



READY TO LEARN

CATHOLIC ELEMENTARY SCHOOL
GUIDE FOR FAMILIES



BRANT HALDIMAND NORFOLK
Catholic District School Board



for all

Dear Families,

I am delighted to extend a heartfelt welcome to you as you embark on a wonderful journey. Our Catholic schools are committed to providing a safe, inclusive, engaging, and nurturing environment where your child can thrive academically, socially, and spiritually.

Our Catholic schools offer curriculum, taught through a Catholic lens, that is designed to ignite their curiosity, stimulate imagination, and lay a strong foundation for future learning. We prioritize the development of essential skills such as literacy, numeracy, and critical thinking, while also nurturing their creativity and love for exploration. We offer play-based learning in Kindergarten classrooms, as well as hands-on activities and interactive experiences.

At our Catholic schools, we cherish the values of compassion, respect, and kindness. Your child will have the opportunity to participate in prayer, reflection, and age-appropriate religious instruction, fostering their spiritual growth and understanding of the Catholic faith.

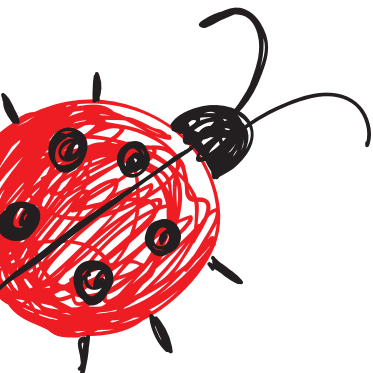
We understand that parents, guardians, and caregivers hold a vital role as educational partners. We encourage open communication and collaboration with our educators, as we believe that a strong partnership between home and school is key to your child's success.

We are honoured to have your family join our Catholic education community. Together, let us embrace the joys of this beautiful journey as we lay the foundation for a bright future for your child.

Yours in Christ,



Mike McDonald
Director of Education & Secretary



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READY TO MAKE FRIENDS

Welcome to Catholic Education at the Brant Haldimand Norfolk Catholic District School Board

The promise of Catholic Education is that a “true encounter with Jesus can and does take place, each and every day within our Catholic schools” (Renewing the Promise, Pastoral Letter for Catholic Education). We are called to walk alongside and accompany the students entrusted to our care. We do this by building relationships and community: a place for all, where everyone belongs. In the midst of our contemporary culture, we prepare our students for joyful discipleship by living the values of the Gospel. They become peacemakers and witness to social justice by putting their faith into action engaging with the local and global community.

The Brant Haldimand Norfolk Catholic District School Board is a model learning community, widely recognized as distinctively Catholic. As a Catholic school system, our commitments are rooted in faith. With a focus on Belonging, Teaching and Learning, and Wellness for all, we provide our students and staff with the tools for realizing their fullest potential, while also instilling a life-long commitment to the community.

OUR VISION

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

OUR MOTTO

Excellence in Learning – Living in Christ.

OUR VALUES

- Cultivating healthy, respectful, faith-filled Catholic learning and teaching environments.
- Inspiring and nurturing curiosity development, success and stewardship.
- Building support through collaboration, partnerships, and connected communities.
- Reaching every individual and honouring their contributions, values, and goals.

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

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



READY TO EXPLORE

The Kindergarten Program

The Brant Haldimand Norfolk Catholic District School Board offers an engaging, play-based Kindergarten program in a safe, caring, and inclusive environment. The program is designed to nurture the development of the mind, body, and spirit.



WHEN CAN I REGISTER MY CHILD?

Registration for Kindergarten takes place starting the month of January for all BHNCDSD elementary schools.

HOW DO WE REGISTER?

The Board's Kindergarten registration process is now online. To complete the online registration, there are some documents that you will need to have ready to upload. We recommend either scanning or taking an image of the documents in advance of beginning the registration process. If you are unable to create electronic copies of the documents, complete the online registration process and then provide the original documents to the school. Your registration will not be complete until all required documents are received by school staff.

WHAT DOCUMENTS DO I NEED?

1. Canadian birth certificate (or proof of Canadian citizenship, proof of permanent residence, record of landing, or other Immigration and Citizenship documentation).
2. Roman Catholic Baptismal Certificate or, if your child is not baptized, the Roman Catholic Baptismal Certificate of the parent or guardian.
3. Proof of home address (a rental/lease agreement, utility bill, proof of purchase). **A Driver's License cannot be used as proof of address.**

There may be other forms that are required to complete the registration process. These forms are normally filled out at the school during a meeting or orientation. The school secretary will notify you if any of the required forms are outstanding.

WHERE DO I GO TO REGISTER?

1. Prepare electronic copies of the required documents and visit www.catholiceducation.ca.
OR
2. If you are unable to register online on your own, contact your local Catholic school to set up an appointment to register online at the school. Staff are there to provide a computer and assistance if required. Please remember to bring the required documents.

HEALTH AND IMMUNIZATIONS

Health Cards

The Personal Health Information and Protection Act (PHIPA) means that school boards no longer collect health card information. Your child's health card is not required to register.

Immunizations

Your local public health unit will provide detailed immunization requirements and procedures. Please visit www.hnhu.org or www.bchu.org for details and contact information. It is important to note that it is the responsibility of families (parents, guardians, caregivers) to work with public health staff to ensure that your child's immunizations are up to date. Failure to do so could result in an order from the Medical Officer of Health that prevents your child from attending school.

DIRECTING YOUR TAX SUPPORT

Owner and Tenant Property Tax Direction

A property owner or tenant is required to support a school board, even if you do not have children or your children are not currently attending school. By default, your school support is directed to your municipality's English Public School Board rather than your Catholic School Board.

Families are asked to change the selection of which school board they choose to support to Catholic/ Separate to be able to vote for your Catholic school board trustee in the next municipal election and to ensure that support for Catholic education remains strong in the Province of Ontario.

CONCUSSION ACKNOWLEDGEMENT

The Government of Ontario's 'Rowan's Law' requires all school boards to confirm that families, students, volunteers, and all staff members have reviewed the applicable Rowan's Law Concussion Awareness Resource AND the applicable Board's Concussion Code of Conduct as part of the registration process. The documents that must be reviewed are accessible online. If you require an alternate format, please contact your school office.

To check or change your school support visit www.mpac.ca/schoolsupport or call MPAC's Customer Contact Centre at 1-866-296-6722 or 1-877-889-6722 (TTY)

Rowan's Law (please select the applicable resource)

- Is your child 10 and under? Use **Rowan's Law Concussion Awareness Resource for ages 10 and under**
- Is your child 11 to 14? Use **Rowan's Law Concussion Awareness Resource for ages 11 to 14**
- Is your child 15 and up? Use **Rowan's Law Concussion Awareness Resource for ages 15 and up**

Codes of Conduct

- **Families** (please review)
- **Student Athlete Code of Conduct** (please review with your child)

Code of Conduct Form (please review, acknowledge, and submit to your school office)

- **Families Rowan's Law Concussion Awareness Resource and Brant Haldimand Norfolk Catholic District School Board Concussion Code of Conduct Form**

Preparing Your Child

TRANSITIONING TO SCHOOL

As your child's first educator, you have already created the foundation for the next step in your child's learning by:

- Encouraging independence
- Fostering responsibility
- Nurturing self-esteem

You can make the transition from home to school a positive experience by ensuring your child is:

- Well-rested and has an early, regular bedtime
- Involved with preparing small and healthy snacks for nutrition breaks
- Limited in the amount of screen time
- Developing self-reliance skills by encouraging your child to attend to personal bathroom routines
- Practicing how to dress themselves independently

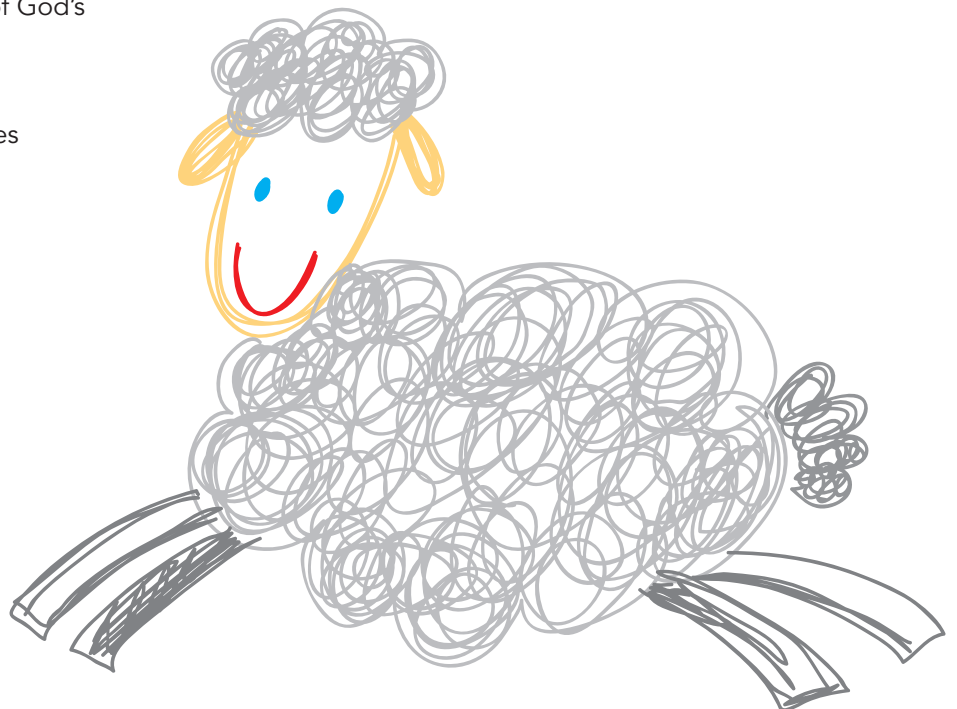
The school setting builds on your child's faith journey that began at home and is supported by the parish.

As the primary faith educator of your child:

- Introduce your child to who God is
- Talk to your child about the wonder of God's creations
- Worship and pray together
- Share religious stories and experiences
- Teach your child about forgiveness

TIPS FOR A SUCCESSFUL START TO KINDERGARTEN

- Encourage your child's imagination with drawing, building, moving to music and acting out stories
- Involve your child in sorting activities such as putting away toys and groceries, pointing out words, numbers, shapes, and patterns in the community
- Make sure your child is physically active and understands the importance of eating well
- Involve your child in writing by making cards and encouraging attempts to write their name
- Play games to practice turn-taking and perseverance and encouraging choice at home during play time
- Establish routines such as sharing and listening to instructions and practice dressing themselves
- Practice walking to school or to the bus route and looking around the school yard and even the school itself, so your child will be comfortable in the new surroundings





READY TO DISCOVER

The Kindergarten Experience



Educators play an important role in promoting the well-being of children by creating, fostering, and sustaining a learning environment that is healthy, caring, safe, inclusive, and accepting. A learning environment of this kind will support not only children's spiritual, cognitive, emotional, social, and physical development but also their mental health, their resilience, and their overall state of well-being. All this will help them achieve their full potential in school and in life.

Self-regulation lays the foundation for a child's long-term physical, psychological, behavioural, and educational well-being. Self-regulation includes recognizing what calm feels like, and what it feels like to become overstressed. The ultimate self-regulation goal is to help children understand when and how to manage stress. Self-regulation is personal. As family members, it is important to be aware of your own stress and how it affects you and, in turn, your children. You will be most able to build your children's self-regulation if you take care of your own.

Kindergarten provides a balance of whole group instruction, guided instruction, and exploration.

Children will be involved in many different learning opportunities designed to help them explore, discover, and grow:

- Whole-group class instruction
- Small group learning
- Independent learning
- Activities at learning centres
- Indoor and Outdoor play

Research shows that there is a strong link between play-based and inquiry learning for children. Educators implement a carefully planned and challenging play-based program that is responsive to the ideas, interests, and levels of development of each child.



EDUCATOR AND EARLY CHILDHOOD EDUCATOR TEAM THROUGHOUT THE DAY

In kindergarten classrooms that have an educator team (required of classrooms of 16 or more children), an educator and an early childhood educator (ECE) work together to help young students learn. These educators have complementary skills that create a learning environment to support the unique needs of each child.

ECEs have knowledge of early childhood development, observation skills, and assessment skills. They bring a focus on age-appropriate program planning that promotes each child's physical, cognitive, language, emotional, social, and creative development, and well-being.

Educators have a knowledge of the broader elementary curriculum, assessment, evaluation and reporting, and child development. They are responsible for student learning, effective instruction and evaluation, and formal reporting to families, based on the educator-ECE team's assessment of children's progress.



The Four Frames in the Kindergarten Program

In Kindergarten, your child will build their skills, knowledge, and experiences in four keys areas of learning, called the four frames. The frames, rooted in our faith, are shared in an integrated way as learning occurs during children's play and inquiry in kindergarten.

FAITH FORMATION THROUGHOUT THE FOUR FRAMES

Your child will be immersed in the Christian story as it unfolds throughout the year. They will be introduced to many different forms of prayer including Christian Meditation and participate in school liturgies. Visits to and from the Church are essential to helping cement the pieces of faith provided by the home, school, and parish.

While fostering welcoming, nurturing, and inclusive environments where your child can learn and grow in their faith, Kindergarten Educator Teams will begin to implement, "Growing in Faith, Growing in Christ", a brand new religious education resource developed for Kindergarten by Pearson in close association with the Assembly of Catholic Bishops of Ontario (ACBO) and through consultation with Religious Educators throughout the province.

THE FOUR FRAMES

BELONGING AND CONTRIBUTING

Children are connected to others and play an important role in contributing to various groups, the wider community, and the world around them. This frame provides them with a sense of being personally connected to various groups and communities and lays the foundation for developing the traits and attitudes required for responsible citizenship.

SELF-REGULATION AND WELL-BEING

Children develop a sense of self-awareness and an understanding of the importance of physical and mental health and wellness. This frame allows them to focus, to learn, to respect themselves and others, and to promote well-being in themselves and others.

DEMONSTRATING LITERACY AND MATHEMATICS BEHAVIOURS

Children think critically about the world around them and communicate their literacy and mathematical thinking and learning in different ways. This frame develops their capacity to think critically, to understand and respect many different perspectives, and to process various kinds of information.

PROBLEM SOLVING AND INNOVATING

Children make meaning of the world around them by observing, questioning, planning, exploring, testing theories and solving problems. What children learn in connection with this frame will help them develop the habit of applying creative, analytical, and critical-thinking skills in all aspects of their lives.



READY TO DANCE & SING

Kindergarten Communication of Learning (Report Card)

Ongoing, clear, and meaningful communication between you and your child's educators is vital to their growth and learning.

Educators observe your child as they work with other children, adults, and materials. They also observe how your child problem-solves, uses social skills, and expresses their feelings. Educators have conversations with your child to understand how they are making sense of their experiences.

Information gathered through conversations, observations, and assessments is analyzed to determine your child's key learning and growth in learning in relation to the overall expectations in the Kindergarten Program. The information gathered is reflected in the comments educators write on the Initial Observation and Communication of Learning.

- **Fall** – Initial Observations followed by a family member/educator conference
- **Winter and Spring** – Communication of Learning

This information details your child's progress and how learning can be supported at school and at home. The assessment and evaluation process is continuous, and you are encouraged to connect with the educators whenever you have a question.



Student Achievement

ASSESSMENT, EVALUATION AND REPORTING: GRADES 1-8

While assessment and evaluation are ongoing throughout the school year, assessment information is formally reported to families at three points during the school year.

The **Elementary Progress Report** (late October/early November) is an initial overview of how your child is progressing. There are no grades on the Progress Report, rather, each subject area is indicated as "Progressing Very Well", "Progressing Well" or "Progressing with Difficulty".

An invitation for family members/educator interviews follows the Elementary Progress Report. These interviews are an excellent opportunity to discuss in more detail your child's strengths, needs and next steps in learning.

The **Elementary Report Card** is issued in early February and at the end of June. Student achievement in all academic subject areas is represented by letter grades (Grades 1-6) or percentage grades (Grades 7-8).

Learning Skills are evaluated on both the **Progress Reports and the Report Cards**. These skills are the skills we know are essential for success, and they are the same from Grades 1-12. They are evaluated as "Excellent", "Good", "Satisfactory", and "Needs Improvement". The Learning Skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

On both the Progress Report and the Report Cards, your child's educator(s) will include clear, personalized comments so that you can better understand how your child is progressing in both the various academic subject areas and the development of their learning skills.

Meaningful communication between home and school is essential for student success. Families should not hesitate to contact their child's educators at any point during the school year if they have any questions or concerns.

ASSESSMENT, EVALUATION AND REPORTING: GRADES 9-12

While assessment and evaluation are ongoing throughout the school year, assessment information is formally reported to families at three points during each semester.

The **Progress Report** is issued approximately six weeks after the start of each semester. This informal report is an initial overview of how your child is progressing. Your child's educators may choose to include their current overall grade on this report. Educators will also highlight any concerns they may have at this point in the course, including attendance or late/missing assignments.

An invitation for family/educator interviews follows the Progress Report. These interviews are an excellent opportunity to discuss in more detail your child's strengths, needs and next steps in learning.

The **Midterm Report Card** is issued at the midpoint of each semester (mid-November and mid-April). This report card includes your child's overall grade in each course at the midpoint, an evaluation of their learning skills, and personalized comments so that you can better understand your child's strengths, needs and next steps for learning.

The **Final Report Card** is issued following the end of each semester. This report card includes your child's overall final grade in each course, an evaluation of their learning skills, and personalized comments so that you can better understand your child's strengths, needs and next steps for learning.

Learning Skills are evaluated on both the **Progress Reports and the Report Cards**. These skills are the skills we know are essential for success, and they are the same from Grades 1-12. They are evaluated as "Excellent", "Good", "Satisfactory", and "Needs Improvement". The Learning Skills are:

- Responsibility
- Organization
- Independent Work
- Collaboration
- Initiative
- Self-Regulation

Meaningful communication between home and school is essential for student success. Families should not hesitate to contact their child's educators at any point during the semester if they have any questions or concerns.

Language Curriculum



In BHNCDSD, we are deeply committed to delivering on the promise of equipping every child with the ability to read. Reading is a foundational skill critical to student success, both in the classroom and beyond. The 2023 revised Ontario Language curriculum is grounded in the belief that all students can succeed when they develop knowledge and skills in language and literacy. Strong foundational knowledge and skills in both oral and written language are necessary to support more complex skills such as critical thinking and problem solving. The Ministry of Education has shared the importance of early screening (K-Gr. 2). In 2024, BHNCDSD will be administering an early screening tool to monitor a child's development; identify children who need additional support; and guide classroom instruction. Results of the screening tool will be shared with families.

The revised curriculum describes the knowledge and skills that students are expected to learn. It is organized in four distinct but interrelated areas, with language and literacy skills being taught and assessed throughout all areas of learning. It is organized into four strands of learning: Literacy Connections and Applications, Foundations of Language, Comprehension: Understanding and responding to texts and Composition: Expressing ideas and creating texts. Evaluation of these strands will be reflected in a single grade/percentage mark on your child's report card in grades 1 to 8.



To learn more about the new Ontario Language curriculum, the Ministry of Education has created a parent guide, which you can access here.



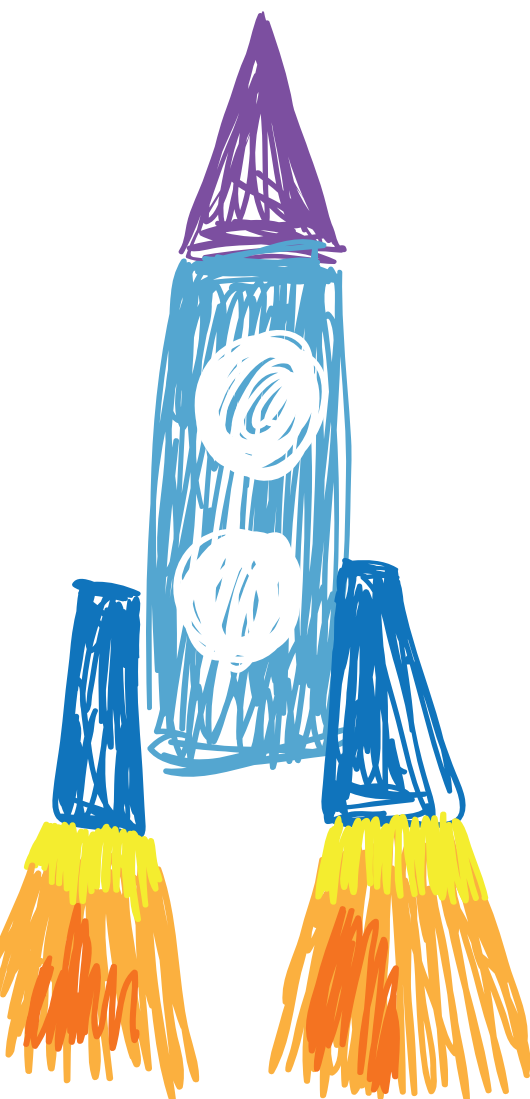
Or you can access the full curriculum document here.

Math Curriculum

The 2020 Math curriculum will teach students fundamental math skills and connect them to real life to prepare students for success – now and in the future.

This curriculum describes the knowledge and skills that students are expected to learn in each grade. It is organized in five strands: Number, Algebra, Data, Spatial Sense and Financial Literacy. Evaluation of these five strands will be reflected in a single grade/percentage mark on your child's report card.

Integrated across the five strands is an additional strand, Social-emotional learning skills. This new strand is designed to help students develop confidence, cope with challenges, and think critically in the subject of Mathematics.



Child Care

EarlyON CHILD AND FAMILY CENTRES

EarlyON Child and Family Centres offer free drop-in programs for children up to six years old and their families. EarlyON centres are places to engage and connect with others in the community and feel a sense of belonging. They are designed to provide a broad set of free programs and resources for families and their young children.



For more information about EarlyON Centres in our schools, or to find other programs, please visit the Ministry of Education website.

CHILD CARE CENTRES

Many of our schools have child care centres integrated into their sites. Please check with the school directly to see if “all day child care” for pre-kindergarten children is available and how to connect with their staff for questions and to apply.

BEFORE AND AFTER SCHOOL PROGRAMS

At Brant Haldimand Norfolk Catholic District School Board, before and after school programs provide your child with more opportunities to learn and grow offering a seamless day with fewer transitions for children and families. Students participate in a range of indoor and outdoor experiences considering the best interests of the children.

These programs are run by third party providers and complement what happens during the regular school day. Check with your local school administrator and/or the Board website for details about these before and after school programs. Subsidies may be available to some families, based on financial need, through the local municipalities.

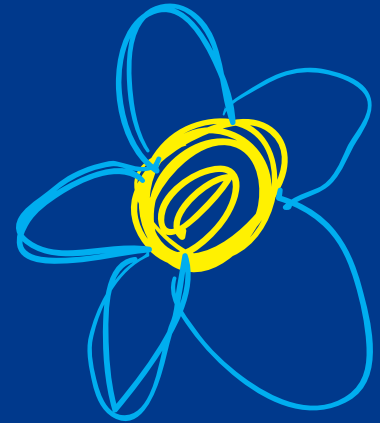
For more information on License Child Care in your Community:



Brantford



Haldimand Norfolk



Special Education

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

The delivery of specialized programs by the classroom educator is supported by an interdisciplinary team of professionals at the school and system level. Partnerships with agencies, other Ministries, and community resources continue to enhance the ability of the school system to fulfill its mandate of educating all learners in our Board. Families are considered full partners in the education of their children and we work with them closely to enhance students’ academic, social, emotional, and spiritual growth.

Supported by faith-based learning, the Board’s Special Education Services team works together with families to achieve “Excellence in Learning ~ Living in Christ”.

Student Well-Being: Mental Health for All

At Brant Haldimand Norfolk Catholic District School Board, we are committed to supporting the mental health and well-being of all students and staff. We believe that mental health is much more than the absence of illness. We believe positive mental health is: “the capacity of each and all of us to feel, think, and act in ways that enhance our ability to enjoy life and deal with the challenges we face. It is a positive sense of emotional and social well-being that respects the importance of culture, equity, social justice, interconnections and personal dignity.” (Public Health Canada)

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

BHNCDSB SUPPORTS MENTAL HEALTH BY USING A TIERED APPROACH

TIER 1 – Good for All

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

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

TIER 2 – Necessary for Some

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

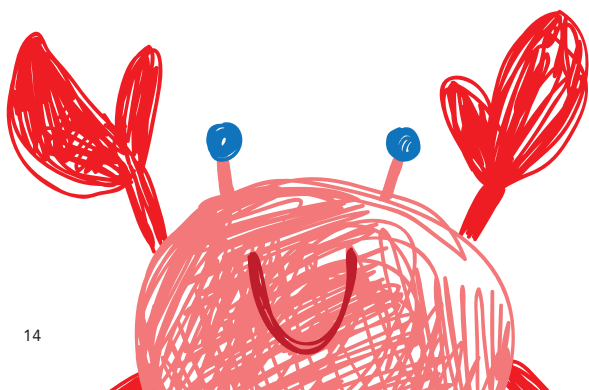
- School mental health professionals, and others, with specialized skills provide intervention services (counselling and skill building). Family consent is needed at this step
- Families can help by reinforcing skills and working to remove barriers to learning
- You can begin exploring if these services are appropriate for your child by speaking with your child’s educator(s) or administrator

TIER 3 – Essential for Few

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

- School mental health professionals can: support students in crisis, help students and their families access appropriate community or health services, and provide ongoing care while students are at school
- Family consent is needed to access these services
- You can begin exploring if these services are appropriate for your child by speaking with your child’s educator(s) or administrator

While we have a supportive role to play in crisis management and can provide accommodations and classroom strategies for students struggling with a mental illness, at the school level we are unable to provide intensive mental health services, but work in partnership with community and health partners, as part of a system of care. Our priority contribution is upstream mental health promotion and prevention.



To learn more visit
BHNCSB Mental
Health and Well-being.



School Mental Health
Ontario



Voluntary Self-Identification for Indigenous Students

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

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

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

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

Ministry of Education Guidance/Documents



BHNCD SB
Policy



Self-Identification



Building Bridges to Success for First Nation, Métis and Inuit Students – Developing Policies for Voluntary, Confidential Aboriginal Student Self-Identification: Successful Practices for Ontario School Boards. *First Nation, Métis, and Inuit Education*

Welcoming Multilingual & Newcomer Students & Families

Ontario has one of the most diverse multilingual student populations in the world. Canadian-born and newcomer multilingual students and their families, contribute to the rich linguistic and cultural diversity of our Catholic school communities.

Home languages are assets in the classroom. Children derive important educational and social benefits from continuing to develop their first language. Families are encouraged to use their own language at home to preserve their children's heritage and identity. This also provides a foundation for children's language and literacy development at school.

The Kindergarten Program supports English-language development in a safe and inclusive environment which celebrates diversity.



Learn more about English-as-a-Second Language programs or community support for newcomer families.

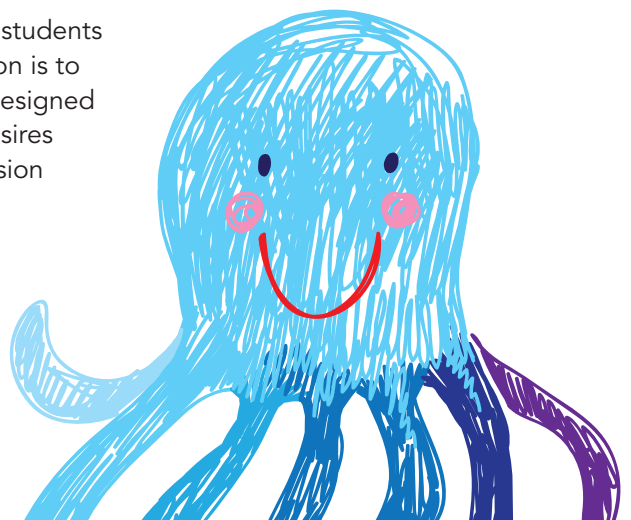


READY TO LEARN FRENCH

The French Immersion Program

The French Immersion program is an optional program offered to students in Kindergarten to Grade 8 within the Board. The goal of Immersion is to develop proficiency not just in French but in English as well. It is designed for children who do not speak French at home. Any family who desires their child to study in French may enrol them in the French Immersion program. **Registration is limited, so please be aware of the Registration Dates: January 8 - February 23, 2024.**

Please refer to Board Policy [200.30 French Immersion](#) and the [200.14 Admission of Students](#) for more information.



THE IMPORTANCE OF LEARNING FRENCH

The ability to speak and understand French allows students to communicate with French-speaking people in Canada and around the world, to understand and appreciate the history and evolution of their cultures, and to develop and benefit from a competitive advantage in the workforce.

While the knowledge of any language has value, French is not only a global language, but the first language of many Canadians and an integral part of the Canadian identity. Learning French equips students with the ability to communicate with French-speaking Canadians and millions of French speakers around the world.

Learning an additional language not only challenges a mind, but it also teaches understanding, encourages patience, and fosters open-mindedness. (Ontario curriculum: FSL, Ministry of Education, 2013).

QUESTIONS AND ANSWERS

My spouse and I do not speak French. Will our child be at a disadvantage?

French Immersion is a French second language program designed for students whose first language is not French. It is not necessary for families to know or speak French. The best way to help your child is to be positive and supportive.

Will my children be getting the same program as they would in an English class?

Yes, French Immersion programs follow the Ontario Curriculum that is mandated by the Ministry of Education. Reporting of student progress is the same in immersion programs as it is in English programs.

Will my child be learning how to read and write in English as well?

In the French Immersion Kindergarten program, children learn literacy and numeracy skills in French. English, as a subject is introduced in Grade 1.

TIPS FOR A SUCCESSFUL FRENCH IMMERSION EXPERIENCE

- Read daily with your child (in English and in French) and talk about what you are reading
- Use the Board supported reading license
- Watch French television with your child
- Discover interactive French apps to build vocabulary
- Talk with your child about their interests and help find books or websites about them in English and French

TRANSPORTATION

Transportation for students enrolled in the French Immersion program in their area will be provided in accordance with Board Policy [400.19 Transportation of Students](#). Please refer to the policy to determine eligibility.

FOR MORE INFORMATION

Contact your local Catholic school or visit the Board's website www.bhncdsb.ca.

Jackie Whiting, Student Achievement Consultant: FSL K to 12
jwhiting@bhncdsb.ca

FRENCH IMMERSION LOCATIONS

St. Leo Catholic Elementary School, Brantford
519.759.3314

Madonna Della Libera, Brantford
519.753.5283

St. Joseph's Catholic Elementary School, Simcoe
519.426.0820 (Norfolk County French Immersion)

Sacred Heart Catholic Elementary School, Paris
519.442.4443 (Brant County French Immersion)

Notre Dame Catholic Elementary School, Caledonia
905.765.0649 (Haldimand County French Immersion)



READY TO RIDE A BUS

Student Transportation

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

An email, or letter if an email address was not provided at registration, will be provided to all eligible Kindergarten students/families over the summer which will indicate:

- bus stop location
- the bus the student will ride on
- scheduled pick up time at bus stop location
- scheduled drop off time at bus stop location

In the interest of student safety, kindergarten students are not to be left unattended at their bus stop. They must be accompanied by someone responsible for them at their morning bus stop location and must be met by someone responsible for them at their afternoon bus stop location. You will be able to provide this information on your Kindergarten Transportation Contract that is filled out at the time of registration, prior to the first day of school. To assist the school bus drivers in identifying students who must be accompanied, each eligible kindergarten student will be provided with a kindergarten identifying tag which will be secured to their backpack. This tag is for the child's safety and helps the driver identify them as a student who needs to be accompanied.

The First Ride program provides students and families the opportunity of experiencing their 'first ride' on the school bus together. The program is designed to ensure that all students are comfortable riding the bus and that both students and families understand the rules and expectations associated with safe bus transportation. To find out more information pertaining to program dates and times, please contact your local Catholic school administrator.

INCLEMENT WEATHER AND BUS CANCELLATION

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

Media: CKPC Brantford 92.1, 91.7 Giant FM, 900 CHML/107.9 Y108, CHCH TV, Moose FM, Easy 101 Tillsonburg and CD 98.9 Simcoe. Website is updated no later than 6:30 am on days of inclement weather. www.stsbhn.ca

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



WEBSITE AND SUBSCRIPTIONS

Visit www.stsbhn.ca and choose parent/guardian Login (in the black banner in the middle of the homepage). If you have already created an account to view your child(ren)'s bus details earlier in the school year, you are already set to receive the automatic notifications. If you have not created an account yet, click on the Create Account button beside the Log In and follow the steps. If you are having difficulty creating your account, follow the details shared at www.stsbhn.ca/faqs or contact STSBHN directly. Once your account is created, you will receive email notifications when there is a cancellation/delay of the bus, a school closure or a general notice posted by STSBHN.

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

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

Student Safety

SAFE SCHOOLS

Student safety and well-being is our top priority at BHNCDSD. The District Catholic Code of Conduct and Board Policy [200.09 Student Behaviour, Safety, and Discipline](#), describe the expectations for staff, students, and community partners. Families are encouraged to review this information on our website and partner with us to provide a safe and inclusive working and learning environments for all.

REPORTING TO THE OFFICE

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

PICKING UP YOUR CHILD

Each school varies in pick-up practice. Please consult the classroom educator for your child's routine. It is recommended that you provide your child's educator with notice of early pick-up in advance if possible and remember to always check in at the office first.

INCLUSION

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

MEDICATION

If your child requires medication, please ensure you have completed the proper paperwork, available from the office. Speak to your child's educator and the school administrator regarding this matter. Clear communication around any medication is essential. Please refer to our Board Policy [200.19 Administration of Medication to Students](#).

PREVALENT MEDICAL CONDITIONS

The Brant Haldimand Norfolk Catholic District School Board is committed to providing students with full access to schools in a safe, caring, accepting and healthy learning environment that enables each student to reach their fullest potential. While the Board believes that families and medical professionals are primarily responsible for children with prevalent medical conditions, the Board supports the individual needs of students diagnosed by a medical doctor or nurse practitioner with asthma, diabetes, epilepsy and/or are at risk for anaphylaxis in accordance with Ontario laws. It is also important that all families and students are familiar with and respect policy [200.05 Students With Prevalent Medical Conditions \(Anaphylaxis, Asthma, Diabetes and /or Epilepsy\)](#).

NO CHILD WITHOUT PROGRAM

The Brant Haldimand Norfolk Catholic District School Board belongs to the No Child Without program. The program was developed to ensure children across Canada from Kindergarten up to their 14th birthday receive MedicAlert protection at no cost. Please contact the school for more information and a form.



Volunteering is a great way
to stay connected.

Getting Involved – Staying Connected

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

- Become a school volunteer
- Join your Catholic School Advisory Council
- Join the Regional Catholic Parent Involvement Committee

For more information about how you can become involved, contact your Catholic school administrator, or visit: www.edu.gov.on.ca/eng/parents/getinvolved.html

BECOME A SCHOOL VOLUNTEER

There are many ways to contribute to your child’s education and school community. Volunteering is a great way to stay connected. We value the contribution of all our volunteers and appreciate their time spent supporting our students, staff, and Catholic education. Please see Board Policy [300.12 Volunteers](#).

REQUIREMENTS

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

VULNERABLE SECTOR POLICE CHECK (CRIMINAL BACKGROUND CHECK)

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

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

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

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

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

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

STAY CONNECTED

Our Catholic schools are tooled up to share valuable information, newsletters and calendars, good news, events, and even alert notifications such as inclement weather closures via their websites and X (formerly Twitter) accounts. Families can ensure that they receive the most up-to-date and timely information by ‘subscribing’ to their school website or ‘following’ their school X (formerly Twitter) account.

Information, including your school website address and Twitter handle, is provided by your Catholic school, or can be found on the Board’s website www.bhncdsb.ca.

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

COMMUNICATION PROTOCOL FOR FAMILIES

Step 1 Your classroom educator is the first point of contact for any questions or concerns.

Step 2 Your school administrator is the next point of contact for further questions or concerns.

Step 3 Should you need further assistance, your school’s Superintendent of Education is available to assist you.

Step 4 The Director of Education is always available for consultation and assistance with unresolved issues.

Trustees are always willing to assist with concerns, but especially those pertaining to Board policy.

Our Catholic Elementary Schools

BLESSED SACRAMENT

185 King Street West,
Box 370,
Burford, ON N0E 1A0
519-449-2984

CHRIST THE KING

165 Dufferin Avenue,
Brantford, ON N3T 4R4
519-759-4211

HOLY CROSS

358 Marlborough Street,
Brantford, ON N3S 4V1
519-756-5032

HOLY FAMILY

20 Sunset Drive,
Paris, ON N3L 3W4
519-442-5333

MADONNA DELLA LIBERA*

120 Ninth Avenue,
Brantford, ON N3S 1E7
519-753-5283

NOTRE DAME BRANTFORD

238 Brantwood Park Road,
Brantford, ON N3P 1N9
519-756-2288

NOTRE DAME CALEDONIA*

35 Braemar Avenue,
Caledonia, ON N3W 2M5
905-765-0649

OUR LADY OF FATIMA COURTLAND

120 Talbot Road, Box 288,
Courtland, ON N0J 1E0
519-688-0049

OUR LADY OF PROVIDENCE

55 Kent Road,
Brantford, ON N3R 7X8
519-758-5056

RESURRECTION

17 Ravenwood Road,
Brantford, ON N3R 6L4
519-752-5900

SACRED HEART, LANGTON

26 Albert Street, Box 70,
Langton, ON N0E 1G0
519-875-2556

SACRED HEART, PARIS*

180 Grandville Circle,
Paris, ON N3L 0A9
519-442-4443

ST. BASIL

365 Blackburn Drive,
Brantford, Ontario
N3T 0G5
519-752-4111

ST. BERNARD OF CLAIRVAUX

250 Washington Street,
Box 760, Waterford, ON
N0E 1Y0
519-443-8607

ST. CECILIA'S

3 Lynn Park Avenue,
Port Dover, ON N0A 1N5
519-583-0231

ST. FRANCES CABRINI

373 Northern Avenue,
Delhi, ON N4B 2R4
519-582-2470

ST. GABRIEL

14 Flanders Drive,
Brantford, ON N3T 6M2
519-756-4706

ST. JOSEPH'S*

34 Potts Road,
Simcoe, ON N3Y 2S8
519-426-0820

ST. LEO*

233 Memorial Drive,
Brantford, ON N3R 5T2
519-759-3314

ST. MARY'S HAGERSVILLE

92 Main Street S.,
P.O. Box 9,
Hagersville, ON N0A 1H0
905-768-5151

ST. MICHAEL'S DUNNVILLE

209 Alder Street West,
Dunnville, ON N1A 1R3
905-774-6052

ST. MICHAEL'S WALSH

972 Reg'l Rd 3,
RR 2 (Walsh),
Simcoe, ON N3Y 4K1
519-426-5462

ST. PATRICK BRANTFORD

320 Fairview Drive,
Brantford, ON N3R 2X6
519-759-0380

ST. PATRICK'S CALEDONIA

81 Orkney St E.,
Caledonia, ON N3W 1L3
905-765-4626

ST. PETER

175 Glenwood Drive,
Brantford, ON N3S 3H1
519-752-1611

ST. PIUS X

127 Wood Street,
Brantford, ON N3R 2L4
519-753-6422

ST. STEPHEN'S

17 Brant Street W., Box 249,
Cayuga, ON N0A 1E0
905-772-3863

ST. THERESA

12 Dalewood Avenue,
Brantford, ON N3T 5L7
519-753-8953

Secondary Schools

ASSUMPTION COLLEGE SCHOOL

257 Shellard Line,
Brantford, ON N3T 5L5
519-751-2030

HOLY TRINITY CATHOLIC HIGH SCHOOL

128 Evergreen Hill Road,
Simcoe, ON N3Y 4N5
519-429-3600

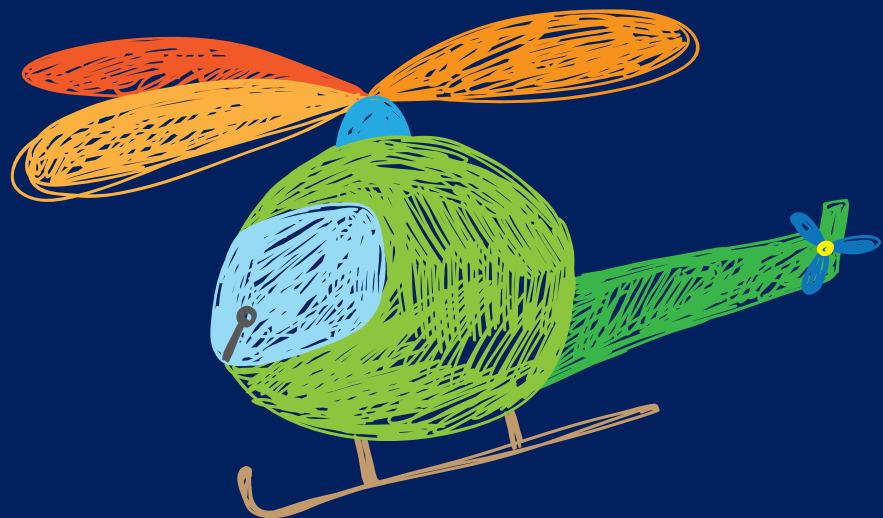
ST. JOHN'S COLLEGE

80 Paris Road,
Brantford, ON N3R 1H9
519-759-2318

ST. MARY'S CATHOLIC LEARNING CENTRE

455 Colborne Street,
Brantford, ON N3S 3N8
519-753-0552

*FRENCH IMMERSION
PROGRAM SITE



for all

Excellence in Learning~ Living in Christ

Dear God

Thank you for loving me so much.
Thank you for the gift of my family.
Help me to be like your Son Jesus.
Amen

Cher Dieu

Merci pour tout l'amour que vous me donnez.
Merci pour ma famille ce qui est un don du ciel.
Aidez-moi d'être plus comme votre fils Jésus.
Amen

**BRANT HALDIMAND NORFOLK
CATHOLIC DISTRICT SCHOOL BOARD**
322 Fairview Drive, P.O. Box 217
Brantford, ON N3T 5M8
T 519.756.6369
E info@bhncdsb.ca
www.bhncdsb.ca



BRANT HALDIMAND NORFOLK
Catholic District School Board

