



D. Supports and Resources

The Types of School Supports and resources that are available, including

1.0-Supports related to guidance and to education and career/ life planning including the individual Pathways Plan

1.1-Guidance Services and Support Services

Guidance services are available to students at CanSTEM Education Private School inc. to assist them in developing appropriate educational plans and career alternatives. Students will be consulted on a regular basis by counselors and are encouraged to use the service as they feel necessary.

Guidance staff will make every effort to assist students with their various needs. They will provide course calendars and software (where applicable) from various universities in Canada and the United States. Since universities and colleges require different combinations of subjects and marks for their programs, students are advised to make their post-secondary choices in consultation with the Guidance Department. Please remember that our school is committed to helping students obtain the OSSD (Ontario Secondary School Diploma) and enter the university or college of their choice.

In addition to guidance services, students and parents are encouraged to take one of many pamphlets and booklets available at the front desk for further information regarding education planning. Guest speakers from various universities and professions are invited to counsel students at various times during the year.

Additional support services, such as tutoring, are offered after school hours for students that struggle with the English language. At this time, CanSTEM Education private school Inc. is unable to offer support for special education.

More about the Guidance :- Guidance

The Guidance Department at each secondary school offers a program of activities and services that facilitates the personal, social, educational, and career development of students at all grade levels. The school counsellors provide individual counselling, group instruction, consultations, and referrals to assist students and their families in making informed decisions and responsible plans.

Some of the services offered through Guidance include:

- Educational-Vocational Counselling: Help in choosing courses to satisfy the requirements for the high school graduation diploma and planning your high school program to satisfy post-secondary admission requirements.
- Information: Students are provided with print materials or internet sites relative to post-secondary planning or other topics.
- Home-School Liaison: Parents and guardians are encouraged to call the Guidance Department to discuss student progress, plans, and post-secondary opportunities.
- Community Liaison: With various agencies, service clubs, elementary schools.
- University-College Liaison: Through University Day, Community College Day and individual school visits.
- Student Decision-Making: A wide range of resources are available to help students make informed choices on their future.
- Peer Tutoring: Students who require academic assistance can request a peer tutor.

You will also find that the Guidance Office has a wide variety of reading material. Calendars are available for apprenticeships, colleges, universities, and other postsecondary institutions. Resource information is available on social issues, study tips, careers, job search skills, summer jobs.

The Guidance Office is a very valuable resource for both students and parents. We encourage you to use our resources at any time. Sign up for an appointment to see a counsellor, and let us know how we can help you reach your goals.



2.0-Strategies and resources for students and parents to support education planning and the course selection process:-

2.1-School Services

CanSTEM Education Private School recognizes the tremendous demands and stress that students can experience throughout their high school lives. Making course selection choices, looking at a host of post-secondary options, as well as personal & socio-emotional problems are all barriers that obstruct students from achieving to their academic potential. CanSTEM Education Private School is committed to aiding students in all aspects of their lives, and employs a qualified and experienced guidance counsellor. Please feel free to contact canstem.education@gmail.com if you are interested in having our counsellor contact you.

CanSTEM Education Private School recognizes the tremendous demands and stress that students can experience throughout their high school lives. Making course selection choices, looking at a host of post-secondary options, as well as personal & socio-emotional problems are all barriers that obstruct students from achieving to their academic potential. CanSTEM Education Private School is committed to aiding students in all aspects of their lives, and employs a qualified and experienced guidance counselor.

Please feel free to contact us if you are interested in having our councilor contact you.

CanSTEM Education Private School provides access to Career Cruising for all students whose OSR is held at CanSTEM Education Private School.

This program allows students to plan their education, review their options for post-secondary programs, assist in the course selection process and explore other post graduate options.

Career Cruising is an industry-leading online career guidance and planning system. People of all ages use our tools to find the right career, explore education and training options, and build their own portfolio. Our add-on products extend Career Cruising's functionality, making it easier for schools to manage their course selection process, communities to meet their workforce development needs, and students to prepare for the SAT/ACT. Learn more about implementing Career Cruising at your school, library, or employment center on our "Products" page.

Ontario Prospects Guide to Career Planning is an annual career planning guide for students in Grades 7 to 12, educators, job counsellors and others seeking career information. Ontario Prospects celebrates and promotes student success in Ontario and includes information on self assessment, job search preparation, the labor market, and post secondary destinations.

Job Bank Canada View Canadian Job Opportunities

Ontario College Application Services

Ontario Universities' Application Center

Please feel free to contact us if you are interested in having our student support staff contact you

2.2-Curriculum- Education Planning and The Course Selection

2.2.1.Program Planning

CanSTEM Education Private School provides supplementary individual student counseling with respect to course selection and post-secondary planning. By doing so, individual student needs and concerns are met and appropriate plans can be put into place.

In addition, the skills and competencies that students acquire through the guidance and career education program outlined in Ontario's "Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, 2013" will not only help students succeed in school, but will also contribute to their success in the workplace.

Throughout their secondary school education, students in CanSTEM Education Private School courses will learn about the educational and career opportunities that are available to them; explore and evaluate a variety of those opportunities; relate what they learn in their courses to potential careers in a variety of fields; and learn to make appropriate educational and career choices.

3.0-Intervention Strategies, supports, and program for student success, including for students at risk of not graduating



3.1.2.Support and Resources for Student at risk.2021-2022

Identifying a Student as a Student At Risk of Not Graduating, students at risk of not graduating are students in grades 5 to 12 who withdrew prior to completing high school or are two or more of the following:

- Behind their age group in the number of high school credits attained A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student is 2 or more semesters behind in credits or 2 or more quarters behind, depending on type of high school schedule.
- Two or more years behind their age group in basic skill levels A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls into the lowest score range on the state mandated assessment in Math and/or Reading. If he/she missed all or part of five days in a semester without an acceptable excuse.
- Parents (teen parents; male and female and pregnant teens)
- Adjudicated delinquents a student is determined to have been adjudicated a delinquent based on reports received from the court system.
- 8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the state-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade

School-based teams shall consider the above factors, at least annually, for all students in grades five through twelve.

If a team determines that a student is a student at risk of not graduating high school, the team shall initiate the process to provide written notice to the student's parent/guardian. The written notice, as required and shall include the following:

- (a) The name and telephone number of a person the parent or pupil can contact regarding the school's children at risk plan or program.
- (b) A description of the student at risk's at risk plan.
- (c) A statement that the pupil is eligible to be enrolled under the plan to serve children at risk.
- (d) A description of the at risk programs available and how the pupil may participate in a specific program if more than one program is offered as part of the plan.
- (e) A statement to inform the parent that he or she may select one or more programs in which the pupil may be enrolled, if the pupil meets the prerequisites for the specific program requested.
- (f) Describe the procedure for requesting that the pupil be enrolled in the specific at risk program selected by the parent. The request shall be in writing, or be given verbally to the person responsible for enrolling the pupil in the program. This person shall record the date and time of a verbal request and whether this request was made in person or by phone.
- (g) Identify the process that a parent may use if the parent disagrees with the planned services.

Parent Notification Letter, we combine our state-mandated at-risk notification for grades 5 - 12 with our district at-risk notification procedures (e.g., non-promotion in 8th grade, and on-track to graduation in 10th - 12th grades).

3.2--Pre-K – Grade 4 - Prevention Programs and Supports Available for Students

Potential Indicators:

The state does not provide criteria for students in grades 4K through 4, however, some of the following common factors in students' lives from 4K through 4th grade may be potential indicators toward future identification of at risk:



- Chronic/severe behaviour problems
 - Academic delay in reading and/or math
 - Habitual truancy (absent from school without an acceptable excuse for part or all of five or more days on which school is held during a school semester)
 - Any adverse childhood experience as perceived by the child
- Programs and Services to Support Individual Student Achievement and Success in School Within our elementary schools, there are a variety of supports available to encourage student success and meet individual learning needs so as to prevent future difficulties. MMSD provides a wide range of quality options to all students regardless of label or status. These supports are monitored on a regular basis to ensure that a student is making progress and reaching goals. Below is a sample of supports offered to 4K - Grade 4 students to prevent them from becoming at - risk of not graduating. A comprehensive list and guidance for supports and interventions can be found in the MMSD Intervention toolkit (mmsd.org/intervention). Non-Exhaustive List of Supports and Interventions - Grade 4K - 5
- Summer School
 - Math interventions (e.g., Do the Math, Number Worlds, iReady)
 - Reading interventions (e.g., Levelled Literacy Intervention, Voyager, Six-Minute Solution, Guided Reading groups, Reading Recovery, Corrective Reading.
 - Attendance interventions
 - Behavioural interventions (e.g., Check-In/Check-out) • Small group interventions for social-emotional-behavioural concerns (e.g., Concerned others, Aggression, executive functioning, social skills, etc.)
 - Intensive Support Team (IST) services

3.3.-Grades 5 - 12 - Intervention Programs and Supports Available for Students Identified As set forth above, identification occurs through an annual process upon review of statutory factors for determining a student's at-risk status. Once identified, school teams work with families/guardians and students to design and implement a plan of support. This process occurs in the Student Supports and Intervention Team (See Attachment B) or within the context of the Individualized Education Plan (IEP) team if the student has an IEP. Interventions are documented in a student information system and reviewed every 6-10 weeks by the appropriate team to ensure responsiveness to the intervention. Non-Exhaustive List of Interventions and Programs - Grade 5 - 12

- Summer School
- Math interventions (e.g. Do the Math Now, Extended Math, Think Thru Math)
- Reading interventions (e.g., Extended Literacy, Rewards)
- Attendance interventions • Small group interventions for social-emotional-behavioural concerns (e.g., Concerned others, Aggression, executive functioning, AODA, SAIG)
- Behavioural interventions (e.g. Check-In/Check-Out, Check and Connect, Wrap-around intervention and support [e.g., Rehabilitation, Empowerment, Natural Supports, Education, and Work (RENEW)])
- Intensive Support Team (IST) services • Graduation timeline* *For some students it may be beneficial to consider an extended graduation timeline that provides additional time and access to meet specific student needs (e.g., ELL newcomers, Students who are At-Risk). This decision to use an extended graduation timeline should be based on all relevant data sources and made in collaboration with families and other school support staff. Some students who receive special education services may be entitled to on-going services, supports and programming though the age of 21 or until they have earned a high school diploma, as determined by their IEP team.



Evaluation of At Risk Programming The school will use established methods to monitor and evaluate academic and social emotional programs. Additionally, programs will be monitored using established data review protocols including, but not limited to, the School Improvement Planning (SIP) process. Schoolwide and building-level data related to graduation rates, student achievement and attendance will also be monitored on an ongoing basis with particular attention paid to the outcomes for students identified as at risk of not graduating with the goal of reducing the percentage of students who meet the state definition. Existing data review tools and protocols, such as 9th Grade on Track and the Early Warning System, will be leveraged for this purpose.

3.4 Timelines, Roles, and Responsibilities

Below is a timeline of actions by month associated with identifying students who meet the definition of at-risk as set forth in this plan.

<u>Month</u>	<u>Action</u>	<u>Responsibilities</u>
June-July	Pull list of students who meet At-Risk Criteria based on previous school year data.	School-based staff (e.g., counselor, social worker, psychologist, etc)
September	Mail letters	School-based clerical
October	Conduct parent/guardian meetings for successful academic future and document plan through student information system. Monitor and adjust plan as needed throughout the remainder of the year based on student response.	Student Support and Intervention Team (SSIT) and/ or IEP team
October-June	Set calendar dates to review plan with parents/guardians and documentation, hold team meetings as scheduled, continue or revise and adjust as needed based on student's responsiveness to the intervention supports and plan.	Student Support and Intervention Team (SSIT) and/or IEP team

Dear Parent/Guardian of [student name]:

We want to do all we can to help ensure [Child's First Name]'s success at school. We measure success in a number of ways, using both School and Ministry required standards. We use these multiple standards to help determine whether we are meeting the Ministry's vision of preparing all students to graduate college, career and community ready.

The purpose of this letter is to notify you that [CHILD'S FIRST NAME] has been identified as meeting the state criteria of being an "At risk" student. Currently, the CanSTEM Education identifies "children at risk" as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma or are two or more of the following:

- Two or more years behind their age group in basic skill levels
- A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls in the bottom two score ranges on the ministry mandated assessment in Math and/or Reading.
- A student shall be determined to be "Student at risk" if he/she missed all or part of five days in a semester without an acceptable excuse.
- Parents (teen parents; male and female and pregnant teens)
- Adjudicated delinquents • A student is determined to have been adjudicated a delinquent based on reports received from the court system. Specifically, [CHILD'S FIRST NAME] has been identified as a student at risk of not graduating because [he/she]



meets the following criteria: [Specific Criteria met by student] For more information, please see the attached At Risk Plan, School's plan outlines some of the services available for students identified as at risk. We would like to work with you and [Child's First Name] to develop a plan for a successful academic future. To this end, you are invited to work with the school team to discuss options and services available for [Child's First Name]. A staff member from [SCHOOL NAME] will contact you soon regarding the available services and supports. If, in the meantime, you have questions or concerns, please do not hesitate to contact me.

Sincerely,

3.5 ATTACHMENT A(3)- For Grade 8 (Entering 9th Grade Students - Standard At-Risk Letter)

Dear Parent/Guardian of [student name]: We want to do all we can to help ensure [Child's First Name]'s success at school. We measure success in a number of ways, using both school-defined and ministry-required standards. We use these multiple standards to help determine whether we are meeting the School's vision of preparing all students to graduate college, career and community ready. The purpose of this letter is to notify you that _____ has been identified as meeting the state criteria of being an "At risk" student. Currently, the CanSTEM identifies "children at risk" as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma or are two or more of the following:

- Behind their age group in the number of high school credits attained
- A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student falls one (1) or more credits behind his/her age-group cohort as evidenced by credits recorded in academic history.
- Two or more years behind their age group in basic skill levels
- A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls in the bottom two score ranges on the ministry-mandated assessment in Math and/or Reading.
- If he/she missed all or part of five days in a semester without an acceptable excuse.
- Parents (teen parents; male and female and pregnant teens)
- Adjudicated delinquents • A student is determined to have been adjudicated a delinquent based on reports received from the court system.
- 8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the ministry-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade Specifically, _____ has been identified as a student at risk of not graduating because [he/ she] meets the following criteria: [Specific Criteria met by student] For more information, please see the plan, which is available with us. The School's plan outlines some of the services available for students identified as at risk. We would like to work with you and [Child's First Name] to develop a plan for a successful academic future. To this end, you are invited to work with the school team to discuss options and services available for _____. A staff member from CanSTEM will contact you soon regarding the available services and supports. If, in the meantime, you have questions or concerns, please do not hesitate to contact me. Sincerely,

3.6-ATTACHMENT A(4)- For Grades 9-12 (Entering 10th, 11th, & 12th Grade Students - Standard At-Risk Letter)

Dear Parent/Guardian of [student name]:

We want to do all we can to help ensure [Child's First Name]'s success at school. We measure success in a number of ways, using both School-defined and Ministry-required standards. We use these multiple standards to help determine whether we are meeting the School's vision of preparing all students to graduate college, career and community ready. The purpose of this letter is to notify you that _____ has been identified as meeting the state criteria of being an "At risk" student. Currently, the



CanSTEM identifies “children at risk” as students in grades five through twelve who are at risk of not graduating from high school because they withdrew prior to earning their high school diploma or are two or more of the following:

- Behind their age group in the number of high school credits attained
- A student shall be determined to be behind in his/her age group in the number of high school credits attained if the student falls one (1) or more credits behind his/her age-group cohort as evidenced by credits recorded in academic history.
- Two or more years behind their age group in basic skill levels
- A student shall be determined to be behind two or more years than his/her age group in basic skill levels in Math and/or Reading if he/she falls in the bottom two score ranges on the Ministry mandated assessment in Math and/or Reading.
- A student shall be determined to be “Student at Risk” if he/she missed all or part of five days in a semester without an acceptable excuse.
- Parents (teen parents; male and female and pregnant teens)
- Adjudicated delinquents • A student is determined to have been adjudicated a delinquent based on reports received from the court system.
- 8th grade student who fall into the bottom range in all subject areas on the state-mandated assessment of knowledge and concepts, 8th grade pupils who failed the Ministry-mandated assessment of knowledge and concepts and 8th grade students who failed to be promoted to the 9th grade Specifically, _____ has been identified as a student at risk of not graduating because [he/she] meets the following criteria: [Specific Criteria met by student]

For more information, please see the Risk Plan,

CanSTEM’s plan outlines some of the services available for students identified as at risk. Because _____ is at-risk of not graduating, we also wanted to provide information on credits earned to date and core (English, Math, Social Studies, Science) grade point average. This information can be found enclosed with this letter, and will be used as a guide to help develop a plan. We would like to work with you and _____ to develop a plan for a successful academic future. To this end, you are invited to work with the school team to discuss options and services available for _____.

A staff member from CanSTEM Education will contact you soon regarding the available services and supports. If, in the meantime, you have questions or concerns, please do not hesitate to contact me.

Sincerely,

Credit Summery Chart (sample)

Subject	OSSD Required	Achieved	Specific Courses/ Credit still needed
English	4	2	2
Social Sciences			
Math	3	1	2
Science	2	1	1
Physical Education	1	1	0
Canadian History	1	1	0
Canadian Geography	1	1	0
Civic	0.5	0.5	0
French	1	1	0
Careers	0.5	0.5	0
Arts	1	1	0



3. Plus 1 credit from each of the following groups: ○ Group 1: 1 additional credit in English, or French as a second language**, or a Native language, or a classical or an international language, or social sciences and humanities, or Canadian and world studies, or guidance and career education or cooperative education***	1	0	1
○ Group 2: 1 additional credit in health and physical education, or the arts or business studies, or French as a second language** or cooperative education***	1	0	1
Group 3: 1 additional credit in science (grade 11 or 12) or technological education, or French as a second language**, or computer studies, or cooperative education***	1	0	1
Electives	12	5	7
Total Credits	30	15	15

To this end, CanSTEM Education Private School

- supports English Language Learners, when necessary, by providing instructional and assessment accommodations within courses;
- provides opportunities within the Four Areas of Learning in Education and Career/Life Planning (Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, Achieving Goals and Making Transitions) in all newly revised courses;
- provides individual assistance and short-term counseling to students, when requested;
- provides current information on post-secondary programs and admission requirements to all of its college/university bound students;
- provides the opportunity for Grade 8 students to “Reach Ahead” to Grade 9 courses with the approval of their elementary school Principal. This program allows students to explore course options and academic interests early in their high school career;
- provides access to Career Cruising for all students whose Ontario Student Record is held at CanSTEM Education Private School. This program allows students to plan their education, review their options for post-secondary programs and assists in the course selection process;
- communicates directly with Ontario Universities Application Centre and Ontario College Application Service regarding student achievement;
- communicates directly with post-secondary institutions regarding student achievement.

4.0-Supports & Resources—English Language Learner-2021-2022

4.1-Support for English Language Learners: - We have after school grammar workshop every day. **Mr. Errol** is specifically appointed to help ESL and English language struggler to improve their reading, writing as well as spoken skills. Academic English and Spoken English is different so we do not consider that every new comer has language difficulty or every Canadian Born has perfect skills. Every help is available to each student who is enrolled with CanSTEM for any credit. We go beyond and far for our students’ success. We also established guest speaker program to motivate our student. We invite time to time successful candidates to speak and share his/her experience with our students.

Poetry Café is very popular among our students. We invite local poet to talk with our young students.



There is Essay workshop, spelling bees, and many competition related with Shakespeare literature. We also attend Shakespeare theatre at University of Toronto during Month of May.

4.2 Support for English as Second Language Learner:-

The content in each of the ESL and ELD courses is organized into four interrelated strands, or broad areas of learning: Listening and Speaking, Reading, Writing, and Socio-cultural Competence and Media Literacy. Effective instructional activities blend expectations from the four strands in order to provide English language learners with the kinds of experiences that promote meaningful learning and that help students recognize how language and literacy skills in the four strands overlap and strengthen one another. The program at all levels is designed to develop a range of essential skills in the four interrelated strands, built on a solid foundation of knowledge of the language conventions of standard English and incorporating the use of analytical, critical, and metacognitive thinking skills. Students learn best when they are provided with opportunities to monitor and reflect on their learning, and each strand includes expectations that call for such reflection.

The curriculum expectations for the course are broken into four strands: Listening and Speaking: The Listening and Speaking strand has three overall expectations, as follows:

Students will:

1. demonstrate the ability to understand, interpret, and evaluate spoken English for a variety of purposes
2. Use speaking skills and strategies to communicate in English for a variety of classroom and social purposes
3. Use correctly the language structures appropriate for this level to communicate orally in English

Reading: The Reading strand has three overall expectations, as follows:

Students will:

1. read and demonstrate understanding of a variety of texts for different purposes
2. Use a variety of reading strategies throughout the reading process to extract meaning from texts
3. Use a variety of strategies to build vocabulary locate and extract relevant information from written and graphic texts for a variety of purposes

Writing The Writing strand has four overall expectations, as follows: Students will:

1. write in a variety of forms for different purposes and audiences
2. Organize ideas coherently in writing
3. Use correctly the conventions of written English appropriate for this level, including grammar, usage, spelling, and punctuation
4. use the stages of the writing process

Socio-cultural Competence and Media Literacy The Socio-cultural Competence and Media Literacy strand has four overall expectations, as follows:

Students will:

1. use English and non-verbal communication strategies appropriately in a variety of social contexts
2. Demonstrate an understanding of the rights and responsibilities of Canadian citizenship, and of the contributions of diverse groups to Canadian society



3. Demonstrate knowledge of and adaptation to the Ontario education system
4. Demonstrate an understanding of, interpret, and create a variety of media works

These courses are designed for English language learners who have had opportunities to develop language and literacy skills in their own language appropriate to their age or grade level. Since many ESL classes include students aged between fourteen and twenty, the topics and activities must be selected to appeal to a wide range of ages and maturity levels. There are five ESL courses and five ELD courses. The courses are designated according to levels of proficiency in English and literacy development, not by grade. They can read and write in their own language within the expected range for students of their age in their own country. They can build on their existing first-language skills when learning English in an ESL program. The organization of the course is packaged into five distinct units with quizzes and homework. A fifth unit, Course Summative, will be developed throughout the course so that students can learn, develop and build on knowledge and skills as they work through an exam

5.0--Supports & Resources--Computer lab, resource center, community resources, etc.-2022-2023

5.1-Library Services

In our secondary school the library facility and teacher-librarian provide many resources and educational services for both students and staff. There are three key objectives of the library program:

- to teach students to become enthusiastic, skillful and independent learners
- to work closely with teachers to plan teaching strategies that meet the curriculum expectations for research skills and information literacy outlined in Ministry documents. Some of the teaching strategies include lessons on the research process, evaluating and using electronic resources, and documenting sources
- to encourage literacy and love of reading

While each of our secondary school libraries is unique, they have in common the following resources:

- Collections of fiction designed for novel study, leisure reading and second language students
- Computer workstations with Internet access
- Collections of non-fiction and reference materials designed to support the curriculum and research needs of both students and staff
- Magazines and newspapers
- Access to printers and photocopiers

All our secondary school libraries provide welcoming and inviting environments in which students can read, work, research and study.

5.2-Computer Labs

CanSTEM Education Private School Inc. has a separate on-line computer lab. Students are welcome to use the computer equipment for their research and assignments. During course instructional time students must first obtain permission from their teacher in order to use the computer lab. Abuse of computer equipment will result in removal of privileges.

CanSTEM has separate Library and Resources room where you find various paper copies of text books as well as books which are related to relevant to the topic. Students are free to use during their school time for references as well as they can borrow to take home. Student can borrow electronic copies of many books as well as many solved questions. There is after school help is established for English as well as Math and Science. Mr. Errol is there to help in French too. Many volunteer teachers can be assigned to individual at Risk to drop the school or particular credit.



We have many packages of worksheets to help to understand heavy topics as well as prior knowledge.

We have separate Coding and Computer literacy and operation classes after 3 p.m.

There is community garden and Park we take advantage of having it near to understand plant, animals life, habitats, and ecosystems.

There is Brampton archives; we take students there to understand local history.

We arrange poetry café and clinic with local poet and different languages poets so students can use that information and creativity to improve their creativity.

We arrange small wild forger group trip to find local plants and its usages.

We have STEM education day every month to improve awareness and skills toward technology.

The types of programs and services which support the school as a community can be generally categorized into four areas:

a) Educational Partnerships:- Educational Partnerships are activities/services that happen most frequently during the instructional day or during the extended day that complement the curricular programming. These partnerships enhance learning opportunities for students and may improve the lives of community members. Such as Health Canada's workshops every month for health awareness as well as awareness about the current issues such as obesity, sexual awareness, and illegal drug awareness.

b) Recreational Partnerships :- Recreational Partnerships are activities that support the arts and/or healthy, active lifestyles. Typically, these activities occur after the instructional day, evenings, weekends and occasionally holidays.

c) Health Partnerships :- Health partnerships are partnerships with external agencies that provide mental health services, physical health services and social services. These partnerships may take a variety of forms: professional services for students during the day; supports for families in the school community or general professional/clinical support for the broader community.

d) Public Partnerships :- Public partnerships are partnerships that exist with community or municipal partners for short or long term activities. They may involve longstanding reciprocal agreements and/or shared facility use.

e) Private Partnerships :- Private partnerships are partnerships that exist with private corporations for short or long-term activities.

4.7-Community Resources

CanSTEM Education Private School is proud to offer a rich variety of online library and community resources listed below:

The Canadian Encyclopaedia has provided the most comprehensive, objective and accurate source of information on Canada for students, readers and scholars across Canada and throughout the world.

The Internet Public Library (ipl2) is a public service organization and a learning/teaching environment. To date, thousands of students and volunteer library and information science professionals have been involved in answering reference questions for our Ask an ipl2 Librarian service and in designing, building, creating and maintaining the ipl2's collections. It is through the efforts of these students and volunteers that the ipl2 continues to thrive to this day.

Canadian Geographic is a comprehensive source of information on climate prosperity, discover videos, interactive features and learn more about how Canada can prosper in the face of global climate change.

Info Please has been providing authoritative answers to all kinds of factual questions since 1938- first as a popular radio quiz show, then starting in 1947 as an annual almanac, and since 1998. Many things have changed since 1938, but not our dedication to providing reliable information, in a way that engages and entertains.



Science.ca combines rich narrative biography with clear graphic explanation to describe Canada's greatest scientists and their achievements. The site is visited by thousands of students from across Canada every day, often as part of their provincial school curriculum. It currently receives 15 million hits per year, and over 1 million unique visits per year. The web site is operated by the GCS Research Society, a non-profit organization registered in British Columbia, Canada.

EasyBib (MLA citation creator) A Free Automatic Bibliography and Citation Maker Create a Works Cited instantly! 309,984,633 sources cited to date.

Please feel free to contact us if you are interested in having our student support staff contact you.

www.kidshealth.org is a website for students and parents which provides a rich balance of resources from a health perspective, both physical and mental wellbeing.

Junior and Senior Classic collection

Many different cyclopedias are in our collections

4.1 Computer lab, resource center, community resources, etc.

CanSTEM Education Private School Inc. has a separate on-line computer lab. Students are welcome to use the computer equipment for their research and assignments. During course instructional time students must first obtain permission from their teacher in order to use the computer lab. Abuse of computer equipment will result in removal of privileges.

Information Technology in Our Schools :- The Information Technology (IT) Department works to ensure that staff and students have access to the latest technology tools to help foster student success and meet the diverse needs of 21st Century learners. The IT Department is responsible for all data, electronic communications, computers, mobile devices, printers, networks, internet and business systems in the School.

CanSTEM Education Private School continues to invest in new and enhanced resources to provide Students with leading edge technology.

This includes:

→ Full coverage wireless access in CanSTEM Education school buildings;

→ Laptops, for all schools replacing computer labs and allowing technology to be at the point of learning (i.e. the student desk);

→ BYOD (Bring Your Own Device) enable in school building, allowing staff and students to use personal devices;

- Video conferencing capabilities for students and staff to collaborate on projects locally and around the world;

- Access to the full suite of applications available through the Google Apps for Education platform as well as unlimited storage;

- 3D printers in every school;

- Robotics and coding used by students to solve problems in a relevant, modern, and meaningful way;