Canada Benson Academy-Toronto

(BSID: 883349)

Course Calendar: 2025-2026

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Sections:

1. The Importance of a Secondary Education

At Canada Benson Academy (CBA-Toronto) 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-Toronto 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 Toronto 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 Toronto'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 (44) to students from grades 9-12 during the 2023- 2024

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.

Specific Procedures for Addressing Absenteeism:

Students are expected to be at school every day unless they are unable to attend by reason of sickness, unavoidable causes (illness, bereavement, court appearance, etc), holy days, or other reasons 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 10:15 a.m. must sign in at the attendance desk. Students who need to leave school before 4:15 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.

For the online courses, Moodle will note amount of the login time. In the case where students login is inconsistent or is not happening, the teacher will contact the students and/or parents / guardian.

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-Toronto'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.

5.4   Online Course Policy:

5.4.1 Attendance Policy：

This system will monitor total 110 hours logged by students, and they will be entrusted with logging a set amount of hours to complete the course. Students that enroll in online learning will be expected to log into our learning management system Attendance and Monitoring

Definition of Attendance: Active participation measured through login frequency, time on task, assignment submission, and communication logs.

Monitoring Procedure:
The learning management system automatically records login activity and completion progress.
Teachers review attendance weekly and report concerns to the principal.
The principal contacts students and parents after three consecutive weeks of inactivity.

Parental Communication: Parents/guardians are informed of login expectations and timelines for activity completion at course start. 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.

5.4.2 Course Delivery Model

Delivery Type: Fully asynchronous.

Intake Model: Continuous intake throughout the year.

Learning Mode: Students work independently but collaborate when required by curriculum expectations.

Teacher Role: Teachers design, facilitate, and monitor learning, provide feedback, and ensure achievement of curriculum expectations.

Student Engagement: Students must log in regularly and complete a minimum of 110 instructional hours per course.

5.4.3 Communication and Support

Teachers communicate with students through email, discussion areas, and scheduled video conferences if required.

Students may book virtual or in-person appointments for additional support.

No regular synchronous sessions are scheduled; however, teacher-student conferences are available as needed.

5.4.4. Minimum Hardware and Software Requirements

To participate successfully in all online courses, students must have reliable access to the following:

Hardware：

Computer: Desktop or laptop (Windows 10 or macOS 11 or later)

Camera & Microphone: Required for identity verification and teacher conferences

Headset: Recommended for clear audio communication

Internet: Broadband connection ≥ 10 Mbps (download) / 2 Mbps (upload)

Software

Operating System: Windows 10/11 or macOS 11+ with latest updates

Browser: Latest version of Google Chrome or Microsoft Edge

PDF Viewer: Adobe Acrobat Reader DC or equivalent

Office Suite: Microsoft Office 365 or Google Workspace (for Docs, Sheets, Slides)

Media Players: Current versions of Zoom and VLC Media Player

Security: Up-to-date antivirus software and firewall enabled

5.4.5 Technical Support

The school's IT team provides remote assistance by email and scheduled screen-share sessions for login, platform access, or browser issues. Support to contact this email: info@canadabenson.ca

6. School's Code of Conduct

6.1 Policies on Student Behavior

Our Code of Student Behavior supports an environment which fosters the most effective teaching and learning. The Code of Student Behavior 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 Behavior (if applicable)

Consequences for inappropriate behavior may include:
1. Counseling;
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;
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,earn at least 2 online courses and meeting the Ministry requirements in the area of community involvement activities and literacy.

All courses offered by CBA-Toronto 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

7.1.1
Students who entered Grade 9 in September 2023 or earlier must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits with at least 2 of the 30 credits earned online

For these students, a list of courses that meet compulsory and optional credit requirements is outlined below:

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 Grade 12 English compulsory credit requirement. • The Grade 11 course "Understanding Contemporary First Nations, Metis and Inuit Voices" 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.
3 credits in Mathematics (at least 1 credit in Grade 11 or 12)
2 credits in Science
1 credit in the Arts • The Grade 9 Expressing Aboriginal 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 credit, 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, First Nations, Metis and Inuit studies, social science and humanities, guidance and career education, cooperative education, American Sign Language as a second language

Group 2: French a second language, the arts, business studies, health and physical education, cooperative education, American Sign Language as a second language

Group 3: French as a second language, science (Grade11 or 12), computer studies, technological education, cooperative education, American Sign Language as a second language

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.

7.1.2

Students entering Grade 9 in 2024-2025 onwards must earn a minimum of 30 credits, including 17 compulsory credits and 13 optional credits with at least 2 of the 30 credits earned online.

For these students, a list of courses that meet compulsory and optional credit requirements is outlined below:

COMPULSORY CREDITS (TOTAL OF 17)
4 credits in English (1 credit per grade) • The Ontario Secondary School Literacy Course (OSSLC) may be used to meet either the Grade11 or the Grade 12 English compulsory credit requirement. • The Grade 11 course "Understanding Contemporary First Nations, Metis and Inuit Voices" course may be used to meet the Grade 11 English compulsory credit requirement. • For English language learners, a maximum of three compulsory English credits may be earned from English as a second language (ESL) or English literacy development (ELD) courses; the fourth credit must be a Grade 12 compulsory English course.
3 credits in Mathematics (Grade 9, Grade10* and 1 credit in Grade 11 or 12)
2 credits in Science
1 credit in the Arts • The Grade 9 "Expressions of First Nations, Metis 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 and Citizenship
1 credit in Technological Education (grade 9 or 10)

1 additional credit from the curricula in the following STEM-related group
   – **Business Studies**
   – **Computer Studies**
   – **Cooperative Education**
   – **Mathematics (in addition to the 3 compulsory credits currently required)**
   – **Science (in addition to the 2 compulsory credits currently required)**
   – **Technological Education (in addition to the 1 compulsory credit currently required)**

*Starting in September, 2025 Students enrolled in a Grade 10 Mathematics course must successfully complete a financial literacy requirement as part of the course. They will need a mark of 70% or higher to pass this new requirement and earn their high school diploma.

The principal may recommend that students take certain courses in addition to the compulsory credits. However, they may not identify additional courses as compulsory for the OSSD

7.1.3 Optional Credits

In addition to compulsory credits, students must earn optional credits by successfully completing courses from the Ontario curriculum.Students who entered Grade 9 in 2003 or earlier are required to earn 18 compulsory credits and 12 optional credits.Students entering Grade 9 in 2024-2025 are required to earn 17 compulsory credits and 13 optional credits.

7.1.4 Financial Literacy Graduation Requirements

As a reminder of the memo sent on June 27, 2025, the ministry is adjusting the implementation timeline of the new financial literacy graduation requirement to the 2026-27 school year to allow time for a comprehensive revision of the Grade 10 Mathematics courses to include more substantial learning on financial literacy.

7.1.5 Definition of "online learning" for this graduation requirement

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement in accordance with the processes described in Policy/Program Memorandum (PPM) 167.

Students working towards other certificates (for example, the Certificate of Accomplishment or an Ontario Secondary School Certificate) are not required to complete the online learning graduation requirement yet may be encouraged to enroll in online learning courses to support the development of digital literacy and other important transferable skills that help prepare them for success after graduation and in all aspects of their lives.

7.1.6 Eligible credits

For the purposes of this Policy/Program Memorandum, online learning courses or online learning credits, also known as "e-learning" courses or credits, are Grades 9 to 12 credit courses that are delivered entirely using the internet and do not require students to be physically present with one another or with their educator in the school, except where they may be needed for:
- examinations and other final evaluations
- access to internet connectivity, learning devices, or other school-based supports (for example, academic, guidance, special education, mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)

Students must successfully complete the equivalent of at least two full online credits to fulfil the graduation requirement. Online learning credits towards the graduation requirement may be earned at any time during the student's secondary school program or, under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9 (please refer to Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements for more information on these credits).

All online learning credits earned at a school authorized to offer credits towards an Ontario Secondary School Diploma may count towards the graduation requirement.

In online learning courses delivered by Ontario's publicly funded secondary schools, coursework is teacher-led. The content is offered through a secure learning management system, allowing students and educators to communicate and share learning and coursework online. School boards may, for example, use the ministry's Virtual Learning Environment (VLE) for this purpose, which is available for publicly funded school boards to use at no cost.

Students from the same online class may follow different timetables and be from different schools or school boards. In publicly funded secondary schools, students complete their online coursework with the support of a certified Ontario educator [3] who provides instruction, ongoing feedback, assessment, evaluation, and reporting including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

7.1.7 Ineligible credits

Credits that shall not count towards the online learning graduation requirement include those earned through:

- **in-person learning,** in which students are physically present with other students in the same course and their educator in the school environment

- **blended learning,** in which digital learning resources are used in an in-person learning setting, or in which students are taught part of the time in person in the school environment and part of the time online

- **flipped classrooms,** a type of blended learning in which students are introduced to content online and practice working through it in person with their educator in the school environment

- **remote learning**, characterized by minimum synchronous learning requirements, among other requirements as defined in Policy/Program Memorandum 164 (https://www.ontario.ca/document/education-ontario-policy-and-program direction/policyprogram-memorandum-164)

7.1.8 Exception: remote learning credit earned in 2020-21

The ministry recognizes the extraordinary circumstances of the COVID-19 pandemic. As a result, this Policy/Program Memorandum recognizes up to one secondary school credit completed by Grade 9 students in the 2020-21 school year during the province wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement. Schools should select one of these credits and record it in the system they use locally for tracking the requirement and reflect the completion of the selected credit when reporting through the Ontario School Information System (OnSIS) towards the student's online learning graduation requirement. The course itself does not need to be flagged as an "online course". It will be counted under the "Diploma Requirements" "Online Learning Graduation Requirement" section of the provincial report card template.

7.2.4 Opt-out process

School boards and private schools (where a student is earning an OSSD from the school and the school holds the OSR) must develop and implement an opt-out procedure that allows students to be opted out of the online learning requirement:
- at the request of their parents/guardians
- at the student's request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control).

The school board or private school must make available a digital or paper-based 'opt-out form" that must be signed by the proper authority, as described above, to record the decision to opt out of the graduation requirement.

The opt out may be for any reason during the student's secondary school program by submitting the form to the school that holds the OSR.

The school must acknowledge receipt of the form and include it in the OSR. Henceforth, the graduation requirement will not apply to the student. The school may establish an annual cut-off date for the completed opt-out form to be submitted for it to take effect before the end of the school year.

Where necessary, school staff may contact the person they have authority to contact to discuss individual needs and the appropriateness of online learning for the student. The final decision, however, belongs to the parent/guardian or student (when the decision rests with the student, as noted earlier).

More information is from this link https://www.ontario.ca/page/online-learning-secondary-students

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-Toronto will not be granting substitutions for compulsory credits.

7.4   Waiving Prerequisites
CBA-Toronto 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 (OLC4O) in place of the OSSLT, to fulfill the Literacy Requirement.**

The school is prepared to offer OLC4O.

Canada Benson Academy Toronto must provide accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC.

SECTION 1: Accommodations for Students with Special Education Needs Pertaining to the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course.

School boards are mandated to provide accommodations for students with special education needs, ensuring a fair opportunity to complete the OSSLT or OSSLC. These accommodations, specified in Individual Education Plans (IEPs), focus on altering the administration or teaching methods without changing test content or course expectations. Careful planning by the principal is essential due to potential implementation challenges. To qualify for accommodations, students need an IEP that aligns with regular classroom practices, regardless of formal identification as an exceptional student by an Identification, Placement, and Review Committee (IPRC).

PROCEDURES FOR MAKING ACCOMMODATIONS

It is important that certain basic procedures be followed in planning and making accommodations so that these may be of maximum benefit to the student. Decisions about accommodations must:

✦ always be made on an individual student basis;
✦ be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff (including special education and professional support services staff, where appropriate);
✦ be made prior to the taking of the OSSLT or enrolling in the OSSLC;
✦ take into consideration all accommodations included in the student's IEP that are also permitted in accordance with this appendix and with the Education Quality and Accountability Office (EQAO) document entitled Guide for Accommodations, Special Provisions, Deferrals and Exemptions (see the subsection "Permitted Accommodations",

below) and be consistent with regular classroom practice, including assessments;
✦ be clearly communicated in writing to the parents, or directly to the adult student,13 in advance of the writing of the test or enrolment in the course;
✦ be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT

PERMITTED ACCOMMODATIONS

The accommodations that may be necessary in order to give students with special education needs the best possible opportunity to successfully complete the OSSLT or the OSSLC may take several forms. In each case, the accommodation used must normally be specified in the student's IEP. Details about the accommodations that may be provided for the OSSLT and the process for seeking accommodations are outlined in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions. Accommodations that are permitted by the EQAO for the OSSLT include the following:
✦ adjustments to the environment in which the test is administered;
✦ adjustments in the time allowed for the test;
✦ changes/adjustments to the format of the test (e.g., alternative forms of print);
✦ changes/adjustments to the format of responses

Note that clarification of instructions for both the reading and the writing components of the OSSLT is permitted for all students before the commencement of the test. Such clarification is not considered to be an accommodation.

If an accommodation that is described in a student's IEP is also one that is permitted in accordance with the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions, the principal must ensure that the accommodation is available to the student during the OSSLT.

If an accommodation that might be necessary is not included in the student's IEP, or if the student doesn't have an IEP but the provision of an accommodation might be necessary, a request for special consideration may be submitted as described in the following subsection, "Requests for Special Consideration of Accommodations". Accommodations other than those listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions will be given consideration by the EQAO upon receipt of a request, as outlined in the following subsection.

See also, below, the subsection "Human Resources Required for the Implementation of Accommodations during Administration of the OSSLT".

REQUESTS FOR SPECIAL CONSIDERATION OF ACCOMMODATIONS

When seeking accommodations listed in the EQAO Guide, parents, adult students, or principals can follow specific procedures:

If the needed accommodation is not outlined in the student's Individual Education Plan (IEP), a request can be submitted to the supervisory officer. The supervisory officer's decision is final.

If the student lacks an IEP due to recent school transfer, a request for accommodations can be made to the supervisory officer, with the decision being final.

In temporary circumstances where a student not usually requiring accommodations needs them for a test or course, the principal may grant permission for appropriate accommodations from the EQAO Guide.

If the principal's decision is contested, an appeal can be made to the supervisory officer, whose decision is final. Students in Provincial and Demonstration Schools should request accommodations from the superintendent, and the superintendent's decision is final.

Students in approved education programs in care and/or treatment, custody, and correctional facilities should request accommodations from the supervisory officer, and the supervisory officer's decision is final. Students in ministry-inspected private schools and Native schools should request accommodations from the Chief Assessment Officer of the EQAO, and the Chief Assessment Officer's decision is final.

Accommodations That Are NOT Listed in the EQAO Guide When a parent, adult student, or principal identifies a need for an accommodation:
✦ that is not listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions or that

involves more than double the time allowed for the test,

✦ that conforms to the definition of accommodations in the guide, and

✦ that is described in the student's IEP, then the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

HUMAN RESOURCES REQUIRED FOR THE IMPLEMENTATION OF ACCOMMODATIONS DURING ADMINISTRATION OF THE OSSLT

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the guidelines below be followed:

✦ The role of individuals who assist with the implementation of accommodations for students with special education needs is to ensure that the student is properly supervised during the administration of the test and that the accommodations are appropriately implemented.

✦ These individuals shall not provide students with any assistance that would compromise the validity of the test; that is, they shall not provide assistance that helps students to understand the questions or to formulate their answers, or give any instructions or suggestions (for example, suggestions about pacing their work) not given to all students writing the test.

✦ It is generally an advantage if the student knows the person who assists with the implementation of accommodations. However, as noted above, the person must not be a relative.

✦ All non-teaching personnel providing assistance with the implementation of accommodations will be required to adhere to the same security provisions and other guidelines for the administration of the OSSLT as the teachers and principals involved in its administration.

✦ The role of the scribe is to print or type the student's dictated answers to questions. The scribe must not in any way help the student to formulate answers to the questions. In the course of the test, the scribe:

✧ must not give any assistance or suggestions relating to the content of the test;

✧ must not give advice related to the order of the questions or the time to be spent on them;

✧ must print or type the student's answers exactly as they are dictated by the student;

✧ may read back what has been recorded, at the student's request;

✧ may enter student responses to multiple-choice questions on the Student Answer Sheet;

✧ must adhere to the EQAO policy on the duty to report child abuse, as prescribed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.

✦ Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process- related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO. For complete instructions, please refer to the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.

SECTION 2 Special Provisions for English Language Learners Pertaining to the Ontario Secondary School Literacy Test

Special provisions are adjustments to the setting and/or timing for writing the test for English language learners (for the definition of English language learners, see Part One, section 3.1, of this document). They do not affect the validity or reliability of the test.

Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions must:

✦ always be made on an individual student basis;

✦ be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff;

✦ be made prior to the taking of the OSSLT;

✦ conform to the permitted special provisions outlined in the EQAO document entitled Guide for Accommodations, Special Provisions, Deferrals and Exemptions;

✦ be clearly communicated in writing to the parents, or directly to the adult student, in advance of the writing of the test;

✦ be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO

for students

writing the OSSLT.

SECTION 3 Deferrals of the Ontario Secondary School Literacy Test

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:
✦ students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided;
✦ students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;
✦ students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9. Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness,14 injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases. Deferrals are to be granted to students before the test, on an individual basis. The following procedures should be applied:
✦ A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral.
✦ A principal may also initiate consideration of a deferral with the parent or adult student.
✦ The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
✦ The writing of the test may be deferred only to the time of the next scheduled test. Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
✦ If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement. Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.
✦ The decision to defer must be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.
✦ All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

SECTION 4 Exemptions from the Literacy Graduation Requirement

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption. Exemptions are to be provided to students on an individual basis. The following procedures should be applied:
✦ As part of the IEP development process, the principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.
✦ If it is decided that the student is not working towards the OSSD, the principal also decides, again in consultation with the parent or adult student, whether to grant the student an exemption from writing

the OSSLT or taking the OSSLC.

✦ The final decision must be communicated in writing to the parent or adult student as part of the IEP development process.

It's important to note that the accommodations provided in Ontario's education system are determined through a collaborative process involving teachers, parents/guardians, and relevant professionals (e.g., special education teachers, school psychologists). The accommodations are outlined in an Individual Education Plan (IEP), which is a personalized document that outlines the student's learning goals, needs, and the supports and accommodations they require to succeed in school.

If you need the more detailed information, please go to the website and check the Ontario School: Appendix 3.
https://files.ontario.ca/edu-ontario-schools-policy-programs-2016-en-2022-01-19.pdf

7.6   Requirements for the Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificated (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 Certificated 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.

7.8 Credits earned during COVID-19

Students can count one secondary school credit that was earned during the province wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide

school closures.

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, four types of courses are offered: academic, applied,open and De-Streamed.

- 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 develop students' knowledge and skills through the study of theory and abstract problems. They are designed to prepare students for Grade 11 and 12 university and university/college preparation courses.
- Applied courses are offered to grade 10 students and focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Students are given more opportunities to experience hands-on application of the concepts they study. They are designed to prepare students for Grade 11 and 12 college and workplace preparation courses.
- De-streamed courses, offered to grade 9 students in Mathematics, English and Science are designed to equip every student with the knowledge and skills they need to prepare for senior secondary courses.

Note: Schools in Ontario will no longer stream students into Academic and Applied courses in Grade 9. Most students entering grade 9 will take Academic English, French and Geography and will take De-Streamed Math and Science after 2021.

In Grades 11 and 12, five types of courses are offered:
- **Workplace** preparation courses prepare students 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 students to meet the entrance requirements for specific university and college programs. They focus on both theory and practical applications.
- **College** preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs
- **University** preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs
- **Open** courses, which compromise a set of expectations that are appropriate for every student, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society.

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 2 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	"2" grade 10 or second 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 "W" De-Streamed	"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

- o Mozilla Firefox
- o Internet Explorer 11 or newer
- o Microsoft Edge (Windows 10 only)
- o Safari (Mac only)
- ● Browser Plugins—the latest versions of the following:
  - o Adobe Flash Player
  - o Adobe Reader DC
  - o Adobe Air
  - o Adobe Connect
  - o Java
  - o VLC Media Player (Mac only)
- ● Software
  - o Microsoft Office 2007 or newer
  - o G Suite- Google's version of Microsoft Office where students can make emails, documents, power points, etc
  - o Zoom Video Communications-For video calls with teachers and other classmates
  - o 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 8Mps 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 25Mps. Any speed less than these recommended amounts may result in a poor user experience.

8.5   Descriptions of Courses Offered by CBA-Toronto

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: **ADA2O**
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: ADA2O

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.

Grade 11
Course Name: Visual Arts
Course Type: University/College Preparation
Course Code: **AVI3M**
Credit Value: 1
Prerequisite: Visual Arts, Grade 9 or 10 Open

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others. The course may be delivered as a comprehensive program or through a program focused on a particular art form (e.g. photography, video, computer graphics, and information design).

Grade 12
Course Name: Visual Arts
Course Type: University/College Preparation
Course Code: **AVI4M**
Credit Value: 1
Prerequisite: Visual Arts, Grade 11 University/College Preparation

This course focuses on enabling students to refine their use of the creative process when creating and presenting two- and three-dimensional art works using a variety of traditional and emerging media and technologies. Students will use the critical analysis process to deconstruct art works and explore connections between art and society. The studio program enables students to explore a range of materials, processes, and techniques that can be applied in their own art production. Students will also make connections between various works of art in personal, contemporary, historical, and cultural contexts.

Business Studies

Grade 11
Course Name: Financial Accounting Fundamentals
Course Type: University/College Preparation
Course Code: **BAF3M**
Credit Value: 1
Prerequisite/Co-requisite: None

This course introduces students to the fundamental principles and procedures of accounting.

Students will develop financial analysis and decision-making skills that will assist them in future studies and/or career opportunities in business. Students will acquire an understanding of accounting for a service and a merchandising business, computerized accounting, financial analysis, and ethics and current issues in accounting.

Grade 12
Course Name: Financial Accounting Principles
Course Type: University/College Preparation
Course Code: **BAT4M**
Credit Value: 1
Prerequisite**:** Financial Accounting Fundamentals, Grade 11, University/College Preparation

This course introduces students to advanced accounting principles that will prepare them for postsecondary studies in business. Students will learn about financial statements for various forms of business ownership and how those statements are interpreted in making business decisions. This course expands students' knowledge of sources of financing, further develops accounting methods for assets, and introduces accounting for partnerships and corporations.

Grade 12

Course Name: International Business Fundamentals
Course Type: University/College Preparation

Course Code: **BBB4M**
Credit Value: 1
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: University/College Preparation
Course Code: **BOH4M**
Credit Value: 1
Prerequisite: None

This course focuses on the development of leadership skills used in managing a successful business. Students will analyse the role of a leader in business, with a focus on decision making, management of group dynamics, workplace stress and conflict, motivation of employees, and planning. Effective business communication skills, ethics, and social responsibility are also emphasized.

Canadian and World Studies

Grade 10
Course Name: Civics and Citizenship
Course type: Open
Course Code: **CHV2O**
Course Value: 0.5
Prerequisite: None

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Grade 12
Course Name: Canadian and World Issues: A Geographic Analysis
Curse Type: University Preparation
Course Code: **CGW4U**
Credit Value: 1
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English or social sciences and humanities

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and geographic inquiry proves, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Grade 12
Course Name: World History: The West and the World
Course Type: University Preparation
Course Code: **CHY4U**
Credit Value: 1
Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history.

Classical Studies and International languages

Grade 12
Course Name: Traditional Chinese (Mandarin)
Course Type: University Preparation
Course Code: **LKMDU**
Credit Value: 1
Prerequisite**:** International Languages, Level 2, University Preparation

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 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: Simplified Chinese
Course Type: University Preparation
Course Code: **LKBDU**
Credit Value: 1
Prerequisite**:** International Languages, Level 2, University Preparation

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 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.

Computer Studies

Grade 11
Course Name: Introduction to Computer Science
Course Type: University Preparation
Course Code: **ICS3U**
Credit Value: 1
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 grow. 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
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.

English

Grade 10
Course Name: English
Corse type: Academic
Course Code: **ENG2D**
Course Value: 1
Prerequisite: English, Grade 9, Academic or Applied

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyze literary texts from contemporary and historical periods, 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 the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

Grade: 11
Course Name: English
Course Type: University Preparation
Course Code: **ENG3U**
Credit Value: 1
Prerequisite: English, Grade 10, 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 analyse 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.

Grade: 12

Course Name: English
Course Type: University Preparation
Course Code: **ENG4U**
Credit Value: 1
Prerequisite: English, Grade 11, 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.

Grade: 12
Course Name: English
Course Type: College Preparation
Course Code: **ENG4C**
Credit Value: 1
Prerequisite: English, Grade 11, College Preparation (ENG 3C)

This course emphasizes the consolidation of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will analyse a variety of informational and graphic texts, as well as literary texts from various countries and cultures, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity and developing greater control in writing. The course is intended to prepare students for college or the workplace.

OLC4O
Course: Ontario Secondary School Literacy Course (OSSLC)
Course Type: Open
Course Code: **OLC4O**
Credit Value: 1
Eligibility requirement: 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. 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 literacy portfolio containing a record of their reading experiences and samples of their writing.

English as a Second language

Course: English as a Second Language, Level 1
Course Type: Open
Course Code: **ESLAO**
Credit Value: 1
Perquisite: 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.

Course: English as a Second Language, Level 2
Course Type: Open
Course Code: **ESLBO**
Credit Value: 1
Prerequisite: Open

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.

Course: English as a Second Language, Level 3
Course Type: Open
Course Code: **ESLCO**
Credit Value: 1
Prerequisite: Open

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety

of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

Course: English as a Second Language, Level 4

Course Type: Open
Course Code: **ESLDO**
Credit Value: 1
Prerequisite: Open

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.

Course: English as a Second Language, Level 5

Course Type: Open
Course Code: **ESLEO**
Credit Value: 1
Prerequisite: Open

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.

Guidance and Career Education

Grade 10
Course Name: Career Studies
Course Type: Open
Course Code: **GLC2O**
Course Value: 0.5
Prerequisite: None

This course gives students the opportunity to develop the skills, knowledge, and habits that will support them in their education and career/life planning. Students will learn about global work trends, and seek opportunities within the school and community to expand and strengthen their transferable skills and their ability to adapt to the changing world of work. On the basis of exploration, reflective practice, and decision-making processes, students will make connections between their skills, interests, and values and their postsecondary options, whether in apprenticeship training, college, community living, university, or the workplace. They will set goals and create a plan for their first postsecondary year. As part of their preparation for the future, they will learn about personal financial management – including the variety of saving and borrowing tools available to them and how to use them to their advantage – and develop a budget for their first year after secondary school.

In Spring 2024, the Ministry of Education reiterated its commitment to improving student mental health literacy in schools through the issuance of the revised Grade 10 Career Studies course (GLC2O). The revised half-credit course – a compulsory half-credit requirement for achieving an Ontario Secondary School Diploma – will be implemented beginning in the 2024-25 school year.

Mathematics

Grade 9

Course Name: Mathematics
Course Type: De-streamed
Course Code: **MTH1W**
Credit Value: 1
Prerequisite: None

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and financial literacy. Students will use mathematical processes, mathematical modeling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Grade 10
Course Name: Principles of Mathematics
Course Type: Academic
Course Code: **MPM2D**
Credit Value: 1
Prerequisite: Principles of Mathematics (MDM1D) Grade9 or Foundations of Mathematics (MFM1P) plus Mathematics Transfer Course (MPM1H),MTH1W

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and

abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Note: after 2021, MTH1W is the only course code as prerequisite for MPM2D.

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

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; investigate inverse functions; and develop facility in determining equivalent algebraic expressions. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Grade 12
Course Name: Advanced Functions
Course Type: University Preparation
Course Code: **MHF4U**
Credit Value: 1
Prerequisite: Grade 11 Functions, University Preparation (MCR3U), or Mathematics of College Technology, Grade 12, College Preparation (MCT4C).

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. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. 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.

Grade 12
Course Name: Calculus and Vectors
Course Type: University Preparation
Course Code: **MCV4U**
Credit Value: 1
Prerequisite: Grade 12 Advanced Functions course (MHF4U) must be taken prior to or

concurrently with Calculus and Vectors (MCV4U).

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 spaces; 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.

Grade 12
Course Name: Mathematics of Data Management
Course Type: University Preparation
Course Code: **MDM4U**
Credit Value: 1
Prerequisite: Functions, Grade 11, University Preparation, or Functions and Applications, Grade1 11, University/College Preparation

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analyzing large amounts of information; solve problems involving probability and statistics; and carry out a culminating investigation that integrates statistical concepts and skills. Students' will also refine their use of the mathematical processes necessary for success in senior mathematics. Students planning to enter university programs in business, the social sciences, and the humanities will find this course of particular interest.

Grade 12
Course Name: Mathematics for College Technology
Course code: **MCT4C**
Credit Value: 1
Prerequisite: Functions and Applications, Grade 11, University/College Preparations, or Functions, Grade 11, University Preparation

This course enables students to extend their knowledge of functions. Students will investigate and apply properties of polynomial, exponential, and trigonometric functions; continue to represent functions numerically, graphically, and algebraically; develop facility in simplifying expressions and solving equations; and solve problems that address applications of algebra, trigonometry, vectors, and geometry. Students will reason mathematically and communicate their thinking as they solve multi-step problems. This course prepares students for a variety of college technology programs.

Science

Grade 9
Course Name: Science
Course type: De-streamed
Course Code: **SNC1W**
Credit Value: 1
Prerequisite: None

Course description: This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and earth and space science, and to relate science to technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

Grade 10

Course Name: Science
Course type: Academic
Course Code: **SNC2D**
Credit Value: 1
Prerequisite: Science, Grade 9, Academic (SNC1D)or Applied (SNC1P),SNC1W

This course enables students to enhance their understanding of concepts in biology, chemistry, earth and space science, and physics, and of the interrelationships between science, technology, society, and the environment. Students are also given opportunities to further develop their scientific investigation skills. Students will plan an conduct investigations and develop their understanding of scientific theories related to the connections between cells and systems in animals and plants; chemical reactions, with a particular focus on acid-base reactions, forces that affect climate and climate change; and the interaction of light and matter.

Grade 11
Course Name: Biology
Course Type: University Preparation
Course Code: **SBI3U**
Credit Value: 1
Prerequisite: Science, Grade 10, Academic

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.

Grade 12
Course Name: Biology
Course Type: University Preparation
Course Code: **SBI4U**
Credit Value: 1
Prerequisite: Biology, Grade 11, University Preparation

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.

Grade 11

Course Name: Chemistry
Course Type: University Preparation
Course Code: **SCH3U**
Credit Value: 1
Prerequisite: Science Grade 10, Academic

This course enables students to deepen their understanding of chemistry through the study of the properties of chemicals and chemical bonds; chemical reactions and quantitative relationships in those reactions; solutions and solubility; and atmospheric chemistry and the behavior of gases. Students will further develop their analytical skills and investigate the qualitative and quantitative properties of matter, as well as the impact of some common chemical reactions on society and the environment.

Grade 12
Course Name: Chemistry
Course Type: University Preparation
Course Code: **SCH4U**
Credit Value: 1
Prerequisite: Chemistry, Grade 11, University Preparation

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
Prerequisite: Science, Grade 10, Academic

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyze 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
Prerequisite**:** Physics, Grade 11, University Preparation

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 and Humanities

Course Name: Families in Canada
Course Type: University Preparation
Course Code: **HHS4U**
Credit Value: 1
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 analyze 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.

Course Name: World Issues: A Geographic Analysis
Course Type: University Preparation
Course Code: **CGW4U**
Credit Value: 1.00
Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

French as a Second Language
Grade 9
Course Name: French
Course Code: **FSF1O**
Credit Value: 1
Prerequisite: None

This is an introductory course for students who have little or no knowledge of French or who have not accumulated the minimum of 600 hours of elementary Core French instruction. Students will begin to understand and speak French in guided and structured interactive settings, and will develop fundamental skills in listening, speaking, reading, and writing through discussing issues and situations that are relevant to their daily lives. Throughout the course, students will develop their awareness of diverse French-speaking communities in Canada and acquire an understanding and appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

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: 905-554-8710.

8.7 Access to Curriculum Policy Documents

Curriculum Policy Documents for all course offered at Canada Benson Academy Toronto 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-Toronto 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) are 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-Toronto engages in the PLAR equivalency process, but not PLAR challenge.

8.12 Alternative Ways of Earning Credits

Independent Study

Independent study is an arrangement by which a student is excused from attending some or all classes in a course in order to study independently but under the supervision of a teacher. Courses delivered through the Independent Learning Centre (see section 10.5) may form part of independent study. There is no restriction on the number of periods that a teacher may allow for independent study within any given course. The teacher of the course is responsible for assigning components of the course, suggesting available resources, evaluating the achievement of the student, and ensuring that the total work involved is equivalent to that expected in the time scheduled for the course. Students are expected to demonstrate achievement of the overall curriculum expectations of the course. The principal will record the student's achievement on the Ontario Student Transcript.

A student enrolled at Canada Benson Academy Toronto who wishes to take a course using the Independent Study provision may contact the school to set up the arrangement.

This provision is not applicable to online courses.

8.13   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:

- **K**nowledge/understanding of concepts
- **T**hinking and Inquiry
- **C**ommunication of knowledge/concepts/procedures
- **A**pplication/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 CBA-Toronto.

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.

8.14   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 S*tudent 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 CBA-Toronto.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-Toronto, as well as biographical and personal information. By applying for admission to CBA-Toronto 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-Toronto will provide individual counseling 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-Toronto 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-Toronto additional course offerings may be added as needed to support individual/groups of student's complete requirements for post-secondary study.

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

- CBA-Toronto 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-Toronto 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-Toronto will encourage all students to access community resources including local libraries where both hard copy and technological resources may be accessed. CBA-Toronto 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-Toronto will encourage all students to access community resources including local libraries where both hard copy and technological resources may be accessed. CBA-Toronto 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

An explanation of accommodations provided

CBA-Toronto 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.

The accommodations provided in CBA-Toronto are following the Ontario's education system which are based on the principles of inclusive education, which aim to ensure that all students, regardless of their abilities or needs, have access to a meaningful and equitable education. The accommodations are individualized to meet the unique needs of each student and may include the following:

Instructional accommodations: These accommodations involve modifying teaching methods, strategies, or materials to support student learning. For example, providing additional time for completing assignments or tests, breaking tasks into smaller steps, using visual aids or assistive technology, providing preferential seating, or offering additional guidance and support.

Assessment accommodations: These accommodations are designed to provide students with an equitable opportunity to demonstrate their knowledge and skills. They may include alternative formats for exams or assignments (e.g., oral or visual presentations instead of written tests), extended time for completing assessments, use of assistive technology or communication tools, or modified grading criteria.

Environmental accommodations: These accommodations focus on creating an inclusive and accessible physical environment for students. This can include providing assistive devices or equipment, ensuring classroom accessibility (e.g., ramps, accessible furniture), modifying the physical layout of the classroom, or providing sensory supports (e.g., noise-canceling headphones, fidget tools) for students with sensory sensitivities.

Social and emotional accommodations: These accommodations address the social and emotional well-being of students. They may involve providing additional support from guidance counselors or social workers, creating a safe and inclusive classroom environment, implementing behavior management strategies, or offering opportunities for self-regulation or stress reduction (e.g., quiet spaces, sensory breaks).

It's important to note that the accommodations provided in Ontario's education system are determined through a collaborative process involving teachers, parents/guardians, and relevant professionals (e.g., special education teachers, school psychologists). The accommodations are outlined in an Individual Education Plan (IEP), which is a personalized document that outlines the student's learning goals, needs, and the supports and accommodations they require to succeed in school.

For getting more information,please check the website. The link is :
https://files.ontario.ca/edu-special-education-policy-resource-guide-en-2022-05-30.pdf