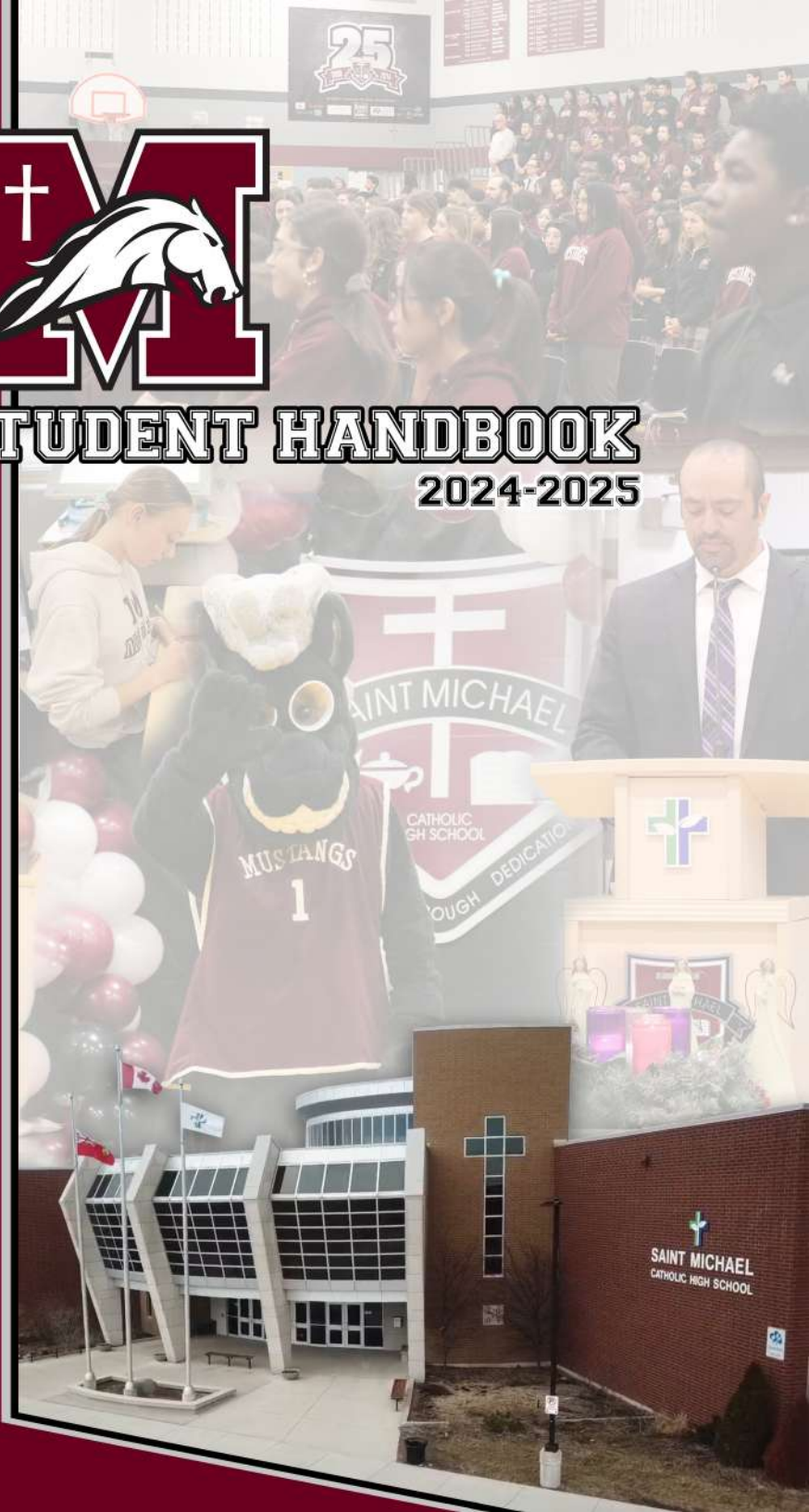




STUDENT HANDBOOK

2024-2025



25
YEARS

SAINT MICHAEL
CATHOLIC HIGH SCHOOL
TOUGH DEDICATION



SAINT MICHAEL
CATHOLIC HIGH SCHOOL

NIAGARA CATHOLIC MISSION & VISION

“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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BISHOP'S 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 symbol at the beginning.

Most Reverend Gerard Bergie, D.D.
Bishop of the Diocese of St. Catharines



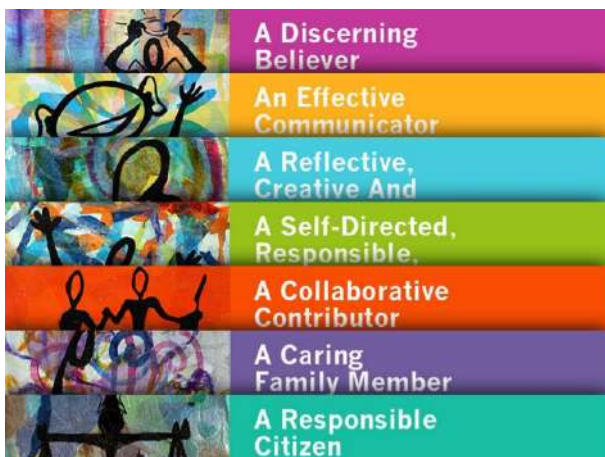
OFFICE OF THE BISHOP

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 a whole school approach to create safe, caring, equitable and inclusive 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 purposes of the Provincial Code of Conduct are as follows: 1. To ensure that all members of the school community are treated with respect and dignity. 2. To promote responsible citizenship by encouraging appropriate participation in the civic life of the school community. 3. To maintain an environment where conflict and difference can be addressed in a manner characterized by respect and civility. 4. To encourage the use of non-violent means to resolve conflict. 5. To promote the safety of people in the schools. 6. To discourage the use of alcohol, illegal drugs, and except by a medical cannabis user, cannabis. 7. To prevent bullying in schools.

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 an equitable, inclusive Catholic education system is fundamental to a positive school climate and student achievement and well-being. The Board recognizes, 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 is contrary to the Ontario Human Rights Code.

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, equitable, 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. A whole school approach to creating a positive environment for learning and working requires a shared commitment amongst all stakeholders in a school. To maintain and improve student success and achievement, we must ensure that students continue to feel safe, nurtured, welcomed, respected and included.

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

POSITIVE SCHOOL CLIMATE AND BULLYING

support a positive school climate and a culture of mutual respect, where all members are accepted and welcomed.

For more information about issues of bullying, visit the Promoting Relationships and Eliminating Violence Network (PREVNet) at <https://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.

POSITIVE SCHOOL CLIMATE AND BULLYING

WHAT WILL HAPPEN WHEN BULLYING IS REPORTED?

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

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

HOW SERIOUSLY ARE THREATS TAKEN?

All threats and attempts to intimidate others will be taken seriously and investigated. Appropriate steps will be taken to ensure that the behaviour stops and students feel safe.

[SURVEILLANCE CAMERAS](#) (VIDEO SURVEILLANCE SECURITY POLICY 701.3)

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 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.

I HAVE A PERSONAL PROBLEM THAT I NEED TO TALK ABOUT?

See a Teacher, the Principal, Vice-Principal, a Guidance Counselor, the 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.

WHAT DO I DO IF

I NEED HOMEWORK BECAUSE I WILL BE AWAY FROM SCHOOL?

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.

POPE FRANCIS' FIVE FINGER PRAYER



1.) THE THUMB IS THE CLOSEST FINGER TO YOU. SO START PRAYING FOR THOSE WHO ARE CLOSEST TO YOU. THEY ARE THE PERSONS EASIEST TO REMEMBER. TO PRAY FOR OUR DEAR ONES IS A "SWEET OBLIGATION."

2.) THE NEXT FINGER IS THE INDEX. PRAY FOR THOSE WHO TEACH YOU, INSTRUCT YOU AND HEAL YOU. THEY NEED THE SUPPORT AND WISDOM TO SHOW DIRECTION TO OTHERS. ALWAYS KEEP THEM IN YOUR PRAYERS.

3.) THE FOLLOWING FINGER IS THE MIDDLE. IT REMINDS US OF OUR LEADERS, THE GOVERNORS AND THOSE WHO HAVE AUTHORITY. THEY NEED GOD'S GUIDANCE.

4.) THE FOURTH FINGER IS THE RING FINGER. EVEN THOUGH IT MAY SURPRISE YOU, IT IS OUR WEAKEST FINGER. IT SHOULD REMIND US TO PRAY FOR THE WEAKEST. THE SICK OR THOSE PLAGUED BY PROBLEMS. THEY NEED YOUR PRAYERS.

5.) AND FINALLY WE HAVE OUR SMALLEST FINGER, THE SMALLEST OF ALL. YOUR FINGER SHOULD REMIND YOU TO PRAY FOR YOURSELF. WHEN YOU ARE DONE PRAYING FOR THE OTHER FOUR GROUPS, YOU WILL BE ABLE TO SEE YOUR OWN NEEDS BUT IN THE PROPER PERSPECTIVE, AND ALSO YOU WILL BE ABLE TO PRAY FOR YOUR OWN NEEDS IN A BETTER WAY.

RELIGION AND CHRISTIAN COMMUNITY SERVICE

CHAPLAINCY

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

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

COMMUNICATION AND EDSEMBLI 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 Edsempli 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.

CATHOLIC STUDENT AWARDS

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

Valedictorian: The Valedictorian will deliver the farewell/congratulatory address to the graduating class after the awards and diplomas have been conferred.

Salutatorian The salutatorian will welcome guests to the Catholic faith-based graduation ceremony on behalf of the graduating class.

The Niagara Catholic Valedictorian/Salutatorian Selection Process is designed to be an inclusive, transparent and comprehensive process to ensure that all graduating students have an equal opportunity to represent their graduating class.

CATHOLIC STUDENT AWARDS

All Grade 12 graduating students in each Niagara Catholic secondary school will be provided with the opportunity to complete and submit the Valedictorian application for review/consideration by the Graduation Committee. Applications must be submitted to student services, no later than 12:00 p.m., on the last Friday in April of each school year.

Incomplete or late applications will not be considered.

VALEDICTORIAN APPLICATION - The Valedictorian application is comprised of the following five categories:

1. **Academic achievement** - Overall grade point average for Grade 11 and 12 courses only
2. **School leadership** – Outline leadership qualities within your school
3. **Co-instruction involvement** - Outline involvement and experiences in clubs, teams, or other activities at school
4. **Community involvement** - Outline community involvement, experiences, and activities
5. **Self-reflection** - Student choice

THREE-STEP SELECTION PROCESS

Step One: Application Review by the Graduation Committee

- The Graduation Committee will review all Valedictorian applications based on academic achievement, strong school leadership qualities and demonstration of exceptional character while embodying a commitment to the [Ontario Catholic School Graduate Expectations](#).
- Upon review, the Graduation Committee will select no fewer than five, and no more than 10 candidates for peer voting.
- The Graduation Committee will notify the successful candidates and confirm that their names will appear on the ballot prior to peer voting.

Step Two: Peer Voting

- A link to access the Valedictorian voting ballot will be provided to all graduating students via their Niagara Catholic email address.
- Students are to rank their top three choices.

A ballot is considered a SPOILED BALLOT if the same candidate is ranked more than once on the ballot.

CATHOLIC STUDENT AWARDS

Step Three: Scoring of the Ballots by the Graduation Committee

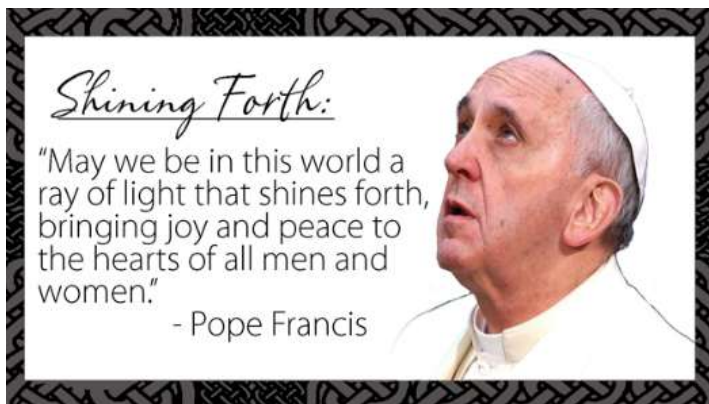
The Graduation Committee will score the eligible ballots and award the candidates with points as follows:

- Three points for a first vote
- Two points for a second vote
- One point for a third vote

Valedictorian: The candidate receiving the highest overall score will be selected as the Valedictorian.

Salutatorian: The candidate receiving the second highest overall score will be selected as the Salutatorian.

The Graduation Committee will provide the names of the Valedictorian and Salutatorian to the school principal. The school principal will inform the successful candidates. The Valedictorian must submit a copy of their farewell/congratulatory address to the school principal for review and approval at least two weeks prior to the graduation ceremony.



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. 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. 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.
- Hazing will not be tolerated and violations will lead to individual and potential team discipline in line with the student code of conduct.

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 consequenced 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. 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.

CO-CURRICULAR ACTIVITIES AND CLUBS

- 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

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

CO-CURRICULAR INVOLVEMENT ACADEMIC ELIGIBILITY

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

- A student must be a full-time student in order to participate in any co-curricular program.
- 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.

CO-CURRICULAR ACTIVITIES AND CLUBS

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.

[DRESS CODE – SECONDARY UNIFORM POLICY \(302.6.6\)](#)

In keeping with the Mission, Vision and Values of the Niagara Catholic District School Board and in accordance with the dress code requirements of the *Safe Schools Act*, all secondary schools within the Niagara Catholic District School Board will implement a secondary uniform that creates a unified sense of belonging for all students from Grades 9 to 12.

This Policy acknowledges a respect for self and others by supporting each student to actively and equitably participate fully in the Catholic learning environment through the creation of safe, inclusive and accepting school climates.

- The secondary uniform promotes Catholic school identity, instills pride and spirit and supports the commitment of students to be visible Catholic role models of the Gospel Values and the Ontario Catholic School Graduate Expectations in our Catholic school communities
- All Niagara Catholic secondary school uniforms as defined in the Administrative Operational Procedures must be purchased through Board uniform suppliers in compliance with the Niagara Catholic Purchasing and Supply Chain Management Policy.

This Policy has been developed in compliance with the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code and the Education Statutes and Regulations of Ontario. For the purpose of this Policy, the term secondary school uniform aligns with the Education Statutes and Regulations of Ontario term dress code. The Director of Education will issue Administrative Operational Procedures for the implementation of this policy.

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"

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.

STUDENT DISCIPLINE

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.

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) - SEE VAPING NEXT PAGE

STUDENT SUSPENSION AOP (302.6.4)

The Niagara Catholic District School Board acknowledges that should a student act inappropriately or impedes the rights of others, the consequences may lead to suspension. When inappropriate behaviour occurs, a principal shall consider suspending a student for no less than one school day and no longer than 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 Regional Police Service and the Niagara Catholic District School Board. A principal may not suspend a student more than once for the same exact incident.

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 truantries, parents will be notified that the

STUDENT DISCIPLINE

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

VAPING & SMOKING

An e-cigarette is an electronic cigarette that is battery operated. It heats and turns e-juice into a vapour that one inhales. It is commonly referred to as vaping. It can lead to nicotine addiction and can be used for nicotine and other substances including marijuana/cannabis. 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).

The Smoke-Free Ontario Act, 2017 prohibits smoking (tobacco and cannabis) and the use of electronic cigarettes (vaping) at schools, on school grounds, and all public areas within 20 metres of these grounds. Anyone smoking or vaping on school property will be suspended and is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017.

The Smoke-Free Ontario Act, 2017 also prohibits the sale and supply of tobacco or ecigarettes to anyone under 19 years of age. Anyone who sells or supplies tobacco or an ecigarette to a student under 19 years of age will be suspended and is guilty of an offence and if convicted may result in a fine under the Smoke-Free Ontario Act, 2017. At minimum, in the case of these substances being found in the possession of students, parents/guardians will be notified, and the student must surrender the item(s) to the educator or administrator. As per PPM 145, it is expected that students involved in these incidents would receive support to learn from inappropriate behaviours and make choices that support continuing their learning. A principal shall consider whether to suspend a student for possessing or being under the influence of electronic cigarettes, tobacco and nicotine products, or cannabis, unless the student is a medical cannabis.

CELL PHONES

Students' personal mobile devices are stored out of view and powered off or set to silent mode during instructional time, except when their use is explicitly permitted by the educator under the circumstances outlined above. If the educator sees a personal mobile device that is not stored out of view, they must require the device be handed in for the instructional period and the device must be placed, by the student, in a storage area in a location in the classroom designated by the educator. Students are responsible for their personal mobile device, how they use it and the consequences of not following the Board policy on personal mobile device use. If a student does not hand in their personal mobile device when required, the student must be sent to the Principal's office. Principals have discretion under PPM No. 145, Progressive discipline and promoting positive student behaviour, to consider a range of responses to address this behaviour including suspension.

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.

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.

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 edu\username. 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" (SchoolMessenger)

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 Edsembli/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 Edsembli/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.

ACCESS TO SCHOOL PREMISES & STUDENT ATTENDANCE

E-Learning Attendance Expectations:

E-learning courses are asynchronous and very independent. Students must use their time effectively and be in the designated area for completing e-learning at their school (eg. library, cafeteria, etc) in their assigned period. E-learning students are not to be loitering in hallways, stairwells etc or leaving the premises without parent/guardian permission. 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.

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.

ACCESS TO SCHOOL PREMISES & STUDENT ATTENDANCE

LATES - AFTER PERIOD ONE AND BEYOND

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

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

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

SIGNING IN – RETURNING TO SCHOOL FROM AN APPOINTMENT

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 are asked to schedule appointments after 2:30 p.m. when possible.

SPARE PERIODS

Students on spare periods must be in full uniform and are expected to be in either the cafeteria, the Information Centre, or may leave school grounds. Students are not to wander about the halls, stairwells.

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.

GENERAL INFORMATION

Environmental Stewardship & Sustainability Policy AOP 701.1

Niagara Catholic recognizes the urgency of mitigating the climate crisis and has committed to reduce our impact on the environment by implementing the Environmental Stewardship & Sustainability Policy and its associated administrative operational procedures or AOP

Niagara Catholic has effectively banned the use of single-use plastics as of September 2022 in conjunction with the Government of Canada's recent Single-use Plastics Prohibition Regulations (June 22, 2022), under the Canadian Environmental Protection Act, 1999. The Regulations phaseout the manufacture, import, export and sale of the following categories of single-use plastics by 2025: checkout bags, cutlery, food-service ware, ring carriers, stir sticks, and straws. Further to this list of single-use plastics is commercially sold bottled water. Empty water bottles are a major source of world-wide pollution and have been banned for use at all facilities across the Board since 2012. Two major opportunities for the reduction of single-use plastics include 1) providing water bottle filling stations throughout the Board; and 2) revising procurement standards to prohibit the use of single-use plastics, packaging, and bottled water. The progress of this strategy shall be measured by the results of the yearly waste audit as mandated by the Ministry.

BUSES (Student Transportation Policy)

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 3.2 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 (eg. P3, study hall) or have served a detention. Students may not be added to a bus or switch buses for social or recreational reasons or for personal appointments.

CAFETERIA/LUNCH

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



GENERAL INFORMATION

DANCES

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

The following policies also apply to dances:

- The Principal, Vice-Principal and the supervising teachers may refuse admission to any person
- Students will be screened on entry and any student not cooperating with this safety measure will be refused admission
- The Principal or Vice-Principal may remove any person from the dance and contact parents/guardians to pick up their child from school property
- Food or drink of any kind is not to be taken into the dance
- Anyone whose actions and/or language clearly indicates that he/she is under the influence of any drug or intoxicant will be refused admission or removed from the dance. No drinking/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

GENERAL INFORMATION

materials are subjected to a fine per day. Students will be responsible for the replacement cost of lost or damaged items. It is expected that student conduct in the LIC will be conducive to an atmosphere of study. The LIC exists as a resource for the benefit of the entire school and any behaviour deemed detrimental to such a goal can result in the suspension of student privileges.

LOCKERS

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

MESSAGES

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

STUDENT DROP-OFF / PICK-UP

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

STUDENT PARKING

The school supplies bussing for student transportation and cannot provide sufficient parking for students who decide to drive to school. Unauthorized parking may result in the vehicle being towed away at the student's expense. Drivers are asked to keep their vehicles locked. We cannot assume responsibility for losses or damages. Students are not to sit in their vehicles during the school day or play music 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. SAAP allows students the opportunity to get homework assistance, 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 SAAP after school 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 sensitized immune system overreacts in response to the presence of a particular allergen. An allergen is a substance capable of causing an allergic reaction. Possible allergic symptoms are many and may rapidly lead to severe permanent injury, coma and/or death. While there is no clinical method to predict the severity or progression of a reaction, there is a need to ensure the safety of students who suffer from extreme allergies (anaphylaxis) and empower school administrators to respond to their needs consistently but at the same time recognize individual differences from case to case.

ASTHMA AOP (302.9)

It is the policy of the Niagara Catholic District School Board to provide a safe environment for students who are susceptible to allergens, but it is not possible to reduce the risk to zero. This is particularly the case with asthma triggers. Students with asthma have sensitive airways that react to triggers. A trigger is something that can make asthma worse, such as, but not limited to: air quality, mold, dust or dust mites, pollen, viral infections, animal and pet dander, smoke, scented products and cold air. To the extent possible, school staff will identify and minimize asthma triggers and implement strategies to reduce the risk of exposures in classrooms, common school areas and in planning field trips.

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

EMERGENCY AND MEDICAL INFORMATION

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.

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, TAWNSHI, 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 EDUCATION - Niagara Catholic District School Board](#) for up-to-date information.

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.

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

INDIGENOUS EDUCATION

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.

Why should students self-identify?

[VOLUNTARY AND CONFIDENTIAL INDIGENOUS STUDENTS FIRST NATION, MÉTIS AND INUIT SELF-IDENTIFICATION AOP 301.9](#)

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

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.

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.

Indigenous Community Supports in Niagara

Fort Erie Native Friendship Centre	Website: www.fenfc.org Email: reception@fenfc.org 796 Buffalo Rd Fort Erie, ON 905-871-8931
Metis Nation of Ontario - Thorold - Niagara Region Metis Council - Community Support Service	Website: www.niagararegionmetisCouncil.org Email: niagarametiscouncil@gmail.com 3250 Schmon Pkwy, Unit 1A Thorold, ON 905-682-3487
Niagara Regional Native Centre	Website: www.nrnc.ca 382 Airport Rd Niagara-on-the-Lake, ON 905-688-6484
NPAAMB Indigenous Youth Employment & Training	Website: https://npaamb.com/ 60 Jarvis St, Fort Erie, ON 289- 599-2400
Niagara Chapter - Native Women Inc.	Website: http://ncnw.net/ 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

COMMUNITY BASED SERVICES	
Canadian Mental Health Association – counseling service rehabilitative programs, housing program and support groups in St. Catharines, Fort Erie, Port Colborne, Welland and Niagara Falls.	264 Welland Avenue, Suite 103., St. Catharines 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
Contact Niagara – 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 www.contactniagara.org
Bridges Community Health Centre – mental health assessments, supportive counseling, and community referrals.	1485 Garrison Road, Fort Erie 905-871-7622 380 Elm St., Port Colborne 289-479-5017
Quest Community Health Centre – Rainbow Youth Niagara – individual, group support and social activities for sexually and gender diverse youth.	145 Queenston St., St. Catharines 905-688-2558 ext. 232
Family Counselling Centre Niagara – 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
West Niagara Mental Health Program – 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.
Niagara Region Public Health – Community Mental Health Program – 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
Bereavement Resource Council – 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 http://www.brncniagararegion.org/
Hospice Niagara - Grief and bereavement services	403 Ontario Street Tel: (905) 984-8766

NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

COMMUNITY BASED SERVICES	
<p>Centre de Sante Communautaire Hamilton/Niagara – a multi-disciplinary agency serving the French speaking population providing individual and group counseling.</p>	<p>810 East Main, Welland 905-734-1141</p> <p>Serves residents of the Niagara Region</p>
<p>Gillian's place- one to one counselling relating to unhealthy relationships and teen dating abuse. Safety planning Can offer crisis support</p>	<p>24/7 Support Line: call or text 905-684-8331 https://www.gilliansplace.com/</p>
<p>Family and Children's Services Niagara – support and protection for children up to 16.</p>	<p>905-937-7731</p> <p>Facsniagara.on.ca</p>
<p>Kristen French Child Advocacy Centre Niagara – for children up to age 16 who have been abused; counseling available</p>	<p>8 Forster St., St. Catharines 905-937-5435</p> <p>kristenfrenchcacn.org</p>
<p>Schizophrenia Society of Ontario – provides public education and access to information about schizophrenia.</p>	<p>No Niagara location currently listed on website 1-800-449-6367</p>
<p>Start me up Niagara- Support services and programs to assist with mental health, addictions, employment, poverty and homelessness.</p>	<p>https://www.startmeupniagara.ca/site/home</p>
<p>Pathstone Mental Health – provides various mental health services to meet specific needs of clients until their 18th birthday, and their families. www.PathstoneMentalHealth.ca</p>	<p>St. Catharines - 1338 Fourth Avenue 905-688-6850</p> <p>Welland -1604 Merritville Highway 905-384-9551</p>
<p>Young Caregivers Association- supporting young caregivers and their families</p>	<p>905-397-4201</p>
<p>Youth Wellness Hub Niagara 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</p>	<p>https://youthhubs.ca/en/sites/niagara/</p>

NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

CRISIS

HEAR & NOW Walk-In Clinic

Monday - Thursday 9am - 7pm
(Last appointment taken at 6pm)

Friday 9am - 4pm
(Last appointment taken at 5pm)


NEW!

No Fee - No Appointment - No OHIP

 **24/7 CRISIS Line 1.800.263.4944**



Branscombe Mental Health Centre
1558 Fourth Avenue, St. Catharines
www.PathstoneMentalHealth.ca

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

NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

Prenatal classes (Public Health) niagararegion.ca/health	905-688-8248 ext. 7237 1-888-5056074 ext. 7237
Young and Pregnant in Niagara	905-688-8248 ext. 7237
Recreation, Drop-in Centres and Shelters	
The FORT – drop in for grades 9 to 12 and after school program for grades 7 to 9.	Grimsby – 905-309-3678 Smithville – 905-957-1991 thefortyouthcentre.com
The RAFT – youth centre and emergency shelter	17 Centre Street, St. Catharines 905-984-4365
YMCA 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
YWCA Emergency Housing Facilities – 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
Nightlight Youth Shelter – provides short term residence for youth 16-30	5519 Ontario, Niagara Falls Niagara Falls – 905-358-3678
Safe beds/CMHA- 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. https://niagara.cmha.ca/safe-beds-short-term-residential-service/
ALCOHOL, DRUGS, TOBACCO & GAMBLING	
Alateen/Al-Anon – for teens affected by someone else's drinking	905-328-1677 1-888-425-2666 al-anon.org
Community Addiction Services of Niagara – assessments, treatment planning, counseling, and referrals	906-684-1183 cason.ca
New Port Centre – a residential program for individuals recovering from alcohol or substance abuse	905-378-4647 ext. 32500
Rapid Access Addictions Medicine	905-378-4647 ext. 49463 Niagara Health Systems
Alcoholics Anonymous	1-866-311-9042 or 905- 682-2240

NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

Youth Gambling Awareness Program - reduce potential harm of gambling	905-684-3500 ext. 442 1-877-525-5515
Narcotics Anonymous	1-888-811-3887
ALCOHOL, DRUGS, TOBACCO & GAMBLING	
Niagara Multilingual Prevention/Education Problem Gambling Program – provides problem gambling prevention/education information.	905-682-6411 ext. 63849
LEGAL ISSUES	
Legal Assistance	1-800-668-8258
Niagara Region Police Service (for emergency call 911) nrps.com	905-688-4111 1-888-668-3911
HEALTH	
Niagara Health System – assessment, diagnosis and treatment of mental health disorders in youth and their families	St. Catharines General Hospital Site – Children’s Clinic – 905-684-7271 ext. 46573 Greater Niagara General Hospital Site – Mental Health Services – 905-378-4647 ext. 53803 or 53804
Niagara Region Public Health – connect with a school nurse.	905-688-8248 1-888-505-6074
Dental Care – dental programs and services for children and youth up to 17 years.	905-688-8248 ext. 7399 1-888-505-6074 ext. 7399
Health Bus Outreach – nurse who provides services at various locations.	Call or text – 905-401-4074
Niagara Eating Disorders Outpatient Program – provides information and resources on eating disorders and weight preoccupation.	1-866-633-4230 905- 378-4647 ext. 32352
FOOD BANKS	
Community Care	West Niagara – 905-563-5823 St. Catharines – 905-685-1349 Thorold – 905-237-9240 West Lincoln – 905-957-5882
Salvation Army Community and Family Services	Niagara Falls -905-358-8394 Fort Erie – 905-871-1592 St. Catharines - 905-935-4311 Welland – 905-735-5700
Open Arms Mission	23 Fifth Street, Welland 905-788-3800
Port Cares Reach Out	61 Nickel Street, Port Colborne 905-834-3629
Grimsby Benevolent Fund	905-309-5664

NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

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

NIAGARA MENTAL HEALTH PROGRAMS AND SERVICES DIRECTORY

Cybertip.ca	Canada's tip-line for reporting the online sexual exploitation of children. Citizens are not required to use cybertip.ca and can report through NRPS using normal procedures if desired. However, cybertip.ca is an option for anonymous reporting or if a citizen does know if police should be contacted yet. Reports filed with cybertip.ca are forwarded to the appropriate organization, for further organization.
WEBSITES	
Needhelpnow.ca	Help removing a sexual image from the internet, cyberbullying, peer support and relevant laws.
Body Image Issues – raise awareness on a range of body image issues and weight and eating problems.	www.surf.to/nfnfed
Mind Your Mood – track your moods and get a 'mood report'.	mindyourmood.ca
Dontgetsextorted.ca	C3P reports a 90% rise in recent years in online sextortion among teenage boys. This website uses humour to help deliver a serious message: "don't get sextorted"
Protectkidsonline.ca	High-level overview for parents of online issues facing each age group.
Commonsensemedia.org	Useful/interactive review website for just about any game/app/movie/show/ parents might want more information on before giving their child(ren) access.
Smartsocial.com	Useful app reviews and further education for parents to stay up to date on online trends their children may be exposed to.
Getcyersafe.gc.ca	Internet security and steps for helping Canadians stay safer online.
Canadian Anti-Fraud Centre (CAFC)	Information on recent scams
Niagarapolice.ca/onlinesafety	Resources to help people stay safe online
NEDIC- https://nedic.ca/	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!

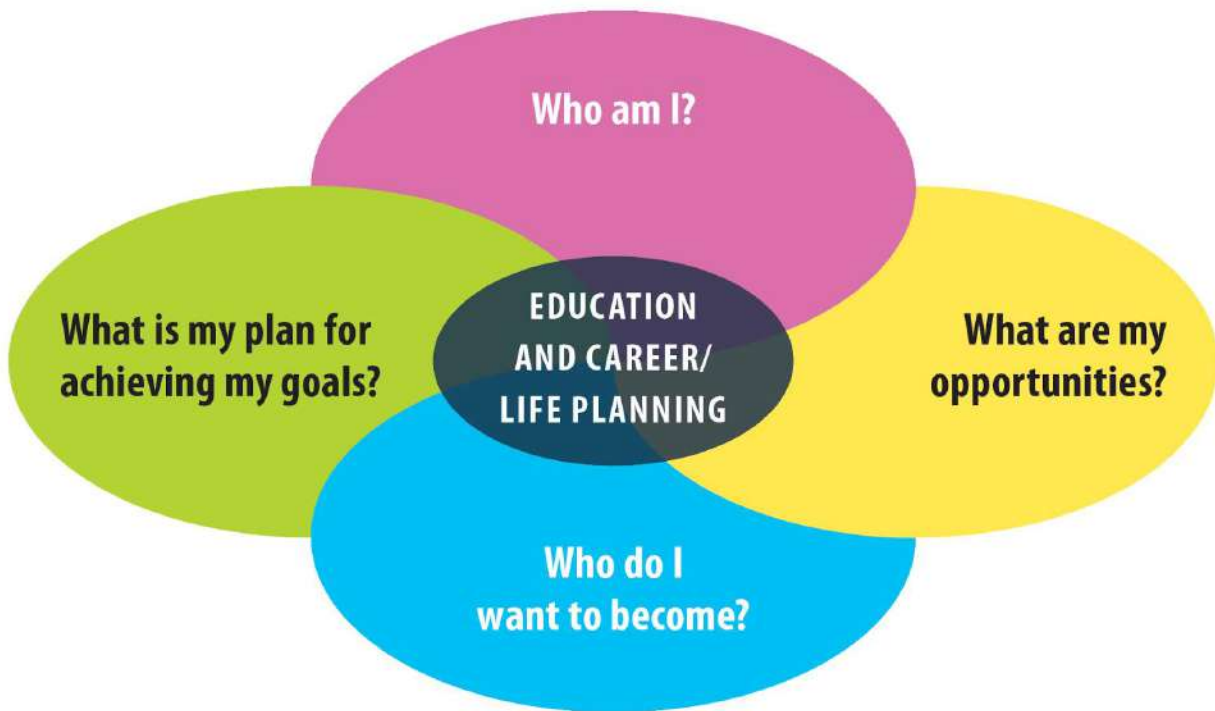


CREATING PATHWAYS TO SUCCESS:

*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, CPR).
- **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 a Record Card outlining their accomplishments.

Students can earn a Specialist High Skills Major Diploma in the following areas:

- | | |
|-------------------------|---|
| -Arts and Culture | -Horticulture and Landscape |
| -Aviation and Aerospace | -Hospitality and Tourism |
| -Construction | -Information and Communication Technology |
| -Energy | -Manufacturing |
| -Health and Wellness | -Transportation |

Contact Student Services to find out more information about the Specialist High Skills Major program.

WHAT IS AN SHSM?

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

- You will not get your SHSM designation until you have completed ALL of the courses and certifications in the SHSM pathway. You can speak to your guidance counsellor for more information.

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

Saint Michael SHSM...
Experience Your Future Today!



Niagara Catholic



OYAP

ONTARIO YOUTH
APPRENTICESHIP PROGRAM

@NiagaraCatholicOYAP





Apprenticeship is Post Secondary Education



MOTIVE POWER



SERVICE



CONSTRUCTION



INDUSTRIAL

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.

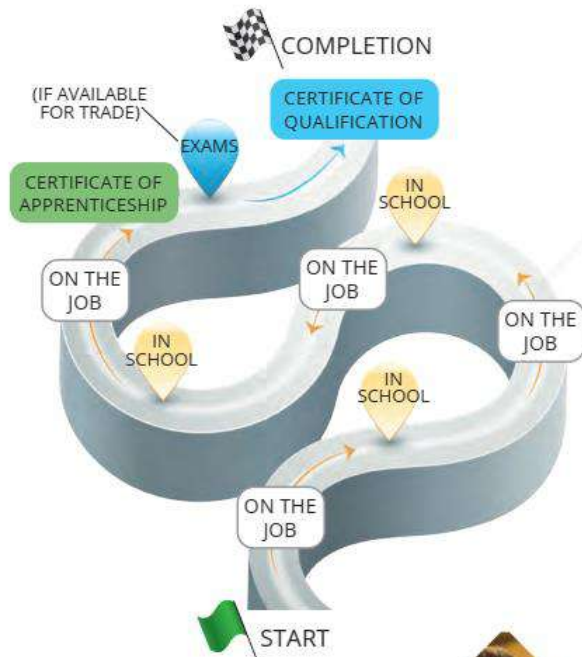


PAJO

PROGRAMME
D'APPRENTISSAGE POUR LES
JEUNES DE L'ONTARIO

The Apprenticeship Pathway

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



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**



Live the skilled life!

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

OYAP

Co-op is career driven, career exploration and skill development	OYAP is career driven, career exploration and skill development in a skilled trade
Co-op follows Ministry of Education policy and curriculum	OYAP follows the Ministry of Education policy and curriculum as well as OYAP Program Guidelines
Students sign a Workplace Education Agreement with the employer or placement partner	Students sign both a Workplace Education Agreement with the employer and an OYAP Participant Application Form
Co-op students create a Cooperative Education Learning Plan	OYAP participants create a Cooperative Education Learning Plan that includes competencies from the trade Training Standards
Students earn credits towards secondary school diploma	OYAP participants earn credits towards a diploma as well as apprenticeship hours and skilled trade competencies
Co-op is a mandatory component of the SHSM program to earn the SHSM seal	The apprenticeship pathway through OYAP is recognized in every SHSM sector
Most students take Co-op in grade 11 or 12, but some may choose to start in the summer after grade 10	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

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-Patisserie
- 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 — Contact Centre Technical Support 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
- Utility Arborist

LIVE THE SKILLED LIFE!

www.oyap.com

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
- Facilities Technician
- 🍁 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 Maker
- 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

APPRENTICESHIP IS POST-SECONDARY EDUCATION

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 chariots élévateurs
- Technicien de glaces de véhicule automobile
- 🍁 Technicien de machines agricoles
- Technicien de moteurs marins
- ▲ Technicien de 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 apprentis suivent les normes de formation pour devenir qualifiés dans le métier

- 🍁 Désigne un métier du programme Sceau rouge
- ▲ Désigne 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 - Fructiculteur
- Agriculture - Porcher
- Agriculture - Soigneur de troupeaux laitiers
- Aide-cuisinier
- Aide-enseignant
- Arboriste
- Arboriste de services publics
- Artisan autochtone
- Assistant social auprès des jeunes
- Boulangier
- 🍁 Boulangier-pâtissier
- Chef
- ▲ Coiffeur
- Coordonnateur d'événements spéciaux
- 🍁 Cuisinier
- Cuisinier d'établissement
- Découpeur de viande au détail
- Fabricant en microélectronique
- Intervenant en services de soutien à l'intégration
- Palefrenier
- Praticien du développement de l'enfant
- Praticien du développement de l'enfant autochtone
- Sellerie
- Sellier-harnacheur
- Sertisseur/orfèvre
- 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

OUTILLE-TOI POUR LA VIE!

www.pajo.ca

CONSTRUCTION

- 🍁 Briqueteur-maçon
- 🍁 Charpentier-menuisier général
- 🍁 Chaudronnier de construction
- ▲ Conducteur d'engins de levage : conducteur de grues à tour
- ▲ Conducteur d'engins de levage : conducteur de grues mobiles 1
- ▲ Conducteur d'engins de levage : conducteur de grues mobiles 2
- 🍁 Conducteur d'équipement lourd - boteur
- 🍁 Conducteur d'équipement lourd - excavatrice
- 🍁 Conducteur d'équipement lourd- tracto-pelle rétrocaveuse
- Couvreur
- ▲ Électricien (bâtiment et entretien)
- ▲ Électricien (secteurs domestique et rural)
- 🍁 Finisseur de béton
- Finisseur de béton préfabriqué
- 🍁 Installateur de revêtements de sol
- ▲ Installateur de systèmes de protection contre les incendies
- 🍁 Jointoyeur et plâtrier
- Maçon d'ouvrages de briques réfractaires
- Maçon en restauration
- 🍁 Manoeuvre 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 ornementales)
- ▲ Monteur de tuyaux de vapeur
- Opérateur de pompe à béton
- Ouvrier de construction résidentielle autochtone
- Peintre-décorateur (secteur industriel)
- 🍁 Peintre-décorateur (secteurs commercial et résidentiel)
- ▲ Plombier
- 🍁 Poseur de carrelage
- 🍁 Poseur de matériaux isolants
- Programmeur de panneaux muraux secs, de carreaux acoustiques et de lattes
- ▲ Poseur de tôles pour systèmes résidentiels (petits immeubles)
- 🍁 Technicien de lignes d'énergie électrique
- Technicien de parements extérieurs isolants
- 🍁 Technicien du verre et du métal architecturaux (Vitrier)
- ▲ Tôlier
- 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
- Dynamiteur - exploitation à ciel ouvert
- 🍁 Ébéniste
- Électricien en entretien des signaux
- 🍁 Électricien industriel
- 🍁 Électromécanicien
- Fabricant de prismes et de lentilles de précision
- Finisseur de moules et de matrices
- Foreur 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
- Modeleur
- Monteur-ajusteur 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
- Programmeur en commande numérique (CNC)
- 🍁 Régleur-conducteur de machines-outils (Machiniste)
- Serrurier
- 🍁 Soudeur
- Soudeur d'appareils sous pression
- 🍁 Technicien de l'instrumentation et des relais
- Technicien de pellicules minces
- 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



@NiagaraCatholicOYAP

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