

GRAND ERIE DISTRICT SCHOOL BOARD



BRANTFORD COLLEGIATE INSTITUTE & VOCATIONAL SCHOOL

2021-22 SCHOOL PROFILE

BRANTFORD COLLEGIATE INSTITUTE & VOCATIONAL SCHOOL

Welcome to Brantford Collegiate Institute and Vocational School

Brantford Collegiate Institute is a school that “does it all”. BCI students and staff are extremely passionate about the school and this is showcased through school spirit, academic successes, equity and inclusiveness, and talented sports’ teams and clubs!

BCI staff set benchmarks of excellence in all areas of school life. BCI offers innovative programs in addition to a variety of excellent regular program pathways. The Laurier Program, French Immersion, Specialist High Skills Major Programs (SHSM).

Transitioning to secondary school provides individuals with an opportunity to grow, meet new friends, and take part in new experiences. BCI offers an excellent experiential education program with field trips, work experiences and co-operative education programs. Students are encouraged to join a sports team, get involved in student leadership or participate in our many clubs, activities, or one of our arts programs.

BCI is dedicated to supporting student success as well as developing the character attributes that are essential to facing life barriers. Our entire staff is committed to supporting each student in achieving their goals. We are excited to have new students join the BCI school community and experience all the greatness that this school has to offer! Enjoy your time at the school! GO MUSTANGS!!!

Mr. Michael DeGroote,
PRINCIPAL
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Michael DeGroote
PRINCIPAL



Deborah Barbon
VICE-PRINCIPAL



Jason Smith
VICE-PRINCIPAL

Donna-Lee Scott
OFFICE COORDINATOR

Alison Senior
LEARNING RESOURCE

Maureen Alfano
GUIDANCE HEAD

School Motto: “Synonymous With Excellence”

At Brantford Collegiate Institute & V.S., we believe that dignity and respect should govern all behaviour, that all can learn and that each person has worth.

Each person at BCI & VS has the opportunity to grow in a safe and friendly environment, where discipline is not repressive, but rather assumes that all students and staff will react respectfully and with common sense. We individualize, personalize and humanize curriculum to meet the needs of all students. While academic achievement is the central focus, extra-curricular participation is a key ingredient in the life of this school. We value each individual and encourage all to be creative and to take risks. By setting goals and standards that are attainable, and by learning decision-making skills, we cultivate self-esteem. Achievement, effort, excellence, participation and citizenship are rewarded at BCI & VS, as students prepare to assume a responsible position in society. Our common goal is growth, growth in knowledge, skills, positive attitudes, self-worth and self-discipline.

These are not only the ideals of our school, but also those of our community.

Brantford Collegiate Institute and Vocational School

120 Brant Avenue,
Brantford, ON N3T 3H3
Phone: (519) 759-3210 (main)
granderie.ca/schools/bci

Grand Erie Administration:

DIRECTOR OF EDUCATION
JoAnna Roberto
SUPERINTENDENT OF EDUCATION
Lisa Munro

School Support Services and Resources

Resource Room and Student Success

The BCI Resource Room is a quiet workspace that can be accessed before and after school and at lunch times. A student success/resource teacher is available to help students complete assignments, prepare for tests and catch up on missed work. The teacher can also assist students to learn how to use assistive technology, access audiobooks and to improve essential learning skills including organization, time management, note-taking, writing tests and reading textbooks. To access this academic resource, parents and students seeking help are welcomed to speak to resource, guidance or classroom teachers.

Guidance

AIMS:

- To assist students in developing plans to meet personal, educational and career needs.
- To provide students, parents, and teachers with the necessary information relating to the students' personal, educational and career needs.

TO ACCOMPLISH THESE AIMS:

- Students can request appointments with their academic counsellors at any time during the year.
- Current information is available on careers, universities and colleges.
- The Public Health nurse is available in the school for sexual health clinic services for one day of the week.
- If an urgent need must be met, referrals may be made with parental consent to services provided by the Board or by outside agencies (eg. social worker, child and youth worker, addictions counsellor, educational testing, speech and language testing, psychometric testing, mental health, Family and Children's Services, Community and Social Services).



Changing Courses Within the First Two Weeks of Classes

Students requesting a change of a course on their timetable will follow a course change procedure. Process instructions, course change forms and course availability information is available in the guidance office at the beginning of each semester. Students must come on the assigned day of their grade with the course change form signed by a parent or guardian.

Student Timetable Requirements

Grade 9 and 10 students will be scheduled in 4 courses per semester. Grade 11 students with less than 16 credits will be scheduled in 4 courses per semester. Grade 11 students who have achieved 16 credits within the first two years of high school may have one study period in their grade 11 year. Grade 12 students must be scheduled in a minimum of 3 credits per semester. Grade 12 students are allowed one study period if they have successfully completed 23 credits and two study

periods if they have successfully completed 24 credits.

Course Selection

On-line course selections will happen in February. Students can begin to plan their courses prior to course selection in myBlueprint. Information about the course selection process will be communicated in January.

The course selection process determines the number of teaching sections that will be devoted to a particular course or if the course will run or be cancelled. It is important for students to choose their courses wisely, as it may not be possible to make the desired changes at a later date.

Students and parents should be aware that course selection from Grade 9 through Grade 12 will impact the student's eligibility for post-secondary programs at colleges and universities. The school's guidance counsellors have information about post-secondary programs and entrance requirements. In addition, course selection at the secondary level can influence a student's chances for apprenticeships or certain types of employment.

School Support Services and Resources

Helpful Websites for Pathway Planning

APPRENTICESHIP:

- www.apprenticesearch.com
- www.tcu.gov.on.ca
- www.earnwhileyoulearn.ca

COLLEGE:

- www.ontariocolleges.ca

UNIVERSITY:

- www.ontariouniversitiesinfo.ca

WORKPLACE:

- www.careerlink.ca
(A Grand Erie service!)
- www.st-leonards.com/YEC.html

Student Responsibilities

ACHIEVEMENT

Students are expected to commit themselves to their academic and other school responsibilities as outlined in the Ontario School Code of Conduct and the Student Handbook.

ATTENDANCE

Regular attendance on the part of students is vital to success in school. It is expected that students attend and

are on time. BCI does have a “Late Procedure” policy which is explained in detail in the Student Agenda.

Students who habitually miss classes will suffer in the evaluation process because their participation and achievement cannot be fully assessed. Therefore, if after counselling, consultation with parents, and time to improve, a student is still unwilling to attend regularly, that student will normally fail to achieve credit for the course and may be deemed to have withdrawn themselves from school.

BEHAVIOUR

Students are expected to demonstrate respect for their peers, teachers, other staff members, visitors to the school, and the neighbours of the school.

How Can Parents Help?

- Permit absence only when absolutely necessary. Good attendance is an important key to academic success.
- Call the school if your child is going to be absent AND send a note explaining the absence on the day that they returns to school.

- Make sure the school has your correct e-mail address and home and work phone numbers so a parent/guardian can be reached when needed.
- Please schedule appointments (i.e. dental, medical, personal business) outside school hours, or on the 165 days of the school year when school is not in session.
- Question your child about assignments, due dates and tests to be written before permitting an absence.
- Discourage your child from working long hours at a part-time job. The Education Act forbids students who are required by law to attend school to work during school hours, punishable by fine to the employer.
- Stay in contact with your child’s teachers. Direct concerns and queries to their subject teacher. The administration is also available to assist as required. Email addresses for BCI staff can be found on the school website.
- Make vacation plans that will coincide with the school calendar. Students on vacation during school time miss a great deal of work.



Programs

Co-Operative Education (Co-Op) and Ontario Youth Apprenticeship Program (OYAP)

CO-OPERATIVE EDUCATION (CO-OP)

Co-op is a planned learning experience that integrates classroom theory and learning experiences at a workplace which enable students to apply and refine the knowledge and skills acquired in a related curriculum course or a locally developed course. Co-op courses include a classroom component comprised of pre-placement and integration activities and a placement component.

Students earn co-op credits by integrating classroom theory with planned learning experiences in the community. Students are assessed and evaluated on their demonstration of tasks linked to curriculum expectations of the related course(s) as outlined

in Students' Cooperative Education Learning Plan.

Students interested in Co-op Education must apply for the program and complete an interview. Successful candidates will be notified and the recruitment process of an appropriate placement will follow. There is no formal restriction on the total number of co-op credits that students may earn in secondary school.

OYAP

Students gain knowledge and experience in an apprenticeable trade while working at an eligible work placement. Students acquire hours toward the completion of their apprenticeship while earning credits.

An apprenticeship is an agreement between the student (who wants to learn a skilled trade), the school, the employer (who teaches the skills) and the Students' Cooperative Education Learning Plan.

Students will get a head start on becoming a fully qualified journey person with a skill set that is in demand. Apprenticeships are an excellent way of learning valuable work skills and are a viable alternative to traditional post secondary programs.

For more information speak to your school's Co-op or OYAP teacher.

Visit www.apprenticesearch.com

TO BEGIN AN APPRENTICESHIP DURING SECONDARY SCHOOL A STUDENT MUST:

- Successfully complete 16 credits and be enrolled full-time in school
- Be 16 years of age or older
- Successfully complete the Ontario Secondary School Literacy Requirement
- Complete all compulsory credits required for an Ontario Secondary School Diploma



Graduation Requirements

COMPULSORY CREDITS (TOTAL OF 18)

4 CREDITS IN ENGLISH (1 CREDIT PER GRADE)

- The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement.
- Grade 11 English: Understanding Contemporary First Nations, Métis, and Inuit Voices course may be used to meet the Grade 11 English compulsory credit requirement.
- For English language learners, the requirement may be met through earning a maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course.

3 CREDITS IN MATH (AT LEAST 1 CREDIT IN GRADE 11 OR 12)

2 CREDITS IN SCIENCE

1 CREDIT IN THE ARTS

- The Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course may be used to meet the compulsory credit requirement in the arts.

1 CREDIT IN CANADIAN GEOGRAPHY (GRADE 9)

1 CREDIT IN CANADIAN HISTORY (GRADE 10)

1 CREDIT IN FRENCH AS A SECOND LANGUAGE

- Students who have taken Native languages in place of French as a second language in elementary school may use a Level 1 or 2 Native language course to meet the compulsory credit requirement for French as a second language.

1 CREDIT IN HEALTH AND PHYSICAL EDUCATION

0.5 CREDIT IN CAREER STUDIES

0.5 CREDIT IN CIVICS

3 ADDITIONAL CREDITS, CONSISTING OF 1 CREDIT FROM EACH OF THE FOLLOWING GROUPS:

GROUP 1: English (including the Ontario Secondary School Literacy Course), French as a second language, classical languages, international languages, Native languages, Canadian and world studies, FNMI studies, social sciences and humanities, guidance and career education, cooperative education

GROUP 2: French as a second language, the arts, business studies, health and physical education, cooperative education

GROUP 3: French as a second language, science (Grade 11 or 12), computer studies, technological education, cooperative education

Note: The following conditions apply to selections from the above three groups:

- A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group 1, and 1 credit from either Group 2 or Group 3.
- A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2, or 3.

Grade 10 - Ontario Secondary School Literacy Test (OSSLT)

All students must successfully complete this test which will be administered by the EQAO (Education Quality and Accountability Office). Students will first write this test in the spring of their grade ten year. Unsuccessful candidates will be given the opportunity for remediation at the school and will be able to rewrite the test. Students identified through an IPRC (Identification, Placement, and Review Committee) will be allowed accommodations for writing of the test. Students not working towards an OSSD (Ontario Secondary School Diploma) may be exempted from writing the test.

Ontario Secondary School Literacy Course (OSSLC)

Students who have written the OSSLT (Ontario Secondary School Literacy Test) once and were unsuccessful are eligible to take the OSSLC (Ontario Secondary School Literacy Course). Successful completion of the OSSLC satisfies the secondary school literacy graduation requirement.

Community Involvement

Students are responsible to complete 40 hours of community service as a requirement for graduation. Grade 8 graduated students can start accumulating during the summer prior to entering grade 9. Grade 12 graduating students are required to have all hours submitted by June 30 of their graduating year. If hours handed in after that date, there is no guarantee that they will be included in the Fall Graduation preparations.

It is the responsibility of the student to find opportunities for achieving community service hours. Various opportunities are communicated through the announcements, Twitter, or on the bulletin board outside of the Guidance office throughout the year.

Ontario Secondary School Certificate

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

7 COMPULSORY CREDITS (2 English, 1 Canadian Geography or Canadian History, 1 Mathematics, 1 Health and Physical Education, 1 Science, 1 Arts or Technological Education or Computer Studies)

7 OPTIONAL CREDITS Selected by the student from available courses

Certificate of Accomplishment

Students who are not working towards an OSSD or an OSSC may be awarded a Certificate of Accomplishment upon leaving secondary school. The Certificate of Accomplishment is a useful means of recognizing achievement for students who plan to transition directly to employment after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

Courses

Grade 9 – 10 Course Pathways

ACADEMIC COURSES (D)

Academic Courses are suited to students who are comfortable with theoretical concepts and enjoy solving problems by applying what they have learned.

ACADEMIC COURSES:

- Focus on the essential concepts of a subject and explore related concepts
- Develop students' knowledge and skills through the study of theory and abstract problems
- Incorporate practical applications as appropriate
- Present and evaluate curriculum at a measured/brisk pace according to students' needs
- Often lead to post-secondary education, including College, University, and Apprenticeship, or to Workplace.

SPECIAL EDUCATION COURSES (K)

Special Education Courses allow students to focus on functional life skills and/or job readiness skills within schools that have a self-contained special education setting. Expectations are individualized for students who have a variety of strengths and needs. In some cases, these courses can be preparation for participation in Locally Developed Compulsory Courses.

SPECIAL EDUCATION COURSES:

May lead to a Certificate of Accomplishment, support work/living, and in some cases, an Ontario Secondary School Certificate (OSSC).

LOCALLY DEVELOPED COURSES (L)

Locally Developed Courses are designed for students who have specific learning needs and require more direction in the classroom. Students will learn essential and practical concepts of a subject.

LOCALLY DEVELOPED COURSES:

- Are intended for students who require a measure of flexibility and support in order to meet the compulsory credit requirements in English, mathematics and science for the OSSD (Ontario Secondary School Diploma) or (OSSC).
- May lead directly to the Workplace.

OPEN COURSES (O)

Open Courses allow students to learn concepts and skills designed to prepare them for further study in the subject area. Generally, in Grade 9, optional courses are offered as open courses, for example music, art, drama, business studies, family studies, physical education and technological studies. Expectations are created for all students and these students can have a variety of learning skills.

APPLIED COURSES (P)

Applied Courses teach students using real-life ideas and offer the chance to apply what they have learned to the work around them.

THESE COURSES:

- Focus on the essential concepts of a subject
- Develop students' knowledge and skills through practical applications and concrete examples
- Use familiar situations to illustrate ideas
- Present and evaluate curriculum at a gradual pace according to students' needs
- May lead to post-secondary education, including College or Apprenticeship; or to Workplace

Do I choose Applied, Academic, or Locally Developed?

It is important students select Grade 9 courses based on their strengths and interests. Being successful in all Grade 9 courses will give students more pathway choices as they progress through secondary school.



Choosing Courses

In order to ensure student success, Grand Erie encourages all students to give careful consideration to the course type chosen in each subject area.

Grade 11 - 12

There are five types of program pathways are offered:

COLLEGE COURSES

Are designed to prepare students for college programs and apprenticeships.

WORKPLACE COURSES

Are designed to prepare students for entry to the workplace and/or apprenticeship.

UNIVERSITY/COLLEGE COURSES

Are designed to prepare students for either community college or university programs.

OPEN COURSES

Are available to all students regardless of pathway.

UNIVERSITY COURSES

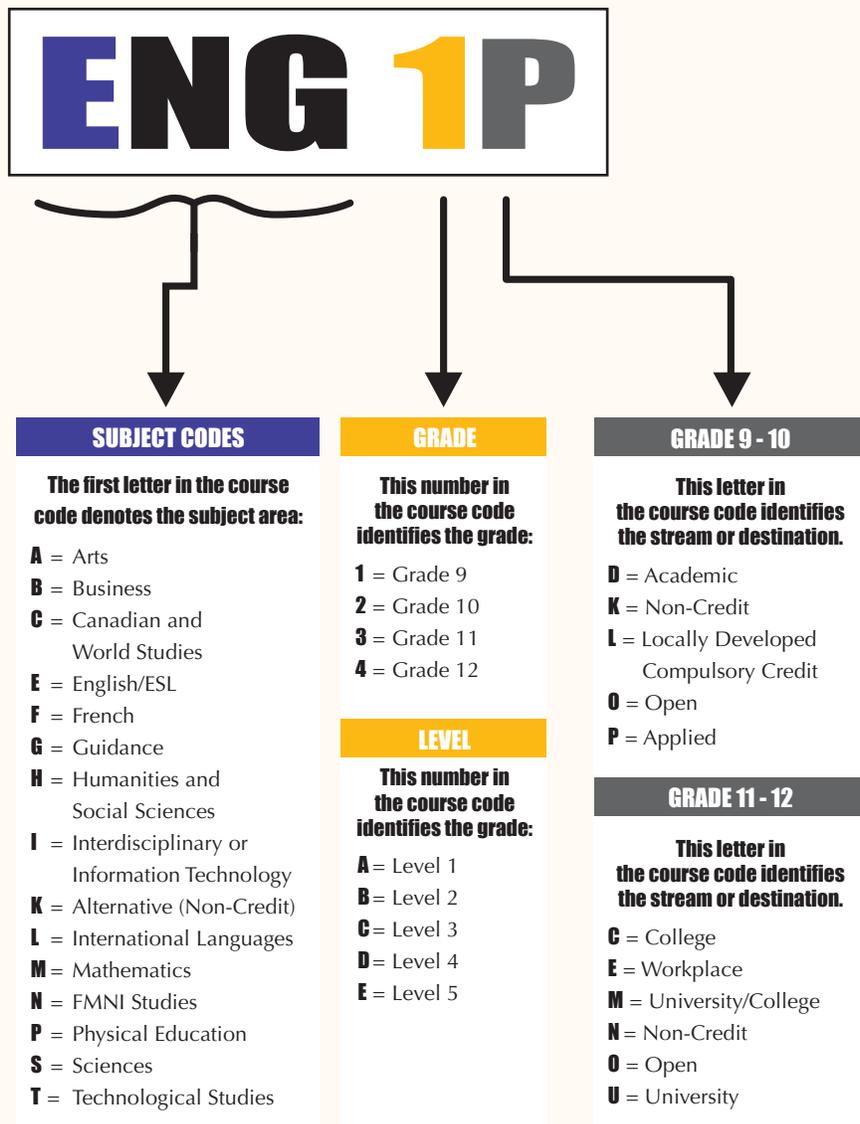
Are designed to prepare students for transition to a variety of university programs or apprenticeship.

12 Optional Credits

Optional credits may be earned in all subjects, including those named in the compulsory credit list, provided that such optional credits are additional to the compulsory credits.

The optional credits allow for concentration in a curriculum area of special interest.

Every course in secondary school has a unique course code. All courses have the first five characters as mandated by the Ministry of Education.



% GRADE RANGE	ACHIEVEMENT LEVEL	SUMMARY DESCRIPTION
80-100%	Level 4	A very high outstanding level of achievement. Achievement is above the provincial standard
70-79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60-69%	Level 2	A moderate level of achievement. Achievement is below, but approaching the provincial standard.
50-59%	Level 1	A passable level of achievement. Achievement is below provincial standards.
Below 50%		Insufficient achievement of curriculum expectations. Credit will not be granted.

Opportunities

Withdrawing from a course

If a student (including a student with a completed Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is not recorded on the Ontario Student Transcript (OST). If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered or non-semestered school, the withdrawal is recorded on the OST by entering a 'W' in the 'Credit' column. The student's percentage grade at the time of the withdrawal is recorded in the 'Percentage Grade' column.

Credit Recovery

Our provincially-recognized Credit Recovery program is an in-school program for students who have not successfully completed some of their courses. In a credit recovery classroom, students work on recovering previously failed courses and have the opportunity to get their credit accumulation back on track. Credit Recovery offers students a supportive environment that focuses on the key expectations of a course and also assists students

with pathway planning and developing improved learning skills that will help them in earning their Ontario Secondary School Diploma.

DEL F

The DELF (diplôme d'études en langue française, or French language studies diploma) is an internationally-recognized certification of proficiency in French for non-francophones. DELF exams take place in 175 countries worldwide. There are six separate diplomas possible, based on the six levels of the Common European Framework of Reference for Languages (CEFR): A1 and A2 (basic user), B1 and B2 (independent user), and C1 and C2 (proficient user). In Ontario, Grade 12 Core, Extended, and Immersion FSL (French as a Second Language) students have the opportunity to challenge one of the following three exams, under the guidance of their French teacher: A2, B1, or B2. French language skills are evaluated in the four areas of oral comprehension, oral expression, written comprehension, and written expression. Obtaining DELF certification not only opens doors to post-secondary and employment opportunities, it also serves as an official, internationally-recognized testament to a student's language learning journey and accomplishments. Grand Erie encourages its students in

all FSL pathways to challenge the DELF in their Grade 12 year.

Dual Credits

Grand Erie District School Board has partnered with Conestoga College, Fanshawe College and Mohawk College to allow students to earn college credits before they graduate secondary school. These credits are delivered in three different ways within the Board:

SCHOOL WITHIN A COLLEGE (SWAC)

Is offered by Conestoga in Brantford, Fanshawe in Simcoe and Mohawk in Ohsweken. If you are between the ages of 17 and 20 years old and need 5 – 10 credits to graduate, speak to your guidance counsellor about this program.

TEAM TAUGHT

Is taught in combination with a college instructor and secondary school teacher during a student's regularly scheduled class.

AFTER SCHOOL

Is taught by a college instructor (and supported by a secondary school teacher) after school in one of the local secondary schools. Students from other schools are welcome to enrol. Speak with your guidance counsellor for further information.

eLearning

eLearning courses use a virtual classroom and are accessed by an electronic device. The teacher may be from a school in the Grand Erie District School Board, or from another school board in Ontario. In eLearning courses, students will not be face-to-face with their teachers. Students enrolled in eLearning courses are required to attend and engage in their eLearning courses regularly and consistently, as they do for their face-to-face classes.



Opportunities

There is an Orientation Module available within Grand Erie eLearning courses, to support students' success in their online learning. Students will require access to a device to complete their learning. Grand Erie students have access to a device within their home school so that they can work on their course during the regular school day. Students may want to have access to a device and the internet outside of regular school hours. Please check the technical requirements for eLearning courses by selecting the link at the top of this page.

eLearning courses are typically taken by senior students to fulfil missing graduation requirements. This provides opportunities for students to be able to access courses that they might not otherwise be able to take in a face-to-face class. As well, eLearning is now commonly found at the post-secondary level (apprenticeships, college, or university), and is often used in workplace training. All students must be registered in a school in their home board before accessing eLearning opportunities. For this reason, schools may receive registration requests from students who are currently considered as home-schooled students.

To register for an eLearning course, students should see their guidance counsellors. Principals, in collaboration with the student and parent(s) and a guidance counselor, consider the best interests of the student when making decisions around facilitating access to eLearning.

Grand Erie Learning Alternatives (GELA)

GELA provides an alternate opportunity for secondary school students who, for various reasons, are not experiencing success in a regular school setting or who want to re-enter school after leaving.

Scheduled day programs, booklet and e-Learning are available.

For more information, contact your school's Guidance Counsellor.

NIGHT SCHOOL

Night school classes are offered in Brantford, Haldimand and Norfolk. They are offered Tuesday and Thursday evenings. A wide variety of compulsory courses are offered. For additional information call Grand Erie Learning Alternatives (GELA) 519 753-6079.

SUMMER SCHOOL

Grand Erie District School Board will be offering summer school for grades 9 - 12 credits during the month of July. Locations will be sent to each school in the spring. For additional information call 519-753-6079.

Indigenous Education Advisory Committee (IEAC)

IEAC is an advisory committee mandated by the Ministry of Education in September of 2017. The mandate of the committee is to enhance and improve Indigenous Education for all students. The committee reports to the board on the Board Action Plan and programming for both Elementary and Secondary panels. The committee is comprised of board personnel, community members and organizations with an interest in Indigenous Education, including parents.

myBlueprint

At Grand Erie, we have a vision that all students leaving our secondary schools have a clear postsecondary plan. We support students with the tools they require to become the architects of their future.

As part of our commitment to Career Education and supporting

the ministry mandate for Creating Pathways to Success, we have moved forward with a board license of the myBlueprint Education Planner. Our license provides access to all students 7-12, their families, and all 7-12 staff in Grand Erie.

myBlueprint has been supporting Ontario school boards for 13+ years. The service supports teachers, empowers students, and engages parents with their child's education, career, and life planning. Accessible via the website on any browser, myBlueprint captures current progress in the classroom and offers a complete representation of a child's unique pathway.

myBlueprint's Education Planner is mobile-friendly, and ever-evolving to support the needs of Grand Erie students. The program allows students to view their graduation requirements and over 12,000 post-secondary programs across the country based on their Ontario specific courses.

Grand Erie and myBlueprint work together to create an Individual Pathway Plan (IPP) for all students. This plan becomes a valuable archive of student learning and a catalogue of resources they will need as they continue to plan. Visit myblueprint.ca for more information.

Ontario Student Record (OSR)

The OSR is the official, on-going educational record for each student and is stored in the school most recently attended by the student. Teaching staff, each student, and the parent(s) or guardian(s) of a student are entitled to have access to the student's OSR. Supervised access can be arranged by appointment during normal business hours. Transcripts of marks are issued on written or personal request.

Opportunities

Once a student reaches the age of 18, by law, they control access to the OSR by anyone not mentioned above. Parents of adult students will only have access to a student's academic records upon written authorization from the student. All senior level courses remaining on a student's timetable five days after the first provincial report will be recorded on the transcript.

Transcripts requested after a student has graduated and is no longer attending secondary school are subject to a charge of \$5.00 per copy.

Prior Learning Assessment and Recognition (PLAR)

PLAR is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits toward the secondary school diploma. The PLAR process involves two components: "equivalency" and "challenge".



Special Education Advisory Committee (SEAC)

SEAC is an advisory committee mandated through the Education Act as a standing committee of each school Board. The committee reports to the school Board and makes recommendations to the board on special education programs and services. The committee is comprised of Trustees, Board personnel, community members, and associations representing a wide variety of interests related to students with exceptional needs.

Specialist High Skills Major (SHSM)

Grand Erie District School Board, in conjunction with the Ontario Ministry of Education, offers SHSM programs to secondary school students.

Students enrolled in a SHSM program are required to complete a bundle of classroom courses, workplace experiences and sector certifications to receive a special designation on their Ontario Secondary School Diploma (OSSD).

Participation in an SHSM program

can help students prepare for apprenticeships, college, university or transition to work.

Grand Erie District School Board has programs in the following sectors:

- **Arts & Culture**
Performance and Production, Journalism and Media
- **Construction**
- **Environment**
- **Health & Wellness**
Fitness, Healthy Living, Health Care, Hairstyling
- **Horticulture & Landscaping**
- **Hospitality & Tourism**
- **Information & Communications**
Technology
- **Manufacturing**
- **Sports**
- **Transportation**

Special Education

Grand Erie District School Board special education programs and services are delivered in safe and enabling environments in order to promote success for students with special education needs. An enabling environment is positive, inclusive and fosters student independence and well-being. Each one of our Secondary schools has a Special Education department with Learning Resource teachers that can support the development and implementation of Individual Education Plans. Some of our schools have Self-Contained programs to support the learning needs of individual students for which the most enabling environment for them to meet their program goals is in a smaller class setting with higher staff to student ratio. In addition, system Student Support Services are available to support students and programming in the areas of Speech and Language Services, Psychological Services, Social Services and Behavioural Services.



Academic Recognition

Commencement graduates will only be eligible to attend commencement in the calendar year that they qualify for an Ontario Secondary School Diploma. No deferment is allowed. The Commencement celebration is at the Sanderson Centre in October.

BCI ALUMNI AWARDS

BCI is fortunate to have a very generous Alumni Association that awards monetary gifts to students who excel academically at any level. Applications are available in the Guidance office at the end of May. Graduating students are responsible for mailing the completed application to the address provided on the application.

BCI GRADUATION AWARDS

BCI is very fortunate to have a number of generous donors of who provide graduation awards. Graduating students are encouraged to apply for these

awards. Information and applications are available in the Guidance office at the end of May and are due in June.

ONTARIO SCHOLAR CRITERIA

A student may be designated an Ontario Scholar if they satisfy both of the following requirements: The student has been recommended by the school principal for the OSSD in either the current school year or the previous school year. The student obtains an aggregate of at least 480 marks in any combination of 6 ministry approved Grade 12 courses. A student's mark, in any course, shall be multiplied by the credit value of the course. Marks from magnet courses, summer school, night school, eLearning and ILC courses may be included.

HONOUR ROLL CRITERIA

A BCI student may be designated for inclusion on the Honour Roll, at the end of the school year, if the following requirements are met:

GRADE 9 STUDENTS

Must achieve an average of 80% in a minimum of 8 credits taken that year (September – June)

GRADE 10 STUDENTS

Must achieve an average of 80% in a minimum of 8 credits taken that year (September – June)

GRADE 11 STUDENTS

Must achieve an average of 80% in a minimum of 7 credits taken that year (September – June)

GRADE 12 STUDENTS

Must achieve an average of 80% in a minimum of 6 credits taken that year (September – June)

A student's mark, in any course, shall be multiplied by the credit value of the course. Marks from magnet courses, eLearning and ILC courses may be included.

Extracurricular Activities

BCI is the arguably the busiest school in Brantford with numerous teams, clubs and activities that are available to students.

SPORTS

- Basketball – Girls & Boys
- Volleyball – Girls & Boys
- Rugby – Girls & Boys
- Soccer – Girls & Boys
- Hockey – Girls & Boys
- Curling – Girls & Boys
- Golf – Girls & Boys
- Tennis – Co-ed
- Badminton – Co-ed
- Cross Country – Co-ed
- Track & Field – Co-Ed
- Wrestling – Co-ed
- Football – Boys
- Fastball – Girls
- Swimming – Boys & Girls
- Baseball - Boys
- Triathlon

CLUBS & ACTIVITIES

- Student Council
- Yearbook
- Chess
- Impact
- Activism
- White Pine Book Club
- French Club
- Intramural Sports
- Acceptance For All
- Breakfast Club
- AV Club
- LINK Crew
- Fishing Club
- DECA
- Video Game Club
- Film Club

Opportunities

Extracurricular Activities

THE ARTS

- Senior, Junior and Jazz Band
- NTS Drama production
- Musical Theatre Production
- Senior Art Show
- Film Festival
- MC Mustangs
- Coffee House
- Festival of the Living Arts
- Anime Club

PAST/CURRENT TRIPS

- Wales - Rugby Tour
- England/Ireland/Wales - Arts Department
- Chicago, Washington DC - Laurier Program
- New York City - Arts Department
- Costa Rica Expedition Tour
- St. Donat - French
- Ohio - Rugby
- Tennessee - Football
- Washington - History
- Ottawa - History, Band
- Ottawa & Québec - French Immersion
- Europe - History
- Toronto Zoo- Geography
- Kensington Market - Geography
- China Town - Geography
- Niagara Falls - Geography
- The Elora Gorge - Geography
- Hawaii - Rugby tour
- Scientific Research Trips - Honduras and Cuba
- California - Rugby Tour
- One-of-a-Kind Art Show/ Christmas Market Toronto



Library Learning Commons

The BCI Library Learning Commons provides a safe, friendly environment, offering a balanced collection of print and digital resources to meet both curricular and personal interest needs. Through virtual and physical learning partnerships, we provide integrated learning opportunities that are global, connected, social, cross-curricular and interdisciplinary. In partnership with classroom teachers, the teacher-librarian teaches guided inquiry, whereby students learn to define problems, form questions, explore ideas, analyse, synthesize and evaluate information and communicate new understandings. We strive to challenge students to think critically about the information they find, to instill in them a passion for reading and learning, and to equip them with multiple literacy skills for success in life after secondary school.

Link Crew

Link Crew is a student-centered leadership and mentor program designed to promote inclusivity and create a smoother transition for students as they enter secondary school. Selected school staff are extensively trained to become Link Crew Coordinators, which certifies them to train senior students to become 'Link Leaders' in their school community. The process focuses heavily on team building/cooperative skill development, communication skills, supporting each other through situational scenarios, and participation in other confidence boosting activities. Link Leaders run Grade 9 orientation and provide academic and social support throughout the entire year, resulting in more positive experiences and greater academic success for all.



Special Programs



The Laurier Program

The Laurier Program provides students with the opportunity to work with other highly motivated, academically-minded students. Students will develop confidence in leadership and teamwork skills through the unique collaborative focus of the program. At each grade level and in every course, students will experience a variety of learning opportunities in partnership with Wilfrid Laurier University-Brantford Campus. The Laurier Program embraces a multi-disciplinary approach highlighted with experiential learning opportunities ranging from WLU on-campus tours/lectures to participating in post-secondary type labs. Upon graduation, Laurier Program participants earn a certificate, endorsed by Wilfrid Laurier University, recognizing the student's involvement in the program.

Students interested in participating in the program and entering Grade 9 will submit an application and take part in a selection process to determine whether their interests, skills and abilities would benefit from the Laurier Program. In addition, students must maintain at least an 80% average each subsequent year to remain in

the Laurier Program. If you have any questions, please call BCI and ask to speak to the Laurier Program Director, Ms. K. Johnson-McGregor or Principal, Mr. M. DeGroot.

French Immersion

Since 1986, the BCI French Immersion Program has been offering students the opportunity to take advanced French courses. Students must complete 10 French Immersion credits to receive a French Immersion certificate upon graduation.

Alternatively, students who complete 7 French Immersion credits would obtain their Extended French certificate upon graduation. In addition to the mandatory French Immersion credits the student must take at each grade level, there are additional courses offered in the following: Grade 9 Geography and Drama; Grade 10 History and Civics and Careers; Grade 11 Travel and Tourism and History of Ancient Civilizations; Grade 12 World Issues and World Cultures.

Co-Operative Education

BCI offers 2, 3 or 4 credits in a co-op placement. Most students are enrolled

in a 2-credit placement, either morning or afternoon.

Some senior students will have the opportunity to take a 4 credit (all day co-op). We do everything we can to match and accommodate the placement to the student's talents and interests.

APPLYING TO CO-OP

Co-op applications are available in the computer lab during course selections, in Guidance and outside the co-op office. Co-op applications are due by the end of February.

Student Transition Experience Program (STEP)

The STEP program is designed to engage students by ensuring that their individualized strengths, needs and interests are addressed in an alternative setting within the school. The program provides students with the opportunity to earn credits, engage in experiential learning activities, explore career opportunities, and develop pathway plans and personal life management skills. For more information, contact your school's Guidance Counsellor.

What is a Specialist High Skills Major (SHSM)?

An SHSM allows students to customize their secondary school experience to fit career interests.

Offered in Grade 11 and 12, an SHSM allows students to receive a specialized secondary school diploma that is recognized in various economic sectors in all four pathways.

What does an SHSM look like?

An SHSM is a bundle of 8 to 10 Grade 11 and Grade 12 credits that include two experiential learning (co-op) credits.

What do you get by taking an SHSM?

- Sector-recognized certifications and training
- Real workplace experience
- Learning experiences connected with post-secondary opportunities
- Skills and work habits required for employment success



Student Success
 A Grand Erie Program

Grand Erie... *SUCCESS* for Every Student

SPECIALIST HIGH SKILLS MAJOR

THE MANUFACTURING PROGRAM, WELDING/FABRICATION FOCUS

BRANTFORD COLLEGIATE INSTITUTE AND VOCATIONAL SCHOOL

The Manufacturing SHSM is a bundle of credits of Manufacturing Technology and Technological Design Grade 11 and 12 courses. It covers architectural, mechanical, electrical and civil drafting using AutoCAD, precision machining, sheet metal fabrication and various types of welding and cutting for metal. The program also uses a CNC plasma cutter for numerous projects.

“In the Manufacturing SHSM, I had the chance to go into a job placement as a co-op student learning lots of new tasks, preparing me for the future as a welder. I also sat in on a CWA Education/Industry dinner forum where guest speakers talked about the welding industry and types of jobs available, which was very beneficial.”

Josh Griffin

Benefits of the Manufacturing Program:

- High concentration of sector related skills and knowledge
- Free certifications in CPR, First Aid, WHMIS, Basic Health & Safety and more
- Free bus trips to trade shows, colleges and related industries
- Co-op placement in the related sector for further development of knowledge and skills
- Students complete two co-op credits for placements in their desired area of interest



Learn more information about Specialist High Skills Majors, visit granderie.ca

SPECIALIST HIGH SKILLS MAJOR

THE ARTS AND CULTURE PROGRAM – STAGE/SCREEN FOCUS

BRANTFORD COLLEGIATE INSTITUTE AND VOCATIONAL SCHOOL

The Stage and Screen Program offers students a wide variety of courses, workshops, post-secondary connections and audition opportunities in performance arts to prepare them for careers in theatre/film/singer/songwriter, theatre or technical production for theatre/film and media arts. Students can select from courses including dance, vocal music, graphic design, film and video, photography, technical theatre, theatre production, fashion design, digital media arts and dramatic courses in acting and musical theatre.

Benefits of the Arts and Culture Program:

- Performance workshops on character development, classical/contemporary monologues, voice work, vocal characterization with industry professionals from Stratford, Mirvish and Theatre Aquarius
- Performance audition panels to prepare students for post-secondary auditions for colleges, universities and companies
- Production workshops in lighting/sound design, photography and graphic arts, ladder certification, directing/filmmaking
- Extensive opportunities to visit Ontario post-secondary institutions that are focused in the arts
- Partnerships with various community organizations

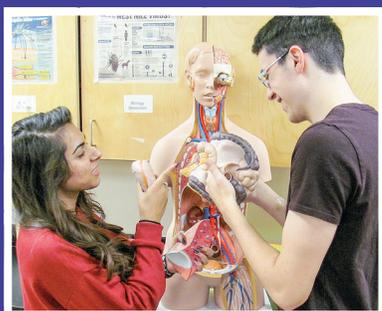
THE HEALTH AND WELLNESS PROGRAM – FITNESS FOCUS

BRANTFORD COLLEGIATE INSTITUTE AND VOCATIONAL SCHOOL

The Health and Fitness SHSM at BCI focuses on those students interested in a job or career that emphasizes health promotion, fitness training, injury and illness prevention as well as overall health of body, mind and spirit.

Benefits of the Health and Wellness Program:

- Students are required to take both the Grade 11 and 12 Fitness Focus course, which teaches lifelong fitness training and vitality, with a focus on client fitness program design and mentorship
- Students can become certified in their Coaching Level A and B course for Sport Coaching at various levels
- Training in Athletic Injuries and Injury Prevention, through Standard First Aid/CPR certification and Athletic Injuries/Sport Taping Course
- Reach ahead experiences include Kinesiology Lab at the University of McMaster, as well as a Fit for Future Conference at Mohawk
- Students complete two co-op credits for placements in their desired area of interest with regards to the many health and fitness promotion fields





Are you interested in an Apprenticeship?

Apprenticeship is an education and training program for people who enjoy learning by doing and who want to work in a skilled profession.

Once education and training is complete, you can receive a Certificate of Qualification, which identifies you as a skilled professional. This can lead to a career in a trade sector such as construction, industrial, motive power and service.

How to enroll?

Students, 16 years of age or older, who are enrolled full-time in secondary school with 16 completed credits can speak with a Guidance Counselor. Be sure to also ask about Specialist High Skills Major, Co-op and Dual Credit, three additional programs that feature OYAP.



Student Success

A Grand Erie Program
granderie.ca
oyap.com

Grand Erie... *SUCCESS* for Every Student

ONTARIO YOUTH APPRENTICESHIP PROGRAM

Join the thousands of high school students throughout Ontario who have chosen to take control of their future.

Earn high school credits while exploring the world of a skilled trade profession through the Ontario Youth Apprenticeship Program (OYAP). Discover the educational opportunities that can give you an advantage.

How does OYAP work?

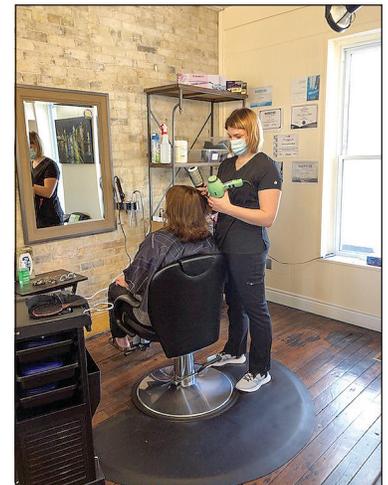
As an OYAP student, you will earn Co-op credits for work experience in an apprenticeship occupation while completing the requirements for your Ontario Secondary School Diploma. You may be formally registered as an apprentice while attending secondary school.

What are the benefits of OYAP?

- Gain a head start towards a chosen career
- Ease the transition from school to work
- Increase opportunities for post-secondary training and employment
- Earn work experience hours in addition to secondary school credits
- Develop general and specialized job skills
- Understand employer expectations
- Significant reduction in post-secondary tuition costs
- Increase of employable opportunities

"OYAP was the right program for me. After I completed my two construction technology credits, I applied to the four credit accelerated carpentry OYAP for semester two. My construction classes taught me so much about building. We were able to help build a house for Habitat for Humanity. It was awesome; we were doing the things that we had been taught about, a real hands-on experience."

Grand Erie OYAP student





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granderie.ca



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