



Um Al-Qura Islamic School

Course Calendar 2025-2026

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Message from the Principal:

Dear Students,

As-Salam-Alaikum. Welcome to Um Al-Qura Islamic School. High School is an important part of your life. At Um Al-Qura we value education and we believe that you will benefit greatly by completing your secondary education. Your experience here is a stepping stone to all the great opportunities you will embrace later on in life. The knowledge, skills and values gained at Um Al-Qura will allow you to become a valuable global citizen.

Your success is our success. Parents, teachers and staff members are available to answer any questions you may have so that you can make informed decisions about your future.

I wish you great success for the future,

Husnah Al-Mashtouli
Principal Um Al-Qura

School Philosophy:

At Um Al-Qura we value education and we believe that every student is able to succeed. It is our goal to help each and every student reach their highest potential in becoming a valuable global citizen. This can be achieved through excellent academic success, character education and leadership skills. Every student at Um Al-Qura is expected to work hard and strive for excellence. Parents, teachers and staff members are available to answer any questions students may have so that they can make informed choices and achieve success.

School Organization:

Um Al-Qura High School has two semesters within a school year. Semester 1 begins in September and ends in January; semester 2 begins in February and ends in June. A student may take up to a maximum of 4 credits per semester. Each course is taught for 110 hours. Students will be receiving a midterm report card and a final report card for each term.

Expectations:

All students at Um Al-Qura are expected to work hard so that they can reach their highest potential. This means that students should come to school prepared to learn with all the necessary learning material. Students should maintain an agenda and ensure homework is completed on a regular basis. All students are expected to be on time and attend school on a regular basis.

Code of Conduct and Safe School Policy:

All students at Um Al-Qura are expected to treat others with respect at all times.

Students at Um Al-Qura have the right to the following:

- A safe learning environment
- Protection of their private property from all staff and students
- A clean school where learning can flourish
- Hear appropriate language at all times

Therefore, the following rules apply to all students of the school at all times:

- Remarks, comments that discriminates any group of people will not be tolerated and any student who publicly expresses such comments will be dealt with according to the school's anti-bullying policy
- Verbal and physical aggression is unacceptable. School staff can assist with conflict resolution.
- There is a zero tolerance for physical violence, bullying, harassment or intimidation whether in person or online of any kind is unacceptable
- Disrespectful or negative behavior towards staff and students is unacceptable.
- Disrespectful or profane language towards staff and fellow students is unacceptable.
- Possession or use of weapons is prohibited.
- Possession, use or distribution of illegal or restricted substances is prohibited.
- No technological devices (i.e. phones, recording devices, tablets, computers, etc...) may be used to invade or threaten personal privacy or to disrupt other students or the safe and secure culture for learning.
- Students with concerns should inform administration or a staff member.
- Taking the property of others is theft and it will be dealt with accordingly
- Littering, graffiti and vandalism are not tolerated at Um Al-Qura and it will be dealt with accordingly.

Courses:

Courses are available in many subject areas in secondary school. Within a subject area, students can further specialize their study, depending on their interests.

Credits:

A credit is granted when a course that has been scheduled for a minimum of 110 hours is successfully completed. "Scheduled time" is defined as the time during which students participate in planned learning activities designed to lead to the achievement of the curriculum expectations of the course. Planned learning activities include interaction between the teacher and student as well as assigning individual and/or group work, excluding homework.

Careful attention should be given to these:

Prerequisite: A course which the Ministry of Education has designated as a requirement to be completed prior to undertaking a course.

Co-requisite: A course which must be studied at the same time as another course.

Recommended Preparation: A course which is highly recommended as providing the necessary foundation for another course but which is not designated as mandatory preparation by the Ministry of Education.

Understanding Course Codes:

- The first three characters indicate the Ministry approved course title.
 - A = Arts
 - B = Business Studies
 - C = Canadian and World Studies
 - E = English, English Literacy Development, English as a Second Language
 - F = French
 - G = Guidance and Career Education
 - H = Social Sciences and the Humanities
 - K = Alternative (Non-Credit)
 - L = Classical, International and Native Languages
 - M = Mathematics
 - N = Native Studies
 - P = Health and Physical Education
 - I = Computer Studies or Interdisciplinary Studies
 - S = Sciences
 - T = Technological Education

- The fourth position indicates the grade or language level.

Grades:	Languages:
<ul style="list-style-type: none"> ▪ 1 = Grade 9 ▪ 2 = Grade 10 ▪ 3 = Grade 11 ▪ 4 = Grade 12 	<ul style="list-style-type: none"> ▪ A = Level 1 ▪ B = Level 2 ▪ C = Level 3 ▪ D = Level 4

- The Fifth character indicates the course type:

- C = College
- D = Academic
- E = Workplace
- L = Locally Developed Compulsory
- M = College or University
- O = Open
- P = Applied
- U = University
- N = Non-Credit
- W = De-Streamed

- The Sixth position indicates program or credit differentiation, or the focus of the course:

- Program Differentiation for Non-Tech Courses:
 - 1 = Regular credit course
 - 2 = Beginner or Introductory course
 - 3 = Enriched course
 - 4 = Extended French course
 - 5 = French Immersion course
 - 6 = Gifted course
 - 7 = International Baccalaureate course
 - 8 = Self-contained ESL course
 - 9 = Self-contained special education course
 - 0 = Advanced Placement
 - A = Part 1 (0.5)
 - B = Part 2 (0.5)
 - E = E-Learning course
- Health and Physical Education
 - F = Course for females
 - M = Course for males
 - 1 = co-ed courses
- Program Differentiation for Tech Courses:
 - Tech credits sixth character indicate credit value:
 - 1, 2, 3 credits
- French Immersion and other specialty programs have a unique sixth character

Types of Courses:

In grades 9 there are four types of courses available to be offered by ministry of education guidelines: academic, applied, locally developed compulsory and open courses. At Um Al-Qura we only offer courses at the academic and open levels of study.

Academic courses develop students' knowledge and skills through the study of theory and abstract problems. These courses focus on the essential concepts of a subject and explore related concepts as well. They incorporate practical applications as appropriate.

Applied courses focus on the essential concepts of a subject and develop students' knowledge and skills through practical applications and concrete examples. Familiar situations are used to illustrate ideas, and students are given more opportunities to experience hands-on applications of the concepts and theories they study.

Open courses, which comprise a set of expectations that are appropriate for all students, are designed to broaden students' knowledge and skills in subjects that reflect their interests and prepare them for active and rewarding participation in society. They are not designed with the specific requirements of university, college, or the workplace in mind.

Locally Developed Courses: Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. The locally developed Grade 9 course is Islamic Studies (Level 1).

Course Outlines:

Course outlines will be provided to students in the first week of school. Copies will be posted on the Um Al-Qura Islamic School Google Classroom platform.

Descriptions of Courses Offered for Grade 9 Students in 2025-2026

Course Title: English Academic
Course Code: ENL1W
Course Type: Grade 9, De-Streamed
Subject Area: English
Program Differentiation: Regular One Credit course

Description:

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.

Prerequisites: None

Course Title: Principles of Mathematics
Course Code: MTH1W
Course Type: Grade 9, De-Streamed
Subject Area: Mathematics
Program Differentiation: Regular One Credit course

Description:

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.

Prerequisites: None

Course Title: Science Academic
Course Code: SNC1W
Course Type: Grade 9, De-Streamed
Subject Area: Science
Program Differentiation: Regular One Credit course
Description:

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

Prerequisites: None

Course Title: Core French Academic
Course Code: FSF1D
Course Type: Grade 9, Academic
Subject Area: French as a Second Language
Program Differentiation: Regular One Credit course
Description:

This course provides opportunities for students to communicate and interact in French with increasing independence, with a focus on familiar topics related to their daily lives. Students will develop their skills in listening, speaking, reading, and writing by using language learning strategies introduced in the elementary Core French program, and will apply creative and critical thinking skills in various ways. They will also enhance their understanding and appreciation of diverse French-speaking communities, and will develop skills necessary for lifelong language learning.

Prerequisites: Minimum of 600 hours of elementary Core French instruction, or equivalent

Course Title: **Geography of Canada Academic**

Course Code: **CGC1W**

Course Type: Grade 9, De-Streamed

Subject Area: Canadian and World Studies

Program Differentiation: Regular One Credit course

Description:

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.

Prerequisites: None

Course Title: **Healthy Active Living Education**

Course Code: **PPL10**

Course Type: Grade 9, Open

Subject Area: Health and Physical Education

Program Differentiation: Male/Female course

Description:

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.

Prerequisites: None

Course Title: ISLAMIC STUDIES 1 (LOCALLY DEVELOPED COURSE)

Course Code: HRE13

Course Type: Grade 9, Open

Subject Area: Religious Studies

Program
Differentiation: Regular One Credit course

Description:

This open Islamic Studies course will enable students to study the Qur'ān so as to know the fundamental teachings of Islam. The goal of this course is to use the Qur'ān and Sunnah as the primary resources to help students develop a keen sense of righteousness and justice in terms of their personal moral development. Using these primary resources, students will examine the individual as a social being with responsibilities to the Creator, to the family and to the community. By emphasizing rational thinking and employing research and analytical skills, students will be encouraged to arrive at conclusions that help them better comprehend Islam as a total way of life.

Prerequisites: None

Course Title: ARABIC LANGUAGE, LEVEL 1, ACADEMIC

Course Code: LYABD

Course Type: Grade 9, Academic

Subject Area: International Languages

Program
Differentiation: Regular One Credit course

Description:

This course provides students with the language learning experiences that will enable them to communicate in the language of study. Students will continue to develop and apply their speaking skills in a variety of contexts, and will participate in activities that will improve their reading comprehension and writing skills. They will also continue to explore aspects of the culture of countries where the language under study is spoken by taking part in community sponsored events and activities involving both print and technological resources. Although students will continue to expand their vocabulary and repertoire of language structures, the language they will use at this level will still be simple.

Prerequisites: None

Course Title: Visual Arts
Course Code: AVI10
Course Type: Grade 9, Open
Subject Area: Visual Arts
Program Differentiation: Regular One Credit course

Description:

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.

Prerequisites: None

Course Title: Technology and Skilled Trade
Course Code: TAS10
Course Type: Grade 9, OPEN
Subject Area: Technological Education
Program Differentiation: Regular One Credit course

Description:

This hands-on course enables students to further explore the engineering design process and develop other technological knowledge and skills introduced in earlier grades. Students will design and safely create prototypes, products, and/or services, working with tools and technologies from various industries. As students develop their projects to address real-life problems, they will apply technological concepts such as precision measurement, as well as health and safety standards. Students will begin to explore job skills programs and education and training pathways, including skilled trades, that can lead to a variety of careers.

Prerequisites: None

Course Title: **Food and Nutrition**

Course Code: **HFN10**

Course Type: Grade 9, OPEN

Subject Area: Family Studies

Program Differentiation: Regular One Credit course

Description: This course focuses on guidelines for making nutritious food choices. Students will investigate factors that influence food choices, including beliefs, attitudes, current trends, traditional eating patterns, food-marketing strategies, and individual needs. Students will also explore the environmental impact of a variety of food choices at the local and global level. The course provides students with opportunities to develop food-preparation skills and introduces them to the use of social science research methods in the area of food and nutrition.

Prerequisites: None

Learning to 18:

- Ontario Ministry of Education requires students to attend school until they reach the age of 18 or until they have obtained an Ontario Secondary School Diploma (OSSD).

Course Selection Process:

Course selection for students under the age of 18 must be made with parental approval. Therefore, keeping in touch with the school's guidance counsellor is of great importance. Consideration of the student's achievement for the past several years and the advice of the school, aid in choosing a program.

Changing or Dropping Courses:

Students must fill out an "Add/Drop Form." The form must be signed by the course teachers, teacher advisors, and principal. The school reserves the right to deny the Add/Drop privilege to a student, particularly if the action will result in a number of students' lower than the required minimum of 5 students to run a course.

Prerequisites:

To be able to enroll in some courses, students are required to complete a "prerequisite" course. Prerequisites are clearly indicated in the course calendar. Students and their families should study the requirements carefully for senior level courses when selecting a program in earlier grades.

Waiving of Pre-requisites:

A student and his/her parent or guardian may request waving a pre-requisite course, where the parent or guardian holds the opinion that the student is sufficiently prepared to handle the course requirements. The school will not grant waivers for the prerequisites of compulsory courses, such as Math, Science and English as it is mandatory to complete those.

A form is available for parents wishing to request the prerequisite waiver. The principal will decide in consultation with the parents or adult student and appropriate school staff.

If the prerequisite waiver request is denied, parents may:

- Appeal the decision
- Find alternative means to complete the pre-requisite course
- Choose to have the student take a spare or another course during the particular period block

Substitution for Compulsory Credits:

Under special circumstances, substitutions may be granted for a limited number of compulsory credit courses. To meet individual students' needs, the Principals may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements. In all cases, however, the total compulsory and optional credits will be 30 for students in order to earn the OSSD and not less 14 for those earning the Ontario Secondary School Certificate.

Substitutions should be made to promote and enhance student learning or to meet special needs and interests. A parent or the Principal can make a request for substitutions. The Principal will make his or her decision in consultation with the parent, student and appropriate school staff.

It is recommended that:

Students and their parents or guardians give careful consideration before requesting approval for substitute credit arrangements. Wherever possible, the request for substitution will be delayed until the student had some secondary school experience.

A student who is not successful in a compulsory course may:

- Repeat it
- Undertake a course at a different level of difficulty
- Undertake a different course from a guideline that fulfils the compulsory credit requirement

A substitution request form can be picked up from the office and returned upon completion for approval by the Principal. A copy of the form is kept in the student's Ontario Student Record (OSR). Each substitution is also noted on the Ontario Student Transcript (OST). In cases, where the parent disagrees with the decision of the Principal, the Director of Education may be asked to review the matter.

School Year Calendar 2025-2026

The official school year calendar for Um Al-Qura Islamic School runs from September 2nd, 2025 to June 26, 2026, inclusive.

First day of classes for all students is **September 2, 2025**

EQAO Math: January 2026

First Term Report Cards: **February 12, 2026**

Second Term Report Cards: **June 25, 2026**

The last day of class for **elementary** students is **June 26, 2026**

The last day of class for **secondary** students is **June 25, 2026**

2025 - 2026 Dates to Remember: Holidays and PA Days

There are no classes for students on the dates listed below

PA Days/ Holidays 2025-2026

PA Days	October	November	December	January	February	March
Elementary	10, 13	28	22-31	1-3, 23	13, 16	16-20
Secondary	10, 13	28	22-31	1-3, 23	13, 16	16-20

PA Days	April	May	June			
Elementary	3, 6	18, 27-28	5			
Secondary	3, 6	18, 27-28	5			

EQAO

The following dates have been established:

Gr. 9 Math: 1st Semester: January 12-16, 2026

PA Days & Holidays

PA Days & Holidays	Date
Labour Day	September 1, 2025
PA Day	October 10, 2025
Thanksgiving	October 13, 2025
PA Day	November 28, 2025
Winter Break	December 22, 2025 to January 3, 2026 (inclusive) Last day of school is December 19, 2025 School resumes January 5, 2026
Elementary PA Day	January 23, 2026
Secondary PA Day	January 23, 2026
PA Day	February 13, 2026
Family Day	February 16, 2026
March Break	March 16 to 20, 2026
Good Friday	April 3, 2026
Easter Monday	April 6, 2026
Victoria Day	May 18, 2026
Eid Ul Adha	May 27, 2026 to May 28, 2026
Elementary School PA Day	June 5, 2026
Secondary School PA Day	June 5, 2026

Many Pathways to Success:

Earning a high school diploma is a critical step to your future success, but there are many pathways to graduation. Whether your destination is apprenticeship, college, university, or workplace, Um Al-Qura Islamic School offers a broad range of secondary school programs and learning opportunities that let you choose the path that matches your strengths, interests and career goals.

Ontario Secondary School Diploma Requirements:

Students must earn a total of 30 credits, including 18 compulsory credits and 12 optional credits. To receive your Ontario Secondary School Diploma (OSSD), students must complete the literacy requirement (Ontario Secondary School Literacy Test or Ontario Literacy Course), as well as 40 hours of community involvement.

- Successful completion of literacy requirement
- 40 hours of community involvement
- 30 credits: (17 compulsory and 13 optional)
 - 4 credits in English, one per grade level
 - 3 credits in Mathematics (Grade 9, Grade 10, and 1 credit in Grade 11 or 12)
 - 2 credits in Science
 - 1 credit in Technological education (Grade 9 or Grade 10)
 - 1 credit in Canadian geography (Grade 9)
 - 1 credit in Canadian history (Grade 10)
 - 1 credit in the Arts
 - 1 Health and Physical Education
 - 1 credit in French as a second language
 - 0.5 Civics and Citizenship
 - 0.5 Career Studies
 - 1 Credit from the STEM related course group (business studies, computer studies, cooperative education, math in addition to the 3 compulsory credits, science in addition to the two credits earned, technological education in addition to the 1 compulsory)

- Plus 13 optional credits

* Optional Credits may include up to 4 credits earned through approved dual credit programs

Ontario Secondary School Literacy Test (OSSLT):

In the spring of their Grade 10 school year, students will write the provincial literacy test, which is created and marked by the Education Quality and Accountability Office (EQAO).

- Students who pass the test fulfill the Literacy requirement.
- Remedial assistance is provided for students who do not complete the test successfully.
- If students have an Individual Education Plan, accommodations and/or modifications are available for the test although content may not be altered.
- English Language Learners only take the test when they have reached an appropriate language level of language ability.
- Accommodations, deferral and exemption information is available at www.eqao.com/en/assessmentosslt/educators/pages/administer.aspx.

The Full Disclosure Policy

For students in Grades 11 and 12, all course attempts are recorded on the Ontario Student Transcript (OST). This includes successful completions, failures, and withdrawals.

- Before the Deadline: If a student withdraws from a course before the official "Full Disclosure" date, the course is removed from their record entirely.
- After the Deadline: If a student withdraws after the deadline, the course remains on the transcript with a "W" (Withdrawn) notation and the percentage grade at the time of withdrawal.

Changing Course Types in Grades 9 and 10

In the lower grades, courses are generally "De-streamed" (Grade 9) or divided into **Academic (D)** and **Applied (P)** (Grade 10).

- **De-streaming Transition:** Since Grade 9 Math, Science, and English are now de-streamed (ENL1W, MTH1W, SNC1W), students can generally move into either Academic or Applied Grade 10 courses without a "bridge" course.
- **The "Prerequisite" Rule:** To move from a Grade 10 Applied course to a Grade 11 University-level course, a student may be missing a prerequisite.
- **Crossover/Bridge Options:** If a student wants to switch types (e.g., Grade 10 Applied Math to Grade 11 University Math), they may be required to:
 1. Take a **Crossover Course** (a partial credit usually offered in Summer School).
 2. Complete the other Grade 10 version of the course.
 3. Demonstrate prior learning that justifies a **Prerequisite Waiver** (see below).

Experiential Learning Programs

Cooperative Education (Co-op) allows students to earn 2 or 4 credits by integrating classroom theory with a long-term work placement at a local business. **Job Shadowing and Twinning** are short-term, non-credit opportunities where students spend one day observing a professional or a peer at work to explore career interests. Additionally, the **Ontario Youth Apprenticeship Program (OYAP)** and **Dual Credits** offer pathways to earn hours toward a trade or college credit while still in high school.

Alternative Credit Opportunities

Students can earn credits through **e-Learning**, which provides asynchronous online courses and fulfills the two-credit provincial graduation requirement. For those needing maximum flexibility, the **TVO Independent Learning Centre (ILC)** offers self-paced distance education. Additionally, **Continuing Education** programs, such as Night School and Summer School, allow students to recover credits or reach ahead in an intensive, accelerated format.

Support for English Language Learners

Our school supports English Language Learners through ESL and ELD programs that integrate language instruction with academic subjects. Students receive specialized classroom accommodations, such as extra time and bilingual dictionaries, to ensure they can demonstrate their learning while building proficiency.

Community Resources

Our school partners with local organizations to provide students with mental health counseling, employment services, and settlement support for newcomer families. Students are encouraged to access these community resources for help with personal well-being, finding volunteer opportunities to fulfill graduation requirements, or connecting with specialized youth programs. Detailed contact information and referral forms for these external partners are available in the Guidance Office.

Accommodations, Special Provisions, Exemptions:

Accommodations, deferral and exemption information is outlined in two documents: EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions and Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2011. Any accommodation recommended by the school will be acceptable to EQAO, in accordance with information in EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions and Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2011 and must be outlined in the individual student's Individual Education Plan.

Accommodation recommendations will be communicated by letter to parents/guardians in advance of the test. Deferrals will be considered in individual circumstances. The consideration for a deferral may be initiated by a parent or by the principal. The principal will decide in consultation with the student's parents/guardians and appropriate school staff.

A letter outlining the reason for the deferral will be sent home with the student for parent/guardian signature in advance of the test. A student who is deferred must successfully complete the literacy requirement in order to earn an OSSD. A student will only be exempted from the test if he/she is not working towards an OSSD.

An adjudication process is in place to allow students who are eligible to graduate, but who were not able to write the Ontario Secondary School Literacy Test (OSSLT) or enroll in the Ontario Secondary School Literacy Course (OSSLC), an opportunity to obtain this graduation requirement. An adjudication panel evaluates samples of student work and thereby determines if a student meets the literacy requirement according to the criteria outlined in the Ministry guidelines.

The Ontario Secondary School Literacy Course (OSSLC):

A student who has written the OSSLT at least once, and failed, is eligible to take the literacy course (OSSLC). Students who pass the course are considered to have met the literacy graduation requirement. Mature students may enroll directly in the OSSLC without first attempting the OSSLT. A mature student may still elect to meet the literacy graduation requirement by successfully completing the OSSLT.

A “mature student” is a student who:

- Is at least eighteen years of age on or before December 31 of the school year in which he or she registers in an Ontario secondary school program;
- And was not enrolled as a regular day school student for a period of at least one school year immediately preceding his or her registration in a secondary program;
- And is enrolled in a secondary program for the purpose of obtaining an OSSD

40-Hour Community Involvement

The community involvement requirement is in addition to the thirty credits required for a high school diploma. It is designed to encourage civic responsibility and promote community values. The program is flexible so that all students can find ways to participate. Students will be responsible for fulfilling the community involvement component on their own.

Each student is responsible for finding and completing 40 hours of community service work.

- The school may not be directly involved in finding placements for students or monitoring students while they are completing this work.
- Students are responsible for completing their 40 hours and submitting the completed forms prior to the end of classes of the graduating year to ensure that their transcripts are updated prior to the end of the school year.
- Unless the community service activity is one of the pre-approved activities listed in the guidelines, the student must have signed approval by the school Principal before starting the activity.
- The parent/guardian is responsible for checking potential placements before the student begins his/her service work.
- The school is responsible for advising students of the requirements and procedures for completing the 40-hour community involvement requirement.
- Students will receive information and appropriate forms from the main office or principal or guidance counsellor.
- The Principal will determine the required number of community service hours for students who come from outside the province or country.

Please review Um Al-Qura Islamic School’s “Community Involvement” Policy for more information

Ontario Curriculum Policy Documents:

Ontario curriculum policy documents can be obtained online at <http://www.edu.gov.on.ca/eng/curriculum/secondary>

Individual Pathways Plan:

Students will need to create and maintain an Individual Pathways Plan beginning from Grade 7 and until Grade 12. The Individual Pathways Plan becomes the planning tool for course selection, goal setting and postsecondary destination planning.

The Guidance counselor at Um Al-Qura Islamic School is qualified to assist students with the following: - strategies and resources for students and parents to support education planning and the course selection process. The guidance counselor is also responsible to support students at risk of not graduating.

PRIOR LEARNING ASSESSMENT AND RECOGNITION (PLAR):

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. Students who enroll in Um Al-Qura Islamic School, and who have gained their prior knowledge outside Ontario classrooms [i.e. at home, private tutoring or foreign credits] may have their skills and knowledge evaluated against the expectations outlined in the provincial curriculum policy in order to earn credits towards the Secondary School Diploma. The PLAR process developed by Um Al-Qura Islamic School and in compliance with ministry policy involves two components: challenge and equivalency.

- The challenge process is the process whereby students' prior learning is assessed for the purpose of granting credit for a course developed from a provincial curriculum policy document.
- The equivalency process involves the assessment of credentials from other jurisdictions

Ontario Student Record (OSR):

The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act. The OST (Ontario Student Transcript) is kept in the student's Ontario Student Record folder (OSR). This folder contains achievement results, credits earned, and other information important to the education of the student. The parents/guardians and the student may examine the contents of the OSR on request, with the assistance of the Principal or a Guidance Counsellor.

POLICY

The following sections of the Education Act govern the establishment of the Ontario Student Record (OSR):

- Clause 265(d) states that it is the duty of a principal; in accordance with this act, the regulations and the guidelines issued by the Minister, to collect information for inclusion in a record in respect of each pupil enrolled in the school and to establish, maintain, retain, transfer and dispose of the record
- Subsection 266(2) states in part: A record is privileged for the information and use of supervisory officers and the principal and the principal and teachers of the school for the improvement of the instructions of the pupil.

In addition, the contents of the OSR are described in the guideline Ontario Student Record (OSR), 1989.

It should be noted that the OSR may be the subject of search warrant or a subpoena and, if so, must be produced, in such instances; reference should be made to section 4 of the OSR guideline. The information relating to serious violent incidents leading to reports to the police, as well as the information relating to serious violent incidents leading to suspension or expulsion, must be maintained in the OSR. This information is recorded on the Violent Incident Form.

A. Insertion of Information in the OSR

The following information will be included in the OSR:

- A Violent Incident Form, containing a description of serious violent incident leading to a suspension or expulsion or a call to the police
- A reference to the call to the police, if applicable
- A reference to the school/board disciplinary response to the incident, if applicable
- A copy of the school board's letter(s) to the student and/or parent(s) or guardian(s) regarding the suspension or expulsion for violent behavior

B. Removal of Information from the OSR

The information relating to suspension for violent behavior shall not be removed from the OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place.

The information relating to expulsion shall be removed five years after the date on which the school board expelled the student.

Where an expelled student has been readmitted to school by a school board, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsion.

Where the student has not been suspended or expelled, the violent Incident shall be removed after three years if no further serious violent incident is reported to the police during that time.

C. Transfer of the OSR

If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to suspension or expulsion, as well as to a report to the police, will remain in the OSR unless removed under A or B above. The transfer will occur in accordance with section 6 of the guideline Ontario Student Record (OSR) 1989.

Ontario Student Transcript (OST):

The Ontario Student Transcript (OST) is a provincially standardized document that provides a comprehensive record of a student's achievement in secondary school.

The credits that a student has earned towards fulfilment of the requirements for graduation will be recorded on the OST.

In Grades 9 and 10, the student's achievement with percentage grades earned and the credits gained are recorded for successfully completed courses.

In Grades 11 and 12, the student's achievement for all courses taken or attempted is recorded, showing percentage grades earned, credits granted, (if successful), or "W" for "withdrawn before completion." Students repeating a course for which they have already received a credit will have all attempts and marks recorded, but only one credit is granted to the attempt which results in higher marks. All other attempts will be indicated as R for repeat.

Identification of any course that has been substituted for a compulsory course will be made. Also, confirmation that the student has completed the mandatory requirements of Community Involvement and the Literacy Requirement will be noted.

A. Full Disclosure

The Ontario Student Transcript will reveal all grade 11 or 12 course attempted, including those failed, dropped or repeated. This will allow a more valid evaluation of each student's academic performance.

Students taking grade 11 or 12 courses must be careful to meet the deadlines to drop a course from their timetables. Failure to meet this deadline will result in the course remaining on the Transcript and thus it will be a part of the student's permanent record. This may have an effect when students present their transcripts when applying for employment, college or university.

B. Signing OST

The school principal will sign the transcripts once they are printed. In event that the principal is absent or unavailable, a designate will sign the transcript after one other admin member reviews it thoroughly.

C. Transcripts from Other Schools

When students are admitted at Um Al-Qura Islamic School from another Ontario Secondary School, the information will be transferred to the school system by one of the school administrators and must be reviewed by another member of the administrative team.

Program Planning and Assessment:

All Grade 9 students will study a full program of eight courses per year. Successful completion will allow students to earn one credit per course for a total of eight credits toward the Ontario Secondary School Diploma.

Students who are not successful in completing a credit may be able to upgrade their course in the summer (at a publicly funded school), or repeat the course the following year. Promotion is on a subject-by-subject basis, not grade-by-grade as in elementary school.

Students' academic progress is measured against curriculum expectations established in the "Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools" (2010) by the Ministry of Education in each subject and grade. The achievement charts for each subject are printed in the curriculum documents. The school has these documents on file. The documents are available to parents on request.

Assessment is the process of gathering information that accurately reflects how well a student is achieving the curriculum expectations in a subject or course. The primary purpose of assessment is to improve student learning. Assessment for the purpose of improving student learning is seen as both "assessment for learning" and "assessment as learning". As part of assessment for learning, teachers provide students with descriptive feedback and coaching for improvement. Teachers engage in assessment as learning by helping all students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Assessment and Evaluation:

The main purpose of assessment and evaluation is to improve student learning. Information gathered helps teachers identify students' strengths and those areas needing improvement. Assessment and evaluation will be based on both the content standards and the performance standards outlined in the Ontario Curriculum for grades 9 - 12.

Teachers will obtain assessment information through a variety of means, which may include formal and informal observations, discussions, learning conversations, questioning, conferences, homework, tasks done in groups, demonstrations, projects, portfolios, developmental continua, performances, peer and self-assessments, self-reflections, essays, and tests.

This information should demonstrate how well students are achieving curriculum expectations. As part of assessment, teachers, peers, and individual students provide descriptive feedback that guides efforts for improvement. Assessment is ongoing and supportive.

Teachers will ensure that students' demonstration of their achievement is assessed in a balanced manner with respect to the four categories of the achievement chart in the 2010 "Growing Success" document:

- **Knowledge and Understanding:** Subject---specific content acquired in each grade/course (knowledge), and the comprehension of its meaning and significance (understanding)
- **Thinking:** The use of critical and creative thinking skills and/or processes
- **Communication:** The conveying of meaning through various forms
- **Application:** The use of knowledge and skills to make connections within and between various contexts

Teachers will ensure that student learning is assessed and evaluated in a balanced manner with respect to the four categories, and that achievement of particular expectations is considered within the appropriate categories.

Students will be assessed and evaluated on a scale of four levels of achievement:

- **Level 1** represents achievement that falls much below the provincial standard. The student demonstrates the specified knowledge and skills with limited effectiveness. Students must work at significantly improving learning in specific areas, as necessary, if they are to be successful in the next grade/course.
- **Level 2** represents achievement that approaches the provincial standard. The student demonstrates the specified knowledge and skills with some effectiveness. Students performing at this level need to work on identified learning gaps to ensure future success.
- **Level 3** represents the provincial standard for achievement. The student demonstrates the specified knowledge and skills with considerable effectiveness. Parents of students achieving at level 3 can be confident that their children will be prepared for work in subsequent grades/courses.
- **Level 4** identifies achievement that surpasses the provincial standard. The student demonstrates the specified knowledge and skills with a high degree of effectiveness. However, achievement at level 4 does not mean that the student has achieved expectations beyond those specified for the grade/course.

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at a given time. Evaluation is based on assessment of learning that provides evidence of student achievement at strategic times throughout the grade/course, often at the end of a period of learning. Evaluation focuses on students' achievement of the overall expectations.

Evidence of student achievement for evaluation is collected over time from three different sources –**observations, conversations, and student products**. “Student products” may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays. To ensure equity for all students, assignments for evaluation and tests or exams are to be completed, whenever possible, under the supervision of a teacher. Assignments for evaluation must not include ongoing homework that students do in order to consolidate their knowledge and skills or to prepare for the next class. Assignments for evaluation may involve group projects as long as each student’s work within the group project is evaluated independently and assigned an individual mark, as opposed to a common group mark.

The evaluation of student learning is the responsibility of the teacher and must not include the judgement of the student or of the student’s peers.

To ensure that assessment, evaluation, and reporting are valid and reliable, and that they lead to the improvement of learning for all students, teachers use practices and procedures that:

- are fair, transparent, and equitable for all students;
- support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;
- are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;
- are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;
- develop students’ self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

Report Card:

Um Al-Qura Islamic School uses the Ontario Provincial Report Card. The report card provides a record of the student's achievement of the course expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted for every course in which the student's grade is 50% or higher. The final grade for each course in Grades 9–12 will be determined as follows:

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

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories:

- Works Independently
- Teamwork
- Work Habits
- Organization
- Initiative

The learning skills are evaluated using a four-point scale

- (E–Excellent, G– Good, S–Satisfactory, N–Needs Improvement).

The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed. Formal reports are issued two times per semester for a semestered school. Please refer to the school calendar for dates of terms, report card issuing dates and parent teacher interview dates.

Attendance:

Consistent attendance is essential for successful completion of the course. Students must be present in order to achieve course expectations and development of learning skills. Students are expected to have regular, punctual attendance at all scheduled classes, activities, and other school events as required. Other expectations include:

- Follow school procedure to sign out for illness or appointments through the school office. If students are not signed out (by a parent/guardian if under 18), they will be regarded as missing a class.
- Students who have been signed out must leave the school property immediately
- Parents or students (over 18) must email or call the school office at um_al_qura@hotmail.com or 416-443-3557 if a student will be absent from a class
- All class work, assignments, tests, must be completed by the student during a mutually agreed upon timeline between teacher and the student for excused absences
- For unexcused absences, the student must complete all required class work and assessment based on a timeline set by the teacher

School Support Services:

- **Library Resource Centre**
- The library is open to students during regular school hours. Students may use the library during spare time/periods. Students may use the library, if they are granted permission by their teacher and the librarian.

- **Computer Lab**
- The computer lab can be used by students during regular school hours when there is staff supervision. The school maintains --- for its students, --- about 26 computers. These machines run applications, such as the Microsoft. Login accounts and passwords are required.

- **Guidance and Career Education**
- The guidance and career education program play a central role at Um Al-Qura Islamic School by providing students with the tools they need for success in school, in the workplace, and in their daily lives. The guidance and career education program are designed to recognize the diverse abilities, strengths, and aspirations of all students, providing them with knowledge and skills that will benefit them throughout their lives.

- ****Please Review Um Al-Qura Islamic School Policy and Guidelines for further information****