



Introduction to Our School

Section A:- School Policies, Practices and Procedures

Greetings!

Welcome to CanSTEM Education Private School. Our school provides a specialty environment where students can be prepared for higher education and higher undertakings. Our programs will help you to develop the skills needed to live and work with success in a fast-paced world. These include:

- *Creative thinking skills that will enable you to apply knowledge and information in a variety of situations to solve problems involving a wide range of factors and issues;*
- *The motivation and ability to continue to learn and develop new skills throughout life;*
- *Values and social skills that will allow you to participate fully in a society whose composition, structure, and needs are constantly changing; and*
- *Preparing you for future studies in Canadian universities and colleges.*

Students must remain in school until they have reached the age of eighteen or obtained an Ontario Secondary School Diploma. To help you achieve this, the calendar provides information about the Ontario school system as well as an outline of available courses and policies at CanSTEM Education Private School. This will enable you to make sound decisions about important course and program selections. However, it is not the only source of information. Our teachers and administrators can also provide valuable assistance in matters related to your course selections, and program and career planning. As such, you are always encouraged to seek advice and assistance from our teaching and administrative professionals.

Message from the Principal

I am pleased to introduce the 2022-2023 Course Calendar.

The document provides a glimpse into many of the key program offerings of our CanSTEM Education Private School and highlights how we are committed to providing all students with options to pursue subjects that engage, inspire and ultimately broaden their learning. We do this because we believe that every student deserves the opportunity to prosper in post-secondary and personal pursuits. We want our students to engage, explore and discover their own pathways to success. These course offerings help meet that goal by giving students an outlet to nurture their emerging passions and interests, be they in science, math, technology, or the arts.

As a proud part of the Ontario Private Education system, our School will continue to do its part in identifying and proposing study areas that reflect emerging workforce needs. In order to, challenge and stimulate young minds and invest in our collective future, We do this.

Our valued stakeholders – students, staff, parents/guardians, and community members – all play a part in helping fulfill this goal.

Sincerely

Sajjala P Sankhe



School Policies, Practices, and Procedures

The Importance and Value Completing a secondary education and the school's commitment to reach every student to help them achieve a successful outcome from the secondary school experience: -

1-Reaching Every student: -

The CanSTEM Education Private School, through its secondary school program, is committed to equip all students with the knowledge, skills and attitudes they need for successful outcomes – smooth transitions to the post-secondary destinations of their choice.

Our schools offer educational programs that promote high standards, while providing students with learning opportunities and supports needed for success. Successful completion of secondary education in Ontario is important and a valuable step toward post-secondary opportunities. Students may create or choose a program pathway that prepares them for direct entry to:

- Apprenticeship Programs,
- College,
- Community Living,
- University, or
- The Workplace.

There is value, honour and dignity in all postsecondary destinations and all sectors of employment. A student's Program Pathway is his or her educational program and reflects the goals that help motivate him or her to complete secondary school. Building a successful pathway through school requires planning and is a cooperative effort involving students, parents/guardians, teachers and guidance counsellors. Factors you should consider in your planning include:

- preferred learning style,
- strengths and passions,
- immediate educational needs, and
- short and long-term goals

CanSTEM Education Private School have a strong focus on Student Success. In each of our high schools, classroom teachers, student success teachers, guidance counsellors, special education teachers, school support counsellors, co-operative education teachers and administrators form strong teams who are dedicated to successful outcomes for all students. For our students making the transition from grade 8 to grade 9, there has never been greater attention paid to their strengths and needs, while providing opportunities for success.

This Course Calendar is a valuable tool to assist families in planning and reviewing a pathway to success for all students. There is a course calendar, there is a course selection planning guide. Students are encouraged to make use of this planning guide during this years' course selection process, and it should be kept as a record for future years.

The final decision regarding course selection is the responsibility of students and their parents/guardians if they are under 18 years of age. Please contact the Student Services department at your school for assistance during the course selection process to ensure you are fully informed about all of the choices when making decisions for your child's future.

2-The Requirement to remain in Secondary school Until the student has reached the age of eighteen or obtained an Ontario Secondary School Diploma (OSSD)

Ontario Secondary School Diploma (OSSD) Requirements The OSSD is granted, on the recommendation of the principal of the secondary school last attended, to a student who has successfully fulfilled the following requirements:

- 30 credits, including 18 compulsory credits and 12 optional credits, Two of any credits online
- 40 hours of community involvement
- Completion of the literacy requirement.

2.0-Compulsory Credits (total of 18)

Students must earn the following 18 compulsory credits towards their OSSD:

- 4 credits in English (1 credit per grade)*
- 3 credits in Mathematics (at least 1 credit in Grade 11 or 12)



- 2 credits in Science
- 1 credit in Canadian History
- 1 credit in Canadian Geography
- 1 credit in the Arts
- 1 credit in Health and Physical Education
- 1 credit in French as a Second Language
- 0.5 credit in Civics
- 0.5 credit in Career Studies

Plus, one credit from each of the following groups:

- **Group 1:** English, or French as a Second Language**, or Classical or International languages, or First Nations, Métis and Inuit languages, or Canadian and World Studies, or First Nations, Métis and Inuit Studies, or Social sciences and the Humanities, or Guidance and Career Education, or Cooperative Education***.
- **Group 2:** The Arts, or Business Studies, or Health and Physical Education, or French as a Second Language**, or Cooperative Education***.
- **Group 3:** Science (Grade 11 or 12), or Computer Studies, or Technological Education, or French as a Second Language**, or Cooperative Education***.

Notes:

*The Ontario Secondary School Literacy Course (OSSLC) may be used to meet the Grade 11 or 12 English compulsory credit requirement. The Grade 11 Contemporary Aboriginal Voices course may be used to meet the Grade 11 English compulsory credit requirement.

**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.

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students have to earn 12 optional credits in courses of their choice, selected from the full list of courses available in the school. Optional credits allow students to build an educational program that suits their individual interests and meets university, college, apprenticeship, or work requirements.

2.2-Community Involvement

Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

The school provides a document that outlines information on the community involvement diploma requirements for students and parents, as well as information for individuals and organizations who are asked by students to sponsor a particular community involvement activity. These community involvement hours are credited for volunteer work completed beginning in the summer immediately preceding their entry into grade 9.

2.3-Roles and Responsibilities of Students

In consultation with their parents, students will select an activity or activities from the school's list of approved activities, or choose an activity that is not on the list, provided that it is not an activity specified on the ministry's and the board's lists of ineligible activities. If the activity is not on the board's list of approved activities, the student must obtain approval from the principal before beginning the activity.

The safety of the student is paramount. It should be noted that students will not be paid, nor should they perform work that is normally paid work, for performing any community involvement activity. As well, these requirements must be met outside of regularly scheduled class time.



A “Completion of Community Involvement Activities” document must be completed by the student, the student’s parent, and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or upon completion of a specific activity.

2.4-Roles and Responsibilities of Parents

Parents should provide assistance to their child in the selection of their community involvement activities. Parents are also encouraged to communicate with the community sponsor and the school principal if they have any questions or concerns. A parent must sign the “Completion of Community Involvement Activities” form if the student is under the age of eighteen years.

2.5-Ontario Secondary School Literacy Test (OSSLT)

All students must successfully complete the literacy requirement in order to earn a Secondary School Graduation Diploma. For most students this requirement will be met through the administration of the Literacy Test in the spring of Grade 10. The test is based on Ontario curriculum expectations for language and communication, particularly reading and writing, up to and including Grade 9. The test will identify areas for remediation for students who are unsuccessful in completing the test. Students who write the test but do not succeed may retake the test. There is no limit to the number of times the test may be taken.

2.6-Accommodations

Students who are receiving Special Education programs and services that have an Individual Education Plan (IEP) may receive the accommodations that are set out in the student’s IEP when writing the test.

2.6.1-Deferrals

Deferral of the test may be considered for students who might benefit. This would include students who have been identified as exceptional and students registered in English as a second language/English Literacy Development courses who have not yet acquired the level of proficiency in reading and writing required for successfully completing the test. The Principal determines if a deferral should be granted and time period for the deferral.

2.6.2-Exemptions

Students whose IEP indicates that the student is not working towards the attainment of a Secondary School Graduation Diploma may, with parental consent and approval of the Principal, be exempted from participating in the Literacy Test.

2.6.3-Ontario Secondary School Literacy Course (OSSLC)

Students may also meet the literacy requirements for graduation by successfully completing the OSSLC. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the test.

Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

To be eligible to take the course, students must have attempted the OSSLT at least once and been unsuccessful in that attempt. This course can also count as the Grade 11 or Grade 12 English compulsory course for the Ontario Secondary School Diploma requirements.

2.6.4-Literacy Adjudication Process

At the end of the school year, a school adjudication panel may provide certain students with an additional opportunity to meet the literacy graduation requirement. These students include those who would otherwise be eligible to graduate but, through no fault of their own, have not been able to take advantage of the normal opportunities to write the OSSLT and/or have not been able to enroll in or complete the OSSLC, owing to unforeseen circumstances.

Also eligible for the adjudication process are students who were receiving special education programs or services, and who had an IEP documenting required accommodations, but, owing to unforeseen circumstances, did not have access to these accommodations when they were taking the OSSLT.



2.7-New! Online Learning Graduation Requirement

The Ministry of Education has introduced an additional Graduation requirement for all students, beginning with every student who entered Grade 9 in the 2020-21 school year. The addition is that students will be required to earn two online learning credits to graduate from secondary school. This requirement is in addition to the Community Service hours and Literacy requirements currently in place.

The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation.

Parents/guardians and students should be aware that opting out of this requirement DOES NOT mean that students cannot access eLearning should they choose in order to take courses of interest or that are required for their pathway or post-secondary destination. It only means that the two online learning courses are not a requirement for graduation.

To opt out, a parent/guardian must submit an opt-out form to the school (forms will be provided in the coming months). Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school.

Selection of courses should consider future pathways, the ability and interests of the student to learn in a fully online environment and any potential supports that may be needed. Meeting the online learning graduation requirement should not pose a barrier to graduation for students. As with all learning, students taking online courses will have access to the supports they need through their school, (e.g., guidance, nutrition programs, extra-curricular activities and services for English-language learners). If a student in a publicly funded school has an Individual Education Plan, the plan will be shared, when appropriate, with an educator instructing an online course delivered by CanSTEM Education Private school, with the necessary consent.

2.7.1-Definition of “online learning” for this graduation requirement

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school. Students in publicly funded schools complete their online coursework with the support of a certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student’s Individual Education Plan.

There is one exception that a credit earned by Grade 9 students during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement in recognition of the extraordinary circumstances of the COVID-19 pandemic. Guidance Counselor is aware of this exception and can assist you in planning.

Check with CanSTEM Education Private School if you have questions regarding the registration process.

More information on the opt out process will be forthcoming.

2.7.2-Ontario Secondary School Certificate (OSSC)

The OSSC will be granted, on request, to a student who leaves school before earning the OSSD and who has earned a minimum of 14 credits, as follows:

Compulsory Credits (total of 7)

- 2 credits in English
- 1 credit in Mathematics
- 1 credit in Science
- 1 credit in Canadian Geography and History



- 1 credit in Health and Physical Education
- 1 credit in the Arts or Technological Education.

Optional Credits (total of 7)

- 7 credits selected by the student from available courses.

Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the OSSD or the OSSC 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 vocational programs or other kinds of further training, or who plan to find employment after leaving school.

2.7.3-Education Planner

Use the following chart to plan student's course selection each year:

Subject	Grade 9	Grade 10	Grade 11	Grade 12	Additional
1	English	English	English	English	
2	Mathematics	Mathematics	Mathematics		
3	Science	Science			
4	Canadian Geography	Canadian History			
5	French	Civics & Career Studies			
6	Health & Physical Education				
7	Arts				
8					

To keep as many post-secondary options open as possible, students are encouraged to take a Mathematics course in Grade 12 as well.

1 Credit from each of the following groups:

Group 1 Credit

English, or French as a Second Language, or Classical or International languages, or Native languages, or Canadian and World Studies, or First Nations, Métis and Inuit Studies, or Social sciences and the Humanities, or Guidance and Career Education, or Cooperative Education.

Group 2 Credit

The Arts, or Business Studies, or Health and Physical Education, or French as a Second Language, or Cooperative Education.

Group 3 Credit

Science (Grade 11 or 12), or Computer Studies, or Technological Education, or French as a Second Language, or Cooperative Education.

12 Optional Credits

- 40 Community Involvement Hours
- Successful completion of the provincial literacy requirement (OSSLT or OSSLC)

3-The School's Overall Goals and Philosophy



3.1. School Philosophy :- We believe that CanSTEM Education Private School should provide for all students a quality education in the English language representative of that found in the Canada. Also, we believe that CanSTEM Education Private School, should be preparing students to expand their education further as they enter college or university programs. We further believe that the school should provide its multinational student body with an appreciation of the diverse cultures represented by its members.

Schools offer much more than a classroom and a teacher. They are agents of socialization; providers of knowledge, moral values, and self-confidence; and vehicles to success. We recognize that quality education consists of many elements, including the following: academic development, character development and values education, activities to foster a sense of responsibility toward community, the formation of friendships including those across cultures, and a code of conduct which instills self-respect, self-discipline, and honesty. Underlying the total program should be recognition of individual differences. CanSTEM Education Private School, through its programs, encourages and inspires students to think logically, creatively, and effectively for the benefit of themselves and society at large.

3.2 Our Commitment :- Each teenager has his or her own unique interests, goals and strengths. Yet, every student should have the same opportunity to succeed and graduate from high school. Bill 52, The Education Amendment Act, Learning to Age 18, 2006, mandates that teenagers must remain in school until the age of 18 however, every student learns in his or her own way. This is where CanSTEM Education Private School can play a significant role in the lives of many. CanSTEM Education Private School values the importance of successfully completing a secondary education and offers students an alternative means of achieving that.

3.3. Our Overall Goal :- CanSTEM Education Private School will strive for excellence in education, promote lifelong learning, and ensure an atmosphere in which students can reach their full potential, be sensitive to multi-cultural settings, and guide students as they become adaptable and responsible citizens in an ever changing world.

4-School Organization, including the school's terms, reporting periods, and time table organization

4.1-School Organization :- CanSTEM Education Private School operates on a continuous entry and exit model where there is no defined start date or end date. It is therefore the students' responsibility to communicate their anticipated endpoint to the teacher and then adhere to that timeline (within reason). CanSTEM Education Private School is proud to announce that we support student learning 12 months of the year. As such we do not have predefined reporting dates. Upon completion of half the course, students will be provided with a Provincial midterm report card, and upon completion of the course the student (day school and/or post-secondary institutions and/or application centers if applicable) will receive a copy of the final report card.

4.2-School's Terms :-

4.2.1-Day school runs into two terms.

Term One :- Starts on 6th Sept, 2022 to 31st Jan, 2023

Term Two :- Starts on 1st Feb, 2023 to 30th June, 2023

4.2.2-Night School Runs into 5 Terms

Term one :- 1st Sept, 2022 to 31st Dec, 2022

Term Two :- 1st Jan, 2023 to 30th March, 2023

Term Three:- 1st April, 2023 to 30th June, 2023

Early Summer (4th term) :- 1st July, 2023 to 31st July, 2023

Late Summer (5th Term) :- 1st Aug, 2023 to 31st Aug, 2023

4.3-Reporting Periods

Reporting periods are set up according to ministry of education's Onsis reporting period.



4.4-Time table :-

Grade-9-Semester 1 schedule Day school-6 th Sept 2022 – 31 st Jan 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announcement				
9:00-10:15	PPL10 (Health and Active Living (Bhawana Sharma)				
10:15 a.m. to 11:45 p.m.	AVI10 (Bhawana Sharma)				
11:45-12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	ENG1D (English grade 9) (RanJeeta Dutta)				
1:45 p.m. to 3:00 p.m.	MTH1W (Mini Nair)				
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes $\div 60$minutes = 6.667 hour *91 days x 80 minutes=7280 minutes so 7280 minutes $\div 60$ hours =121.33 instructional hours per subject</p>					

4.4.1-Grade-9-Term-1



4.4.1-Grade-9-Term-2

Grade-9-Semester 2 schedule Day school-1 st 2023 – 30 th June, 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announcement				
9:00-10:15	SNC1D(Science Grade-9)				
10:15 a.m. to 11:45 p.m.	BBI10	BBI10	BBI10	BBI10	BBI10
11:45-12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	CGC1D - Issues in Canadian Geography, Grade 9, Academic	CGC1D - Issues in Canadian Geography, Grade 9, Academic	CGC1D - Issues in Canadian Geography, Grade 9, Academic	CGC1D - Issues in Canadian Geography, Grade 9, Academic	CGC1D - Issues in Canadian Geography, Grade 9, Academic
1:45 p.m. to 3:00 p.m.	French(FSF1D)				
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes ÷60minutes = 6.667 hour</p> <p>*91 days x 80 minutes=7280 minutes so 7280 minutes ÷60 hours =121.33 instructional hours per subject</p>					



4.4.1-Grade-10-Term-1

Grade-10-Semester 1 schedule Day school-6 th Sept 2022 – 31 st Jan 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announcement				
9:00-10:15	PPL2O (Health and Active Living (Bhawana Sharma)				
10:15 a.m. to 11:45 p.m.	AVi2O (Bhawana Sharma)				
11:45-12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	ENG2D (English grade 10) (RanJeeta Dutta)				
1:45 p.m. to 3:30 p.m.	MPM2D(Principal of Mathematics) (Miss Mini Nair)				
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes ÷60minutes = 6.667 hour *91 days x 80 minutes=7280 minutes so 7280 minutes ÷60 hours =121.33 instructional hours per subject</p>					



4.4.1-Grade-10-Term-2

Grade-10-Semester 2 schedule Day school-1 st 2023 – 30 th June, 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announcement				
9:00-10:15	SNC2D(Science Grade-10)				
10:15 a.m. to 11:45 p.m.	Grade 10 Career Studies course (GLC20). CHV20 - Grade 10 Civics.	Grade 10 Career Studies course (GLC20). CHV20 - Grade 10 Civics.	Grade 10 Career Studies course (GLC20). CHV20 - Grade 10 Civics.	Grade 10 Career Studies course (GLC20). CHV20 - Grade 10 Civics.	Grade 10 Career Studies course (GLC20). CHV20 - Grade 10 Civics.
11:45-12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	EPS30 Presentation and Speaking skills				
1:45 p.m. to 3:00 p.m.	CHC2D Canadian History				
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes ÷60minutes = 6.667 hour</p> <p>*91 days x 80 minutes=7280 minutes so 7280 minutes ÷60 hours =121.33 instructional hours per subject</p>					



4.4.1-Grade-11-Term-1

Grade-11-Semester 1 schedule Day school-6 th Sept 2022 – 31 st Jan 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announce ment	National Anthem/ Daily agenda/Announce ment	National Anthem/ Daily agenda/Announce ment	National Anthem/ Daily agenda/Announce ment	National Anthem/ Daily agenda/Announce ment
9:00-10:15	SPH3U (Naveep Kaur)	SPH3U (Naveep Kaur)	SPH3U (Naveep Kaur)	SPH3U (Naveep Kaur)	SPH3U (Naveep Kaur)
10:15 a.m. to 11:45 p.m.	ENG3U (Ranjeeta Dutta	ENG3U (Ranjeeta Dutta	ENG3U (Ranjeeta Dutta	ENG3U (Ranjeeta Dutta	ENG3U (Ranjeeta Dutta
11:45-12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	MCR3U(Function s) (Mini Nair)	MCR3U(Function ns) (Mini Nair)	MCR3U(Function s) (Mini Nair)	MCR3U(Function s) (Mini Nair)	MCR3U(Function s) (Mini Nair)
1:45 p.m. to 3:00 p.m.	ICS3U (Mandeep Kaur)	ICS3U (Mandeep Kaur)	ICS3U (Mandeep Kaur)	ICS3U (Mandeep Kaur)	ICS3U (Mandeep Kaur)
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes ÷60minutes = 6.667 hour *91 days x 80 minutes=7280 minutes so 7280 minutes ÷60 hours =121.33 instructional hours per subject</p>					



4.4.1-Grade-11-Term-2

Grade-11-Semester 2 schedule Day school-1 st 2023 – 30 th June, 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announce ment	National Anthem/ Daily agenda/Anno uncement	National Anthem/ Daily agenda/Announc ement	National Anthem/ Daily agenda/Announce ment	National Anthem/ Daily agenda/Announc ement
9:00-10:15	SCH3U(Chemistry Grade 11)	SCH3U(Chemi stry Grade 11)	SCH3U(Chemistry Grade 11)	SCH3U(Chemistry Grade 11)	SCH3U(Chemistry Grade 11)
10:15 a.m. to 11:45 p.m.	SBI3U	SBI3U	SBI3U	SBI3U	SBI3U
11:45- 12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	GWL30	GWL30	GWL30	GWL30	GWL30
1:45 p.m. to 3:00 p.m.	CLM3U (Canadian Law)	CLM3U (Canadian Law)	CLM3U (Canadian Law)	CLM3U (Canadian Law)	CLM3U (Canadian Law)
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes ÷60minutes = 6.667 hour *91 days x 80 minutes=7280 minutes so 7280 minutes ÷60 hours =121.33 instructional hours per subject</p>					



Grade-12-Term-1

Grade-12-Semester 1 schedule Day school-6 th Sept 2022 – 31 st Jan 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announcement				
9:00-10:15	SPH4U (Navdeep Kaur)				
10:15 a.m. to 11:45 p.m.	ENG4U (Ranjeeta Dutta)				
11:45 to 12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	MHF4U(Advance Functions) (Mini Nair)				
1:45 p.m. to 3:00 p.m.	BBB4M (Achal Sharma)				
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes ÷60minutes = 6.667 hour</p> <p>*91 days x 80 minutes=7280 minutes so 7280 minutes ÷60 hours =121.33 instructional hours per subject</p>					



Grade-12-Term-2

Grade-12-Semester 2 schedule Day school-1 st 2023 – 30 th June, 2023					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 to 9:00	National Anthem/ Daily agenda/Announcement				
9:00-10:15	SCH4U(Chemistry Grade 12)				
10:15 a.m. to 11:45 p.m.	BOH4M	BOH4M	BOH4M	BOH4M	BOH4M
11:45 to 12:15	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization	LUNCH Lunch should be eating silently. This is time for Lunch not for socialization
12:15 p.m. to 1:45 p.m.	The Writer's Craft EWC4U				
1:45 p.m. to 3:00 p.m.	ICS4U – Computer Science				
<p>* Every Week each class time = 5 days X 80 minutes= 400 minutes= 400 minutes ÷60minutes = 6.667 hour</p> <p>*91 days x 80 minutes=7280 minutes so 7280 minutes ÷60 hours =121.33 instructional hours per subject</p>					



5-The School's Expectations regarding Student's responsibilities, achievement and attendance :-

5.1- Rights and Responsibilities of Students, Parents & Staff

5.1.1-Students have the right to:- know the summative assessment methods that will be used to assess their achievement to determine their grade in the course i.e. a rubric or marking scheme timely feedback on the quality of their work their performance information about the Ministry assessment & evaluation policy information regarding the consequences for academic dishonesty.

5.1.2-Students are responsible for:- providing evidence of their achievement academic honesty work to the best of their ability work to teachers on time classes and being active participants in the learning and assessment process with teachers when there is difficulty in meeting timelines that missed work is completed within pre-established timelines communicating with parents' assessment & evaluation methods, and pertinent due dates and timelines for work submission.

5.1.3-Teachers have the right to:- expect students to be active participants in their learning student assignments on time final deadlines for the submission of work professional judgment when assessing and evaluating student achievement expect students to be academically honest

5.1.4-Teachers are responsible for:- providing multiple and varied opportunities for students to demonstrate their learning providing instruction and support to enable students to learn and practice good time management skills monitoring and maintaining a record of late assignments to be used in assessing learning skills and providing feedback to students and parents and returning student work in a timely manner so that students can improve their work to students the course expectations, the use of the achievement chart, category weightings the method of determining a grade in the course and the Ministry assessment/evaluation policy clear timelines which may include "windows" for work submission and/or collaborating with their students regarding timeline sand clearly communicating assignment due dates to students the meaning of academic honesty and methods for citing references. informing students and parents regarding how students can receive support for their learning during the course parents/guardians informed regarding the progress of their child and how they can support their child's success facilitating a mutually agreed upon method of communicating with parents

5.1.5-Parents/guardians have the right to :- be informed regarding course requirements, assessment & evaluation methods, due dates and timelines for work submission information about their child's performance access to their child's course to get a first- hand look at how they are learning information about the Ministry assessment & evaluation policy a phone interview with their child's teacher and/or the administration at a mutually agreed upon time a face to face interview (parents night) with their child's teacher

5.1.6-Parents/guardians are responsible for :- communicating regularly with the school and understanding how they can contribute to their child's success initiating contact with teachers if and when difficulties arise actively monitoring their child's progress and working collaboratively with the school, teacher and child to plan for their child's improvement.

5.1.7- Dress Code is Responsibility of Student :-

Students are not required to wear uniforms. Boys are not required to cover their hair. However, they must maintain a clean buzz-cut or shaven head. Hats must be removed while indoors. Students that fail to follow class dress code will:

Receive a warning for first offence

Sent home to change the second offence with notification to the parent

Removed from class for a day with notification to the parent

CanSTEM Education Private School Inc, Does not require night school students to wear uniforms

Inappropriate dress for night school is as follows:

-Ragged, cut-off jean shorts

-Tank tops or halter tops, T-shirts with inappropriate lettering

-Bare midriffs



- Exposed undergarments
- Slippers or beach sandals

5.2-1-Student and Teacher Expectations

<p>Students’ Rights</p> <p>to participate in all school programs that are appropriate to the needs and abilities of the student</p> <p>to learn in a classroom without being disturbed</p> <p>to be free of verbal and physical harassment</p> <p>to be respected by peers and staff</p> <p>Students’ Responsibilities</p> <p>to attend classes regularly and punctually</p> <p>to respect the rights of others (i.e. their right to learn)</p> <p>to respect the property and equipment of others – peers, staff and community (school)</p> <p>to be diligent in preparing for lessons, assignments and other requirements of a program of studies</p> <p>to exercise self-discipline in words and deeds</p> <p>to co-operate in maintaining community policies, guidelines and harmony</p>	<p>Teachers’ Rights</p> <p>to expect the fullest co-operation of all students in or out of class, while performing their teaching and supervision duties</p> <p>to expect support from the administration and parents in the disciplining of any student who interferes with the rights of others to learn and enjoy mutual respect</p> <p>Teachers’ Responsibilities</p> <p>to manage their classrooms</p> <p>to report progress and conduct to the administration, parents and students</p> <p>to plan and conduct an effective program</p> <p>to exercise the authority and discipline in the manner of a “kind, firm, judicious parent”</p> <p>to plan, conduct and co-ordinate their classroom and extra-curricular activities with regard for the needs of the school as a whole</p>
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5.3-Student Achievement The Assessment and Evaluation Policy :-

For CanSTEM Education Private School is consistent with Ministry policy and reflects the vision that CanSTEM Education Private School has which is that the primary purpose of assessment is to improve student learning. Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. Assessment for the purpose of improving student learning is seen as both “assessment for learning” and “assessment as learning”. As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning. Ongoing per-assessments and formative assessments will be used to provide meaningful feedback about student progress and achievement in order to improve performance. Summative assessments will be used to arrive at the grade.

5.3.1-Reporting Student Achievements :-

Student achievement must be communicated formally to students by means of a report card. The report card provides a record of a student’s achievement of the curriculum expectations. The percentage grade represents the student’s overall achievement of the expectations for the course and reflects the corresponding level of achievement as described in the achievement chart of the discipline.

The final grade for each course is determined as follows:

70% 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.



30% will be based on 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.

Percentage grades below 50% indicate insufficient achievement of curriculum expectations and signal that additional learning is required before the student can achieve the expectations to a passing level. At the end of a course, a student who receives a grade below 50% will not receive credit for the course.

Course evaluation will be divided into two parts: 70% is based on cumulative evidence of summative evaluations undertaken throughout the semester; -30% is based on final evaluations which will take place in the final third of the course.

Final evaluations may or may not include an exam depending on individual course curriculum policy documents. At the beginning of the course, students will receive course outlines that will include detailed assessment and evaluation information, and that also outline the percentage breakdown for both the 70% and the 30%.

All courses will be evaluated according to the following breakdown:

Term work: 70% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]

Final Summatives 30% [based on Knowledge and Understanding, thinking and Investigation, Communication and Application]
Although each course will have the same breakdown, individual courses may have subject specific summative tasks that will be used to determine the student’s grade. Please refer to the course outline as it is presented in your courses for more details.

5.3.2-Second Chance Protocol :-

Based on the premise that the primary purpose of assessment and evaluation is to improve student learning, students will be given additional opportunities to demonstrate their learning if they are not successful on their first attempt. It will be at the teacher’s discretion and professional opinion on when to exercise this option.

5.3.3-Repetition of a Course

- Only one credit is earned if course is repeated
- In Grade 11 and 12, an “R” appears on the student’s OST for the course with the lower mark

5.3.4-Requesting Course Changing

Course transfer policy: A student who registers and is enrolled into a course for less than a week and does not complete an assessment in the course, may request to be transferred to another course. Students will only be granted one course transfer per enrollment. All course transfer requests must come within one week of the initial enrollment. The decision of the CanSTEM Education Private School’s Principal will be considered final in all cases involving student requests for course transfers

5.3.5-Reporting Student Achievement:-

CanSTEM Education Private School will use the Provincial Report Card, Grades 9-12, for formal written reports sent home two times over the duration the student is active in the course. The first report reflects student achievement of the overall curriculum expectations during the first reporting period, as well as development of the learning skills and work habits. The final report reflects 6 achievement of the overall expectations for the entire course, as well as development of the learning skills and work habits.

5.3-6-Learning Skills :-

The following Learning Skills guideline will be used by online teachers when assessing students Learning Skills:

Learning Skills and Habits	Sample Behaviours
Responsibility	The Student <ul style="list-style-type: none"> • Fulfill responsibilities and commitments within the learning environment; • Completes and submits class work, homework, and assignments according to the



	<p>agreed-upon timelines;</p> <ul style="list-style-type: none"> • Take responsibilities for and manages own behavior.
Organization	<p>The Student</p> <ul style="list-style-type: none"> • Devises and follows a plan and process for completing work and tasks; • Establishes priorities and manages time to complete tasks and achieve goals; • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks
Independent Work	<p>The Student</p> <ul style="list-style-type: none"> • Independently monitors, assess, and revises plans to complete tasks and meet goals; • Uses class time appropriately to complete tasks; • Follows instructions with minimal supervision
Collaboration	<p>The Student</p> <ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group; • Responds positively to the ideas, opinions, values, and traditions of others; • Builds healthy peer-to-peer relationship through personal and media-assisted interactions; • Works with others to resolve conflicts and build consensus to achieve group goals; • Share information, resources, and expertise and promotes critical thinking to solve problems and make decisions
Initiate	<p>The Student</p> <ul style="list-style-type: none"> • Looks for and acts on new ideas and opportunities for learning; • Demonstrates the capacity for innovation and a willingness to take risks; • Demonstrates curiosity and interest in learning; • Approaches new tasks with a positive attitude; • Recognizes and advocates appropriately for the rights of self and others
Self-Regulation	<p>The Student</p> <ul style="list-style-type: none"> • Set own individual goals and monitors progress towards achieving them; • Seek clarification or assistance when needed; • Assesses and reflects critically on own strengths, need, and interests; • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals; • Perseveres and makes an effort when responding to challenges.

5.3.7-Late and Missed Assignments:-

As per Growing Success: Assessment, Evaluation, and Reporting Procedure #104

It must be made clear to students early in the school year that they are responsible not only for their behaviour in the classroom and the school but also for providing evidence of their achievement of the overall.

The rules go as follows:

-Failure to attend classes on time. Repeat offenders run the risk of failing courses and/or being asked to leave the school for lack of academic commitment.

-Any student who is absent for more than 8 classes may not be able to take the final examination or receive a credit for that course. Students will be warned and parents will be informed of absences.

-CanSTEM will not allow student to write his/her final exam if she/he does not have 110 hours class time.

-Every student have to attend 110 hours of class time for each subject in order to meet ministry's requirement to earn credit of that particular subject.



5.4-Attendance :-

Regular attendance is key to student success. Students who do not attend/log on regularly and/or who do not actively participate in their courses seriously jeopardize their opportunities to learn and reach their potential. Teachers will monitor attendance patterns for their respective students and will work with them, and their parents/guardians to support students in any way they can. If student attendance issues cannot be resolved, the administration will be informed and possible consequences may include:

student and parental/guardian contact, attendance contracts, or even removal from the program.

Attendance for record keeping purposes will be based on the number of completed lessons. For example, if a course has 20 different lessons to complete and the student has completed 16 of these, the attendance register would indicate that the student was in attendance 80% of the 110 hours per credit course. This value will be scaled accordingly for the mid-semester report card.

Students who do not complete their courses within 12 months will be removed from the course and will not be reinstated unless there are extenuating circumstances that can be verified by appropriate documentation.

5.4.1-Attendance Policy-2021-2022 :-

The Ontario Ministry of Education identifies attendance as an important component of the evaluation of student achievement. Class attendance is compulsory for all students. Any absences will be logged by school officials. Punctuality at all classes is expected as it is a mark of respect for oneself and one's fellows.

5.4.2-Reporting Absences:-

Students under the age of 18 must have their parents/guardians notify the school prior to the start of class if the student will be absent that day. Parents/guardians may also call in or provide a written note explaining the absence. Students that are over the 18 are required to provide a doctor's note for any extended absence or risk withdrawal for non-attendance. School officials will keep a log of all absences and explanations of those absences. Students are expected to catch-up with any course work that they have missed during their absence.

5.4.3-Lateness:-

Students who do not arrive for the start of classes will be marked as late. Students who will arrive more than 30 minutes after the start of classes will be marked as absent.

5.4.4-Legitimate Reasons for Lateness or Absence:-

-Medical/Dental appointments; students must notify the office of any absences due to appointments and provide valid note from the doctor.

-Illness or Emergency; students that experience illness during the day must notify the office who will arrange for the student to phone parents/guardians and/or be sent home. In the case of emergency, students must notify the office before leaving the school. Leaving the school without notifying the school will result in an absence. **Note: School officials are not allowed to dispense medicine to students.

5.4.5-Consequences of Frequent Absences or Tardiness:-

Parents/guardians will be notified if a student has missed all or any classes during the day. 1 – 4 illegitimate absences will warrant a warning to the student and their parents/guardians. Unexplained absences totaling to 5 or more days is unacceptable. Parents/guardians will be notified if a student's success, based on the Principal's judgment, is jeopardized by such absences. A



meeting between school officials, the student, and the student's guardians will be held to explain the consequences of the absences and to discuss steps to improve. Consequences include:

-Withdrawal from the course (see, Course Withdrawals, Sec. 3.7, pg.21)

-Possible failure of the course and loss of credit

5.4.6-Extended Absences:-

Students and parents/guardians are encouraged to take holidays that align with school closures. If this is not possible, the following steps must be taken:

-Student and/or Guardian (if under the age of 18) must sign a form of their intention to be absent at least two week before leaving.

-All of the student's teachers must sign the form and detail the work that must be done before the absence.

-The form must be returned to the office for final approval.

6-Code of Conduct :-

Students, parents or guardians, teachers and other staff members are expected to adhere to the Code of Conduct at CanSTEM Education Private School Inc., whether they are on school property, on school buses or at school-authorized events or activities. All members of the school community at CanSTEM Education Private School Inc. are to be treated with respect and dignity, especially persons in positions of authority. They are expected to use non-violent means to resolve conflict. Physically aggressive behaviour is unacceptable.

The possession, use or threatened use of any object to injure another person is strictly forbidden and will result in immediate expulsion. CanSTEM Education Private School Inc. has also adopted a zero tolerance policy towards members of the school community who are in possession of, or under the influence of, or provide others with, alcohol or illegal drugs.

Insults, disrespect and other hurtful acts disrupt learning and teaching in a school community. At CanSTEM Education Private School Inc., we all have a responsibility to maintain an environment where conflicts and differences can be addressed in a manner characterized by respect and civility.

CanSTEM Education Private School Inc., will attempt to provide and maintain a safe and supportive educational environment in which learning can occur. Protection of a person's dignity and self-esteem is crucial and not negotiable.

All members of the CanSTEM Education Private School Inc., community, which includes students, staff and parents, will treat each other with respect in all interactions. Any actions determined to jeopardize the moral tone of the learning community including disrespectful, distasteful, abusive, & harassing comments made to any of our community members will not be tolerated and will be dealt with swiftly by the CanSTEM Education Private School Inc., Principal. Consequences may include, counseling, parental involvement, suspension, expulsions and/ or the involvement of the authorities.

CanSTEM Education commitment to safe, caring and respectful schools, we strive to establish a positive learning and working environment that recognizes the dignity and worth of every member of the district community. We work diligently to provide secure surroundings where all members are safe and feel safe.

Respect, Civility and Responsible Citizenship :-

All school members must:

- Respect and comply with all applicable federal, provincial and municipal laws;
- Demonstrate honesty and integrity (i.e. avoidance of plagiarism);
- Respect differences in people, their ideas and opinions;
- Treat one another with dignity and respect at all times, and especially when there is disagreement;
- Respect and treat others fairly, regardless of ancestry, culture, ethnicity, gender, gender identity, language, physical and intellectual ability, race, religion, sex, sexual orientation, and socio-economic status;
- Respect the rights of others;
- Employ non-violent means to resolve conflicts; Show proper care and regard for school property and the property of others;
- Adhere to administrative procedures with regard to the use of technology;



- Take appropriate measures to help those in need;
- Respect all members of the school community, especially persons in positions of authority;
- Respect the need of others to work in an environment that is conducive to learning and teaching; and
- Attend to responsibilities in a punctual manner.

Safety

All members of the school community must not:

- Engage in bullying behaviours;
- Traffic in weapons or illegal drugs;
- Commit robbery;
- Use any object to threaten or intimidate another person;
- Be in possession of, or under the influence of, or provide others with alcohol or illegal drugs;
- Smoke on school premises; on school buses or in taxis; or on school outings, trips or excursions;
- Inflict or encourage others to inflict bodily harm on another person;
- Engage in hate propaganda and other forms of behaviour motivated by hate or bias; or
- Commit an act of vandalism that causes extensive damage to school property or to property located on the premises of the school.
- Commit sexual assault;
- Give alcohol to a minor;
- Be in possession of any weapon, including firearms;
- Cause injury to any person with an. object;

6.1-Safe School Policy :-

CanSTEM Education Private Schooling promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. All students, parents, teachers and staff have the right to be safe and to feel safe in our school. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions that put at risk the safety of others and oneself.

The chart on the following page summarizes the Safe School Policy at CanSTEM Education Private School Inc. Repeated offences of any of the in the chart will result in expulsion.

	ONE DAY SUSPENSION	TWO DAY SUSPENSION	THREE DAY IN/OUT SUSPENSION	EXPULSION & LEGAL CHARGES
PHYSICAL VIOLENCE	- pushing - shoving - throwing objects - mischief causing potential harm	- kicking - punching	- intent to harm - physical injury	- serious physical injury due to lack of restraint - gang violence - any physical violence directed at a teacher - premeditated physical Fighting
VERBAL	- name calling	- racism -implied intimidation - disrespect of authority	- intimidation involving physical threat - extortion - continual disrespect of authority	- threatening teachers
WEAPONS				- any physical threat or use of weapons - possession of lethal weapons such as knives or guns
VANDALISM THEFT	- reversible defacing of property	- petty theft	- theft - permanent defacing of property	- extensive, purposeful defacing of property
DRUGS ALCOHOL				- dealing - possession - under the influence



Harassment :- Harassment is behaviour that is unwelcome, one-sided and makes the receiver feel uncomfortable or offended. It may be comments about someone's appearance or lifestyle, or it may be behaviour that causes a person to feel embarrassed or inadequate. Usually harassment is repeated behaviour. At its worst, harassment may be threats, intimidation, or assault.

In adherence with the Ontario Human Rights code it is the policy of the CanSTEM Education Private School, that every teacher, staff member, parent or guardian, volunteer, and student has a right to freedom from harassment in the workplace and school system because of race, ancestry, place of origin, colour, ethnic origin, citizenship, religion, age, gender, sexual orientation, record of offences, marital status, employment status or disability. Incidents of harassment should be reported to any staff member or directly to the school administration.

Bullying :- Bullying is not accepted at any school in the CanSTEM Education Private School. Bullying, as defined by the Province, is typically a form of repeated, persistent, aggressive behaviour that is directed at an individual(s) that is intended to cause (or should be known to cause) fear, distress and/or harm to another person's body, feelings, self-esteem, or reputation. Bullying occurs in a context, where there is real or perceived power imbalance.

Incidents of bullying should be reported to any staff member or directly to the school administration.

Violent Threat Risk Assessment Protocol :- When students' behaviours pose a potential threat to safety or serious harm, the Community Violence Threat Risk Assessment Protocol (VTRA) helps principals take further steps to protect students' well-being. The protocol helps schools respond quickly to threatening incidents such as: possession of a weapon or replica weapon, bomb threat or plan, verbal, written or electronic (Internet, text) threats to kill or injure oneself or others or other threats of violence, fire setting.

The Community VTRA outlines how a school responds immediately to threatening behaviour. Principals may first bring together a School Threat Assessment Team, which includes the principal/vice-principal, the designated regional lead, and police. If the situation is serious, the principal may also consult with the superintendent responsible for the school, and call in the Community Threat Assessment Team. This community team also includes representatives of community agencies who work with us to keep our schools safe, such as local police and children's mental health organizations.

Parents and guardians will be notified if their child will be discussed through the Community Threat Assessment Protocol. If parents/guardians cannot be reached, or if they choose not to provide consent, but a concern for safety still exists due to threatening behaviour, the threat assessment may still proceed. Personal information shared throughout this process will respect and balance each individual's right to privacy with the need to ensure the safety of all.

Alcohol and Restricted Drugs :- CanSTEM Education Private School recognizes that the use of alcohol and illicit drugs is detrimental to education and harmful to the health of students. The school prohibits persons who are under the influence or in possession of alcohol or illicit drugs to be present on school property, at school-sponsored functions or while traveling to and from school activities.

CanSTEM Education Private School will cooperate with community agencies in the referral to counselling and rehabilitative programs of Renfrew County students who abuse alcohol and drugs. Students found using or in possession of alcohol or restricted drugs will be suspended up to 20 days or possibly expelled. Parents and the police will be notified.

6.2-Cheating and Plagiarism:-

"Learning is enhanced when students think independently and honestly". It is expected that students will demonstrate respect for the intellectual property rights of others and adhere to a code of honor in all course activities. Students must understand that the tests/exams they complete and the assignments they submit for evaluation must be their own work and that cheating and plagiarism will not be condoned.

6.3-Plagiarism is defined by CanSTEM Education Private School as:-

The use of ideas or thoughts of a person other than the writer, without proper acknowledgement; The use of direct quotations, or of material paraphrased and/or summarized by the writer; The submission of an assignment that has been written in part or in



whole by someone else as one's own; and The submission of material that has been obtained from a computerized source, with or without minor modifications, as one's own.

6.4-Cheating is defined by CanSTEM Education Private School as:-

The buying and/or selling of assignments, or exam/test questions; Submission of the same piece of work in more than one course without the permission of the teacher;

The preparation of an assignment by someone else other than the stated writer; Allowing one's assignment to be copied by someone else; Providing another student your assignment; The unauthorized giving or receiving of information or assistance during an examination or a test. Academic dishonesty destroys the integrity of the program by diminishing the learning experience for the entire CanSTEM Education Private School. Therefore, maintaining academic integrity is imperative. Whether intentional or through the ignorance of the policy, acts of academic dishonesty are unacceptable and will not be tolerated. These acts and the parties involved will receive a mark of zero for the assignment. In addition, all students involved will be subject to additional consequences which will be addressed on a case-by-case basis. These consequences will reflect a continuum of behavioral and academic responses and consequences, based on at least the following four factors:

1. The grade level of the student,
2. The maturity of the student,
3. The number and frequency of incidents, and
4. The individual circumstances of the student.

6.5-Plagiarism Policy-2022-2023 :- CanSTEM Education Private School Inc. expects that all people in our learning community to behave in an honest manner, Plagiarism is defined in Ministry Policy as the use of the language and thoughts of another without attribution, in order to represent them as one's own original work. The Administrative Team and the teachers will make it clear to students that the evaluations that they complete must be their own work and that cheating and plagiarism will not be condoned. The Administration and the teachers will address the prevention of cheating and plagiarizing by communicating with the parents and the students the process of documents to be utilized by the school. The teachers may use whatever means of detecting cheating and plagiarism that best supports student achievement and success.

When responding to students who have plagiarized, or cheated, the school will use a clear procedure that considers four mitigating when determining the appropriate outcomes and support for the student. The challenge for CanSTEM Education Private School is to have each student achieve his/her academic potential.

The four factors include:

1. Grade level
2. Maturity of the student
3. The number and frequency of incidents
4. The individual circumstances of the student

When a student plagiarizes or cheats, the student does not provide evidence of achievement according to the achievement chart in each subject discipline. The principal and the teacher will choose from a variety of possible responses. Other than Final Evaluation Procedures in University Preparation Courses, the opportunity to demonstrate achievement of the overall expectations in a similar evaluation will be provided. A mark of zero may be a resolution depending on the mitigating factors.

In each instance of Plagiarism and Cheating, there will be a record in the OSR of the event and a record of the decision made and a copy of the letter informing parents of the occurrence and the resolution by the school team.

6.6-Appropriate Computer Use Policy:-

Learning Management System (LMS) at the CanSTEM Education Private School is designed for educational purposes only. All use of any LMS tool within course for any purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes. The administration has the right to review all student work in order to determine the appropriateness of computer use. If the LMS is deemed to be used inappropriately, the Administration will levy consequences which may include suspensions and/or removal from the program. In some cases, further action may be taken including contacting day schools, legal representation or the police. Students need to be very vigilant in order to prevent them getting into a situation where they may be suspected for inappropriate use.



Therefore, students are reminded to

- Always protect their passwords and not share them with anyone
- Always inform their teachers of suspicious messages or other incidents that they encounter
- Always only access content that is intended for student use.