

NANCY CAMPBELL ACADEMY

STUDENT HANDBOOK

2024-2025



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1. UNIFYING PRINCIPLES

When you choose NCA as your school you are making a complex choice that includes high expectations for you to achieve our vision of academic excellence within an elevated community service framework. This means that you will be expected to develop in the following areas:

- Academic excellence: Maintain a minimum 70% average in all courses with no failing marks
- An understanding of the purpose of moral leadership: individual and social transformation
- Belief in a world embracing vision
- Orientation of service for the betterment of the world
- Understanding the importance of Independent Investigation of truth and application of that truth within a moral leadership framework
- Belief in the essential nobility of the human being
- Detachment from individualism and materialism

Inspiring Academic Excellence and World-Embracing Vision

Developing capacity and releasing potential through acquiring and generating knowledge, participating in acts of service, and engaging in processes of social justice, thus contributing to the building of a peaceful and prosperous world community.

Goals

- To strive for excellence in academic programming of the highest calibre
- To develop world citizens committed to universal global ethics as articulated in the Universal Declaration of Human Rights
- To create an environment that develops active agents of social justice
- To release a wealth of potential in oneself and others so we can each and all contribute meaningfully to the spiritual, social and material prosperity of humanity

Unifying Principles

- The raising-up of world citizens who are both willing and capable of educating humanity about its fundamental oneness

- The realisation of equality between females and males in every human endeavour
- The elimination of poverty by engaging in service resulting in social justice
- The recognition of contributions made by religious and spiritual communities as a critical element of the development of civilization
- Selfless service to humanity, as the essential process for personal growth
- The recognition of the need for integrating four major methods to achieve academic excellence; scientific inquiry, reason, spiritual guidance, and artistic expression
- The elimination of prejudice through education and community building

Conceptual Framework for the Development of Elevated Community Building Capabilities

1. The purpose of moral leadership: individual and social transformation
2. Belief in a world embracing vision
3. Orientation of service for the betterment of the world: Practising Service Leadership
4. The twin ethical responsibilities to truth: Investigation & Application
5. Belief in the essential nobility of the human being
6. Transcendence through vision – commitment to a vision that inspires service
7. The development of ethical leadership capabilities

1. 1. Elevated Community Building Capabilities

Cultivate One's Inherent Nobility

This involves the ability to:

- Evaluate one's own strengths and weaknesses without involving ego
- Transcending one's lower passions by focusing on higher purposes and capabilities
- Manage one's affairs and responsibilities with rectitude of conduct based on ethical principles

Contribute Strategically and Imaginatively to Social Betterment

This involves the ability to:

- Learn from systematic reflection upon action within a consistent and evolving conceptual framework
- Perceive and interpret the significance of current events and trends in light of an appropriate historical perspective

- Think systemically and strategically in search for solutions
- Take initiative in creative and disciplined ways
- Sustain effort, persevere and overcome obstacles
- Cultivate and create a sense of beauty in every endeavour

Facilitate Unity in Diversity of Purpose and Action

This involves the ability to:

- Form a common vision of a desirable future based on shared values and principles, and to articulate this in a way that inspires others to work towards its realisation
- Imbue one's actions and thoughts with love
- Participate effectively in consultation and in the implementation of collective decisions

Foster Justice through Mutual Empowerment

This involves the ability to:

- Encourage others and bring happiness to their hearts
- Understand relationships of domination and contribute to their transformation into relationships based on interconnectedness, reciprocity and service
- Serve in societal institutions so as to facilitate the expression of the talents of others who are affected by these institutions
- Be a responsible and loving family member as a child, spouse or parent

Generate Knowledge of Benefit to All

This involves the ability to:

- Commit oneself to empowering educational activities as a student and as a teacher
- Access, analyse and synthesise vital information and insights from a diversity of sources and perspectives
- Generate, apply and disseminate breadth and depth of knowledge by framing strategic questions and utilising appropriate methods of research

2. NANCY CAMPBELL LEARNING ENVIRONMENT

Students' Rights and Responsibilities

Rights

- To be treated with dignity and respect by all members of our school/residential community.
- To learn in an inviting, positive, friendly and motivating environment, designed to encourage learning.
- To be able to express views and to ask questions respectfully, ensuring that the rights of others are being respected.
- To feel safe and secure from abuse and discrimination at all times.
- To receive encouragement to produce quality work and the assistance to overcome difficulties with any assigned task.
- To be treated as unique learners.

Responsibilities

- To treat all members of our school/residential community with dignity and respect.
- To attend school and be punctual for each class
- To come prepared for class (i.e. with books, pens, etc.)
- To participate fully in class activities and assignments
- To strive to achieve high standards
- To demonstrate respect, responsibility and co-operation in all school/residential activities
- To treat school/residential property, buildings, buses and equipment with care and respect
- To develop and demonstrate ethical capabilities and ethical leadership
- To use technology respectfully, responsibility and with care

Staff Member Rights and Responsibilities

Rights

- To be treated with dignity and respect by all members of our school/residential community

- To teach/guide in a positive, safe, friendly and motivating environment, designed to facilitate learning and a healthy school/residential life
- To request a disruptive student leave class or remove distracting technology
- To be able to express views and ideas with respect for others
- To feel safe and secure from abuse and discrimination
- To be encouraged to participate in professional development activities and to be creative and innovative professionals
- To annually set goals for personal and professional growth and to receive administrative support toward their achievement
- To have parents/guardians, school administration and students as partners in inspiring academic excellence within a clear ethical framework

Responsibilities

- To treat all members of our school/residential community with dignity and respect
- To ensure the safety and well-being of all members of our school/residential community
- To be punctual and prepared for all teaching/dorm parent supervision/review and other staff responsibilities
- To encourage each student to achieve high academic standards
- To enrich school/residence programs so that each student has the opportunity to achieve and be successful
- To be a positive role model for students, exhibiting the development and application of ethical capabilities
- To support efforts to uphold standards and behaviours congruent with the school's foundational approach
- To counsel each student toward ethical leadership and the acceptance of academic responsibility
- To communicate with and involve parents/guardians in the ethical and academic growth of their children

3. ACADEMICS

"Regard man as a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom."

3.1 Credit System and Diploma Requirements

1. Definition of a Credit - A “full credit” course is defined as a minimum of 110 hours of instruction.
2. Course Requirements - Each course meets Ontario Ministry expectations and enables students to achieve academic excellence within a clear ethical framework.
3. O.S.S.D.- In order to earn an Ontario Secondary Diploma (OSSD) a student must earn a minimum of 30 credits, including 18 compulsory credits and 12 optional credits.
4. Students must successfully complete the Ontario Secondary School Literacy Test (OSSLT) or the Literacy Course (OLC).
5. Beginning with students that entered Grade 9 in the 2020-21 school year, students must earn at least two online learning credits to get their Ontario Secondary School Diploma. Students can count **one** secondary school credit that was earned during the province-wide school closures (from April 2021 to June 2021) towards the two online learning credits that they need to graduate. This applies to all Grade 9 students who were learning remotely due to the province wide school closures. Parents who wish to opt out or exempt their child from the online graduation requirement must complete the opt-out form available from Ms. Cindy Wang at cwang@nancycampbell.ca. Exemption from the online learning graduation requirements may be requested by the parent or guardian of the secondary student or students who are 18 years of age or older
6. NCA students must complete 50 hours of community involvement activities each year (25 hours/semester) in order to receive their report card.

Every effort is made to support each student to complete both the OSSD requirements and Nancy Campbell's specific requirements, with excellence. The combination of compulsory and optional courses is designed to provide all students with the essential knowledge and skills they need to function as effective and contributing citizens, as well as the opportunity to acquire specialised knowledge and skills necessary for success in their post-secondary endeavours.

Note: Students must complete World Citizenship Course credits for each of the grades they complete at the high school level at NCA. No student can graduate from NCA without a Grade 12 World Citizenship Course credit.

In addition to the 18 compulsory credits, students must earn 12 optional credits. Students may earn these credits by successfully completing courses that they have selected from the courses listed as available in the school course calendar. Students who plan to enter university/college must have a minimum of six 4U/4M courses that

may be included in their total of 30 graduation credits, one of which must be ENG4U (English 12).

When choosing their optional courses, students are encouraged to take courses that will prepare them for what they hope to study in university.

3.2 Ontario Grade Equivalencies

A+ : 95-100% (4+) A: 80-94% (4) B: 70-79% (3) C: 60-69% (2)
D: 50-59% (1) F: Below 50% (R) Failure

Visions & Standards

Nancy Campbell Academy's vision of academic excellence requires students to be committed to achieving a minimum of a 70% average in their courses. Students will be provided with counselling and advice on how to reach that goal. It is expected that students will be prepared to attend mandatory after school study hall hours should teachers and administration feel it is required for the student in order to reach a 70% average in their courses.

3.3 Course Selection

Grades 9-12 may take a maximum of 8 credits per year and will be considered eligible for less than 8 credits only after the completion of 24 credits. Students with 24 credits must register for a minimum of 3 courses per semester.

3.4 Course Changes

Alternative courses may be selected only during the first week of each semester.

Please note that the high school program requires full disclosure on student transcripts of Grade 11 and 12 results including courses dropped, withdrawn or failed.

All academic course changes will require the completion of a Request for Course Change form and parental or guardian permission. Students must continue to attend the class until formal permission to change a course is approved and obtained from the Guidance Department.

Students will be required to write exams, submit assignments and attend classes in which they have been registered for more than eight weeks.

3.5 Evaluation

Grades 7 and 8 official report cards are issued three times a year: a fall progress report between October 20 and November 20, a first provincial report card is issued between

January 20 and February 20 and the second provincial report card is issued at year end, in June.

Grades 9-12 official final reports are issued in January and June. Official mid-term reports are issued in November and April.

3.6 Service Hours

The total requirement of 50 hours of service per year must be accomplished while in attendance at NCA. Students are required to track all service hours (25 per semester) through our jotform service hour app. Hours are to be verified online by their service supervisor or the Guidance Department. Students who have not completed NCA's minimum service hour requirements of 50 hours per year may have their final report card withheld.

3.7 Assignments & Homework

Vision:

Assignments and homework are essential to learning. Completing them on time is critical to a student's academic progression, given the development and design of the course, and is a matter of respect for the teacher's lesson plans, one's fellow students, and the integrity of the class.

Standards:

1. Teachers provide their students with an outline of study requirements and conduct the appropriate study skills sessions in each class at the beginning of the semester. These are reviewed periodically by administration throughout the semester.
2. Students are required to submit assignments and complete homework according to the deadlines established by their teachers.

3.8 Academic Dishonesty - Cheating and Plagiarism

Vision:

When doing academic work, it is essential to recognize the contributions of others cited as not the student's own work. Submission of work by a student, no matter how minimal, that is not the student's own original work, is considered plagiarism.

Standard:

Cutting and pasting information from the Internet, or from any other source (including ChatGPT or other AI software), or taking any other person's ideas without giving due credit for it, is plagiarism and is strictly prohibited. Re-submitting previously marked work from another class is also considered academic dishonesty.

Note: Quoting or paraphrasing with references is not plagiarism, and is encouraged. Please see <http://owl.english.purdue.edu/owl/resource/747/01/> if you need help referencing your information.

3.9 Exams

Vision:

Along with other assignments and individual study projects, exams are essential for assessing overall academic knowledge. Exams take place at the end of every semester during the posted exam dates.

Standards:

1. Students are expected to:
 - a. prepare well for their exams
 - b. be in Dress 1 uniform, no exceptions
 - c. arrive at least 10-minutes prior to the beginning of the exam with all required materials
 - d. conduct themselves with integrity and respect for their fellow students when writing their exams
2. Only in exceptional circumstances, with written request from a parent or guardian, will exams be rescheduled for any student. A \$150.00 fee will be charged for this service, per exam. Alternative exam dates are permitted only under extenuating circumstances such as a death in the family, or a severe medical condition. It is the responsibility of the parent/guardian and student to ensure they are available until the end of the school term in order to complete their exams.
3. Students are encouraged to book time with their teachers well in advance of the scheduled exam period if they need further assistance to prepare for their exams.
4. NCA has a zero tolerance policy for plagiarism of any kind on final assessments.

3.10 Preparedness, Attendance and Punctuality

Vision:

A student will bring to class the tools and supplies necessary at the start of each class and with homework completed; being ready to participate attentively in class activities will be an asset to themselves and others. An excellent attendance record enhances academic performance, and is a matter of respect for the individual, the teacher, the material being learned, and for the class as a whole.

Standards:

1. Class punctuality and attendance are mandatory. Students missing more than 10 classes will be subject to academic review. Students missing more than 15 classes may not be eligible for credit in that course.
2. Absences or late arrivals due to illness, religious, or compassionate reasons are excused when accompanied by a note or communication from a parent, guardian, Residential staff, or administration.
3. In situations of recurring or debilitating illness, the student will be given every consideration, providing arrangements can be made to compensate for incomplete work, and that the integrity of the credit is preserved.
4. Students who arrive late for school must sign in with the office and receive a "late slip" to gain admission to their class. The teacher may refuse admission to students who arrive more than 15 minutes after class has begun. Students arriving more than 15 minutes after class begins shall be marked as absent for attendance purposes.
5. Appointments and phone calls may not be made during school hours, except under approved circumstances.
6. Working notebooks, etc. are essential tools to support learning.
7. Learning must not be interrupted. To this end, iPods, cell-phones, laptops, electronic dictionaries and other electronic devices that are disturbing the class can be confiscated by the teacher according to classroom policy.

3.11 NCA ESL Program Policies

The goal of the Nancy Campbell Academy ESL programme is to provide the opportunity for foreign language students to learn English, understand the culture, and become comfortable in the Canadian education system to the point of enabling those who complete our programs to successfully enter the Canadian post-secondary system.

All students are required to adhere to the school policies found within this Handbook.

Specific policies concerning this program and our school are as follows:

- All students whose first language is not English are encouraged to speak English while in the school building and during all classes.
- Residential students are encouraged to speak English while in the residential buildings
- The purpose of NCA's ESL program is to prepare students for advanced education: to be able to think, communicate and study in English with ease.

- All students enrolled in ESL classes are required to earn a minimum of 70% in order to progress through the ESL Program (ex. ESLBO can only be taken if a student has achieved 70% or higher in ESLAO).
- When a student completes ESLDO they are able to transfer to mainstream English Language classes at the grade 9 or 10 level.
- If a student completes ESLEO they are able to transfer to mainstream English Language classes at the grade 11 or 12 level.
- At all grade levels, ESL courses are full credit and will count toward requirements for the OSSD.
- Students must hold a valid study permit to study in Canada. It is the students responsibility to ensure their study permit is valid and up to date.
- The Immigration Canada does not give permission to students to work in Canada while attending the program.
- NCA is responsible for foreign students. The Canadian Government requires that students have the permission of the school if travelling in Canada or elsewhere. NCA must know where and with whom students will be staying and when they intend to travel; this includes a return to the home country for a vacation. NCA must receive written permission from parents/guardians prior to student travel.
- Records or evidence of all immunizations are required in order to attend school in Canada.
- Students who choose to attend another program in Canada or internationally, or who are asked to withdraw from NCA, are not refunded any tuition or residential fees paid.

4. MORNING ASSEMBLY

The Morning Assembly is a time for the school community to come together and share readings, music and devotions from various Faiths and/or of an inspirational nature. It is also an opportunity for artistic expression and cooperative games. Announcements are made during this time.

Standards

1. Attendance is mandatory for all students and teachers.
2. Punctuality at assembly is crucial.
3. Students are to wear complete uniform, according to the day, during assembly.
4. Devices and headphones are to remain off and out of sight, unless given explicit advance permission from administration.

5. Absences or late arrivals due to illness, religious, or compassionate reasons are excused when accompanied by a note or communication from a parent or R.A. or Administrative staff member.

5. STUDENT SERVICES

5.1 Guidance and Counselling

Students have access to guidance and counselling services within the school. The relationship between the Counselor and the student is strictly confidential. In the event that the counsellor believes the student is at risk of harm in an ethically questionable or life-threatening situation, the appropriate individuals and/or parents will be informed. In cases where long-term counselling is required, students will be referred to local youth services or to a private counsellor at their family's expense.

5.2 Study Hall

Study Hall is a space for students to work individually or together to complete homework tasks, work on assignments, study for upcoming tests or work on extra credit with the supervision and support of teaching staff. The space is meant to encourage a positive relationship with academic work in an environment that offers independence and support. Students often have the opportunity to work one on one with a faculty member who can help to clarify assignment requirements, edit work, strategize and time manage and break tasks into manageable parts. Students have access to computers or private work spaces in a quiet, focussed environment. Study Hall remains open to anyone wanting to utilize the space for their studies and will be assigned to students, by their teachers, who have failed to complete homework or assignments by the deadline.

5.3 Tutoring

If a student requires tutoring services, arrangements can be made through Student Services to try to find the right fit for each individual student's needs. Tutors are interviewed and vetted by NCA Administration and introduced to students prior to beginning work to ensure the student feels comfortable with the supportive partnership. Tutoring is paid for privately by the family and directly to the tutor.

5.4 Literacy Test Preparation

NCA offers after school OSSLT preparation classes to those students who require and desire the additional assistance in preparing for this Ontario wide standardised test. These after school sessions focus directly on the material covered on this test each year and help to prepare students for the types of questions posed and how best to respond. Students become familiar with the layout and look of the test, learn how it is scored and learn strategies for responding to questions and managing their time while completing the test.

5.5 Ontario Student Records and Ontario Student Transcript

NCA is required by law to retain Student Records for fifty-five years after completing high school. Each student is issued ONE official transcript. Additional transcripts will be issued at a cost of \$25.00 each, payable in cash, upon receipt. Extra transcripts will not be issued until all fees are paid in full.

5.6 Mentorship Program

In order to nurture community spirit and a sense of belonging, students will choose a Mentor from a selection of available staff members. The Mentor/Student will be responsible for:

1. Communicating with parents and guardians as needed.
2. Awareness of student progress, service hours etc.
3. Providing opportunities for the ethical leadership capabilities development of their students.
4. Facilitating regular school service activities.
5. Mentoring students/ attending Mentor appointments.

Students also meet with their Mentor to set short and long-term goals as active agents in their own learning and/or development, as well as to support spiritual, emotional and relationship growth.

Confidences shared with the Mentors that call into question the safety of the student or other students will be immediately reported to the Guidance Counselor and/or Principal as per their "Duty to Report". A student requiring or seeking additional mentoring can consult with the Guidance Counselor, Vice-Principal or Principal.

5.7 Certified Immigration Services

NCA is pleased to offer International students the direct support of Registered Immigration Consultant

Donald Igbokwe
One World Immigration
1 (416) 848-7420
1 (905) 743-9538
donald@oneworldimmigration.ca
www.oneworldimmigration.ca

55 Town Centre Court, Suite 700
Toronto, On.
M1P 4X4
Canada

6. EXTRA-CURRICULAR ACTIVITIES

The purpose of these programs is to offer opportunities to explore new interests, participate in service activities, and develop athletic, artistic, intellectual and spiritual intelligence within the objectives of NCA's ethical leadership goals and framework, and towards the enhancement of those same capabilities.

Students who are failing a course of study, or whose academic achievement, attendance or behaviour is not satisfactory, are removed from all extra-curricular activities for a set period of time. Such students are offered appropriate counselling and additional academic support in an effort to improve their performance. Those who respond positively to assistance may be reinstated into extra-curricular activities.

There are many opportunities and youth programs outside of the school and within the wider community of Stratford. The YMCA offers a number of events and activities geared towards youth that may be of interest and are included with student memberships. The Stratford Public Library offers a Teen Lounge, Maker Space, Loot Kits and youth events.

6.1. NCA Student Council

The Council is composed of students in grades 7-12 with a mandate to serve the School Community. The purpose of the NCA Student Council is to encourage and uphold the ideal of service, to provide representative leadership for the student body, and to promote cooperation between students and staff. The nine member Student Council is elected annually by secret ballot without electioneering. This group consults with the student body to determine its courses of action. The Council may appoint grade-level liaison persons. A staff member is often appointed as liaison.

6.2. Community Service

NCA is able to offer and assist students in finding a variety of exciting and rewarding service opportunities, both within the local community and the world at large, to help students to gain the required minimum of 50 service hours per year. The staff of NCA guides and encourages students to develop their capacities and benefit from being of service to humanity.

6.3. Dance/Drama/Music Workshops

Arts oriented after-school programs encourage students to explore and develop their talents and participate in intramural and interscholastic festivals. They also provide students with the opportunity to travel outside of the school community to share performances with others. By participating in these programs, students may also receive service hours as a result of their efforts. All such school programs are aimed at keeping students actively engaged in personal and social transformation.

6.4 Sports Activities

These activities are supervised by the physical education teacher or a qualified instructor and may include badminton, table tennis, basketball, fencing, soccer, yoga, fitness or volleyball. Students may participate for enjoyment or in intramural or interscholastic events when possible. Membership to the YMCA includes all programs and services offered to members (swimming, access to the gymnasium, etc.) When using the programs, services or spaces at the local YMCA, students are required to abide by their rules for the safety of themselves and others.

7. STUDENT ENVIRONMENT AND EXPECTATIONS

7.1 Self-Discipline/Responsibility Management

It is required that students at Nancy Campbell Academy conform to the high standards of the school community and accept responsibility for their own behaviour. Although every effort is made to inform the students of each of these standards, it is impossible to list them in their entirety. However, students will always have access to the NCA Policies Handbook, located in the Office of the Principal, which lists certain policies in more detail, and specifically, the consequences associated with breaching those policies.

Students will have a mandatory appointment with the Guidance Counselor, Mentor, Vice-Principal and/or Principal as a result of failure to meet standards regarding:

- academic requirements
- attendance and punctuality
- uniform/ attire
- behaviour
- disregard for NCA expectations and requirements

In general, designated faculty reviews the school's requirements with the student and the student explains his/her plan of action to meet the requirement. Parents are informed of these meetings if the requirements continue to be overlooked. Students may be required to complete a number of extra service hours at the school as an act of restitution. Responsibility Management Time(RMT) assignments, residential grounding and/or suspensions may be applied as the need arises.

Continuous disregard for NCA expectations results in meetings with the Principal, Vice-Principals, Guidance Counselor and/or member(s) of the NCA Administration team. Parents are informed of these conferences and may be asked to attend or participate in a case conference and/or call. Students whose behaviour/actions result in such meetings are put on probation and are required to undergo regular review conferences until the situation is rectified. If no efforts are made by the student to improve the situation, she/he may be required to withdraw from the school.

7.2 Relationships

Vision:

Students are required to respect each other. They are encouraged to establish a variety of positive relationships. However, students should not become "exclusively focused" on a particular person or group to the exclusion of others.

Standards:

Students are required to develop a sense of discernment and mutual respect by not engaging in public demonstrations of affection or rough play as it involves body contact. As a school community, students are encouraged to be an example to each other: exhibit conduct that is above and beyond any criticism or reproach; think of others and endeavour to always uphold their dignity, ensuring they are not put in compromising situations; think of yourself, your personal dignity, and refrain from placing yourself in a compromising situation.

7.3 Smoking/Vaping Policy

Vision:

In our attempt to build a healthy society, the school has zero tolerance for tobacco/ e-cigarette use and cooperates completely with the Stratford Health Unit in its campaign to eradicate tobacco/ e-cigarette use in the County as well as the Ontario Ministry of Education's revision of Policy/ProgramMemorandum 128 (PPM 128) on vaping.

Standards:

1. The use (holding, supplying, smoking, use of e-cigarettes ["vaping"]) of tobacco, or tobacco related products (including e-cigarette liquids) in- or outside of school hours, on school property or in the community is strictly prohibited.
2. Students found smoking will receive a \$50.00 fine for the first violation, doubling with each fine thereafter, meaning, on the second offence, the fine will be \$100.00, and on the third offence, \$200.
3. Smoking/ vaping in any public building is against the law and may result in a \$5,000.00 fine from the City of Stratford. *Note: the Residence Building is attached to the Stratford General Hospital and is considered a public building space.*
4. Students suspected of smoking in any room of the residence or school will receive a \$500.00 fine. By law, we are required to inform the City of Stratford of this violation of the law. This could result in a more substantial fine from the Huron Perth Healthcare Alliance as NCA Residence is their property.
5. Any student found smoking/ vaping/ with vaping materials in any room of the residence or on school property (including lockers) will be found to be in violation of the school's smoking policy and will be subject to confiscation, fines, and disciplinary action.

7.4 Code of Conduct

Vision: Each member of the NCA community is required to treat others with justice, respect and the utmost courtesy.

Standards:

In light of this vision, the following are not acceptable:

- Arguing inappropriately;
- Sarcastic tones;
- Inappropriate remarks;
- Speaking in a rude manner/talking back.

The following constitute a list of the most severe violations of NCA's Code of Conduct;

- Backbiting/gossiping;
- Possession or use of drugs/ illegal drugs including misuse of prescription drugs;

- Possession or use of alcohol;
- Provision of drugs/illegal drugs, prescription drugs, and or including marijuana, intoxicating compounds, or alcohol to any other Nancy Campbell student will result in an expulsion;
- Possession or use of weapons including pocket knives and air-powered guns;
- Sexual promiscuity/intimate touching;
- Use of technology for sexual or explicit messaging/inappropriate photo sharing;
- Violence, bullying and cyber-bullying;
- Prejudice in any form;
- Smoking/vaping;
- Vandalism/graffiti;
- Stealing;
- Any other major breach of honesty and integrity, including deceit.

Any and all measures will be taken to eliminate the possibility of incidents involving any illegal activity, including unannounced inspections of lockers and dorm rooms by staff or others authorised by the Principal. Students who are antagonistic to the unifying principles upon which Nancy Campbell Academy is based, or who choose not to conform to the fundamental standards of the school community, will be asked to withdraw from our program. Students who are expelled or withdrawn from NCA are not eligible for a refund of any or all tuition and residential fees paid.

7.5 Computer Use/Technology Use

School computers, cameras, audio equipment, and related equipment are intended to be used for school related activities and should be treated with respect.

- Food and/or drinks are strictly prohibited around any school computer or technology.
- Any problems with computers or equipment should be reported to the office, or supervising teacher.
- All aspects of the self-discipline policy and codes of conduct apply to NCA students during computer and technology use.
- Personal laptop or device use is meant only to support scholarship in the students' coursework. Accessing morally reprehensible, violent or pornographic sites will result in disciplinary action.
- Any student found to be using technology to engage in cyberbullying will face serious consequences.
- Any student found to be using technology to engage in the sharing of sexual images/photos will face serious consequences.

- The primary purpose for wifi access is to support an academic environment. Access to the network is a privilege and must be respected. We strongly encourage students to limit their use of devices outside of their studies and therefore, teachers will require students to set their devices aside during classes into the teachers visible 'cell phone/device storage system' unless instructed otherwise.

8. APPEARANCE AND DRESS CODE

All students are to arrive at school in uniform and stay in full uniform from 8:00 AM to 3:45 PM. Having a spare in your schedule does not constitute an exemption. All students are required to change into NCA gym uniform for physical education and workshop classes. For school dress down and spirit/fundraising events, students are allowed to wear their own clothing of choice, but it is required that it be modest, appropriate and does not contain words or images that do not align with the school standards (no promotion of drugs/alcohol, nudity, profanity, etc).

Vision:

At Nancy Campbell Academy we strive to maintain high academic and personal standards. We are committed to helping each student realize his or her full potential. This can be achieved through our academic efforts, our attitude and personal grooming. It is required that the appearance and dress of the students and staff of Nancy Campbell Academy be neat, clean and appropriate to the situation, while reflecting the general principles of moderation and modesty.

Uniform Standards

Dress 1 - mandatory on every first day of the week, for all community outings, and during exams, 8:00 AM to 3:45 PM.

All Students:

White NCA oxford cloth, collared, button down shirt with NCA crest OR blouse with NCA crest

Black blazer and/or an NCA crested sweater

NCA tartan tie knotted at collar

Black or tan uniform dress pants

Black socks

ALL Black leather dress shoes (no runners)

Kilt (optional) - Campbell Tartan (NCA kilt) with black knee socks/tights; No more than 5 cm above the knee cap, no ankle socks or coloured socks

Dress 2 (regular days):

All Students:

Black or tan uniform pants

Kilt (optional)

White NCA button down or NCA polo shirt

Black socks

ALL Black dress or casual shoes (absolutely no coloured soles, laces or graphics)

Campbell tartan tie (optional)

Students are expected to be in uniform:

- From 8:00 AM to 3:45 PM every day. This means that students may not enter the school in street clothes and then change into their uniforms. Students who would like to play sports during lunch or gym class, must be in gym uniform.
- Full Dress One is expected every Monday, for all community outings, during exam periods and the first day back after any scheduled holiday.
- Tucking policy: The white oxford shirt and golf shirts must be tucked in at all times.
- Uniforms should be kept clean and in good condition, representative of Nancy Campbell Academy.
- Hats, baseball caps, or any other head cover are not permitted unless required for religious reasons.
- Students are not to wear coats, jackets or scarves in their classrooms; the uniform provides adequate options to stay warm.
- Footwear is essential at all times.

If not dressed according to the expectations above, students may not be permitted to

- attend their classes;
- attend assembly;
- attend exams;

Out of School Dress Code

Students are expected to dress in a way that reflects both modesty and moderation.

Wearing clothing promoting alcohol, drugs or other inappropriate behaviour or language is unacceptable. Clothing that promotes anything illegal is prohibited.

Students are not to wear clothing that reveals private undergarments or private parts, as such, ripped jeans may not reveal skin more than 5 cm above the knee, and midriff baring shirts are not allowed in the school. Students will be instructed to change into more suitable dress. Teachers with concerns about a student's dress will direct the student to the office where he/she will be spoken to by an administrator.

If students arrive at school out of correct uniform, they will be required to remedy the situation before entering the building/attending class. Residential students must be in correct uniform before they will be permitted to leave their residence.

Phys. Ed./Dance Uniform

Gym clothes need to demonstrate moderation and self-respect.

- NCA crested gym shirt available in a variety of colours
- black NCA shorts or NCA sweatpants
- ALL black running shoes
- black socks

Personal Grooming

The overriding principle is one of moderation and dignity. Whether in hairstyles, clothing choices or jewellery options, students need to bear in mind that they set the example for younger students and junior youth at school and within the community. Hair colour must be limited to naturally occurring hair colours (blonde, brown, black, red). Facial piercings are prohibited.

Moderation and dignity in presentation is commendable, and should be a guiding principle when not in uniform. Students are reminded to take care of themselves and practise good personal hygiene including regular bathing, brushing teeth/wearing deodorant. This also includes ensuring the uniform and clothing they wear are well-kept and laundered. Consequences for untidy uniform may include: being denied access to class, R.M.T, or communication to parents/guardians.

Scented Products and Perfumes

Please be aware that fragrances can aggravate or cause health issues for people with sensitivities or other health conditions such as allergies or asthma. Practice moderation in your use of perfumes and scented products in both residence and school.

Staff may request a “scent-free “ classroom which is to be respected. Students who do not demonstrate good judgement with respect to perfumes and scented personal grooming products may be asked to leave class and remedy the issue before returning.

9. General Policies, Student Safety and Wellbeing

9.1 General Policies

- Students must sign in and out during the school day to support fire safety and emergency evacuation efforts.
- All students must follow the sign in/ sign out procedure at the residences.
- The school is not responsible for lost, stolen or damaged personal property. Students should label all personal items with their first and last name. Additionally, students must take responsibility for their own belongings and not leave items of value unattended in the school for lengthy periods of time.
- The Lockers are assigned, as are combinations to the locks. Lockers must be locked at all times. Lockers with keyed locks, or unknown combinations will be cut off during any necessary inspections. Students are encouraged to report any damage to personal or school property to the office.
- Students who willfully damage property can expect to cover costs and any legal expenses. They may be formally charged with vandalism and/or be expelled.
- Students/Staff may not enter the kitchen at any time unless invited to do so by the kitchen staff.
- Students may not at any time enter the residential living quarters of the opposite sex.
- Students in residence are never permitted to sleep overnight in rooms other than their own without express written permission from the Principal or their parents.
- Day students and others may visit as guests in the residence during appropriate posted times, with advance permission and at the discretion of residential staff.
- Cell phones should be limited to use during lunch or after school hours, according to Ontario's Ministry of Education PPM 128.
- Guests to the school building must sign-in in the main office. Students who wish to bring a guest on campus must make prior arrangements with the office. Guests may not attend classes or eat in the cafeteria unless permission has been granted from Administration.

9.2 Vehicles

- Students are not permitted to park in the Nancy Campbell parking lot at any time.
- Students are allowed to be passengers in another student's vehicle only with clear, written authorization from their parents on file. Responsibility for any eventuality that may occur while a student is a passenger in another student's car rests with that student and his/her parents.
- Students may not be considered for driving on school authorised trips.

- Staff may use their personal vehicles for transporting students only if their insurance has provided express permission to do so, with appropriate insurance coverage.

9.3 A Safe Environment

The school's environment, inclusive of the residence, must be free of any kind of weapons, knives or sharp instruments or any other item that may pose a potential danger or threat to self and others. In some cases exceptions may occur in a classroom setting under proper supervision.

9.4 Fire Safety and Prevention

Matches, lighters, e-cigarettes/vapes, fireworks, candles, incense, hookahs, personal cooking appliances or hot plates etc. provide a potential fire hazard and are not permitted in residence or the school. If such items are found to be in a student's possession, they will be confiscated. The possibility of fire is an ever-present concern. Students should be alert to this danger and be ready to take immediate action. Students could be fined up to \$5000.00 for smoking in or around the school or the residence property. The City of Stratford Bylaws forbids smoking inside of buildings or in non-designated areas, and will fine either the school or individuals accordingly.

9.5 Alarms

Fire alarms are located in various parts of the building. Students should acquaint themselves with the locations of the fire alarms. Alarms are to be triggered in case of fire only. There is a fine of \$300.00 for causing a false alarm and \$500.00 for opening or tampering with fire hoses & equipment as imposed by the City of Stratford Fire Department.

Fire Drills

Fire escape routes are posted strategically throughout the building. Periodic fire drills will be conducted. Exit from the building shall be along pre-identified evacuation routes. Students are to group in pre-assigned locations outside of the building for attendance check by teachers and staff.

In the Event of Fire

1. Sound alarm.
2. Turn off lights; close windows and doors rapidly.
3. Use pre-arranged fire escape routes.
4. Walk quickly and quietly following instructions of staff.

5. Stay out of and away from the building.
6. In case of heavy smoke, seek air nearest the floor.

9.5 Public Health Services

Telehealth Ontario 1-866-797-0000 and Kids Help Phone 1-800-668-6868

- Telehealth Ontario is a free, confidential telephone service available 24/7 that you can call to get health advice or general health information from a Registered Nurse.
- Calling connects you to qualified health professionals who can assess your symptoms and help you decide your best first step.
- NCA staff can help you decide whether to care for yourself, make an appointment with your doctor, go to a clinic, contact a community service or go to a hospital emergency room.
- Kids Help Phone is a confidential, anonymous mental health support service for those aged 5-20 and is available 24/7.
- Calling connects you to professional counsellors and counselling options, as well as online resources to assist youth with any challenges they are facing.
- NCA Guidance staff can work with you to assist in supporting you through crises or connecting you with professional counselling support.

9.6 Signing In/Out

Vision:

Students are permitted to sign out, as long as the following standards are not compromised.

Standards:

Students may not sign out during

- Assembly and class meetings;
- Class time; and
- Organised school activities.
- Exceptions will be made in cases of emergency with parental or guardian consent, and with permission from the teacher.
- Upon signing out, students must indicate:
 - Time signed out
 - Location they intend to visit
 - Time they expect to return.
- Students must sign in indicating the time they are back.

- Students signed out must conduct themselves according to the standards of NCA by ensuring that they engage in activities that are in line with the spirit of the school.

9.7 Unexpected Illness

If a student becomes ill during school hours, she/he must report to Reception or the Main Office. Parents of day students must inform the school if they are to go home when ill. The school will inform the parent if a student must go home due to illness.

9.8 Insurance

International Students/ Out-of-Country/ Out-of-Province Insurance holders

- For students, parents, or guardians who have chosen to purchase an emergency student travel insurance policy through the school, please be aware that you are covered only when school is in session (by semester). Policies typically begin the day that residence opens and finish when residence closes. Coverage start and end dates are clearly marked on your policies and insurance cards.
- For any International student wishing to stay in Canada over the winter break, or extend their time here before or after the school Term must arrange for additional coverage.
- Each student travelling to Canada should be aware of their own coverage dates, whether they purchase through the school or have other personal insurance coverage.
- In most cases, it is the responsibility of the student receiving medical services to first pay for the service and then to submit a request for reimbursement through the insurance company.
- Students who access medical services while visiting Canada, and who have Emergency Medical Insurance, must report all medical visits to Administration as soon as possible. Many insurers require you to call before receiving treatment. Please save all original receipts for any expenses you incur, as you will need these for your claims. If you don't have your receipts, this could result in you not receiving reimbursement. Please do let the Administration know of this issue when reporting your visit.
- Please read your policy documents and address any questions to Ms. Cindy Wang at cwang@nancycampbell.ca

Appendix

A. 2024/2025 School Year Calendar/Important Dates

August

August 19th, 2024 - August 23rd, 2024	Staff Advance
August 24th, 2024	Residence opens at noon
August 25th, 2024	Principal's BBQ at noon
August 26th, 2024	First Day of School

September

September 2nd, 2024	Labour Day, Statutory Holiday, no school
September 5th, 2024	Open House/Alumni Presentation
September 6th, 2024	Add/Drop Course Deadline
September 16th - September 20th, 2024	Wildfire Lodge Arts & Outdoor Retreat
September 23rd, 2024	Award Ceremony for Semester 2, 23/24 school year

October

October 3rd, 2024	Open House/Alumni Presentation
October 14th, 2024	Thanksgiving, National Holiday no school
October 19th, 2024	Canada's Wonderland Trip

October 26th, 2024

Fall Showcase

October 31st, 2024

Halloween Haunted School

November

November 7th, 2024

Open House/Alumni Presentation

November 8th, 2024

Semester 1 Midterm Report Cards

November 11th, 2024

Remembrance Day Commemoration

December

December 5th, 2024

Open House / Alumni presentation Assembly

December 18th, 2024 - December 20th, 2024

Exam Days

December 21st, 2024

Residence closes at noon

December 23rd, 2024 - January 17th, 2025

Winter Holiday Break

January

January 10th, 2025

Semester 1 Final Report Cards

January 15th-17th, 2025

Teacher Advance, Professional Development

January 19th, 2025

Residence opens noon

January 20th, 2025

First Day of School Semester 2

January 27th, 2025

Award Ceremony for Semester 1

January 29th, 2025 Chinese New Year Hot Pot Celebration

January 31st, 2025 Add/Drop a Course Deadline for Semester 2

February

February 3rd, 2025 - 7th, 2025 Art Week

February 10th, 2025 - 21st, 2025 Tentative: Grade 11 Service Trip

February 13th, 2025 Open House/Alumni Presentation

February 17th, 2025 Family Day, Statutory Holiday, no school

March

March 1st, 2025 Residence closes at noon

March 3rd, 2025 - March 14th, 2025 March Break Holidays

March 16th, 2025 Residence opens at noon

March 20th, 2025 Baha'i Holy Day, no school

April

April 3rd, 2025 Open House / Alumni presentation Assembly

April 11th, 2025 Semester 2 Midterm Report
Cards

April 18th, 2025 Good Friday, Public holiday, no school

April 21st, 2025 Easter Monday, Public holiday no school

April 28th, 2025

Baha'i Holy Day, no school

May

May 1st, 2025

Baha'i Holy Day, no school

May 10th, 2025

Spring Festival, Performing Arts 7pm

May 19th, 2025

Victoria Day, Statutory Holiday, no school

May 23rd, 2025

Baha'i Holy Day, no school

May 28th, 2025

Baha'i Holy Day, no school

June

June 11th, 2025 - June 13th, 2025

Exam Days

June 13th, 2025

Grad Showcase, Performing Arts 7pm

June 14th, 2025

Graduation Ceremony & Dinner

June 15th, 2025

Residence closes at noon

June 16th, 2025

Teacher Reflection Gathering

June 27th, 2025

Final Report Cards

B. Daily Class Schedule

Schedule for grades 9 - 12:

Period 1:	8:50 am - 10:13 am
Assembly:	10:15 am - 10:35 am
Period 2:	10:37 am - 12:00 pm
Lunch:	12:00pm - 12:50 pm
Period 3:	12:50 pm - 2:13 pm
Period 4:	2:15 pm - 3:38 pm

Schedule for grade 7 & grade 8:

Semester 1

Language	8:50 am - 9:50 am
Drama/Visual Arts	9:50 am - 10:13 am
Assembly	10:15 am - 10:35 am
Science	10:37 am - 11:20 am
Math	11:20 am - 12:00 pm
Lunch	12:20am - 12:50pm
French	12:50pm - 1:20pm
World Citizenship	1:20pm - 2:15pm
History/Geography	2:15 pm - 3:00 pm
Music/Dance/P.E.	3:00pm - 3:38pm

Semester 2

History/Geography	8:50 am- 9:40 am
Music/Dance/P.E.	9:40 am - 10:13 am
Assembly	10:15 am - 10:35 am
Language	10:37 am - 11:27 am
Visual Arts	11:27 am - 12:00 pm
Lunch	12:20am - 12:50pm
Math	12:50pm - 1:45pm
French	1:45pm - 2:15pm
World Citizenship	2:15 pm - 3:00 pm
Science	3:00pm - 3:38pm

C. Immigration Guidelines for Students and Families

PREPARED BY: Thomas Sproat

Registered Immigration Consultant 515846

1. My child is in Canada and will remain in Canada for the 2024-2025 school year. Do they need to extend their study permit?

Yes. If you want your child to stay in Canada while they continue studying at Nancy Campbell, even if they are studying online, then it is important that they apply to extend their study permit. This should be done 30 days before their current study permit expires.

2. My child is in Canada and will remain in Canada for the 2024-2025 school year. Do they need a new visit visa?

A visit visa is only required for a person to enter Canada. If your child does not intend on leaving Canada, they only need to extend their study permit. However, if they leave the country then they will need a new visit visa before they can return (unless they are from a country that does not require them).

3. My child is in Canada and will remain in Canada for the 2024-2025 school year, but their study permit has already expired.

Not to worry! The Canadian government allows people 90 days after the expiry of their visa or permit to apply to restore their status. If it was an honest mistake there will not be a problem, however additional government charges will apply.

Should you have further questions, please contact Donald Igbokwe at donald@oneworldimmigration.ca.

D. Additional Required Information

Curriculum:

The Definition of a Credit

The high school program is based on a credit system. Students earn 1 credit for every 110-hour course successfully completed.

Compulsory (Mandatory) Credits: a Credit required by the Ministry of Education in Ontario. There are 18 compulsory credits a student must earn in Ontario.

Optional Credits: Credits a student chooses based on interest and/or pathways. There are 12 optional (additional) credits a student must successfully complete.

Definitions of the Types of Courses Available in the Ontario Curriculum

There are several different course types in Grades 9-12. In grades 11 and 12, students will focus more on individual interests and identify and prepare for initial post-secondary goals.

At NCA, we offer Open and Academic courses for grades 9 and 10 and Open, University/College (M) and University level courses for grades 11 and 12.

Grades 9 & 10

Open courses in Grades 9 and 10 are offered in all subjects other than those offered as academic, applied and locally developed. For example, open courses are offered in visual arts, music, drama, communications technology and health and physical education. An open course comprises a set of expectations that is suitable for all students and is not linked to any specific post-secondary destination. These courses are designed to provide students with a broad educational base that will prepare them for their studies in Grades 11 and 12 and for productive participation in society.

De-streaming is an educational approach that supports the achievement of equitable outcomes for every learner. This means that students will not select from Academic or Applied streams when choosing their courses in Grade 9. Most students entering Grade 9 will be taking courses designed for all learners. More students will be empowered to pursue the futures they want, with doors open to all post-secondary options, including apprenticeship, college, university and the workplace.

Academic courses in Grade 10 focus on the essential concepts of the discipline and additional materials. They develop students' knowledge and skills by emphasizing theoretical and abstract thinking while incorporating practical applications as a basis for future learning and problem solving.

Grades 11 & 12

Open courses in Grades 11 and 12 are appropriate for all students. These courses allow students to broaden their knowledge and skills in a particular subject that may or may not be directly related to their post-secondary goals, but that reflect their interests. University/College (M) preparation courses are offered to prepare students to meet the entrance requirements of certain university and college programs. They focus on both theory and practical applications.

University preparation courses provide students with the knowledge and skills they need to meet university entrance requirements. Courses emphasize theoretical aspects of the subject and also consider related applications.

An Explanation of the Course Coding System

Courses use a five-character course code for identification. These five characters of the course code are set out by the Ministry of Education.

Please use the following example: ENG3U

The course code begins with 3 letters. These three letters identify the subject, such as English, Arts, Business etc.

Following the 3 letters there will be a number or additional letter. This indicator is used to distinguish the grade level (or the level of English language proficiency for ESL and EDL students):

1 = Grade 9

2 = Grade 10

3 = Grade 11

4 = Grade 12

A,B,C,D,E = level of English proficiency

The fourth indicator is another letter. This letter identifies the course type:

W= De-Streamed

D = Academic

P = Applied

L = Locally developed

O = Open

U = University

C = College

M = University/College

E = Workplace

Descriptions of all Courses Offered by the School

Descriptions of Experiential Learning (co-op)

NCA Students are required to take cooperative education linked to a course in Grade 11 in conjunction with their WCC Course. Students may choose to deepen their understanding of WCC in Grade 12 by taking cooperative education linked to a course once more.

Cooperative Education consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

Experiential learning is an inquiry-based pedagogical approach that provides opportunities for students to co-construct their learning by participating in rich experiences connected to a community outside school; reflecting on those experiences to derive meaning; and applying their learning to influence their decisions and actions in various aspects of their lives. This learning process, rooted in the “experiential learning cycle”, helps deepen students’ learning and supports them in developing the skills, knowledge, and habits of mind they need to successfully navigate their future.

Student Withdrawal from Courses in Grade 11 and 12

NCA Students under 18 require parental permission to withdraw from a course and must fill out the necessary forms through the Guidance department. Withdrawals from Grade 9 courses are not recorded on the OST. Only successfully completed courses are recorded on the OST. Withdrawals from Grade 10 courses are not recorded on the OST. Withdrawals from the PLAR challenge process for Grade 10 courses are also not recorded. (Note that, since mature students cannot challenge for credit for Grade 10 courses, this applies only to regular day school students.) Only successfully completed courses, as well as credits granted through the PLAR challenge and equivalency processes, the OSIS equivalency process, and a credit recovery program are recorded on the OST.

If a student (including a student with an Individual Education Plan) withdraws from a Grade 11 or 12 course within five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is not recorded on the OST.

If a student withdraws from a course after five instructional days following the issue of the first provincial report card in a semestered school or five instructional days following the issue of the second provincial report card in a non-semestered school, the withdrawal is recorded on the OST by entering a “W” in the “Credit” column.

The student’s percentage grade at the time of the withdrawal is recorded in the “Percentage Grade” column.

No entry will be made on the OST if the student withdrew from a Grade 11 or Grade 12 course taken through a credit recovery program prior to submitting or completing the required culminating activity identified in the student’s learning plan.

Students who transfer from another school after the semester or term has started are allowed an equivalent amount of time to withdraw from a course. The principal of the receiving school will determine the amount of time allowed before the withdrawal must be recorded on the OST. If the student withdraws after the time allowed, a “W” is entered in the “Credit” column and the student’s percentage grade at the time of withdrawal is recorded in the “Percentage Grade” column.

No entry will be made on the OST if the student withdrew from the PLAR challenge process for a Grade 11 or 12 course.

Where there are extraordinary circumstances relating to a student's withdrawal from a Grade 11 or 12 course, a student's poor performance in a successfully completed course, or a student's failure to complete a course successfully, the special indicator "S" may be entered in the "Note" column on the OST

Prior Learning Assessment and Recognition Processes for Equivalency

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. jurisdictions. The Guidance department works in conjunction with the Principal to examine all transcripts from other jurisdictions utilizing the Equivalency Chart and in reference to the Credit Equivalency Resource Package

<http://www.edu.gov.on.ca/eng/policyfunding/memos/september2008/Introduction.pdf>

Information About Other Ways of Earning Credits (through e-learning, etc.)

If you are interested in taking a course not offered by NCA, the Guidance Department will work with you and your family to ensure you have access to courses made available through Avon Maitland School Board (no charge, for Canadian Residents only, some conditions) or Virtual High School (cost, no conditions).

Diploma and Certificates:

Substitution Policy for Compulsory Credits

A maximum of one credit earned for a learning strategies course may be used through substitution to meet a compulsory credit requirement. Credits earned for cooperative education courses may not be used through substitution to meet compulsory credit requirements. A limit of three substitutions remains in effect. Two half credits may still be used through substitution to meet one compulsory credit requirement (counted as one substitution); one full-credit course may still be substituted for two half-credit courses to meet a compulsory credit requirement (also counted as one substitution). In order to allow flexibility in designing a student's program and to ensure that all students can

qualify for the secondary school diploma, substitutions may be made for a limited number of compulsory credit courses using courses from the remaining courses offered by the school that meet the requirements for compulsory credits.

To meet individual students' needs, principals may replace up to three of these courses (or the equivalent in half courses) with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the sum of compulsory and optional credits will not be less than thirty for students aiming to earn the Ontario Secondary School Diploma and not less than fourteen for those aiming to earn the Ontario Secondary School Certificate.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests. The decision to make a substitution for a student should be made only if the student's educational interests are best served by such substitution. If a parent or an adult student requests a substitution, the principal will determine whether or not a substitution should be made. A principal may also initiate consideration of whether a substitution should be made. The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff. In cases where the parent or adult student disagrees with the decision of the principal, the parent or adult student may ask the appropriate supervisory officer to review the matter. The Guidance department utilises a Statement of Equivalency form when examining student transcripts from enrollees from outside of Ontario. All substitutions are approved by the Principal.

Requirements of OSSC (compulsory and optional credit requirements, substitution policy for the compulsory credit requirements)

The Ontario Secondary School Certificate (OSSC) will be granted, on request, to students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma.

To be granted an OSSC, a student must have earned a minimum of 14 credits, distributed as follows.

7 required compulsory credits

2 credits in English

1 credit in mathematics

1 credit in science

1 credit in Canadian history or Canadian geography

1 credit in health and physical education

1 credit in the arts, computer studies, or technological education

7 required optional credits

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits also apply to the Ontario Secondary School Certificate.

The Certificate of Accomplishment

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. For students who have an Individual Education Plan (IEP), a copy of the IEP may be included.

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

Resources:

Computer Lab and Resource Centre/Library

Students should have their own laptop or tablet. A limited number of Microsoft Surface Tablets are available for students to sign out to use through the Technology Department. Students are responsible for devices and chargers they sign out and will have to replace damaged, lost or stolen items.

Each department in school has books and hard copy resources available to students to borrow or use. Students should see their teachers for access to these resources.

Community Resources

NCA Students are encouraged to utilise any and all resources available to them within the community of Stratford and Perth County.

NCA Students will receive local transportation bus passes for transportation to and from school and YMCA Membership cards for physical wellness. Students can gain access to the Stratford Public Library as members of the NCA School Community.

An on-site certified counsellor is available for student needs on an appointment basis. Appointments may be made through the Guidance Department or Administrative Team. Students are also encouraged to utilise the following resources when necessary:

- Huron Perth Public Health @ <https://www.hp-ph.ca/en/index.aspx>
- Huron Perth Child & Youth Mental Health @ <https://www.hpcentre.on.ca/all-services/our-child-and-youth-mental-health-services>
- Connect Youth Perth Huron @ <https://connectyouthperthhuron.ca/counselling/>

Special Education:

Accommodations Provided

An IEP (Individual Education Plan) creates an opportunity for students, parents and teachers to work together to improve the education for students with identified learning disabilities. An IEP suggests supports that would allow students to progress through school successfully. Although IEPs are a part of public education and observance is not required by private schools, any NCA student with an IEP is encouraged to send a copy of their IEP to their teacher and our administration to have accommodations implemented into their courses.

School Policies, Practices and Procedures:

The Requirement to Remain in Secondary School Until 18/ or OSSD

As outlined in Education Amendment Act (Learning to Age 18), 2006, S.O. 2006, c. 28 - Bill 52:

- a. Every person who attains the age of six years on or before the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in that year until the person attains the age of 18 years; and
- b. Every person who attains the age of six years after the first school day in September in any year shall attend an elementary or secondary school on every school day from the first school day in September in the next succeeding year until the last school day in June in the year in which the person attains the age of 18 years.

E. Course Rationales 2024-2025

ADA10

This course provides opportunities for students to explore dramatic forms and techniques, using material from a wide range of sources and cultures. Students will use

the elements of drama to examine situations and issues that are relevant to their lives. Students will create, perform, discuss, and analyse drama, and then reflect on the experiences to develop an understanding of themselves, the art form, and the world around them.

ADA20

This course provides opportunities for students to explore dramatic forms, conventions, and techniques. Students will explore a variety of dramatic sources from various cultures and representing a range of genres. Students will use the elements of drama in creating and communicating through dramatic works. Students will assume responsibility for decisions made in the creative and collaborative processes and will reflect on their experiences.

ALC10/20

This course integrates two or more of the arts (dance, drama, media arts, music, and visual arts), giving students the opportunity to produce and present integrated artworks created individually or collaboratively. Students will demonstrate innovation as they learn and apply concepts, styles, and conventions unique to the various arts and acquire skills that are transferable beyond the classroom. Students will use the creative process and responsible practices to explore solutions to integrated arts challenges.

AVI10

This course is exploratory in nature, offering an overview of visual arts as a foundation for further study. Students will become familiar with the elements and principles of design and the expressive qualities of various materials by using a range of media, processes, techniques, and styles. Students will use the creative and critical analysis processes and will interpret art within a personal, contemporary, and historical context.

AVI20

This course enables students to develop their skills in producing and presenting art by introducing them to new ideas, materials, and processes for artistic exploration and experimentation. Students will apply the elements and principles of design when exploring the creative process. Students will use the critical analysis process to reflect on and interpret art within a personal, contemporary, and historical context.

AVI3M

This course enables students to further develop their knowledge and skills in visual arts. Students will use the creative process to explore a wide range of themes through studio work that may include drawing, painting, sculpting, and printmaking, as well as the creation of collage, multimedia works, and works using emerging technologies. Students will use the critical analysis process when evaluating their own work and the work of others.

AVI4M

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

BOH4M

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

CGC1W

This course builds on learning in Grades 7 and 8 in geography. Students will explore relationships within and between Canada's natural and human systems and how they interconnect with other parts of the world. Students will also examine environmental and economic issues, and their impact related to topics such as natural resources and industries, careers, land use and responsible development, and sustainability. In addition, students will understand the connections that diverse communities and individuals have with the physical environment and each other throughout Canada, including First Nations, Métis, and Inuit perspectives. Students will apply geographic thinking, use the geographic inquiry process, and use geospatial technologies throughout their investigations.

CHC2D

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organisations, and events on identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

CHV2O

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools, community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

CLN4U

This course explores a range of contemporary legal issues and how they are addressed in both Canadian and international law. Students will develop an understanding of the principles of Canadian and international law and of issues related to human rights and freedoms, conflict resolution, and criminal, environmental, and workplace law, both in Canada and internationally. Students will apply the concepts of legal thinking and the legal studies inquiry process, and will develop legal reasoning skills, when investigating these and other issues in both Canadian and international contexts.

Co-op Linked to a Course

This course consists of a learning experience connected to a community and a cooperative education curriculum that incorporates relevant expectations from the student's related course (or courses). Students will develop skills, knowledge, and habits of mind that will support them in their learning, including their education and career/life planning, at school and beyond, today and in the future. Within the context of

their experience connected to a community, students will apply, extend, and refine skills and knowledge acquired in their related course or courses and will apply skills, knowledge, and habits of mind that will protect and promote their health, safety, and well-being. They will create and implement a learning plan that meets their particular interests and needs, reflect on their learning, and make connections between their experience in the community and other aspects of their lives.

ENL1W

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

ENG2D

This course is designed to extend the range of oral communication, reading, writing, and media literacy skills that students need for success in their secondary school academic programs and in their daily lives. Students will analyse literary texts from contemporary and historical periods, interpret and evaluate informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the selective use of strategies that contribute to effective communication. This course is intended to prepare students for the compulsory Grade 11 university or college preparation course.

ENG3U

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

ENG4U

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

ESLAO

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

ESLBO

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

ESLCO

This course further extends students' skills in listening, speaking, reading, and writing in English for a variety of everyday and academic purposes. Students will make short classroom oral presentations; read a variety of adapted and original texts in English; and write using a variety of text forms. As well, students will expand their academic vocabulary and their study skills to facilitate their transition to the mainstream school program. This course also introduces students to the rights and responsibilities inherent in Canadian citizenship, and to a variety of current Canadian issues.

ESLDO

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

ESLEO

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

EW4U

This course emphasises knowledge and skills related to the craft of writing. Students will analyse models of effective writing; use a workshop approach to produce a range of works; identify and use techniques required for specialised forms of writing; and identify effective ways to improve the quality of their writing. They will also complete a major paper as part of a creative or analytical independent study project and investigate opportunities for publication and for writing careers.

FSF10

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

appreciation of these communities. They will also develop a variety of skills necessary for lifelong language learning.

FEF1D

This course provides opportunities for students to speak and interact in French in a variety of real-life and personally relevant contexts. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Extended French program. They will develop their creative and critical thinking skills through independently responding to and interacting with a variety of oral and written texts. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

FSF2D

This course provides opportunities for students to communicate in French about personally relevant, familiar, and academic topics in real-life situations with increasing independence. Students will exchange information, ideas, and opinions with others in guided and increasingly spontaneous spoken interactions. Students will develop their skills in listening, speaking, reading, and writing through the selective use of strategies that contribute to effective communication. They will also increase their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

GLC2O

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

HHD3O

This course focuses on helping students understand the individual and group factors

that contribute to healthy relationships. Students will examine the connections between their own self-concept and their interpersonal relationships. They will learn and practise strategies for developing and maintaining healthy relationships with friends, family, and community members, as well as with partners in intimate relationships. Students will use research and inquiry skills to investigate topics related to healthy relationships.

HFA4U

This course examines the relationships between food, energy balance, and nutritional status; the nutritional needs of individuals at different stages of life; and the role of nutrition in health and disease. Students will evaluate nutrition-related trends and will determine how food choices can promote food security and environmental responsibility. Students will learn about healthy eating, expand their repertoire of food-preparation techniques, and develop their social science research skills by investigating issues related to nutrition and health. Prerequisite: Any university or university/college preparation course in social science and humanities, English, or Canadian and world studies

HRF30

This course enables students to study world religions and belief traditions in local, Canadian, and global contexts. Students will explore aspects of the human quest for meaning and will examine world religions and belief traditions as exemplified in various sacred teachings and principles, rites, and passages. They will also study the interaction throughout history between society and various belief traditions, and will have opportunities to develop research and inquiry skills related to the study of world religions and belief traditions.

HSC4M

This course examines the nature of culture; how cultural identities are acquired, maintained, and transformed; and theories used to analyse cultures. Students will explore world cultures, with an emphasis on the analysis of religious and spiritual beliefs, art forms, and philosophy. They will study the contributions and influence of a range of cultural groups and will critically analyse issues facing ethnocultural groups within Canada and around the world. Students will develop and apply research skills and will design and implement a social action initiative relating to cultural diversity.

HSE4M

This course enables students to develop an understanding of historical and contemporary issues relating to equity, diversity, and social justice in a variety of contexts. Students will explore the nature of diversity and power relations in Canada and how social norms shape individual identity. They will learn about social activism and how to address situations that involve discrimination, harassment, and denial of rights. Students will develop and apply research skills and will design and implement a social action initiative relating to an equity, diversity, or social justice issue.

HSP3U

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines. Prerequisite: The Grade 10 academic course in English, or the Grade 10 academic history course (Canadian and world studies).

HZE4U

This course enables students to acquire an understanding of the nature of philosophy and philosophical reasoning skills and to develop and apply their knowledge and skills while exploring specialized branches of philosophy (the course will cover at least three of the following branches: metaphysics, ethics, epistemology, philosophy of science, social and political philosophy, aesthetics).^{*} Students will develop critical thinking and philosophical reasoning skills as they formulate and evaluate arguments related to a variety of philosophical questions and theories. They will also develop research and inquiry skills related to the study and practice of philosophy. Prerequisite: Any university or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

ICS3U

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

ICS4U

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

MCF3M

This course introduces basic features of the function by extending students' experiences with quadratic relations. It focuses on quadratic, trigonometric, and exponential functions and their use in modelling real-world situations. Students will represent functions numerically, graphically, and algebraically; simplify expressions; solve equations; and solve problems relating to applications. Students will reason mathematically and communicate their thinking as they solve multi-step problems

MCR3U

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

MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in

fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

MDM4U

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

MFM2P

This course enables students to consolidate their understanding of linear relations and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and hands-on activities. Students will develop and graph equations in analytic geometry; solve and apply linear systems, using real-life examples; and explore and interpret graphs of quadratic relations. Students will investigate similar triangles, the trigonometry of right triangles, and the measurement of three-dimensional figures. Students will consolidate their mathematical skills as they solve problems and communicate their thinking.

MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs.

MPM2D

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

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

MTH1W

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

PLF4M

This course enables students to explore the benefits of lifelong participation in active recreation and healthy leisure and to develop the leadership and coordinating skills needed to plan, organise, and safely implement recreational events and other activities related to healthy, active living. Students will also learn how to promote the benefits of healthy, active living to others through mentoring and assisting them in making informed decisions that enhance their well-being. The course will prepare students for university programs in physical education and health and kinesiology and for college and university programs in recreation and leisure management, fitness and health promotion, and fitness leadership.

PPL1O

This course equips students with the knowledge and skills they need to make healthy choices now and lead healthy, active lives in the future. Through participation in a wide range of physical activities, students develop knowledge and skills related to movement competence and personal fitness that provide a foundation for active living. Students also acquire an understanding of the factors and skills that contribute to healthy development and learn how their own well-being is affected by, and affects, the world around them. Students build their sense of self, learn to interact positively with others, and develop their ability to think critically and creatively.

SBI3U

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

SBI4U

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

SCH3U

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

SCH4U

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

SNC1W

This course enables students to develop their understanding of concepts related to biology, chemistry, physics, and Earth and space science, and to relate science to

technology, society, and the environment. Throughout the course, students will develop and refine their STEM skills as they use scientific research, scientific experimentation, and engineering design processes to investigate concepts and apply their knowledge in situations that are relevant to their lives and communities. Students will continue to develop transferable skills as they become scientifically literate global citizens.

SNC2D

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

SPH3U

This course develops students' understanding of the basic concepts of physics. Students will explore kinematics, with an emphasis on linear motion; different kinds of forces; energy transformations; the properties of mechanical waves and sound; and electricity and magnetism. They will enhance their scientific investigation skills as they test laws of physics. In addition, they will analyse the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

SPH4U

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

TGJ2O

This course introduces students to communications technology from a media perspective. Students will work in the areas of TV/video and movie production, radio and audio production, print and graphic communications, photography, and interactive new media and animation. Student projects may include computer-based activities such as creating videos, editing photos, working with audio, cartooning, developing animations, and designing web pages. Students will also develop an awareness of environmental and societal issues related to communications technology, and will explore secondary and postsecondary education and training pathways and career opportunities in the various communications technology fields.

TGJ3M

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities in the various communications technology fields.

TGJ4M

This course examines communications technology from a media perspective. Students will develop knowledge and skills as they design and produce media projects in the areas of live, recorded, and graphic communications. These areas may include TV, video, and movie production; radio and audio production; print and graphic communications; photography; digital imaging; broadcast journalism; and interactive new media. Students will also develop an awareness of related environmental and societal issues, and will explore college and university programs and career opportunities.