

Canada Benson Academy
Course Calendar: 2020-2021

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1. The Importance of a Secondary Education

At Canada Benson Academy (CBA) there is an emphasis made to all students about the value of completing a full secondary program, which includes providing information regarding all requirements for graduation including the Literacy Requirement and Community Involvement. This information is outlined in this Course Calendar. CBA provides individual courses for students attending a secondary program.

2. Compulsory School Age Requirement

In the province of Ontario, students must remain in school, actively engaged in an education program suited to the student until that student reaches the age of 18 or achieves an Ontario Secondary School Diploma (OSSD).

3. The School's Overall Goals and Philosophy

Canada Benson Academy aims to create a transformed culture where well-being is supported in every aspect of a student's school experience. We have a shared understanding of student achievement and responsibility with the needs of parents and students in mind.

Canada Benson Academy's foundational philosophies are based on building genuine relationships with students, parents, and one another. Together, we aim to create an environment which is beneficial towards having a bright future.

- We **care** by being compassionate towards all stakeholders of the community at large
- A **coordinated** approach to provide a continuous service that is adapted from the needs of students, parents, staff, and environment
- We value **honesty** by showing through our words and actions that we are truthful and trustworthy
- By treating all with **respect** and high regards

4. School Organization

4.1 Reporting student achievement to parents

A report card will be provided to the student and parent twice per course, one mid-way through the course and one at the end of the course. A report card will be sent to the student's parent(s) and/or guardian by mail after the completion of every course. The original copy will be mailed to the parent/guardian and the student shall receive a photocopy of their grade report. The report card will be issued within 5 business days of the completion of the course in question. The parents/guardian may request a copy of the student's OST. The OST will require up to 3 business days to process.

4.2 School's Terms and Timetable Organization

Benson will offer a variety of credit courses (29) to students from grades 9-12 during the 2020-2021 school year. Courses may be taught through the day, in the evening, and/or on weekends. Summer credit courses are also delivered. During the school year, the credit course offering will be over four quad-mesters (September to January, and February to June).

Benson's online credit courses will be delivered through a continuous intake method. Students will be required to work on a regular day to day basis. Students will have the flexibility of when to log into the course's Moodle to work on synchronous or asynchronous activities as outlined by the course instructor. Students will have 12 months to complete the course, and are going to be working on 110 hours of material. Once enrolled, students will also set up meetings with the course's teacher, which will be scheduled for regular intervals.

5. School Expectations for Students

5.1 Attendance Policies

Face-to-face/Virtual Policy:

- If students are less than 15 minutes late to class, they should proceed directly to class. If students are more than 15 minutes late, they should go to the main office to contact parents to verify their late arrival.
- If a student has to leave during the day, he/she needs to have a written note AND sign out through the main office.
- If students are consistently late, teachers will contact home. Referrals to the administration may follow.
- Students are expected to attend classes when a supply teacher is present.

Online Course Policy:

- Students that enrol in online learning will be expected to log into our learning management system
- This system will monitor total hours logged by students, and they will be entrusted with logging a set amount of hours to complete the course
- Students who fail to log these hours may be contacted by staff through email to inquire about the situation, or communicate to the parents of what is occurring.

Specific Procedures for addressing absenteeism:

Under the Education Act, students are expected to be at school every day, unless they are unable to attend by reason of sickness, unavoidable cause (illness, bereavement, court appearance, etc), holy day or other authorized by the administration of the school. Absences are to be both validated and authorized. All absences require authorization by a parent/guardian.

Truancies are invalid absences during instructional time and are strictly unacceptable. These will be monitored and dealt with accordingly by both teachers and administration.

The school will contact the homes of students with unexplained absences on a daily basis. If a message is received, parents should contact the Attendance Office before 8:30 am the next school day.

If any test or assignment is missed because of an invalid absence, the student may forfeit the right to make it up.

When a student misses a full day of classes, a phone call from the parent/guardian to the school validating the absence is required. A secretary will note this on the student's attendance record. If a parent does not contact the school, the student is required to bring in a parental note with a valid reason for the absence to the Main Office upon returning to school. The student is to obtain an Admit Slip and show it to each teacher prior to returning to each missed class.

In general, the consequences of truancy are significant in both the short and long term. Truancy is often symptomatic of students in need of additional supports. School consequences may be assigned as a result of the following:

- Failure to attend classes on time;
- Failure to validate any absence; and
- Failure to follow the process for validating absences.

When the student is truant or fails to follow process to validate an absence, a detention may be assigned. If the student continues to be truant, a series of escalated consequences will be assigned which may include:

- loss of privileges
- written reflections
- referral to school principal
- meeting with parents
- detention and/or reprimand
- removal from course and/or school

The above is applicable to an online setting as well but with key differences. Instead of tracking whether they have come to school, online attendance will be monitored by the amount of hours they spend while in each course's Moodle. Alongside the number of hours they log while working on activities, students will be engaging in a learning log to track personal progress. These two factors will illustrate whether a student is truant, and the above consequences apply.

Specific procedures for addressing lateness:

Students who arrive after 8:55 a.m. must sign in at the attendance desk. Students who need to leave school before 2:55 p.m. for any reason (doctor's appointment, etc.) must sign out at the attendance office. A note should be presented for all pre-arranged absences.

Notes for all students must provide the following information:

- Current date

- Date(s) absent
- Reason for absence
- Current Daytime Phone number
- Parent/Guardian signature or signature of student who is 18 years or older

If a student is unable to attend school and will miss more than two school days, homework may be requested from teachers through the Main Office. Teachers require 24 hours to complete homework requests. If a student is absent due to a prolonged illness, a medical note is required.

5.2 Policies on Missing or Being Late for Tests, Exams, or Assignments

A student's grade in a course is determined based on the student demonstrating the degree to which he/she meets the curriculum expectations of the course. Attendance and punctuality are paramount with regards to Tests and Exams as is the prompt meeting of assignment deadlines. Lateness or Absence for Tests, and Late or Missing assignments can adversely affect the student's assessments and evaluations.

Students with legitimate reasons for a missing test, exam, or being late or having missed an assignments, must submit appropriate documentation to support their claim. Legitimate reasons and documentation may include, but are not limited to, illness and a doctor's note. The Principal shall determine if a student's reason and documentation for missing a test, exam, or submitting late or missing assignments are legitimate.

5.3 Policies on Cheating and Plagiarism

As per *Growing Success*, CBA's policies regarding the prevention of cheating and plagiarism are as follows:

For the purposes of the below, *Academic Honesty* refers to students providing appropriately acknowledging the work of others and supplying original proof of their learning. Additionally, Cheating is trying to use an unfair advantage in academic assessment where the individual is misrepresenting their own learning or the learning of others. Forms may include, but are not limited to, the following:

- Using non-approved aids/materials/assistance;
- Taking from another student or letting another student take material;
- Offering to do, in whole or in part, another person's work with the expectation that it will be submitted by a student for evaluation; and
- Changing a percentage mark of an evaluation.

Likewise, *plagiarism* refers to the representation of someone else's work, thoughts, or intellectual property as one's own. Proper acknowledgment is needed in all facets of using another person's material. Forms of plagiarism include, but are not limited to, the use of the following without proper citation or reference:

- Another's written or spoken idea, opinion, or theory;
- Misrepresenting a collaboration as one's own;
- Artistic or technical work created by another;

- Paraphrase or summary;
- Copying from the internet without proper source acknowledgment; and
- Downloading research papers from the Web and submitting it as one's own paper.

The Principal shall ensure implementation of the Academic Honesty procedure by facilitating the use of resources made to support school and classroom implementation, using this procedure and responding to concerns expressed by the school and community in a consistent manner, and monitoring/facilitating the support of students who have been referred by the teachers.

Teachers shall implement the Academic Honesty procedure by communicating to students and guardians early and throughout the year regarding the following:

- Responsibly providing evidence of their own achievement and that cheating/plagiarism will not be condoned,
- Concepts and vocabulary related to academic honesty,
- Skills/strategies to promote academic honesty,
- Methods and tools to prevent and/or detect cheating and plagiarism, and
- Consequences for cheating and plagiarism.

They will also implement the practices as outlined in Growing Success in regards to for, as, and of learning practices.

When plagiarism or cheating is detected, it will be investigated. If plagiarism/cheating is confirmed by the teacher, he/she will inform the principal, the student, and the parent/guardian (when the student is under the age of 18) of the specific details regarding the plagiarized assignment or the allegation of cheating and the resulting consequences.

Minimum Consequences for Plagiarism:

- A consequence for cheating and plagiarism may be a mark of zero for the assignment / exam in question;
- A repeated pattern of academic dishonesty may result in an escalating severity of consequences;
- All students who face the consequences of plagiarism or cheating have the right to appeal the teacher's decision to the principal.

6. School's Code of Conduct

6.1 Policies on Student Behaviour

Our Code of Student Behaviour supports an environment which fosters the most effective teaching and learning. The Code of Student Behaviour is in effect while students are on school property, adjacent to school property, or on school-sponsored activities such as trips, sports events and dances.

Some important elements of that environment are:

1. a sense of business-like purpose and commitment to education on the part of students, staff, and parents;
2. mutual respect and co-operation among students, staff, and parents;
3. a supportive, friendly atmosphere where each individual is treated in a fair and unbiased manner;
4. physically neat, clean and safe grounds and building;
5. pride in Benson School as a school with high academic standards;
6. freedom of individual expression within a framework of respect for the rights and responsibilities of others;
7. recognition of the value of gender, cultural, racial, physical and social diversity of our community.

Respect For Self

You shall act within the bounds of all provincial and federal laws. You are expected to come to school free from the influence of alcohol or any illegal substances. You are forbidden to possess or use such substances anywhere on school property, adjacent to school property or during school activities.

Respect For Others

You are to be courteous and considerate in your dealings with others. You are not to threaten, coerce or harass others verbally, physically, emotionally or sexually. Inappropriate language and the inappropriate use of other communication tools such as the Internet will not be tolerated.

Respect For Property

You are to treat the school grounds, the school building, and everything in the school with respect. You may not deface or damage school property by writing on or scratching desks, chairs, lockers, or walls. Garbage must be deposited in the bins which are located throughout the school. Any vandalism or damage to property will be dealt with by the school administration and police. Damage to school property will be paid for by the student.

Respect For Authority

While on school property and during all school activities, you are to follow all school rules and expectations of school staff, including giving your name, when asked. If you believe that you have been unfairly treated, discuss the problem with the staff member involved and then, if necessary, with a school administrator. You may include your parents/guardians in such discussions. At the beginning of each semester, your teachers will outline for you their individual classroom and course expectations. Your homeroom teacher will review various school policies and will answer questions you have about school policies and expectations.

All students and staff are expected to comply with the School's Acceptable Use Policy which is on file at the school and includes requirements for both students and school staff regarding guidelines for technology usage, internet safety, etc. and consequences for violation of acceptable use.

Policies or Consequences for Negative Behaviour (if applicable)

Consequences for inappropriate behaviour may include:

1. counselling;
2. temporary exclusion from class;

3. temporary confiscation of inappropriate item;
4. direction to change clothing to align with Dress Code
5. parent/guardian contact;
6. working in class under close supervision;
7. reflective writing/reading;
8. detention(s);
9. mediation or restorative meeting(s);
10. referral to outside agencies;
11. loss of privileges such as attendance at dances, parking, participation in school events, and team membership;
12. behaviour and performance contract;
13. clean up duty and/or restitution for damages;
14. change in timetable (permanent exclusion from class);
15. police involvement;
16. formal suspension from school;
17. expulsion from the school.

7. Requirement for the OSSD

The Ontario Secondary School program is designed to equip students with the knowledge and skills they will need to lead satisfying and productive lives after school. The program prepares students for further education, work, and also helps them to become independent, productive, and responsible members of society.

The program typically extends over four years for local Ontario students and students are awarded the Ontario Secondary School Diploma upon successful completion of the program i.e. the earning of 30 credits, and meeting the Ministry requirements in the area of community involvement activities and literacy.

All courses offered by CBA have been developed in accordance with the requirements of the Ontario Ministry of Education.

7.1 A list of courses that meet compulsory and optional credit requirements

The OSSD, The Ontario Secondary School Diploma, has the following requirements;

| COMPULSORY CREDITS (TOTAL OF 18) |
|--|
| <p>4 credits in English (1 credit per grade)</p> <ul style="list-style-type: none"> • The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade 11 or the Grade 12 English compulsory credit requirement. • The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement. • For English as a second language (ESL) or English literacy development (ELD); the fourth credit must be a Grade 12 compulsory English course. |
| <p>3 credits in Mathematics (at least 1 credit in Grade 11 or 12)</p> |
| <p>2 credits in Science</p> |

| |
|--|
| <p>1 credit in the Arts</p> <ul style="list-style-type: none"> The Grade 9 Expressing Aboriginal Cultures course may be used to meet the compulsory credit requirement in the arts. |
| <p>1 credit in Canadian Geography (Grade 9)</p> |
| <p>1 credit in Canadian History (Grade 10)</p> |
| <p>1 credit in French as a Second Language</p> <ul style="list-style-type: none"> 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. |
| <p>1 credit in Health and Physical Education</p> |
| <p>0.5 credit in Career Studies</p> |
| <p>0.5 credit in Civics</p> <p>3 additional credit, consisting of 1 credit from each of the following groups:</p> <p>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, Native studies, social science and humanities, guidance and career education, cooperative education</p> <p>Group 2: French a second language, the arts, business studies, health and physical education, cooperative education</p> <p>Group 3: French as a second language, science(Grade11 or 12), computer studies, technological education, cooperative education</p> <p>Note: the following conditions apply to selections from the above three groups;</p> <ul style="list-style-type: none"> A maximum of 2 credits in French as a second language may count as additional compulsory credits, 1 credit from Group1, and 1 credit from either Group2 or Group3. A maximum of 2 credits in cooperative education may count as additional compulsory credits, selected from any of Groups 1, 2 or 3. |

7.2 A description of the Community Involvement Requirements and Procedures

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. This requirement is in addition to the 30 credits required for a high school diploma.

The community involvement requirement is designed to encourage students to develop awareness and understanding of civic responsibility and of the role they can play in supporting and strengthening their communities.

Students must complete their community involvement by the end of first semester of the year they intend on graduating, and hand it in to office staff accordingly. Once all information is verified as correct and adds up to 40 hours, administration will update the entry of completion on the OST. All students must record their service in the appropriate document sheet found in the school's office, outlining the following:

- Date they participated,
- A description of the activity,
- Name of their supervisor as well as their signature, and
- Contact information of the supervisor or organization for validating purposes

All eligible community involvement may include:

- Charity work and/or their fundraising events;

- Volunteering at a community based service such as a school, hospital, and nursing home; and
- Participating in community organized groups such as a recycling program and assisting with local children's sports teams

7.3 Substitutions for Compulsory Credits

In order to provide the flexibility an individual student's program, principals may substitute up to three compulsory credits with courses from other subject areas specified in the list of compulsory credit requirements (including Groups 1, 2 and 3).

When a principal grants a substitution for a compulsory credit a form noting the details is completed and filed in the OSR and appropriately noted on the OST.

Currently, CBA will not be granting substitutions for compulsory credits.

7.4 Waiving Prerequisites

CBA provides students and parents with information about prerequisites for courses as indicated in the Course Description section of this Course calendar.

The principal will determine whether or not a prerequisite should be waived. The principal will make the following considerations in the decision to waive a prerequisite:

- The principal must be satisfied that waving the prerequisite will not hinder the chances of success in the course for which the prerequisite is a requirement.
- The student understands that the prerequisite course in question prepares the student for the course which requires the prerequisite course.
- The student/parent must request the waiver in writing using the appropriate form provided by the school. The form is then filed in the student's file (OSR).

It may be that students through a diagnostic assessment can have a prerequisite waived in a subject area (e.g. Mandarin)

7.5 The Provincial Secondary School Literacy Requirement

The Ontario Secondary School Literacy Test (OSSLT) is the standard method for assessing the literacy skills of students in Ontario for the purpose of determining whether students meet the provincial secondary school literacy requirement for graduation. The OSSLT is generally written by all Grade 10 students and must be successfully completed in order to obtain an Ontario Secondary School Diploma. Exemptions can be made for students who are intentionally not working towards an OSSD. Deferral can be granted to students who did not successfully complete Grade 9 English or students who are registered in English as a Second Language. Students who are granted a deferral will write the test at the next scheduled sitting. The OSSLT can be written more than once. Students who have been eligible to write the test twice and who have failed it at one of those opportunities may take **The Ontario Secondary School Literacy Course (OLC40) in place of the OSSLT, to fulfill the Literacy Requirement.**

The school is prepared to offer OLC40.

7.6 Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma. To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

- 2 credits in English
- 1 credit in mathematics
- 1 credit in science
- 1 credit Canadian history or Canadian geography
- 1 credit health and physical education
- 1 credit in the arts, computer studies, or technological education

7 required optional credits

- 7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in section 6.2 also apply to the Ontario secondary School Certificate.

7.7 The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly 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.

Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

8. Course Information

8.1 The definition of a credit

The following passage provides the definition of an academic credit and the procedure for awarding credits as stipulated by the Ontario Ministry of Education.

A credit is granted in recognition of the successful completion of a course (denoted by a mark of 50% or greater) that has been scheduled for a minimum of 110 hours. Courses that are offered on-line will be using a continuous intake method through synchronous and asynchronous means where hours will be tracked for both on-line and off-line activities. Credits are granted by a principal on behalf of the Minister of Education for courses that have been developed or approved

by the ministry. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Half-credit courses must comply with ministry requirements as outlined in the curriculum policy documents.

For the purposes of granting a credit, scheduled time is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of a course. Planned learning activities include interaction between the teacher and the student and assigned individual or group work (other than homework) related to the achievement of the learning expectations in the course. Planned learning activities will be delivered through classroom or e-learning instruction and activities and/or community placements related to work experience and cooperative education.

8.2 Definitions of the types of courses

In grades 9 and 10, three types of courses are offered: academic, applied and open.

- Open courses are suitable for all students and prepare them for further study that will enrich their education generally. Open courses are credit-based and are counted towards diploma requirements.
- Academic courses emphasize theory and abstract problems. They are designed to prepare students for Grade 11 and 12 university and university/college preparation courses.
- Applied courses focus on practical applications and concrete examples. They are designed to prepare students for Grade 11 and 12 college and workplace preparation courses.

In Grades 11 and 12, four types of courses are offered:

- Workplace preparation courses prepare you to move directly into the workplace after high school or to be admitted into apprenticeship programs or other training programs in the community. Courses focus on employment skills and on practical workplace applications of the subject content. Many workplace preparation courses involve cooperative education and work experience placements, which allow students to get first-hand experience in a workplace.
- University/College preparation courses are offered to prepare you to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications.

College preparation courses are offered to prepare you to meet the entrance requirements for most college programs. Courses focus on practical applications and also examine

- University entrance requirements. Courses emphasize theoretical aspects of the subject and also consider related applications.

8.3 An explanation of the course coding system

- The course code consists of a course title and a six character code: the Ministry of Education designates the first five characters. The sixth character is determined by the school.

| Code Characters | Explanation | Example - ENG 1 D I |
|-------------------|--|--------------------------------|
| 1st, 2nd, and 3rd | Subject discipline of the course in letters | "ENG" English |
| 4th | Grade level as a number * (see below) "1" grade 9 "3" grade 11 "2" grade 10 "4" grade 12 | "1" grade 9 or first year |
| 5th | Type of course as a letter "D" Academic "P" Applied "L" Locally Developed "O" Open "E" Workplace "U" University "C" College "M" University/College | "D" Academic course |
| 6th | Board designated character that indicates credit value or may be used to differentiate between courses with similar codes | 1 credit 2 credit C coop |

8.4 Hardware & Software Requirements for Course Content Access for On-line courses

If a student has enrolled in a course taught through synchronous methods, the following hardware and software will be needed to access course content.

We recommend that students update software and Internet browsers regularly on each device. For the best experience, try the following connectivity recommendations for accessing Moodle:

- Desktop and Laptop Computers—for the most user-friendly experience
- Operating System
 - Windows 7 or later
 - Mac OS 10.7 or later
- Browsers—the latest versions of the following:
 - Google Chrome
 - Mozilla Firefox
 - Internet Explorer 11 or newer
 - Microsoft Edge (Windows 10 only)
 - Safari (Mac only)
- Browser Plugins—the latest versions of the following:
 - Adobe Flash Player

- Adobe Reader DC
- Adobe Air
- Adobe Connect
- Java
- VLC Media Player (Mac only)
- Software
 - Microsoft Office 2007 or newer
 - G Suite- Google's version of Microsoft Office where students can make emails, documents, power points, etc
 - Zoom Video Communications-For video calls with teachers and other classmates
 - If a student is an international student, they may need a VPN service to access the above software

Additionally, students should note that a broadband connection is required and a minimum download speed of 8Mbps should be requested from your ISP. Please note that if there are multiple devices connected to your bandwidth, you should request a minimum download speed of 25Mbps. Any speed less than these recommended amounts may result in a poor user experience.

8.5 Descriptions of Courses Offered by CBA

Benson is prepared to offer the following courses in both the traditional face-to-face/virtual model. There will be a small disclaimer at the end of the course description if the course will be offered in our online model as well.

Arts

Grade: 10

Course Name: Dramatic Arts

Course Type: Open

Course Code: ADA20

Credit Value: 1.0

Prerequisite: Open

This course requires students to actively explore dramatic forms and techniques, using their own ideas and concerns as well as sources selected from a wide range of authors, genres, and cultures. Student learning will include identifying and using the principles of space, time, voice, and movement in creating, sustaining, and communicating authentic roles within a drama. Students will assume responsibility for decisions made in the creation & presentation of the drama, and will analyze and reflect on the experience.

Grade: 11

Course Name: Dramatic Arts

Course Type: Mixed

Course Code: ADA3M

Credit Value: 1.0

Prerequisite: ADA20

This course is a follow up to (and review of) Grade 10 drama, and refines skills in character development, script analysis & script writing, and performance. The students will explore the levels of voice and movement required on stage for a diversity of theatre styles and genres, beginning to broaden and apply their basic knowledge of acting techniques. This will help prepare them for Senior Drama and develop communication skills and other skills useful in a variety of careers.

Business Studies

Grade: 12

Course Name: International Business Fundamentals

Course Type: Mixed

Course Code: BBB4M

Credit Value: 1.0

Prerequisite: None

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management.

Grade: 12

Course Name: Business Leadership: Management Fundamentals

Course Type: Mixed

Course Code: BOH4M

Credit Value: 1.0

Prerequisite: None

English as a Second Language

Grade: Open

Course Name: English as a Second Language, ESL Level 1

Course Type: Open

Course Code: ESLAO

Credit Value: 1.0

Prerequisite: Open

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Grade: Open

Course Name: English as a Second Language, ESL Level 2

Course Type: Open

Course Code: ESLBO

Credit Value: 1.0

Prerequisite: ESLAO, English as a Second Language, Level 1, Open or equivalent

This course extends students' listening, speaking, reading, and writing skills in English for everyday and academic purposes. Students will participate in conversations in structured situations on a variety of familiar and new topics; read a variety of texts designed or adapted for English language learners; expand their knowledge of English grammatical structures and sentence patterns; and link English sentences to compose paragraphs. The course also supports students' continuing adaptation to the Ontario school system by expanding their knowledge of diversity in their new province and country.

Grade: Open

Course Name: English as a Second Language, ESL Level 3

Course Type: Open

Course Code: ESLCO

Credit Value: 1.0

Prerequisite: ESLBO, English as a Second Language, Level 2, Open or equivalent

This course builds on students' previous education and language knowledge to introduce them to the English language and help them adjust to the diversity in their new environment. Students will use beginning English language skills in listening, speaking, reading, and writing for everyday and essential academic purposes. They will engage in short conversations using basic English language structures and simple sentence patterns; read short adapted texts; and write phrases and short sentences. The course also provides students with the knowledge and skills they need to begin to adapt to their new lives in Canada.

Grade: Open

Course Name: English as a Second Language, ESL Level 4

Course Type: Open

Course Code: ESLDO

Credit Value: 1.0

Prerequisite: ESLCO, English as a Second Language, Level 3, Open or equivalent

This course prepares students to use English with increasing fluency and accuracy in classroom and social situations and to participate in Canadian society as informed citizens. Students will develop the oral-presentation, reading, and writing skills required for success in all school subjects. They will extend listening and speaking skills through participation in discussions and seminars; study and interpret a variety of grade-level texts; write narratives, articles, and summaries in English; and respond critically to a variety of print and media texts. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Grade: Open

Course Name: English as a Second Language, ESL Level 5

Course Type: Open

Course Code: ESLEO

Credit Value: 1.0

Prerequisite: ESLDO, English as a Second Language, Level 4, Open or equivalent

This course provides students with the skills and strategies they need to make the transition to college and university preparation courses in English and other secondary school disciplines. Students will be encouraged to develop independence in a range of academic tasks. They will participate in debates and lead classroom workshops; read and interpret literary works and academic texts; write essays, narratives, and reports; and apply a range of learning strategies and research skills effectively. Students will further develop their ability to respond critically to print and media texts. This course may be offered in the traditional face to face /virtual, or as an online credit course.

English

Grade: 11

Course Name: English

Course Type: University Preparation

Course Code: ENG3U

Credit Value: 1.0

Prerequisite: Grade 10 English, Academic

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyze challenging literary texts from various periods, countries, and cultures, as well as a range of informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on using language with precision and clarity and incorporating stylistic devices appropriately and effectively. The course is intended to prepare students for the compulsory Grade 12 university or college preparation course. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Grade: 12

Course Name: English

Course Type: University Preparation

Course Code: ENG4U

Credit Value: 1.0

Prerequisite: Grade 11 English, University Preparation

This course emphasizes the consolidation of the literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a range of challenging literary texts from various periods, countries, and cultures; interpret and evaluate informational and graphic texts; and create oral, written, and media texts in a variety of forms. An important focus will be on using academic language coherently and confidently, selecting the reading strategies best suited to particular texts and particular purposes for reading, and developing greater control in writing. The course is intended to prepare students for university, college, or the workplace. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Computer Science

Grade: 10

Course Name: Introduction to Computer Studies

Course Type: Open

Course Code: ICS20

Credit Value: 1.0

Prerequisite: Open, none

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers.

Grade: 11

Course Name: Introduction to Computer Science

Course Type: University Preparation

Course Code: ICS3U

Credit Value: 1.0

Prerequisite: None

This course introduces students to computer science. Students will design software independently and as part of a team, using industry-standard programming tools and applying the software development life-cycle model. They will also write and use subprograms within computer programs. Students will develop creative solutions for various types of problems as their understanding of the computing environment grows. They will also explore environmental and ergonomic issues, emerging research in computer science, and global career trends in computer-related fields.

Grade: 12

Course Name: Computer Science

Course Type: University Preparation

Course Code: ICS4U

Credit Value: 1.0

Prerequisite: Introduction to Computer Science, Grade 11, University Preparation

This course enables students to further develop knowledge and skills in computer science. Students will use modular design principles to create complex and fully documented programs, according to industry standards. Student teams will manage a large software development project, from planning through to project review. Students will also analyse algorithms for effectiveness. They will investigate ethical issues in computing and further explore environmental issues, emerging technologies, areas of research in computer science, and careers in the field.

International Languages

Grade: 12

Course Name: Simplified Chinese

Course Type: University Preparation

Course Code: LKBDU

Credit Value: 1.0

Prerequisite: Grade 11 Simplified Chinese (level 2)

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Grade: 12

Course Name: Mandarin

Course Type: University Preparation

Course Code: LKMDU

Credit Value: 1.0

Prerequisite: Grade 11 Mandarin (level 2)

This course provides extended opportunities for students to communicate and interact in the language of study in a variety of social and academic contexts. Students will refine and enhance their listening, speaking, reading, and writing skills, as well as their creative and critical thinking skills, as they explore and respond to a variety of oral and written texts, including complex authentic and adapted texts. They will also broaden their understanding and appreciation of diverse communities where the language is spoken, and develop skills necessary for lifelong language learning.

Mathematics

Grade: 9

Course Name: Mathematics

Course Type: Academic

Course Code: MPM1D

Credit Value: 1.0

Prerequisite: None

This course enables students to develop an understanding of mathematical concepts related to algebra, analytical geometry, and measurement and geometry through investigation, the effective use of technology and abstract reasoning. Students will investigate relationships, which will then generalize as equations of line, and will determine the connections between different representations of a linear relation. Students will also explore relationships that emerge from measurement of two-dimensional shapes and three-dimensional figures. Students will be expected to reason mathematically and communicate their thinking as they solve multi-step problems.

Grade: 10**Course Name: Mathematics****Course Type: Academic****Course Code: MPM2D****Credit Value: 1.0****Prerequisite: MPM1D**

This course enables students to broaden their understanding of relations, extend their skills in multistep problem solving, and continue to develop their abilities in abstract reasoning. Students will model linear and quadratic relationships arising from a variety of contexts. Using trigonometric ratios and analytic geometry techniques, student will learn how to find exact measures in geometric contexts, as opposed to the approximate measures they have found using scale drawings and measurement tools. Geometric relationships investigated in Grade 9 will be confirmed, analytically, in specific cases, and students will be introduced to proof in general. Algebraic skills will be extended to generate factored, expanded, and completed square forms of quadratic expressions, and to solve linear systems and quadratic equations. Fundamental mathematical ideas of modeling, patterning, optimization, and superimposing a grid onto a geometric situation are reinforced. Connections among the various strands of the course are intentionally developed.

Grade 11**Course Name: Functions and Applications****Course Type: University Preparation****Course Code: MCR3U****Credit Value: 1****Prerequisite: Principles of Mathematics, Grade 10, Academic**

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modeling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems. Throughout the course, students will engage in the following processes: Problem Solving, Reasoning and Proving, Reflecting, Selecting Tools and Computational Strategies, Connecting, Representing, Communicating. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Grade 12**Course Name: Advanced Functions****Course Type: University Preparation****Course Code: MHF4U****Credit Value: 1****Prerequisite: Functions and Applications, Grade 11, University Preparation**

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Throughout the course, students will engage in the following processes: Problem Solving, Reasoning and Proving, Reflecting, Selecting Tools and Computational Strategies, Connecting, Representing and Communicating. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Grade: 12

Course Name: Calculus and Vectors

Course Type: University Preparation

Course Code: MCV4U

Credit Value: 1.0

Prerequisite: (Co-requisite) Advanced Functions, Grade 12, University Preparation

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modeling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Ontario Literacy Course

Grade: 12

Course Name: Literacy Course

Course Type: Open

Course Code: OLC40

Credit Value: 1.0

Prerequisite: Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students

will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Science

Grade: 11

Course Name: Biology

Course Type: University Preparation

Course Code: SBI3U

Credit Value: 1.0

Prerequisite: Science, Grade 10, Academic (SNC 2D)

This course furthers students' understanding of the processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biodiversity; evolution; genetic processes; the structure and function of animals; and the anatomy, growth, and function of plants. The course focuses on the theoretical aspects of the topics under study, and helps students refine skills related to scientific investigation. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Grade: 12

Course Name: Biology

Course Type: University Preparation

Course Code: SBI4U

Credit Value: 1.0

Prerequisite: Biology, Grade 11, University Prep (SBI3U)

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. This course may be offered in the traditional face to face /virtual, or as an online credit course.

Grade: 11

Course Name: Chemistry

Course Type: University Preparation

Course Code: SCH3U

Credit Value: 1.0

Prerequisite: Science, Grade 10, Academic (SNC 2D)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, energy changes and rates of reaction, chemical systems and equilibrium, electrochemistry, and atomic and molecular structure. Students will further develop problem-solving and laboratory skills as they investigate chemical processes, at the same time refining their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in daily life, and on evaluating the impact of chemical technology on the environment.

Grade: 12

Course Name: Chemistry

Course Type: University Preparation
Course Code: SCH4U
Credit Value: 1.0
Prerequisite: Chemistry, Grade 11, University Prep (SCH3U)

This course enables students to deepen their understanding of chemistry through the study of organic chemistry, the structure and properties of matter, energy changes and rates of reaction, equilibrium in chemical systems, and electrochemistry. Students will further develop their problem-solving and investigation skills as they investigate chemical processes, and will refine their ability to communicate scientific information. Emphasis will be placed on the importance of chemistry in everyday life and on evaluating the impact of chemical technology on the environment.

Grade: 11
Course Name: Physics
Course Type: University Preparation
Course Code: SPH3U
Credit Value: 1.0
Prerequisite: Science, Grade 10, Academic (SNC 2D)

This course develops students' understanding of the basic concepts of physics. Students will study the laws of dynamics and explore different kinds of forces, the quantification and forms of energy (mechanical, sound, light, thermal, and electrical), and the way energy is transformed and transmitted. They will develop scientific-inquiry skills as they verify accepted laws and solve both assigned problems and those emerging from their investigations. Students will also analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Grade: 12
Course Name: Physics
Course Type: University Preparation
Course Code: SPH4U
Credit Value: 1.0
Prerequisite: Physics, Grade 11, University Prep (SPH4U)

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, qualitatively and quantitatively, data related to a variety of physics concepts and principles. Students will also consider the impact of technological applications of physics on society and the environment.

Social Sciences & Humanities

Grade: 12
Course Name: Families in Canada
Course Type: University Prep
Course Code: HHS4U

Credit Value: 1.0

Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

This course enables students to draw on sociological, psychological, and anthropological theories and research to analyse the development of individuals, intimate relationships, and family and parent-child relationships. Students will focus on issues and challenges facing individuals and families in Canada's diverse society. They will develop analytical tools that enable them to assess various factors affecting families and to consider policies and practices intended to support families in Canada. They will develop the investigative skills required to conduct and communicate the results of research on individuals, intimate relationships, and parent-child relationships. This course may be offered in the traditional face to face /virtual, or as an online credit course.

8.6 Outline of Courses of Study

The principal of a Secondary School will retain on file up-to-date copies of the outlines of all of the courses of study for courses offered at the school. These course outlines are available at the school for parents and students to examine. Outlines of Courses of Study for each on-line course will be posted on the school's website, as students consider enrolling for an on-line course(s).

Please call the office for more detailed information: 519-253-1694.

8.7 Access to Curriculum Policy Documents

Curriculum Policy Documents for all course offered at may be accessed through the Ministry of Education website at:

<http://www.edu.gov.on.ca/eng/curriculum/secondary>

8.8 Experiential Learning Programs

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Experiential learning programs include job shadowing and job twinning, work experience and cooperative education.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community.

Work experience is a component of a course that provides students with a learning opportunity in the workplace for a limited period of time.

Job shadowing allows a student to spend one-half to one day observing a worker in a specific occupation. Job twinning provides the opportunity for the student to observe a cooperative education student at his or her placement for one-half to one day.

School Procedure:

Currently CBA does not offer programs in Experiential Learning unless it is an experience to supplement/within an individual course.

8.9 Full Disclosure/Students Withdrawing from a Course

All courses coded with a year 3 or year 4 U, M, C, E or O designation are subject to a Full Disclosure Ministry Policy. If a student withdraws from a course more than five days after the issuing of the mid-term report of each semester he/she will have the course and the mark at the time of withdrawal recorded on a student's transcript (OST). In addition, any repeated courses will be recorded on a student's transcript. This information is made available to Community Colleges and Universities for them to consider when making admission or scholarship decisions.

8.10 Changing Course Type

If a student wishes to change direction or pathway in their program they may do so providing that the prerequisite for the newly chosen course is first taken by the student. The principal may also waive a prerequisite as described earlier in the Course Calendar.

8.11 PLAR Equivalency and PLAR Challenge

Prior Learning Assessment and Recognition (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 towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency". The challenge process involves assessing a student's prior learning for the purpose of granting a credit for a grade 10, 11, or 12 course developed for a curriculum policy document published in 1999 or later. Formal tests (70%) and a variety of other assessment strategies (30%) will determine if the credit is granted.

The equivalency process is the process of assessing credentials from other jurisdictions. When a student comes to Ontario from outside the province after grade 9, upon receipt of the student's previous school records, the Principal will assess the student's records and use guidelines to determine if the credit is granted. Notation and determination of equivalent credits through the PLAR Equivalency provision is included in the student's OSR and noted on the OST.

All PLAR requires evidence. The learner has the primary responsibility for preparing the evidence that learning has taken place and that it contributes to an appropriate balance of theory and practical application.

CBA engages in the PLAR equivalency process, but not PLAR challenge.

8.12 Evaluation and Examination Policies

Assessment is the process of gathering evidence from a variety of sources (assignments, demonstrations, projects, performances and tests) that accurately reflects how well a student is achieving the curriculum expectations in a course.

As part of assessment, teachers provide students with descriptive feedback that guides their efforts towards improvement. Evaluation refers to the process of judging the quality of student work on

the basis of established criteria, and assigning a value to represent that quality. In Ontario secondary schools, the value assigned will be in the form of a percentage grade.

A final grade is recorded for every course and a credit is granted and recorded for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9-12 will be determined as follows:

1. 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement.
2. 30% of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations categories of knowledge and skills.

The Ontario Curriculum Grades 1-12, in all subjects, asks teachers to assess the achievement levels of overall and specific expectations in the following basic categories:

- Knowledge/understanding of concepts
- Thinking and Inquiry
- Communication of knowledge/concepts/procedures
- Application/connections of skills

The four basic categories will be balanced or equally applied in all subjects. The categories of the achievement chart influence the, Course Outline, Unit Plans, and Daily Lesson planning of all of the courses offered at

Assessment 'for' Learning should be carried out at the beginning of a semester, term or unit of study. It may also be conducted when there is evidence of individual class difficulties. Although it may be used for anecdotal reporting, it will never be used to calculate a student's final mark.

Assessment 'as' Learning should be conducted continuously throughout courses in an effort to improve instruction and learning. The aim is to make both students and teachers aware of the expectations to be achieved and the progress being made towards that end. It includes traditional methods of teacher-conducted assessment, student self-assessment and student-peer assessment. Results of Assessment 'as' Learning will never be used to calculate a student's final mark

Assessment 'of' Learning occurs at or near the conclusion of an activity, unit of work, term, or course. The results of this evaluation of a student's achievement are communicated as a grade/mark and are used for the purpose of reporting and to ascertain the degree of realization of course expectations.

8.13 Recording and Reporting

The OSR and OST

The following guidelines were developed in accordance with Ministry of Education, Ontario mandates. The guidelines in this document are a summary of the procedures and requirement of the OSR Guidance, 2000 and the OST Manual, 2010. For complete information you may refer to the Ministry of Education, Ontario website – www.edu.gov.on.ca

When a student enrolls as a full-time student, a file will be established in order to record educational progress. A student file consists of the following components:

- *An Ontario School Record folder*
- *Report Cards*
- *An Ontario Student Transcript*
- *A documentation file, if applicable*
- *An office index card*
- *Other information identified as conducive to the student's educational progress*

A student's record of courses successfully completed and credits earned toward the Ontario Diploma (OST) is maintained in the Ontario Student Record (OSR). Courses are designated using Ministry of Education course codes.

An up-to-date OST is kept in the student's OSR. Students (or their parents or guardians if they are under the age of eighteen) may check the OSR by appointment with the Principal.

The Ontario Student Record Folder (OSR)

An Ontario Student Record Folder is established/maintained for each student enrolled as a full-time student at The Ontario Student Record folder (OSR) includes Ontario Student Transcript (OST), exact copies of Report Cards and Documentation File, if applicable. The OSR contains information on bibliographical data, schools previously attended, parent's information, special health information, photographs, information on school activities and other information, if applicable.

Report Cards

Report Card information is completed for each subject at two reporting times per semester (mid and end of semester). A Report Card is completed for each student who has been enrolled in the school for more than six weeks within the reporting period. The Report Card will contain information regarding student academic achievements and suggestions on how to improve performance. Information on the reporting of Learning Skills is also included on the Report Card. If a student has reached the age of 18, they can receive their Report Card in person or by mail. Otherwise, Report Cards will be forwarded to the parents/guardians by pick-up or mail. An exact copy of a completed Report Card will be filed in a student's file (OSR).

Ontario Student Transcripts (OST)

The Ontario Student Transcript (OST) is a cumulative and continuous record of a student's successful and unsuccessful attempts at completing OSSD requirements. Transcript information is stored electronically and available on request. A copy of the transcript will be issued at request, subject to reasonable notice. Students should submit their request in person or by writing to the Administrative Office. Transcripts issued directly to students will bear the notation "Issued to Student."

An official copy of the transcript is filed in the OSR upon retirement of the student.

Documentation File

When a documentation file is required, as per the OSR Guideline, it will be kept in the student's OSR folder.

Ontario School Office Index Card

The Office Index Card is maintained to provide the school with immediate access to essential student information. The Card remains at the school during the whole enrolment period and is retained for 55 years after the student leaves the school. Even though it is part of the OSR it is not stored in the OSR and never transferred with the OSR.

Access to Student Information

Student information refers to information related to a student's academic record at CBA , as well as biographical and personal information. By applying for admission to CBA you accept the school's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and to assist the school in the academic and financial administration of its affairs.

We are committed to taking every reasonable step to protect the confidentiality and privacy of personal information.

Employee Access

Only administrative staff of the school, for a legitimate purpose, and faculty are allowed access to a student file.

Student Access

Other individuals have the right to access any collected personal information with the signed permission of the parent or adult student.

Other information contained in the student's file is considered private and confidential and will be disclosed only with written consent or on the presentation of a court order, or otherwise under compulsion of law.

9. School Services

9.1 Supports related to guidance and to education and career/life planning including the Individual Pathways Plan

CBA will provide individual counselling for students, who are registered as full-time students, who wish to pursue post-secondary education. The school will ensure that marks are uploaded into OUAC and OCAS as appropriate, provide materials in hard copy from various post-secondary institutions regarding pathways, and provide students with course choices that lead to various post-secondary programs. The school may also support students with setting up tours/visits to various post-secondary institutions in the area.

9.2 Strategies and resources for students and parents to support education planning and the course selection process

CBA will provide support to full-time students as they are proceeding to make decisions for post-secondary. The Course Calendar will provide a list of course options available at CBA – additional course offerings may be added as needed to support individual/groups of students complete requirements for post-secondary study.

Intervention strategies, supports, and programs for student success, including for students at risk of not graduating:

- CBA intends to provide only courses that are designated as U or M destination with a limited selection of O courses to round out a timetable.

CBA intends to provide only courses that are designated as U or M destination with a limited selection of O courses to round out a timetable.

9.3 Supports for English Language Learners

CBA will provide ESL courses for students who are newcomers to Canada in order to have students prepared to engage in courses that delivered in the English language.

9.4 Computer Labs and Resource Centre/Library

CBA will encourage all students to access community resources including local libraries where both hard copy and technological resources may be accessed. CBA may also consider engaging in some partnerships with community resources to support/supplement programs that are offered at the school (e.g. the Arts, Computer Studies, etc.).

Students will be encouraged to bring their own technology to school classes to support their inquiry and learning.

Students who are engaged in online credit courses are expected to have the technology that was outlined in section 8.4 of this course calendar.

9.5 Community Resources

CBA will encourage all students to access community resources including local libraries where both hard copy and technological resources may be accessed. CBA may also consider engaging in some partnerships with community resources to support/supplement programs that are offered at the school e.g. the Arts, Computer Studies, etc.

10. Special Education

10.1 An explanation of accommodations provided

CBA intends to provide only courses that are designated as U or M destination with a limited selection of O courses to round out a timetable.

Students, upon request and because of individual learning styles may be granted additional time, a quiet space etc. in order to complete tests, exams, individual assignments. As per Growing Success students will also be encouraged/permitted to demonstrate meeting curriculum expectations through a variety of strategies, and by presenting evidence through product, conversation or observation.