identification for First Nations, Métis, and Inuit students?

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.

### 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, Métis, 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.

\* 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 Métis, 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.*

### 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.

### 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 Arctic, Alaska, Greenland and Russia.

## INDIGENOUS EDUCATION DIRECTORY

### Why should students self-identify?

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.
- Access to cultural events offered throughout the school year by our Indigenous partnership agencies; for example, Indigenous Career Day, Youth & Elders Conference, cultural camps, etc.
- Information about career and educational funding (bursary and grant) opportunities that are specific to individuals of Indigenous heritage.
- Gathering academic information that will help support the unique learning needs of Indigenous students within our schools.

To self-identify, please visit: <https://niagaracatholic.ca/indigenous-education/>

### IEAC

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.

Parents who are interested in being a part of 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 are encouraged to contact our Indigenous Lead. Our Indigenous Lead can be contacted at [Indigenous.Lead@ncdsb.com](mailto:Indigenous.Lead@ncdsb.com).

### Indigenous Lead

Niagara Catholic has an Indigenous Lead who supports the implementation of the [Ontario First Nation, Métis, and Inuit Education Policy Framework](#). Our Lead work closely with staff to support improved Indigenous student achievement and well-being and enhance the knowledge and awareness of all students about First Nation, Métis and Inuit cultures, histories and perspectives.

Niagara Catholic District School Board encourages parents/guardians of students who voluntarily self-identify to contact Niagara Catholic's Indigenous Lead to learn how children can participate in Indigenous cultural opportunities offered by the Board throughout the school year. Our Indigenous Lead can be contacted at [Indigenous.Lead@ncdsb.com](mailto:Indigenous.Lead@ncdsb.com).

### Indigenous Community Supports in Niagara

<b>Fort Erie Native Friendship Centre</b>	Website: <a href="http://www.fenfc.org">www.fenfc.org</a> Email: <a href="mailto:reception@fenfc.org">reception@fenfc.org</a> 796 Buffalo Rd Fort Erie, ON 905-871-8931
<b>Metis Nation of Ontario - Thorold - Niagara Region Metis Council - Community Support Service</b>	Website: <a href="http://www.niagararegionmetiscouncil.org">www.niagararegionmetiscouncil.org</a> Email: <a href="mailto:niagametiscouncil@gmail.com">niagametiscouncil@gmail.com</a> 3250 Schmon Pkwy, Unit 1A Thorold, ON 905-682-3487

## INDIGENOUS EDUCATION DIRECTORY

<b>Niagara Regional Native Centre</b>	Website: <a href="http://www.nrmc.ca">www.nrmc.ca</a> 382 Airport Rd Niagara-on-the-Lake, ON 905-688-6484
<b>NPAAMB Indigenous Youth Employment &amp; Training</b>	Website: <a href="https://npaamb.com/">https://npaamb.com/</a> 60 Jarvis St, Fort Erie, ON 289- 599-2400
<b>Niagara Chapter - Native Women Inc.</b>	Website: <a href="http://ncnw.net/">http://ncnw.net/</a> 1088 Garrison Rd, Fort Erie, ON L2A 1N9 905-871-8770

### Indigenous Resources:

[United Nations Declaration on the Rights of Indigenous Peoples](#)

[Truth and Reconciliation Commission of Canada](#)

[National Centre For Truth and Reconciliation](#)

[Reconciliation Tree](#)

[Ontario Treaties](#)

### Residential School Resources

[Where are the Children](#)

[Legacy of Hope](#)

[Reconciliation Canada](#)

### Ministry Of Education

[Indigenous Education Strategy](#)

### Elementary

[Elementary Native Languages](#)

[Elementary Scope and Sequence](#)

### Secondary

[Secondary Native Languages](#)

[Secondary Scope and Sequence](#)

[Secondary First Nations, Metis and Inuit Studies](#)




## NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

<b>COMMUNITY BASED SERVICES</b>	
<b>Canadian Mental Health Association</b> – 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 905-641-5232
	6760 Morrison Street Unit 2, Niagara Falls 905-641-5232
	20 Jarvis Street, Fort Erie 905-641-5232
	570 King St. Welland 905-641-5232
<b>Contact Niagara</b> – provides information and system navigation for services in Niagara for local children and youth who have emotional, behavioural and/or developmental concerns.	23 Hanover Drive #8, St. Catharines  905-684-3407 or 1-800-933-3617  <a href="http://www.contactniagara.org">www.contactniagara.org</a>
<b>Bridges Community Health Centre</b> – mental health assessments, supportive counseling, and community referrals.	1485 Garrison Road, Fort Erie 905-871-7622  380 Elm St., Port Colborne 289-479-5017
<b>Quest Community Health Centre – Rainbow Youth Niagara</b> – individual, group support and social activities for sexually and gender diverse youth.	145 Queenston St., St. Catharines 905-688-2558 ext. 232
<b>Family Counselling Centre Niagara</b> – counseling to individuals, couples, and families with problems contributing to marital or family difficulties.	82 Hannover Dr., St. Catharines 905-937-7731 ext. 3345
	5017 Victoria Ave., Niagara Falls 1-888-937-7731 ext. 3345
<b>West Niagara Mental Health Program</b> – consultation services, treatment and case management for first episode psychosis (EPI)	167 Main St. E., Grimsby 905-309-3336  Hours:  Monday to Friday - 8:30 a.m. – 4:30 p.m.
<b>Niagara Region Public Health – Community Mental Health Program</b> – provides assessment, case management and counseling in a variety of programs that include, early psychosis intervention, group treatment, and telemedicine	Thorold  905-688-2854 ext. 7262

## NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

<b>Bereavement Resource Council</b> – provides information about support groups/services for those dealing with the pain and grief of loss.	230 Niagara Falls Rd.  Thorold, Ont.  905-680-6400  <a href="http://www.brcniagararegion.org/">http://www.brcniagararegion.org/</a>
<b>Hospice Niagara-</b> Grief and bereavement services	403 Ontario Street  Tel: (905) 984-8766
<b>COMMUNITY BASED SERVICES</b>	
<b>Centre de Sante Communautaire Hamilton/Niagara</b> – a multi-disciplinary agency serving the French speaking population providing individual and group counseling.	810 East Main, Welland  905-734-1141  Serves residents of the Niagara Region
<b>Gillian's place-</b> one to one counselling relating to unhealthy relationships and teen dating abuse.  Safety planning  Can offer crisis support	24/7 Support Line: call or text 905-684-8331  <a href="https://www.gilliansplace.com/">https://www.gilliansplace.com/</a>
<b>Family and Children's Services Niagara</b> – support and protection for children up to 16.	905-937-7731  <a href="http://Facsniaagara.on.ca">Facsniaagara.on.ca</a>
<b>Kristen French Child Advocacy Centre Niagara</b> – for children up to age 16 who have been abused; counseling available	8 Forster St., St. Catharines  905-937-5435  <a href="http://Kristenfrenchcacn.org">Kristenfrenchcacn.org</a>
<b>Schizophrenia Society of Ontario</b> – provides public education and access to information about schizophrenia.	No Niagara location currently listed on website  1-800-449-6367
<b>Start me up Niagara-</b>  Support services and programs to assist with mental health, addictions, employment, poverty and homelessness.	  <a href="https://www.startmeupniagara.ca/site/home">https://www.startmeupniagara.ca/site/home</a>
<b>Pathstone Mental Health</b> – provides various mental health services to meet specific needs of clients until their 18 <sup>th</sup> birthday, and their families.  <b><a href="http://www.PathstoneMentalHealth.ca">www.PathstoneMentalHealth.ca</a></b>	St. Catharines - 1338 Fourth Avenue  905-688-6850  Welland -1604 Merritville Highway  905-384-9551
<b>Young Caregivers Association-</b> supporting young caregivers and their families	905-397-4201
<b>Youth Wellness Hub Niagara</b>  one-stop-shops” for youth to address their needs related to mental health, substance use, primary care, education training, employment training, housing, and other community and social services	  <a href="https://youthhubs.ca/en/sites/niagara/">https://youthhubs.ca/en/sites/niagara/</a>

# NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

<div> <div> <b>CRISIS</b> </div> <div>   </div> </div>	
<b>Pathstone Mental Health Crisis Line</b>  <b>Pathstone Walk-In Clinic Locations</b>  	1-800-263-4944  <a href="https://pathstonementalhealth.ca/walk-in-clinic/">https://pathstonementalhealth.ca/walk-in-clinic/</a>
<b>Distress Centre Niagara</b> – 24 hour distress line.	St. Catharines – 905-688-3711  Welland/Port Colborne – 905-734-1222  Grimsby/West Lincoln – 905-563-6674  Fort Erie – 905-382-0689
<b>Mental Health and Addictions Access Line</b> – connect with mental health and/or addictions support.	1-866-550-5205
<b>Kids Help Phone</b> – 24 hour help for ages five to 20	1-800-668-6868  kidshelpphone.ca
<b>Niagara Region Sexual Assault Centre</b> – 24 hour, 16 years and up	43 Church St. #503, St. Catharines  Crisis Line: 905-682-4584
<b>SEXUAL HEALTH</b>	
<b>Sexual Health Centres (Public Health)</b> – confidential information, counseling and clinic services	Fort Erie – 1264 Garrison Rd. Unit #12  Niagara Falls – 5710 Kitchener St.  St. Catharines – 277 Welland Ave  Welland – 200 Division St  905-688-3817 or 1-800-263-5757
<b>AIDS – Positive Living Niagara</b>	905-984-8684
<b>Transgender Niagara</b> – group meetings and social gatherings for transgendered	366 St. Paul St., St. Catharines Transgenderniagara.com
<b>Pregnancy</b>	
<b>Adolescent's Family Support Services of Niagara (AFSSN)</b> – supports young moms and families going to school	285 East Main Street, Welland  905-735-1465



## NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

<b>Prenatal classes (Public Health)</b> niagararegion.ca/health	905-688-8248 ext. 7237 1-888-5056074 ext. 7237
<b>Young and Pregnant in Niagara</b>	905-688-8248 ext. 7237
<b>Recreation, Drop-in Centres and Shelters</b>	
<b>The FORT</b> – drop in for grades 9 to 12 and after school program for grades 7 to 9.	Grimsby – 905-309-3678 Smithville – 905-957-1991 thefortyouthcentre.com
<b>The RAFT</b> – youth centre and emergency shelter	17 Centre Street, St. Catharines 905-984-4365
<b>YMCA</b> ymcaofniagara.org	1555 Garrison Rd., Niagara Falls 905-871-9623 7150 Montrose Rd., Niagara Falls 905-358-9623 25 YMCA Dr., St. Catharines 905-934-9623 325 Main St. E., Grimsby 905-309-9623 310 Woodlawn Rd., Welland 905-735-5484 550 Elizabeth St., Port Colborne 905-835-9623
<b>YWCA Emergency Housing Facilities</b> – shelter for women 16 years and older and their children; life skills program	St. Catharines – 905-988-3528 ext. 3238  Niagara Falls – 905-357-9191 ext. 4025
<b>Nightlight Youth Shelter</b> – provides short term residence for youth 16-30	5519 Ontario, Niagara Falls Niagara Falls – 905-358-3678
<b>Safe beds/CMHA-</b> Short term residential service with a mental illness who are experiencing a crisis and are unable to remain in their current living situation.	416-248-4174 to inquire as to the availability of a bed ahead of time. <a href="https://niagara.cmha.ca/safe-beds-short-term-residential-service/">https://niagara.cmha.ca/safe-beds-short-term-residential-service/</a>
<b>ALCOHOL, DRUGS, TOBACCO &amp; GAMBLING</b>	
<b>Alateen/Al-Anon</b> – for teens affected by someone else's drinking	905-328-1677    1-888-425-2666 al-anon.org
<b>Community Addiction Services of Niagara</b> – assessments, treatment planning, counseling, and referrals	906-684-1183 cason.ca
<b>New Port Centre</b> – a residential program for individuals recovering from alcohol or substance abuse	905-378-4647 ext. 32500
<b>Rapid Access Addictions Medicine</b>	905-378-4647 ext. 49463 Niagara Health Systems

<b>Alcoholics Anonymous</b>	1-866-311-9042 or 905- 682-2240
<b>Youth Gambling Awareness Program</b> - reduce potential harm of gambling	905-684-3500 ext. 442 1-877-525-5515
<b>Narcotics Anonymous</b>	1-888-811-3887
<b>ALCOHOL, DRUGS, TOBACCO &amp; GAMBLING</b>	
<b>Niagara Multilingual Prevention/Education Problem Gambling Program</b> – provides problem gambling prevention/education information.	905-682-6411 ext. 63849
<b>LEGAL ISSUES</b>	
<b>Legal Assistance</b>	1-800-668-8258
<b>Niagara Region Police Service</b> (for emergency call 911) nrps.com	905-688-4111 1-888-668-3911
<b>HEALTH</b>	
<b>Niagara Health System</b> – 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
<b>Niagara Region Public Health</b> – connect with a school nurse.	905-688-8248 1-888-505-6074
<b>Dental Care</b> – dental programs and services for children and youth up to 17 years.	905-688-8248 ext. 7399 1-888-505-6074 ext. 7399
<b>Health Bus Outreach</b> – nurse who provides services at various locations.	Call or text – 905-401-4074
<b>Niagara Eating Disorders Outpatient Program</b> – provides information and resources on eating disorders and weight preoccupation.	1-866-633-4230 905- 378-4647 ext. 32352
<b>FOOD BANKS</b>	
<b>Community Care</b>	West Niagara – 905-563-5823 St. Catharines – 905-685-1349 Thorold – 905-237-9240 West Lincoln – 905-957-5882
<b>Salvation Army Community and Family Services</b>	Niagara Falls -905-358-8394 Fort Erie – 905-871-1592 St. Catharines - 905-935-4311 Welland – 905-735-5700
<b>Open Arms Mission</b>	23 Fifth Street, Welland 905-788-3800

<b>Port Cares Reach Out</b>	61 Nickel Street, Port Colborne 905-834-3629
<b>Grimsby Benevolent Fund</b>	905-309-5664
<b>Community Outreach Program (COPE)</b>	32 Dufferin Street, Fort Erie 905-871-2526
<b>Project Share</b>	4129 Stanley, Niagara Falls 905-357-5122
<b>FOOD BANKS</b>	
<b>Pelham Cares</b>	Regional Rd 54, Fonthill 905-892-5300
<b>The Hope Centre</b>	570 King Street 905-788-0744
<b>WEBSITES</b>	
<b>School Mental Health Ontario-</b> school based mental health strategies	<a href="https://smho-smso.ca/">https://smho-smso.ca/</a>
<b>Mind Shift</b> – strategies to deal with anxieties and fears around test anxiety, perfectionism, social anxiety, performance anxiety, worry, panic, and conflict.	anxietybc.com
<b>Canadian Anti-bullying Site</b>	www.bullyingcanada.ca
<b>PREVNet</b>	www.prevnet.ca (1-866-372-2495)
<b>Beautiful Minds</b> – adds positive change in people's knowledge of mental health/stigma around mental health issues.	www.beautifulminds.ca
<b>Your Life Counts</b> – helping youth change addictive/self-destructive behaviours that can lead to suicide.	www.yourlifecounts.org  Mental Health Help Line 1-866-531-2600
<b>Love is Respect</b> – about teen dating, abuse, and provides resources. Peer advocate, government officials, law enforcement officials and general public.	www.loveisrespect.org      1-866-331-9474
<b>Teen Mental Health</b> – improving youth mental health by effective translation, transfer of scientific knowledge.	www.teenmentalhealth.org
<b>Mental Health</b> – starting point to understand substance abuse, mental health problems, and factors to understand those problems.	www.camh.net/education/online-courses-webinars/mha101
<b>Cybertip.ca</b>	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.

<b>WEBSITES</b>	
<b>Needhelpnow.ca</b>	Help removing a sexual image from the internet, cyberbullying, peer support and relevant laws.
<b>Body Image Issues</b> – raise awareness on a range of body image issues and weight and eating problems.	www.surf.to/nnfed
<b>Mind Your Mood</b> – track your moods and get a ‘mood report’.	mindyourmood.ca
<b>Dontgetsextorted.ca</b>	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”
<b>Protectkidsonline.ca</b>	High-level overview for parents of online issues facing each age group.
<b>Commonsensemedia.org</b>	Useful/interactive review website for just about any game/app/movie/show/ parents might want more information on before giving their child(ren) access.
<b>Smartsocial.com</b>	Useful app reviews and further education for parents to stay up to date on online trends their children may be exposed to.
<b>Getcyersafe.gc.ca</b>	Internet security and steps for helping Canadians stay safer online.
<b>Canadian Anti-Fraud Centre (CAFC)</b>	Information on recent scams
<b>Niagarapolice.ca/onlinesafety</b>	Resources to help people stay safe online
<b>NEDIC-</b> <a href="https://nedic.ca/">https://nedic.ca/</a>	Provides information, resources and referrals to those struggling with self esteem, body image and eating disorders through a helpline and instant chat.







# SPECIALIST HIGH SKILLS MAJOR



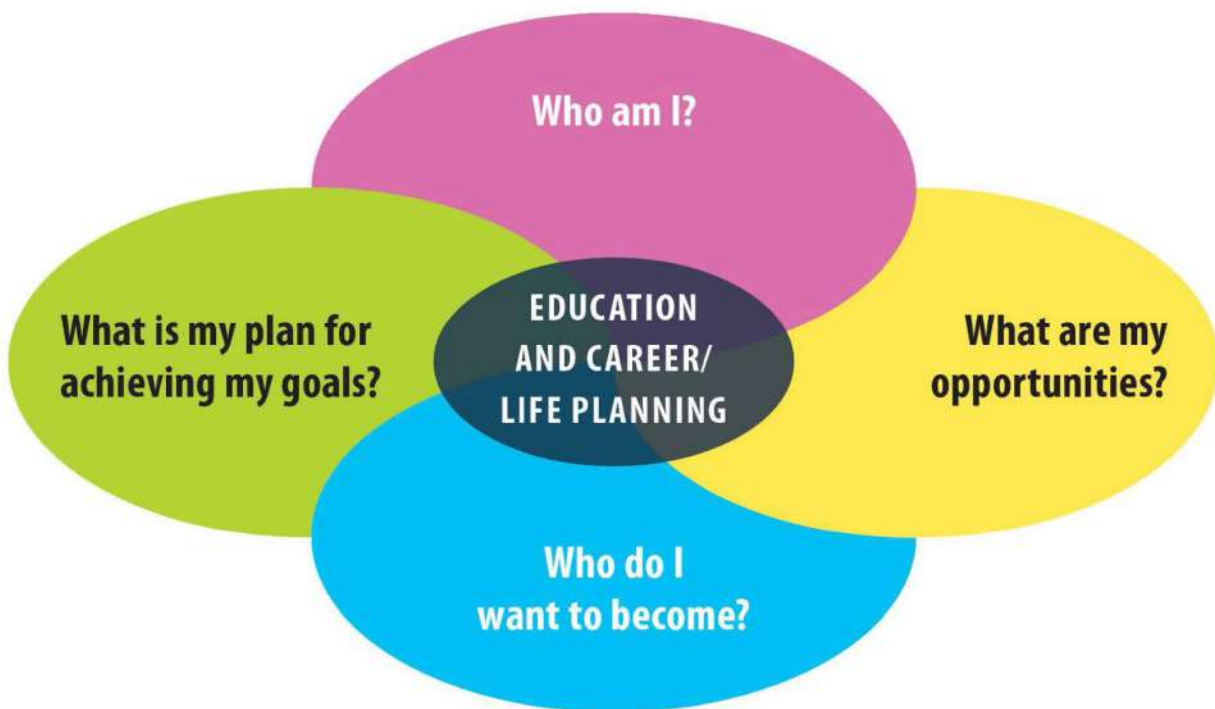
## EXPERIENCE YOUR FUTURE TODAY!

## 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.





# 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

"...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

"...for the real demand that I will encounter from customers in the industry."

- Angela, Transportation Technology

"...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

8-10 credits that  
complement the  
major

Sector  
recognized  
certificates and  
training

Job site learning  
opportunities

Reach Ahead  
experiences

### Benefits of SHSM for Saint Michael students:

- See firsthand what the major is all about
- Learn about career possibilities in that field- gain confidence
- Network with other students/ teachers interested in that major
- 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.

Saint Michael Catholic High School  
8699 McLeod Road  
Niagara Falls, ON  
L2E 6S5  
905-356-5155  
Email: [saint.michael@ncdsb.com](mailto:saint.michael@ncdsb.com)

**Saint Michael SHSM...**  
**Experience Your Future Today!**





**What Courses  
Do You Need?**

**SHSM Pathway Charts**

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







# NIAGARA CATHOLIC DSB SHSM APPROVED COURSES

School Name: Saint Michael CHS		Sector: Construction			
Categories of Required Credits	Major Credits 4 Required	English Credit 1 Required	Math Credit 2 Required *(Workplace Destination - only 1 required)		Other Credit: Business Studies or Sciences 1 Required
	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)	With CLA	With CLA  * Apprenticeship/College/University Destinations - 1 credit must be grade 12		* (With CLA)  * (one additional co-op credit may be substituted for one 'other' required credit)
	<div>Grade 11</div> <div>AV13M (Visual Arts) SPH3U (Physics) TC3BE (Construction-Electrical) TC13C (Construction) TC13E (Construction) TC13EA* (Construction-APC) TD13M (Tech Design) TH13EA* (Hort/Landsc-APC) TH13MA* (Hort/Landsc-APC) TT13C (Transportation) TT13CA* (Transportation-APC) DC000 Creating Opas through Co-op Cooperative Ed</div>	<div>Grade 11</div> <div>ENG3C ENG3E ENG3U NBE3U (Contemp FNMl Voices)  (Literary Course) *only to be used when needed to meet English compulsory credit requirement</div>	<div>Grade 11</div> <div>MBF3C (Foundns for College) MCF3M (Funcins/Applications) MCR3U (Functions) MEL3E (Math-Work/Everyday)</div>	<div>Grade 12</div> <div>CGW4U (Cdn/Wld - Geog/Analysis) SPH4C (Physics) SPH4U (Physics) TC14C (Construction) TC14E (Construction) TC14EA* (Construction-APC) TD14M (Tech Design) TH14EA* (Hort/Landsc-APC) TH14MA* (Hort/Landsc-APC) TT14C (Transportation) TT14CA* (Transportation-APC) TT14E (Transportation) Cooperative Ed</div>	<div>Grade 11</div> <div>BAF3M (Financial Acctg) BD13C (Entrepreneurship) ICS3U (Intro to Comp.Science) MEL3E (Math-Work/Everyday) SB3C (Biology) SBI3U (Biology) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) Cooperative Ed</div> <div>Grade 12</div> <div>BAT4M (Financial Acctg) BOH4M (Management) ICS4U (Computer Science) MEL4E (Math-Work/Everyday) OLC4O (Literacy Course) SBI4U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) Cooperative Ed</div>
Dual Credit Courses *(Can be used as a Major Credit)	*Please see Guidance for Courses offered				
Cooperative Education Credits: 2 Required	Construction Focused Co-Op - 2 Credits				
Total # of Required Credits	10				
*** Please see your Guidance Counsellor for more information***					

# NIAGARA CATHOLIC DSB SHSM APPROVED COURSES

School Name: Saint Michael CHS		Sector: Energy		Other Credit: Business, Canadian & World Studies or Sciences 1 Required				
Categories of Required Credits	Major Credits 4 Required	English Credit 1 Required	Math Credit 1 Required	Grade 11	Grade 12			
	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)	With CLA	With CLA	* (With CLA) * (one additional co-op credit may be substituted for one 'other' required credit)				
	<b>Grade 11</b> IC33U (Intro to Comp.Science) SB3C (Biology) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) TOB3E (Construction-Building) TC18C (Construction) TC13E (Construction) TC13EA* (Construction-APC) TD13M (Tech Design) TE13M (Comp Eng Tech) TG13M (Comm Tech) TH13EA* (Hort/Landsc-APC) TH13MA* (Hort/Landsc-APC) TL13C (Transportation) TL13CA* (Transportation-APC) DC030 Creating Apps through Co-op Cooperative Ed	<b>Grade 12</b> CGR4M (Envir & Resource Mgmt) CGW4U (Cdn/Wld - Geog.Analysis) IC34U (Computer Science) SB14U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Chemistry) SPH4C (Physics) SPH4U (Physics) TC14C (Construction) TC14E (Construction) TC14EA* (Construction-APC) TD14M (Tech Design) TE14M (Comp Eng Tech) TG14M (Comm Tech) TH14EA* (Hort/Landsc-APC) TH14MA* (Hort/Landsc-APC) TL14C (Transportation) TL14CA* (Transportation-APC) TL14E (Transportation) Cooperative Ed	<b>Grade 11</b> ENG3C (Foundns for College) ENG3E (Functions/Applications) ENG3U (Functions) NBE3U (Contemp RNMI Voices) *only to be used when English compulsory credit requirement	<b>Grade 12</b> ENG4C (Foundns for College) ENG4E (College Tech) ENG4U (College Tech) OLC4O (Literary Course) *only to be used when English compulsory credit requirement	<b>Grade 11</b> MBF3C (Foundns for College) MCF3M (Functions/Applications) MCR3U (Calculus/Vectors) MEL3E (Math-Work/Everyday)	<b>Grade 12</b> MAP4C (Foundns for College) MCT4C (College Tech) MCY4U (Calculus/Vectors) MDN4U (Data Mgmt) MEL4E (Math-Work/Everyday) MHF4U (Advanced Functions)	<b>Grade 11</b> BAF3M (Financial Acctg) BD3C (Entrepreneurship) CG33O (Geog.Travel&Tourism) IC33U (Intro to Comp.Science) CH14C (American History) CHY4U (World History) CLN4U (World History) IC34U (Canadian Law) MEL3E (Math-Work/Everyday) SB3C (Biology) SB14U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SVN3E (Enviro Science) SVN3M (Enviro Science) Cooperative Ed	<b>Grade 12</b> BAT4M (Financial Acctg) BOH4M (Management) CGR4M (Enviro/Resource/Mgmt) CGW4U (Cdn/Wld - Geog.Analysis) CH14C (World History) CHY4U (World History) CLN4U (World History) IC34U (Cnd/Internat'l Law) IC34U (Computer Science) MEL4E (Math-Work/Everyday) OLC4O (Literary Course) SB14U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medicad Science) SPH4C (Physics) SPH4U (Physics) TD14M (Tech Design) Cooperative Ed
Cooperative Education Credits: 2 Required		Energy Focused COOP - 2 Credits						
Total # of Required Credits		9						
**** Please see your Guidance Counsellor for more information****								



# NIAGARA CATHOLIC DSB SHSM APPROVED COURSES

School Name: Saint Michael CHS		Sector: Health & Wellness				
Categories of Required Credits	Major Credits 4 Required	English Credit 1 Required		Math Credit 1 Required	Other Credit: Sciences or Social Sciences & Humanities 1 Required	
	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)	With CLA		With CLA	* (With CLA) * (one additional co-op credit may be substituted for one 'other' required credit)	
	<div><div><div>Grade 11</div><div>ATC3M (Dance) GFP3O (Leadership) HPC3O (Raising Healthy Children) HRT3M (World Religion) HSP3C (Intro-Anth, Psys, Soc) HSP3U (Intro-Anth, Psys, Soc) NDA3M (Aborig issues in Can) PAR3O (Personal/Fitness) PABO (Healthy Active Living) PAR3O (Rhythm/Mgmt) PF13O (Healthy Active Living) SB83C (Biology) SB83U (Biology) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) TxJ3E (Hairsty/Ing) TXJ3EA* (Hairsty/Ing-AFCI) DC030 Creating Oaps through Co-op Cooperative Ed</div></div><div><div>Grade 12</div><div>HH84U (Families in Canada) HPD4C (Working w/ Children) HS84U (Chal/Change in Society) PAF4O (Personal/Fitness) PAR4O (Fitness) FL14M (Rec.&amp; Healthy Liv,Lead) PPL4O (Healthy Active Living) PSK4U (Intro - Kinesology) SB14U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) TXJ4E (Hairsty/Ing) Cooperative Ed</div></div></div>	<div><div>Grade 11</div><div>ENG3C (Foundations for College) ENG3E (Foundations for College) ENG3U (Foundations for College) NBE3U (Contemp FNMI Voices) (Contemp FNMI Voices)</div></div> <div><div>Grade 12</div><div>ENG4C (Literary Course) ENG4E (Literary Course) ENG4U (Literary Course) OLC4O (Literary Course) *only to be used when needed to meet English Compulsory credit requirement1</div></div>	<div><div>Grade 11</div><div>MBF3C (Foundations for College) MCT3M (Functions/Applications) MCR3U (Functions) MEL3E (Math-Work/Everyday)</div></div>	<div><div>Grade 12</div><div>MAP4C (Foundations for College) MCT4C (College Tech) MCY4U (Calculus/Vectors) MDX4U (Data Mgmt) MEL4E (Math-Work/Everyday) MIF4U (Advanced Functions)</div></div>	<div><div>Grade 11</div><div>HPC3O (Raising Healthy Children) HSF3C (Intro-Anth, Psys, Soc) HSP3U (Intro-Anth, Psys, Soc) IC33U (Intro to Comp. Science) MEL3E (Math-Work/Everyday) NBE3U (Contemp FNMI Voices) NDA3M (Aborig Issues in Can) SB83C (Biology) SB83U (Biology) SCH3U (Chemistry) SCH3U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) Cooperative Ed</div></div> <div><div>Grade 12</div><div>HPD4C (Working w/ Children) HH84U (Families in Canada) HS84U (Chal/Change in Society) IC34U (Computer Science) MEL4E (Math-Work/Everyday) OLC4O (Literary Course) PSK4U (Intro - Kinesology) SB14U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) Cooperative Ed</div></div>	
Cooperative Education Credits: 2 Required	Health & Wellness Focused Co-Op - 2 Credits					
Total # of Required Credits	9					
*** Please see your Guidance Counsellor for more information***						

# NIAGARA CATHOLIC DSB SHSM APPROVED COURSES

School Name: Saint Michael CHS		Sector: Horticulture & Landscaping			
Categories of Required Credits	Major Credits 4 Required	English Credit 1 Required	Math Credit 1 Required	Other Credit: Business Studies or Sciences 1 Required	
	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)	With CLA	With CLA	* (With CLA) * (one additional co-op credit may be substituted for one 'other' required credit)	
	<div><div><b>Grade 11</b> AV13M (Visual Arts) SB13C (Biology) SB13U (Biology) SCH3U (Chemistry) SVN3E (Enviro Science) SVN3M (Enviro Science) TC13C (Construction) TC13E (Construction) TC13EA* (Construction) TC13EA* (Construction-APC) TD13M (Tech Design) TG13M (Comm Tech) TH13EA* (Hort/Landsc-APC) TH13MA* (Hort/Landsc-APC) TT13C (Transportation) TT13CA* (Transportation-APC) DC030 Creating Opps through Co-op Cooperative Ed</div><div><b>Grade 12</b> AV14M (Visual Arts) CGR4M (Envir &amp; Resource Mgmt) SB14U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) TC14C (Construction) TC14E (Construction) TC14EA* (Construction-APC) TD14M (Tech Design) TG14M (Comm Tech) TH14EA* (Hort/Landsc-APC) TH14MA* (Hort/Landsc-APC) TT14C (Transportation) TT14CA* (Transportation-APC) TT14E (Transportation) Cooperative Ed</div></div>	<div><div><b>Grade 11</b> ENG3C (Founders for College) ENG3E (Founders for College) ENG3U (Founders for College) NB33U (Functions/Applications) (Contemp FNMI Voices) (Literacy Course) *only to be used when needed to meet English compulsory credit requirement</div><div><b>Grade 12</b> ENG4C (Founders for College) ENG4E (Founders for College) ENG4U (Founders for College) OLC4O (College Tech) *only to be used when needed to meet English compulsory credit requirement</div></div>	<div><div><b>Grade 11</b> MBF3C (Founders for College) MCF3M (Functions/Applications) MCR3U (College Tech) MEI3E (Math-Work/Everyday) Work/Everyday</div><div><b>Grade 12</b> MAP4C (Founders for College) MCT4C (College Tech) MCV4U (College Tech) MDM4U (Calculus/Vectors) Data Mgmt MEL4E (Math-Work/Everyday) MHF4U (Advanced Functions)</div></div>	<div><div><b>Grade 11</b> BA13M (Financial Acctg) BD13C (Entrepreneurship) MEL3E (Math-Work/Everyday) NB33U (Contemp Aborig Voices) SB13U (Biology) SCH3U (Chemistry) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) Cooperative Ed</div><div><b>Grade 12</b> BAT4M (Financial Acctg) BOH4M (Management) MEL4E (Math-Work/Everyday) OLC4O (Literacy Course) SBI4U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) Cooperative Ed</div></div>	
Cooperative Education Credits: 2 Required	Horticulture & Landscaping Focused COOP - 2 Credits				
Total # of Required Credits	9				
*** Please see your Guidance Counsellor for more information***					

# NIAGARA CATHOLIC DSB SHSM APPROVED COURSES

School Name: Saint Michael CHS		Sector: Hospitality & Tourism			
Categories of Required Credits	Major Credits 4 Required	English Credit 1 Required		Math Credit 1 Required	Other Credit: Business Studies or Sciences 1 Required
	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)	With CLA		With CLA	* (With CLA) * (one additional co-op credit may be substituted for one 'other' required credit)
	<div><div><div>Grade 11</div><div>CGG30 (Geog-Travel&amp;Tourism) CHW3M (Wild History-16th Ctry) GPF30 (Leadership) HRT3M (World Religion) HSP3C (Intro-Anth./Psyco.Soc) HSP3U (Intro-Anth./Psyco.Soc) PPL3O (Healthy Active Living) S83C (Biology) S83U (Biology) SCH3U (Chemistry) SVN3E (Enviro Science) SVN3M (Enviro Science) TFJ3C (Hosp/Tourism) TFJ3EA* (Hosp/Tourism-APC) TXJ3E (Hairstyling) TXJ3EA* (Hairstyling-APC) DO030 Creating Opas through Co-op Cooperative Ed</div></div><div><div>Grade 12</div><div>CGR4M (Envir/Resource Mgmt) CGW4U (Cdn/Wild - Geog/Analysis) CHY4C (World History) CHY4U (World History) HPD4C (Working with Children) HSB4U (Chall/Change in Society) PLE4M (Rec.&amp; Healthy Liv/Lead) PPL4O (Healthy Active Living) S84U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) TFJ4E (Hosp/Tourism) TFJ4EA* (Hosp/Tourism-APC) TXJ4E (Hairstyling) TXJ4EA* (Hairstyling-APC) Cooperative Ed</div></div></div>	<div><div>Grade 11</div><div>ENG3C ENG3E ENG3U NBE3U [Contemp FNMI Voices]</div></div> <div><div>Grade 12</div><div>ENG4C ENG4E ENG4U OLC4O (Literacy Course) *only to be used when needed to meet English Compulsory credit requirement</div></div>	<div><div>Grade 11</div><div>MBF3C (Foundchs for College) (Fundchs/Applications) MCF3M (Functions) MCF3U (Math-Work/Everyday)</div></div> <div><div>Grade 12</div><div>MAP4C (Foundchs for College) (College Tech) MCT4C (Calculus/Vectors) MDM4U (Data Mgmt) MEL4E (Math-Work/Everyday) (Advanced Functions)</div></div>	<div><div>Grade 11</div><div>BAF3M (Financial Acctg) (Entrepreneurship) IC33U (Intro to Comp Science) MEL3E (Math-Work/Everyday)</div></div> <div><div>Grade 12</div><div>BAF4M (Financial Acctg) (Management) IC34U (Computer Science) MEL4E (Math-Work/Everyday) OLC4O (Literacy Course) S84U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) Cooperative Ed</div></div>	
Cooperative Education Credits: 2 Required	Hospitality & Tourism Focused Co-Op - 2 Credits				
Total # of Required Credits	9				
*** Please see your Guidance Counsellor for more information ***					



# NIAGARA CATHOLIC DSB SHSM APPROVED COURSES

School Name: Saint Michael CHS		Sector: Information & Communications Technology					
Categories of Required Credits	Major Credits 4 Required	English Credit 1 Required	Math Credit 1 Required	Other Credit: The Arts, Business Studies or Science 1 Required			
	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)	With CLA	With CLA	* (With CLA) * (one additional co-op credit may be substituted for one 'other' required credit)			
	<div><div>Grade 11</div><div>AWQ3M (Photography) ICS3U (Intro to Comp.Science) SPH3U (Physics) TCE3E (Construction-Electrical) TCJ3C (Construction) TCJ3E (Construction) TCJ3EA* (Construction-APC) TDJ3M (Tech Design) TGG3M (Yearbook) TGJ3M (Comm Tech) DC030 Crediting Opps through Co-op Cooperative Ed</div></div> <div><div>Grade 12</div><div>AWR4M (Film&amp;Video) ICS4U (Computer Science) SPH4C (Physics) SPH4U (Physics) TCJ4C (Construction) TCJ4E (Construction) TCJ4EA* (Construction-APC) TDJ4M (Tech Design) TGG4M (Yearbook) TGJ4M (TV, Video,Movie Prodn) Cooperative Ed</div></div>	<div>Grade 11</div> <div>ENG3C ENG3E ENG3U NBE3U (Contemp FNMI Voices)</div>	<div>Grade 12</div> <div>ENG4C ENG4E ENG4U OLC4O (Literacy Course) *only to be used when needed to meet English compulsory credit requirement</div>	<div>Grade 11</div> <div>MBF3C (Foundns for College) MCF3M (Functrs/Applications) MCR3U (Functions) MEL3E (Math-Work/Everyday)</div>	<div>Grade 12</div> <div>MAP4C (Foundns for College) MCH4C (College Tech) MCV4U (Calculus/Vectors) MDM4U (Data Mgmt) MEL4E (Math-Work/Everyday) MHF4U (Advanced Functions)</div>	<div>Grade 11</div> <div>ADA3M (Dramatic Arts) AMU3M (Music) AMV3M (Music-Vocal) AVI3M (Visual Arts) AWQ3M (Photography) AWR3O (Film&amp;Video) BAF3M (Financial Acctg) BDJ3C (Entrepreneurship) CLU3M (Canadian Law) MEL3E (Math-Work/Everyday) SBI3C (Biology) SBBU (Biology) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) Cooperative Ed</div>	<div>Grade 12</div> <div>ADA4M (Dramatic Arts) AMU4M (Music) AMV4M (Music-Vocal) AVI4M (Visual Arts) AWD4M (Portfolio Prep) AWR4M (Film&amp;Video) BAT4M (Financial Acctg) CLN4U (Cnd/Internatl Law) MEL4E (Math-Work/Everyday) OLC4O (Literacy Course) SBI4U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SPH4M (Medical Science) SPH4C (Physics) SPH4U (Physics) Cooperative Ed</div>
Cooperative Education Credits: 2 Required	Information & Communications Technology Focused Co-Op - 2 Credits						
Total # of Required Credits	9						
*** Please see your Guidance Counsellor for more information***							

# NIAGARA CATHOLIC DSB SHSM APPROVED COURSES

School Name: Saint Michael CHS			Sector: Transportation									
Categories of Required Credits	Major Credits 4 Required	English Credit 1 Required	Math Credit 1 Required	Other Credit: Business Studies or Sciences 1 Required								
	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)	With CLA	With CLA	* (With CLA) * (one additional co-op credit may be substituted for one 'other' required credit)								
	<table><tr><td><b>Grade 11</b> (Entrepreneurship) ICS3U (Intro to Comp.Science) SPH3U (Physics) TCJ3C (Construction) TCJ3E (Construction) TCJ3EA* (Construction-APC) TDJ3M (Tech Design) TEJ3M (Computer Eng.Techy) TGJ3M (Comm Tech) TLJ3C (Transportation) TLJ3CA* (Transportation-APC) DC030 Creating Opps Through Co-op <b>Cooperative Ed</b></td><td><b>Grade 12</b> ICS4U (Computer Science) SPH4C (Physics) SPH4U (Physics) TCJ4C (Construction) TCJ4E (Construction) TCJ4EA* (Construction-APC) TDJ4M (Tech Design) TEJ4M (Computer Eng.Techy) TGJ4M (Comm Tech) TLJ4C (Transportation) TLJ4CA* (Transportation-APC) TLJ4E (Transportation) <b>Cooperative Ed</b></td></tr></table>	<b>Grade 11</b> (Entrepreneurship) ICS3U (Intro to Comp.Science) SPH3U (Physics) TCJ3C (Construction) TCJ3E (Construction) TCJ3EA* (Construction-APC) TDJ3M (Tech Design) TEJ3M (Computer Eng.Techy) TGJ3M (Comm Tech) TLJ3C (Transportation) TLJ3CA* (Transportation-APC) DC030 Creating Opps Through Co-op <b>Cooperative Ed</b>	<b>Grade 12</b> ICS4U (Computer Science) SPH4C (Physics) SPH4U (Physics) TCJ4C (Construction) TCJ4E (Construction) TCJ4EA* (Construction-APC) TDJ4M (Tech Design) TEJ4M (Computer Eng.Techy) TGJ4M (Comm Tech) TLJ4C (Transportation) TLJ4CA* (Transportation-APC) TLJ4E (Transportation) <b>Cooperative Ed</b>	<table><tr><td><b>Grade 11</b> ENG3C ENG3E ENG3U NBE3U (Contemp FNMI Voices)</td><td><b>Grade 12</b> ENG4C ENG4E ENG4U OLC4O (Literacy Course) *only to be used when needed to meet English Compulsory credit requirement</td></tr></table>	<b>Grade 11</b> ENG3C ENG3E ENG3U NBE3U (Contemp FNMI Voices)	<b>Grade 12</b> ENG4C ENG4E ENG4U OLC4O (Literacy Course) *only to be used when needed to meet English Compulsory credit requirement	<table><tr><td><b>Grade 11</b> (Foundns for College) MCF3M (Funcins/Applications) MCR3U (Functions) MEL3E (Math-Work/Everyday)</td><td><b>Grade 12</b> MAP4C (Foundns for College) MCT4C (College Tech) MCV4U (Calculus/Vectors) MDM4U (Data Mgmt) MEL4E (Math-Work/Everyday) MHF4U (Advanced Functions)</td></tr></table>	<b>Grade 11</b> (Foundns for College) MCF3M (Funcins/Applications) MCR3U (Functions) MEL3E (Math-Work/Everyday)	<b>Grade 12</b> MAP4C (Foundns for College) MCT4C (College Tech) MCV4U (Calculus/Vectors) MDM4U (Data Mgmt) MEL4E (Math-Work/Everyday) MHF4U (Advanced Functions)	<table><tr><td><b>Grade 11</b> (Financial Acclg) BDJ3C (Entrepreneurship) ICS3U (Intro to Comp.Science) MEL3E (Math-Work/Everyday) SBI3C (Biology) SBI3U (Biology) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) <b>Cooperative Ed</b></td><td><b>Grade 12</b> BAJ4M (Financial Acctg) BOH4M (Management) ICS4U (Computer Science) MEL4E (Math-Work/Everyday) OLC4O (Literacy Course) SBI4U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) (Physics) <b>Cooperative Ed</b></td></tr></table>	<b>Grade 11</b> (Financial Acclg) BDJ3C (Entrepreneurship) ICS3U (Intro to Comp.Science) MEL3E (Math-Work/Everyday) SBI3C (Biology) SBI3U (Biology) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) <b>Cooperative Ed</b>	<b>Grade 12</b> BAJ4M (Financial Acctg) BOH4M (Management) ICS4U (Computer Science) MEL4E (Math-Work/Everyday) OLC4O (Literacy Course) SBI4U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) (Physics) <b>Cooperative Ed</b>
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<b>Grade 11</b> ENG3C ENG3E ENG3U NBE3U (Contemp FNMI Voices)	<b>Grade 12</b> ENG4C ENG4E ENG4U OLC4O (Literacy Course) *only to be used when needed to meet English Compulsory credit requirement											
<b>Grade 11</b> (Foundns for College) MCF3M (Funcins/Applications) MCR3U (Functions) MEL3E (Math-Work/Everyday)	<b>Grade 12</b> MAP4C (Foundns for College) MCT4C (College Tech) MCV4U (Calculus/Vectors) MDM4U (Data Mgmt) MEL4E (Math-Work/Everyday) MHF4U (Advanced Functions)											
<b>Grade 11</b> (Financial Acclg) BDJ3C (Entrepreneurship) ICS3U (Intro to Comp.Science) MEL3E (Math-Work/Everyday) SBI3C (Biology) SBI3U (Biology) SCH3U (Chemistry) SPH3U (Physics) SVN3E (Enviro Science) SVN3M (Enviro Science) <b>Cooperative Ed</b>	<b>Grade 12</b> BAJ4M (Financial Acctg) BOH4M (Management) ICS4U (Computer Science) MEL4E (Math-Work/Everyday) OLC4O (Literacy Course) SBI4U (Biology) SCH4C (Chemistry) SCH4U (Chemistry) SNC4M (Medical Science) SPH4C (Physics) SPH4U (Physics) (Physics) <b>Cooperative Ed</b>											
Cooperative Education Credits: 2 Required	Transportation Technology Focused Co-Op - 2 Credits											
Total # of Required Credits	9											
*** Please see your Guidance Counsellor for more information***												



# **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 Michael Catholic High School** offers SHSM in the sectors listed below. Please indicate your intentions.

### **Student Information:**

Name: \_\_\_\_\_ Gender: M / F  
(last) (first)

School: **Saint Michael Catholic High School** Grade: \_\_\_\_\_

Student Email: \_\_\_\_\_  
(print clearly)

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

(X)

<input type="checkbox"/>	Arts and Culture
<input type="checkbox"/>	Aviation and Aerospace
<input type="checkbox"/>	Construction Technology
<input type="checkbox"/>	Energy
<input type="checkbox"/>	Health and Wellness
<input type="checkbox"/>	Horticulture and Landscaping
<input type="checkbox"/>	Hospitality and Tourism
<input type="checkbox"/>	Information and Communication Technology
<input type="checkbox"/>	Transportation Technology

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

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







@NiagaraCatholicOYAP



# Apprenticeship is Post Secondary Education



## Your Pathway to a Rewarding Career

Want more information?

Talk to your guidance counsellor or co-op teacher.



# OYAP

ONTARIO YOUTH  
APPRENTICESHIP PROGRAM





# L'apprentissage, ma formation postsecondaire!



FORCE MOTRICE



SERVICES



CONSTRUCTION



SECTEUR INDUSTRIEL

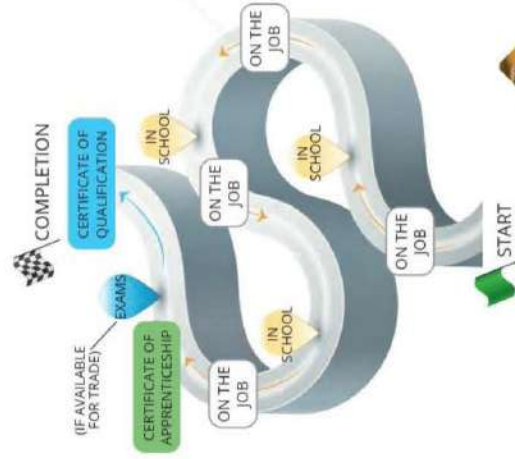
## Mon parcours vers une carrière enrichissante

Tu veux en savoir plus? Parle à la personne responsable de l'orientation ou de l'éducation coopérative.

## APPRENTICESHIP IN ONTARIO

### The Apprenticeship Pathway

- 90% is on-the-job training
- 10% is classroom learning
- Apprenticeship takes approximately 3-6 years



## APPRENTICESHIP IN ONTARIO

### Apprenticeship: Your Pathway to a Rewarding Career!

OYAP opens the door for students to explore the trades while earning credits toward their high school diploma.

To qualify for OYAP students:

- Must be at least 15 years of age with a minimum of 14 credits

**For more information:  
speak to your guidance counsellor  
or a cooperative education teacher**



**Ontario**

This program is funded by the  
Government of Ontario

**Live the  
skilled life!**

June 2021





### What is Cooperative Education?

Cooperative Education allows students to “test drive” a career while earning high school credits.

Cooperative education includes:

- in-school learning
- a Cooperative Education Learning Plan
- 2 to 4 periods per day at a work placement site

### What is OYAP?

The Ontario Youth Apprenticeship Program (OYAP) is a Cooperative Education experience in a skilled trade work placement

- OYAP Participants learn skilled trade competencies and earn high school credits
- Students may become a registered apprentice
- OYAP provides a head start in a skilled trade career

### OYAP Benefits for the Student

- Explore the skilled trades or even become a registered apprentice
- Earn credits toward a high school diploma, record hours and develop trade competencies
- Increase safety awareness, build workplace understanding, develop skills for employment
- Build a network for future employment

### How to Apply?

Talk to a co-op teacher or a guidance counsellor at your home school.

### Co-op and OYAP Work Together

#### Co-op

Co-op is career driven, career exploration and skill development

Co-op follows Ministry of Education policy and curriculum

Students sign a Workplace Education Agreement with the employer or placement partner

Co-op students create a Cooperative Education Learning Plan

Students earn credits towards secondary school diploma

Co-op is a mandatory component of the SHSM program to earn the SHSM seal

Most students take Co-op in grade 11 or 12, but some may choose to start in the summer after grade 10

#### OYAP

OYAP is career driven, career exploration and skill development in a skilled trade

OYAP follows the Ministry of Education policy and curriculum as well as OYAP Program Guidelines

Students sign both a Workplace Education Agreement with the employer and an OYAP Participant Application Form

OYAP participants create a Cooperative Education Learning Plan that includes competencies from the trade Training Standards

OYAP participants earn credits towards a diploma as well as apprenticeship hours and skilled trade competencies

The apprenticeship pathway through OYAP is recognized in every SHSM sector

Students must be at least 15 years of age with a minimum of 14 credits and submitted a signed OYAP Participant Form. Note that the Ministry of Labour has set the minimum age for some workplaces at 16 years

[www.oypap.com](http://www.oypap.com)







# APPRENTICESHIP IN ONTARIO



## MOTIVE POWER

- ➔ Agricultural Equipment Technician
- ➔ Alignment and Brakes Technician
- ➔ Auto Body and Collision Damage Repairer
- ➔ Auto Body Repairer
- ➔ Automotive Electronic Accessory Technician
- ➔ Automotive Glass Technician
- ➔ Automotive Painter
- ➔ Automotive Service Technician
- ➔ Heavy Duty Equipment Technician
- ➔ Marine Engine Technician
- ➔ Motive Power Machinist
- ➔ Motorcycle Technician
- ➔ Powered Lift Truck Technician
- ➔ Recreation Vehicle Technician
- ➔ Small Engine Technician
- ➔ Transmission Technician
- ➔ Truck and Coach Technician
- ➔ Truck-Trailer Service Technician
- ➔ Turf Equipment Technician

## WHAT IS APPRENTICESHIP?

Apprenticeship is a combination of on-the-job training and classroom learning that leads to a skilled trade credential.

- 90% in the workplace with an experienced skilled worker
- 10% is in school at an approved training centre, union hall or college
- Apprentices follow training standards to become skilled in the trade

➔ Indicates a Red Seal Program

➔ Indicates a Designated Compulsory Trade\*

Trades that are not compulsory are Voluntary Trades\*\*

\***Compulsory Trade:** a trade in which registration as an apprentice is legally mandatory.

\*\***Voluntary Trade:** a trade in which certification is not legally required to practice the trade.

## SERVICE

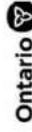
- ➔ Aboriginal Child Development Practitioner
- ➔ Agricultural — Dairy Herdsperson
- ➔ Agricultural — Fruit Grower
- ➔ Agricultural — Swine Herdsperson
- ➔ Appliance Service Technician
- ➔ Arborist
- ➔ Assistant Cook
- ➔ Baker
- ➔ Baker-Pâtissier
- ➔ Chef
- ➔ Child and Youth Worker
- ➔ Child Development Practitioner
- ➔ Cook
- ➔ Developmental Services Worker
- ➔ Educational Assistant
- ➔ Electronic Service Technician
- ➔ Gemsetter/Goldsmith
- ➔ Hairstylist
- ➔ Horse Groom
- ➔ Horse Harness Maker
- ➔ Horticultural Technician
- ➔ Information Technology — Contact Centre Customer Service Agent
- ➔ Information Technology — Contact Centre Sales Agent
- ➔ Information Technology — Hardware Technician
- ➔ Information Technology — Network Technician
- ➔ Institutional Cook
- ➔ Micro Electronics Manufacturer
- ➔ Native Clothing and Crafts Artisan
- ➔ Network Cabling Specialist
- ➔ Parts Technician
- ➔ Retail Meat Cutter
- ➔ Saddlery
- ➔ Special Events Coordinator
- ➔ Unity Arborist

## CONSTRUCTION

- ➔ Architectural Glass and Metal Technician
- ➔ Brick and Stone Mason
- ➔ Cement (Concrete) Finisher
- ➔ Concrete Pump Operator
- ➔ Construction Boilermaker
- ➔ Construction Craft Worker
- ➔ Construction Millwright
- ➔ Drywall Finisher and Plasterer
- ➔ Drywall, Acoustic and Lathing Applicator
- ➔ Electrician — Construction and Maintenance
- ➔ Electrician — Domestic and Rural
- ➔ Exterior Insulated Finish Systems Mechanic
- ➔ Floor Covering Installer
- ➔ General Carpenter
- ➔ Hazardous Materials Worker
- ➔ Heat and Frost Insulator
- ➔ Heavy Equipment Operator — Dozer
- ➔ Heavy Equipment Operator — Excavator
- ➔ Heavy Equipment Operator — Tractor Loader Backhoe
- ➔ Hoisting Engineer — Mobile Crane Operator 1
- ➔ Hoisting Engineer — Mobile Crane Operator 2
- ➔ Hoisting Engineer — Tower Crane Operator
- ➔ Ironworker — Generalist
- ➔ Ironworker — Structural and Ornamental
- ➔ Native Residential Construction Worker
- ➔ Painter and Decorator — Commercial and Residential
- ➔ Painter and Decorator — Industrial
- ➔ Plumber
- ➔ Powerline Technician
- ➔ Precast Concrete Erector
- ➔ Precast Concrete Finisher
- ➔ Refractory Mason
- ➔ Refrigeration and Air Conditioning Systems Mechanic
- ➔ Reinforcing Rodworker
- ➔ Residential (Low Rise) Sheet Metal Installer
- ➔ Residential Air Conditioning Systems Mechanic
- ➔ Restoration Mason
- ➔ Roofer
- ➔ Sheet Metal Worker
- ➔ Sprinkler and Fire Protection Installer
- ➔ Steamfitter
- ➔ Terrazzo, Tile and Marble Setter

## INDUSTRIAL

- ➔ Bearings Mechanic
- ➔ Blacksmith
- ➔ Cabinetmaker
- ➔ Computer Numerical Control (CNC) Programmer
- ➔ Die Designer
- ➔ Draftsperson — Mechanical
- ➔ Draftsperson — Plastic Mould Design
- ➔ Draftsperson — Tool and Die Design
- ➔ Electric Motor System Technician
- ➔ Electrician (Signal Maintenance)
- ➔ Elevating Devices Mechanic
- ➔ Entertainment Industry Power Technician
- ➔ Facilities Mechanic
- ➔ General Machinist
- ➔ Hydraulic/Pneumatic Mechanic
- ➔ Industrial Electrician
- ➔ Industrial Mechanic Millwright
- ➔ Instrumentation and Control Technician
- ➔ Light Rail Overhead Contact Systems Linesperson
- ➔ Locksmith
- ➔ Machine Tool Builder and Integrator
- ➔ Metal Fabricator (Fitter)
- ➔ Mould Designer
- ➔ Mould or Die Finisher
- ➔ Optics Technician (Lens and Prism Maker)
- ➔ Packaging Machine Mechanic
- ➔ Pattern Maker
- ➔ Pressure Systems Welder
- ➔ Process Operator — Food Manufacturing
- ➔ Process Operator — Power
- ➔ Process Operator — Refinery, Chemical and Liquid Processes
- ➔ Process Operator — Wood Products
- ➔ Railway Car Technician
- ➔ Relay and Instrumentation Technician
- ➔ Saw Filer/Fitter
- ➔ Surface Blaster
- ➔ Surface Mount Assembler
- ➔ Thin Film Technician
- ➔ Tool and Cutter Grinder
- ➔ Tool and Die Maker
- ➔ Tool and Gauge Inspector
- ➔ Tool/Tooling Maker
- ➔ Tractor-Trailer Commercial Driver
- ➔ Water-Well Driller
- ➔ Welder



This program is funded by the Government of Ontario

# APPRENTICESHIP IS POST-SECONDARY EDUCATION

LIVE THE SKILLED LIFE!

[www.oypap.com](http://www.oypap.com)

# L'APPRENTISSAGE EN ONTARIO



## FORCE MOTRICE

- Peintre de carrosseries automobiles
- Réparateur de carrosseries automobiles
- Réparateur de carrosseries et de dommages résultant d'une collision
- Technicien d'accessoires électroniques d'automobile
- Technicien de boîtes de vitesses
- Technicien de charcos élévateurs
- Technicien de glaces de véhicule automobile
- Technicien de machines agricoles
- Technicien de motos/motocyclettes
- Technicien d'entretien automobile
- Technicien d'entretien de camions et d'autocars
- Technicien d'entretien de remorques de camions
- Technicien de petits moteurs
- Technicien d'équipement de gazon
- Technicien d'équipement lourd
- Technicien de systèmes électriques et d'alimentation en carburant
- Technicien de véhicules récréatifs
- Technicien spécialiste des freins et du réglage de la géométrie des roues
- Usineur de pièces (véhicule/moteur)

## Qu'est-ce que l'apprentissage?

L'apprentissage est une combinaison de formation au travail et à l'école qui mène à un diplôme de compétence.

- 90 % en milieu de travail avec un compagnon qualifié et expérimenté
- 10 % à l'école
- Les apprenants suivent les normes de formation pour devenir qualifiés dans le métier

- Designe un métier du programme Sceau rouge
- Designe un métier à accréditation obligatoire\*

Un métier qui n'est pas à accréditation obligatoire et un métier à accréditation facultative\*\*

- \* **Métier obligatoire** : métier dans lequel l'inscription en tant qu'apprenti est légalement obligatoire.
- \*\* **Métier volontaire** : un métier dans lequel la certification n'est pas légalement requise pour exercer le métier.

## SERVICES

- Agent des ventes - centre de contact en technologie de l'information
- Agent du service à la clientèle - centre de contact en technologie de l'information
- Agent du soutien technique - centre de contact en technologie de l'information
- Agriculture - Producteur
- Agriculture - Producteur
- Agente - Soigneur de troupeaux laitiers
- Aide-cuisinier
- Aide-enseignant
- Artiste de services publics
- Artisan autochtone
- Assistant social auprès des jeunes
- Boulangère
- Boulangère - pâtisseries
- Chef
- Coiffeur
- Coordonnateur d'événements spéciaux
- Cuisinier
- Décorateur d'intérieur
- Décorateur de viande au détail
- Fabricant en microélectronique
- Intervenant en services de soutien à l'intégration
- Palier/tenier
- Praticien du développement de l'enfant
- Praticien du développement de l'enfant autochtone
- Sellier
- Sellier-harnacheur
- Spécialiste de câblage de réseaux
- Technicien au service des pièces
- Technicien d'entretien d'appareils électroniques
- Technicien d'entretien d'appareils ménagers
- Technicien en horticulture (horticulteur - paysagiste)
- Technicien en technologie de l'information - matériel
- Technicien en technologie de l'information - réseau

## OUTIL-TOI POUR LA VIE!

[www.pajo.ca](http://www.pajo.ca)

## CONSTRUCTION

- Briqueur/mçon
- Charpentier menuisier général
- Conducteur d'équipement de levage : conducteur de grues à tour
- Conducteur d'équipements de levage : conducteur de grues mobiles 1
- Conducteur d'équipements de levage : conducteur de grues mobiles 2
- Conducteur d'équipement lourd - bœuf
- Conducteur d'équipement lourd - excavatrice
- Conducteur d'équipement lourd-tracto-pelle rétrocavese
- Couvreur
- Electricien (bâtiment et extérieur)
- Electricien (secteurs domestique et rural)
- Friseur de béton
- Friseur de béton préfabriqué
- Installateur de systèmes de protection contre les incendies
- Installateur de revêtements de sol
- Maçon en restauration
- Maçon d'ouvrages de briques réfractaires
- Maçon en construction
- Mécanicien en systèmes de climatisation/résidentiels
- Mécanicien en systèmes de réfrigération et de climatisation
- Mécanicien-monteur de construction
- Monteur de barres d'armature
- Monteur de béton préfabriqué
- Monteur de charpentes métalliques (généraliste)
- Monteur de charpentes métalliques (structurales et industrielles)
- Monteur de toitures de béton
- Opérateur de machines à vapeur
- Opérateur de pompes à béton
- Peintre-décorateur (secteur industriel)
- Peintre-décorateur (secteurs commercial et résidentiel)
- Plombier
- Posseur de carrelage
- Posseur de matériaux isolants
- Posseur de matériaux muraux secs, de carreaux acoustiques et de lattes
- Posseur de toiles pour systèmes résidentiels (petits immeubles)
- Technicien de lignes d'énergie électrique
- Technicien de parements extérieurs isolants
- Technicien du verre et du métal architecturaux (vitrier)
- Toiler
- Travailleur en décontamination

## INDUSTRIE

- Affûteur/ajusteur de scies
- Affûteur d'outils
- Assembleur d'éléments de surface
- Concepteur de matrices
- Concepteur de moules
- Conducteur de semi-remorques commerciales
- Confectionneur de moules
- Confectionneur d'outillage
- Constructeur et intégrateur de machines-outils
- Dessinateur - conception de moules en plastique
- Dessinateur - conception d'outils et de matrices
- Dessinateur - conception mécanique
- Dessinateur - exploitation à ciel ouvert
- Dessinateur - exploitation à ciel ouvert
- Electricien en entretien des signaux
- Electricien industriel
- Electronicien
- Fabricant de primes et de lentilles de précision
- Friseur de moules et de matrices
- Forneur de puits d'eau
- Forgeron
- Inspecteur d'outils et d'appareils de contrôle
- Mécanicien d'appareils de levage
- Mécanicien de machines à emballer
- Mécanicien d'entretien de bâtiment
- Mécanicien de roulements
- Mécanicien en hydraulique/pneumatique
- Mécanicien-monteur industriel
- Modéleur
- Monteur-aljuteur de charpentes métalliques
- Monteur de systèmes de lignes aériennes de contact pour le transport léger sur rail
- Opérateur de procédés industriels (produits du bois)
- Opérateur de procédés industriels (raffinerie, procédés chimiques et liquides)
- Opérateur de procédés industriels (secteur de la transformation des aliments)
- Opérateur de procédés industriels (secteur de l'énergie)
- Outilleur-ajusteur
- Pageur-conducteur de machines-outils (machiniste)
- Soudeur
- Soudeur d'appareils sous pression
- Technicien de l'instrumentation et des relais
- Technicien de wagons de chemin de fer
- Technicien en électricité pour l'industrie du spectacle
- Technicien en instrumentation et contrôle
- Technicien en systèmes de bâtiment

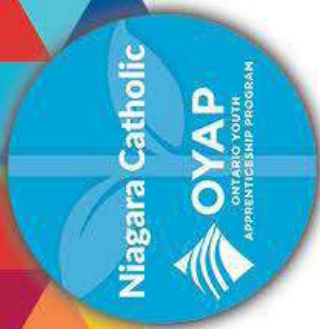
# L'APPRENTISSAGE, MA FORMATION POSTSECONDAIRE



Ce programme est subventionné par le gouvernement de l'Ontario







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**Niagara Catholic District School Board**

***Contact Your Cooperative  
Education Teacher or Guidance  
Counsellor for more information***



This program is funded by the  
Government of Ontario

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# Monthly Calendar



STM '23/24

[illegible]



NOTES:

## SEPTEMBER

SUNDAY	MONDAY	TUESDAY
3	4	5
10	11	12
17	18	19
24	25	26

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2
6	7	8	9
13	14	15	16
20	21	22	23
27 Rowan's Law Day (Concussion Safety)	28	29	30 National Day for Truth and Reconciliation

NOTES:

## OCTOBER

SUNDAY	MONDAY	TUESDAY
1	2	3
8	9 Thanksgiving	10
15	16	17
22	23	24
29	30	31

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
4	5	6 PD Day	7
11	12	13	14
18	19	20	21
25	26	27	28



NOTES:

NOVEMBER

SUNDAY	MONDAY	TUESDAY
5	6	7 International Inuit Day
12	13	14
19	20	21
26	27	28

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4
8 Indigenous Veterans Day	9	10	11 Remembrance Day
15	16	17	18
22 Red Shirt Day for Persecuted Christians	23	24 PD Day	25
29	30		

NOTES:

DECEMBER

SUNDAY	MONDAY	TUESDAY
3	4	5
10	11	12
17	18	19
24 Christmas Eve	25 Christmas Break Begins	26 Boxing Day

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1	2
6 National Day of Rememberance and Action on Violence against Women	7	8	9
13	14	15	16
20	21	22	23
27	28	29	30



NOTES:

# JANUARY

SUNDAY	MONDAY	TUESDAY
New Years Eve	<sup>1</sup> New Years Day	<sup>2</sup>
<sup>7</sup>	<sup>8</sup> Return to School	<sup>9</sup>
<sup>14</sup>	<sup>15</sup>	<sup>16</sup>
<sup>21</sup>	<sup>22</sup>	<sup>23</sup>
<sup>28</sup>	<sup>29</sup>	<sup>30</sup>

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
3	4	5	6
10	11	12	13
17	18	19	20
24	25	26	27
31			

NOTES:

# FEBRUARY

SUNDAY	MONDAY	TUESDAY
4	5	6
11	12	13
18	19 Family Day	20
25	26 Technological Skills Competition	27 Technological Skills Competition

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1	2	3
7	8	9	10
14 Ash Wednesday	15	16 PD Day	17
21	22	23	24
28 Technological Skills Competition  Pink Shirt Day for Anti Bullying	29 Technological Skills Competition		



NOTES:

# MARCH

SUNDAY	MONDAY	TUESDAY
3	4 Technological Skills Competition	5 Technological Skills Competition
10	11 March Break	12 March Break
17	18 Return from March Break	19
24	25	26

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		1 Technological Skills Competition	2
6 Technological Skills Competition	7 Technological Skills Competition	8	9
13 March Break	14 March Break	15 March Break	16
20	21	22	23
27	28	29 Good Friday	30

NOTES:

APRIL

SUNDAY	MONDAY	TUESDAY
	1 Easter Monday	2
7	8 PA Day	9
14	15	16
21	22	23
28 National Day of Mourning	29	30

WEDNESDAY		THURSDAY		FRIDAY		SATURDAY	
3		4		5		6	
10		11		12		13	
17		18		19		20	
24		25		26		27	

NOTES:

## MAY

SUNDAY	MONDAY	TUESDAY
5	6	7
12	13	14
19	20 Victoria Day	21
26	27	28



WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
1	2	3	4
8 Catch the Spirit Awards	9	10	11
15	16	17	18
22	23	24	25
29	30	31	

NOTES:

JUNE

SUNDAY	MONDAY	TUESDAY
2	3	4
9	10	11
16	17	18
23	24 Exam Day	25 Exam Day

WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1
5	6	7	8
12	13	14	15
19 Exam Day	20 Exam Day	21 PA Day	22
26 Exam Day	27 PA Day	28 PA Day	29

Father Hennepin  
Loretto Catholic  
Our Lady of Mount  
Carmel  
Sacred Heart



# HOME OF THE

# MUSTANGS

