

Parent Information Night

안녕하세요 Здравствуйте 

 Hola

 مرحبا

こんにちは

 नमस्कार

你好 Bonjour

 Kamusta

 hello





Mental Health Supports

School Social Worker

Larissa Broadbent

- Free & Confidential counselling at BDHS
- Short term counselling
- Availability 8am- 4pm
- Referrals to other programs





New Path:

- Free, professional, single session counselling
- Virtual or in person
- Located in Bradford
- Beth Mulvale - Adolescent Outreach Worker (Wednesdays at BDHS)
- Book now by calling **705-725-7656** or **www.newpath.ca**

MOBYSS

- Mobile walk-in clinic for 12-25 year olds
- Free of charge
- Anonymous
- Does not require health card
- Virtual
- Book now by calling 289-879-2376

Email: mobyss@cmha-yr.on.ca



**Access to a Mental Health
Worker and Nurse Practitioner**

Crisis Supports

Kids Help Phone:

1-800-668-6868

Crisis Line

1-855-310-2673



Introduction to the parent / teacher interview

[Interview in elementary school video](#)



[Interview in high school video](#)



How To Prepare?

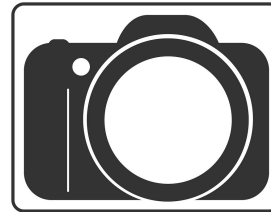


Translation Tools



Download [Google Translate](#) or your tool of choice to your personal device or ask for this tool at your child's meeting.

Camera Feature



How to Prepare?



Questions to ask the teacher

- What form of communication is best for the teacher to communicate throughout the year? (e.g. agenda, Remind app, email)
- What can I do to help from home?
- What translation tools can my child use?
- What accommodations or modifications will be needed for my child?
- What additional supports are available to my child that I can access outside of school? (ie. Heritage Language classes, City of Barrie, YMCA / SWIS programs)

Report Cards

Learning Skills and Work Habits		E – Excellent G – Good S – Satisfactory N – Needs Improvement			
Responsibility <ul style="list-style-type: none"> Fulfills responsibilities and commitments within the learning environment. Completes and submits class work, homework, and assignments according to agreed-upon timelines. Takes responsibility for and manages own behaviour. 					
Independent Work <ul style="list-style-type: none"> Independently monitors, assesses, and revises plans to complete tasks and meet goals. Uses class time appropriately to complete tasks. Follows instructions with minimal supervision. 					
Initiative <ul style="list-style-type: none"> Looks for and acts on new ideas and opportunities for learning. Demonstrates the capacity for innovation and a willingness to take risks. Demonstrates curiosity and interest in learning. Approaches new tasks with a positive attitude. Recognizes and advocates appropriately for the rights of self and others. 					
Organization <ul style="list-style-type: none"> Devises and follows a plan and process for completing work and tasks. Establishes priorities and manages time to complete tasks and achieve goals. Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. 					
Collaboration <ul style="list-style-type: none"> Accepts various roles and an equitable share of work in a group. Responds positively to the ideas, opinions, values, and traditions of others. Builds healthy peer-to-peer relationships through personal and media-assisted interactions. Works with others to resolve conflicts and build consensus to achieve group goals. Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. 					
Self-Regulation <ul style="list-style-type: none"> Sets own individual goals and monitors progress towards achieving them. Seeks clarification or assistance when needed. Assesses and reflects critically on own strengths, needs, and interests. Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. Perseveres and makes an effort when responding to challenges. 					

Learning Skills are Work Habits:

Responsibility: Completing and submitting class work, homework and assignments according to timelines

Organization: Prioritizing and managing time to achieve goals

Independent Work: Using class time appropriately to complete tasks

Collaboration: Working together to solve problems

Initiative: Approaching new tasks with a positive attitude

Self-Regulation: Understanding one's strengths, needs and interests

Levels: Needs Improvement, Satisfactory, Good, Excellent

Report Cards

Subject	Report	Strength/Next Steps for Improvement
English <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	READING: During our "Whispering Ears" novel study, Scarlett consistently used a variety of reading comprehension strategies and used them appropriately before, during and after reading. She was able to demonstrate an understanding of a variety of texts by summarizing, discussing ideas and using supporting details in the book talks she presented. NEXT STEPS: Scarlett is encouraged to read for an hour a day over the summer and read a variety of different genres to help prepare for next school year. WRITING: Scarlett successfully identified the topic, audience and audience for a variety of writing forms, such as her persuasive essay on Middleway Creek. She was able to use editing, proofreading and polishing strategies and a knowledge of language conventions to sustain interest and refine expression to present her work effectively. NEXT STEPS: Scarlett is encouraged to write in a journal on a daily basis over the summer to reflect on her experiences and practice her editing skills.
French <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	PRESENTATION: Scarlett consistently followed social behavior norms (e.g. greetings, asking and responding to questions related to clothing, her name, age, family and interests) using only simple phrases and sentences. During her presentation on "Qu'est-ce que votre pays a fait de si bien?", Scarlett proficiently read aloud foreign material discussing what is new to each report using the correct pronunciation and intonation. During her work on Les vêtements and Les vêtements, Scarlett accurately responded to simple questions using simple vocabulary, grammar and language structures that she has learned. This term Scarlett consistently demonstrated her ability to communicate in French class which may help her maintain her excellent French results. She is encouraged to continue to take extra speaking French by reading French material in a variety of contexts (e.g. video/audio).
Mathematics <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	ONE-DIMENSIONAL AND AREA: Scarlett's understanding of Area was not great this term. NUMBER SENSE AND NUMERATION: Scarlett solved problems involving the multiplication and division of single and multi-digit whole numbers using a variety of strategies. She multiplication and divided numbers using a variety of mental strategies. GEOMETRY AND SPATIAL SENSE: Scarlett was able to compare different types of angles such as acute, obtuse and right angles. She effectively identified three-dimensional figures and described them by their geometric properties. NEXT STEPS: Scarlett is encouraged to regularly practice her recall of multiplication and division facts to prepare for the next school year.
Science and Technology <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	<input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E	LIGHT AND SOUND: Scarlett clearly demonstrated an understanding of light and sound as forms of energy that have specific characteristics and properties. She effectively explained how different materials can absorb, reflect and pass on light and sound. Scarlett completed a light color using information technology skills to demonstrate her knowledge. ROCKS AND MINERALS: Scarlett accurately described how igneous, sedimentary, and metamorphic rocks are formed and described the characteristics of the three classes of rocks using a graphic organizer. She effectively researched and presented a project on her personal initiative.

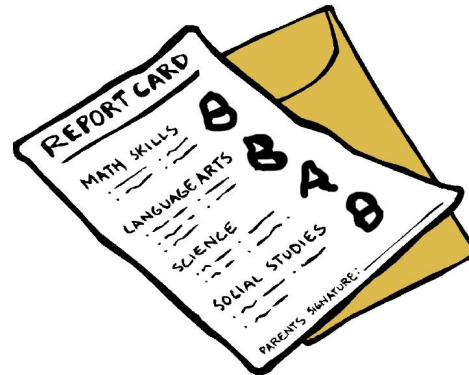
Report Card

Level 1 = D (50-59%)

Level 2 = C (60-69%)

Level 3 = B (70-79%)

Level 4 = A (80-100%)



Student Pathways with Guidance

Students and parents should choose a pathway based upon a student's:

- interests
- strengths
- learning skills
- learning needs

-A student can have a mix of different pathways

-Pathways can be flexible



Pathways and Where They Lead

GRADE **9 & 10**
COURSES OF STUDY

**LOCALLY
DEVELOPED**

APPLIED
(GRADE 10 ONLY)

**DE-STREAMED
& ACADEMIC**

GRADE **11 & 12**
COURSES OF STUDY

WORKPLACE

COLLEGE

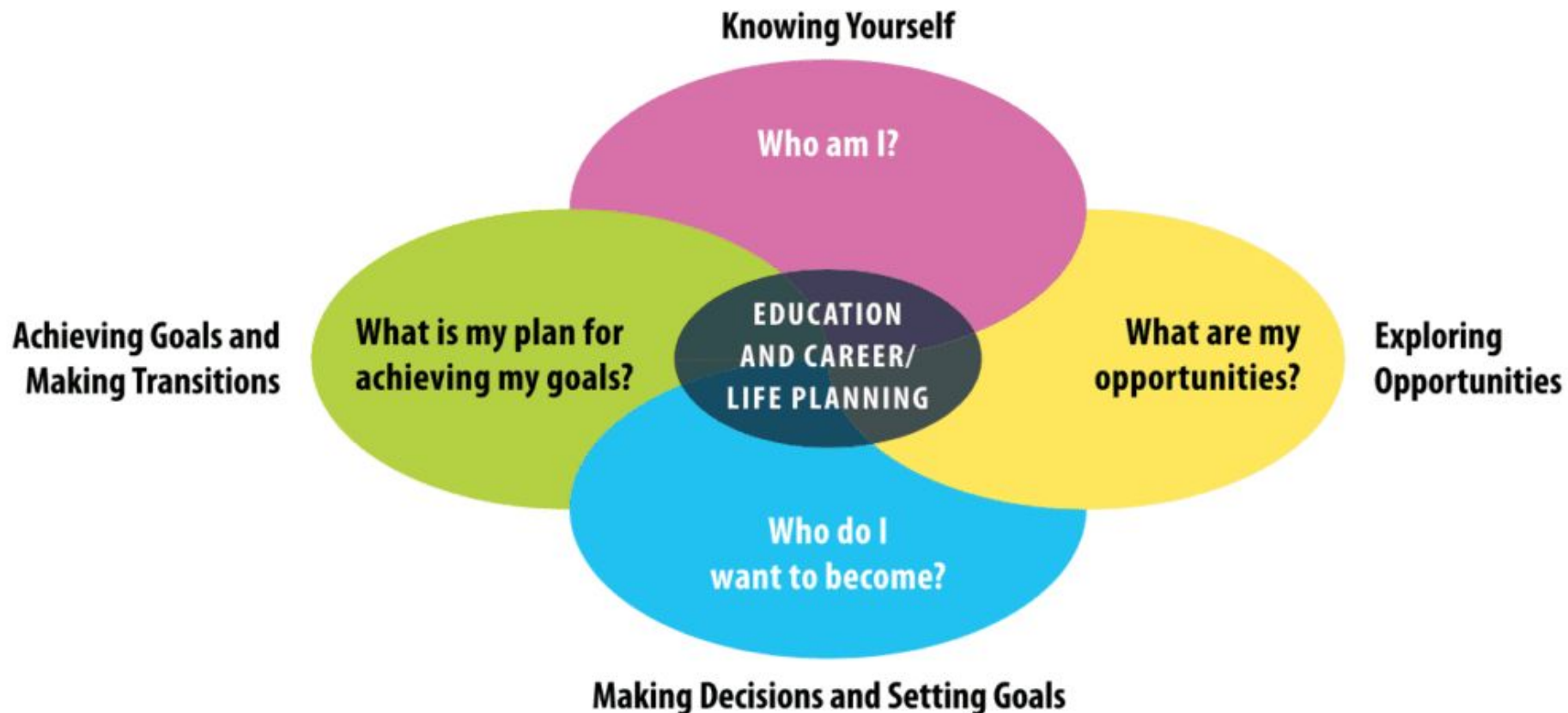
COLLEGE
UNIVERSITY

**POST-
SECONDARY**
DESTINATIONS

APPRENTICESHIP
COLLEGE*
WORLD OF WORK

APPRENTICESHIP
COLLEGE
WORLD OF WORK

APPRENTICESHIP
COLLEGE
UNIVERSITY
WORLD OF WORK



What Students Need to Graduate

30 high school credits / classes

- 18 compulsory - five of your eight classes in grade 9 will be compulsory, 3 elective
- 12 elective courses - you will have a wide range to choose from in the arts, technology, social sciences, business, leadership and physical education
- Two online courses - taken throughout your high school career (you can opt out of this with parental consent)
- 40 hours of community service - students can start earning these hours as soon as they finish grade eight
- Ontario Secondary School Literacy - the OSSLT is taken in grade ten

The Importance of Parental Involvement

Find out who your child's Guidance Counselor is:

If your child's last name starts with an A-F their guidance counselor is Ms. Benjafield	cbenjafield@scdsb.on.ca
If your child's last name starts with an G-N their guidance counselor is Ms. Glass	lglass@scdsb.on.ca
If your child's last name starts with an O-Z their guidance counselor is Mr. Basinger	tbasinger@scdsb.on.ca

The Importance of Parental Involvement

Being involved in your child's education can make a world of difference.

How to get involved:

Communicate frequently with the teacher in written form that can be translated

Form a partnership with parents and teachers to advocate for your child's success

Finding your child's teacher's email

[BDHS School Website](#)

The Importance of Parental Involvement

Ask teachers how your child is being supported and what their current grade is

Translate report cards into your first language

*Report cards are distributed to parents and students four times a year

Midterms:

November 24, 2022 and May 5, 2023

Final Report cards:

February 13, 2023 and July 6, 2023

Settlement Workers In School

<https://ymcaofsimcoemuskoka.ca/swis/>

Fatme El Sabbagh

SWIS- Program Coordinator
705-791-6378

fatme.elsabbagh@sm.ymca.ca or
swis@sm.ymca.ca

[SWIS Referral form](#)

[SWIS Parent Letter](#)



PARENTS



Important information in many languages



English	Arabic	বাংলা	繁體 中文
简体 中文	Ⲕⲗⲣⲃⲗⲁⲛ	Farsi	Français
ગુજરાતી	हिंदी	한국어	Kanien'kéha
नेपाली	Ojibwemowin	Ⲕⲗⲣⲃⲗⲁⲛ	Ⲕⲗⲣⲃⲗⲁⲛ
پښتو	Polski	Português	ਪੰਜਾਬੀ
Română	Русский	Soomaali	Español
Tagalog	தமிழ்	Ordu	Tiếng Việt

Resources for Parents

[Hold On Brochures](#)

[SCDSB MLL Homepage](#)

[How To Use Google Translate](#)

Learning in Multiple Languages

“The second language student needs massive amounts of comprehensible, interesting reading material”



Unite for Literacy

Free digital access to picture books narrated in many languages



Sora/Overdrive

Library drive designed primarily for Junior/intermediate and older readers



Monster Vocab/Phrases

Games for practicing simple vocabulary words in English.



Differentiated news and non-fiction articles for Gr. 2 - 12



Tumblebooks

username: simcoe
password: books

Online collection of ebooks, enhanced novels, graphic novels, videos and audio books, which offers students and adults of all reading levels access to an amazing range of content



Teen Book Cloud

username: simcoe
password: reads

Hold on to Your Language Parent Brochure

Research based information about the importance of maintaining home language