Windsor Islamic High School

"Course Calendar"

2020-2021

Large Gymnasium

Classrooms Equipped with the Latest Technology

Lunch Area with Indoor Games

Outstanding Features of WIHS

- ❖ WIHS is a private school that is inspected by the Ontario Ministry of Education.
- ❖ Our smaller class sizes enhance student learning, thus providing each student to reach his or her maximum academic capabilities.
- ❖ Our school's curriculum covers all of the overall and specific expectations outlined by the Ontario Ministry, while grounding the learning through an Islamic framework.
- ❖ WIHS offers a voluntary summer co-op program that provides students with the opportunity to explore their career options, while gaining real world experience.
- ❖ We provide students with the ability to reach their full potential, so that they can go on to become invaluable members of

the Muslim and global community as a whole.

❖ **We are equipped with all of the latest technology [Smart Board, Computers, Projectors, etc…] to enhance student learning.**

❖ **WIHS offers a range of extra-curricular activities that strive to enhance student motivation and provide opportunities for leadership.**

❖ **All of the WIHS teachers are highly qualified Ontario Certified Teachers that are working under the guidance of an Ontario Certified Principal.**

5420 Empress St., Windsor, ON N8T 1B4

Phone: 519 915 8408

www.wihs.ca, email:info@wihs.ca

Spacious Mosque for Daily Prayer and Religious Activities

PRINCIPAL'S MESSAGE
Assalamu Alaikum Wa Rahmatullah,

As a principal at Windsor Islamic High School, it is a great honour to welcome the students, staff and parents to our school's community. I have lived in Windsor since 2004 and I am thrilled to see some of the students whom I've taught in kindergarten graduating from grade 12 at WIHS very soon. I feel privileged to lead such an exciting and valuable school in our community. Windsor Islamic high school offers our students the best possible opportunities to accomplish the highest level of success in an Islamic and modern environment. We thereby ensure success for all the students by enhancing their skills and talents to flourish in an ever-changing and ever- demanding career world.

Last year was the most successful year in every level; academic, extracurricular and as a school community. As great as last year was at WIHS, the 2020/2021 school year has the potential to be even better. To accomplish this, your continuous support is needed in different aspects and levels in order to reach our goal. The 2020-2021 school calendar will show all the events, important academic days and extracurricular activities. The school calendar has been designed to fulfill all the students' needs and abilities to enhance their talents and skills.

Our experienced and professional staff will support the school's goal of success by supporting the students to their maximum level to reach their fullest potential of success. This year, we will continue the professional development opportunities for our teachers increase our outreach difference and continue to increase the learning resources for our students towards obtaining their OSSD successfully. I am looking forward to leading a unique school year in service to our student, parents and community.

Best regards,
Asma Dahbour
Principal

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INTRODUCTION

❖ Windsor Islamic High School's Course Calendar 2020-2021 has been produced to provide students and parents with information about the courses and their brief description being offered for Grade 9 -12 students at WIHS and other related information, the structure of the school program, school routines and requirements and the academic and social responsibilities of students.

❖ Every student in Ontario must stay in school until the age of eighteen, or until they have earned an Ontario Secondary School Diploma [OSSD]. Windsor Islamic High School's goal is to facilitate our students' educational journey. Windsor Islamic High School strives for excellence by ensuring that each of our students have a maximum opportunity to learn. This is accomplished by focusing on our established goals. We believe in creating a partnership between students, parents, and the school. We aim to develop a community of learners bound together by self-discipline and respect. We believe that our teachers are part of this community, and guide and assist the learning experience in a small class setting. Our students are expected to develop their potential as individuals and to become contributing, responsible members of society, who will think clearly, feel deeply, and act wisely in accordance with the teaching of Islam.

1- School's Vision

❖ *Our School's Vision is to prepare competent Islamic leaders, scientists, and professionals so that they may be powerful members of a society who are emblems of good practices, high character traits and superior in their skills and values to become model citizens with academic excellence and Islamic values to succeed in this life and the Hereafter.*

2- School's Mission

❖ *Our mission aims to promote moral and academic excellence in a caring and secure Islamic environment as well as developing technologically, scientifically and physically in education, providing opportunities for the fulfillment of our*

youth's maximum potential.

3- School's Goals and Objectives:

❖ To teach the principles and beliefs of Islam, the practices and acts of worship and the philosophy of each of these acts, and introduce Islamic history based on the Holy Quran and Sunna.

❖ Develop proficiency in reading, writing, speaking and listening with an aim to inculcate superior communication skills in every student.

❖ Provide instruction in contemporary high school mathematics. Emphasize the student's role in the learning process by modeling real world applications

❖ Provide instruction in contemporary high school mathematics. Emphasize the student's role in the learning process by modeling real world applications

❖ Expose the students to technology in mathematics and its applications; offer a variety of teaching techniques that include cooperative learning and student participation.

❖ Impart knowledge of various occupations in order to help lay a strong career foundation.

❖ Develop healthy habits to improve mental, physical and emotional well-being of the individual.

❖ Develop awareness of the need for the conservation of human and material resources.

❖ Develop a sound scientific and technological understanding; enhance student's ability to understand and analyze information and to apply knowledge and skills to solve problems.

❖ Develop a creative and enquiring mind committed to life-long learning.

❖ Develop creative talents to broaden interests, provide worthwhile use of time, and appreciate the contributions of others.

❖ A balance between academics and extra-curricular activities, with the knowledge that activities are vital ingredients in the learning process. It is our goal that quality student activities will be offered to students at the appropriate grade

levels. It is our goal to enrich the basic curriculum with student activities. The proper care must be taken to ensure that activities complement rather than detract from the basic curricular areas

4- School's expectations from students:

❖ WIHS students are expected to achieve and maintain high ideals founded on the sound principles of Islam of utilizing REASON before acting or reacting; employing RESPECT for others, for ideas, for the law, and for property; and recognizing their RESPONSIBILITY as Citizens and members of the WIHS.

❖ Windsor Islamic High School are expected to be respectful; be responsible; be their own person; be prepared ,be persistent and be regular / punctual :-

Be Respectful:

Students will display this quality by:

❖ Respecting the rights of others to learn
❖ Being polite and well-mannered at all times
❖ Following all teacher directions
❖ Speaking positively and listening attentively to others
❖ Using appropriate language in an appropriate tone
❖ Being tolerant of others and their skills
❖ Keeping out of and respecting other's personal space
❖ Taking care of the natural and physical environment, ensuring all rubbish is placed in bins, furniture and equipment returned to correct area and bags left in designated areas.

Be Responsible:

Students will display this quality by:

❖ Wearing school uniform with pride

- ❖ Being punctual to class, Assembly and all school-related activities
- ❖ Being on task and knowing timetable in order to be in the right class at the right time
- ❖ Moving quickly to classes without running and waiting quietly outside classrooms
- ❖ On the playground, playing safely and following all rules
- ❖ Switching off all mobile phones / I pods during school hours
- ❖ Using all facilities (toilets and drinks) during break time and remembering to be hygienic (washing and drying hands)
- ❖ Moving quickly and quietly and sitting in Class / Family Team lines at Assembly; listening quietly, respecting Guest Speakers and applauding appropriately
- ❖ Waiting behind fence until instructed by teacher to move in the correct order when waiting for the bus.

Be Your Own Person:

Students will display this quality by:

- ❖ Taking every opportunity to learn
- ❖ Monitoring own thinking and maintaining the standard of living according to the teaching of Islam
- ❖ Forgiving others, resolving conflict and promoting non-violence
- ❖ Showing compassion towards others
- ❖ Believing in self – You Can Do it.

Be Prepared:

Students will display this quality by:

- ❖ Planning appropriately and identifying and using necessary resources
- ❖ Attending all appointments on time
- ❖ Completing homework on time and submitting all pieces of assessment by due date

- ❖ Returning excursion and other forms promptly
- ❖ Displaying appropriate passes / forms (late or early departures) when required.

Be Persistent:

Students will display this quality by:

- ❖ Utilize your full effort and abilities. Asking for help if unsure
- ❖ Taking a position after consideration of the rights of all
- ❖ Trying hard with difficult tasks and using different ways to solve the problem
- ❖ Pushing the limit of your own knowledge

Be Regular/Punctual:

Students will display this quality by:

- ❖ Regularly attend the school
- ❖ Be on time to attend the school
- ❖ After breaks, arrive your class to attend the lessons on time
- ❖ Complete you homework and assignments regularly and timely.

5- School's code of conduct and safe school policy:

- ❖ A school is a place that promotes responsibility, respect, civility and academic excellence in a safe learning and teaching environment. Students are expected to respect their teachers as their mentors and should not under any circumstance verbally or physically challenge their teachers. Respect is a two-way street and teachers must get back the same respect they accord their students. Likewise, students are expected to respect the leaders and elders of their community and are generally expected to display manners that are consistent with the values mentioned in the school's mission, goals and objectives.

- ❖ All students, parents, teachers and staff have the right to be safe, and feel safe,

in the school community. With this right comes the responsibility to be law-abiding citizens and to be accountable for actions which put the safety of others or oneself at risk.

❖ The Code of Conduct specifies the mandatory consequences for student actions that do not comply with Windsor Islamic High School standards of behaviour. The standards of behaviour apply not only to students, but also to all school members, i.e. individuals involved in the school system- parents or guardians, volunteers, teachers and other staff members – whether they are on school property, on school buses or at school-authorized events or activities.

PROHIBITED BEHAVIOURS & CONSEQUENCES

At Windsor Islamic High School, we believe in enforcing the principles and actions stated in our Code of Conduct. We also believe in the concept of progressive discipline as stated in *Ontario Schools, 2011*:

"The approach utilizes a continuum of interventions, supports, and consequences   to reinforce positive behaviour while helping students make good choices….Students should be given opportunities to learn from the choices they make. Schools are expected to actively engage parents in the progressive discipline   approach"[pp. 12-13].

Behaviours To Be Avoided: ▫

No school member can:

❖ Be in possession of any weapon, including but not limited to firearms;

❖ Use any object to threaten or intimidate another person;

❖ Cause injury to any person with an object;

❖ Be in possession of, or under the influence of, or provide others with, alcohol or illegal drugs;

❖ Inflict or encourage others to inflict bodily harm on another person;

❖ Bully anyone in the form of physical, verbal, sexual or psychological abuse or harass anyone through any comment or conduct based on race, culture, religion, gender, language, disability or sexual orientation.

- ❖ Possess, or send in electronic form, hate literature, pornography, or racist comment or materials;
- ❖ Send in electronic form any communication deemed by the school to be bullying or harassment;
- ❖ Knowingly cause any other student to be exposed to danger or risk;
- ❖ Smoke;
- ❖ Use vulgar, profane, or other offensive language;
- ❖ Without the permission of the school, use the school logo or name in any way that implies school approval or consent to an event, document, or program.
- ❖ Leave campus grounds during the school day without permission.
- ❖ Wear clothing that is judged by the Principal to be immodest or inappropriate for a workplace environment.
- ❖ Every school member shall seek staff assistance, if necessary, to resolve conflict peacefully.

Consequences:

- ❖ At the same time that we believe in progressive discipline, some violations of the Code of Conduct can be so serious that they warrant immediate suspension or expulsion.
- ❖ The administration will act on each violation of the Code of Conduct on its own merits. Consequences may involve parental interviews, withdrawal or limitations of school privileges, detention, suspension or expulsion. A student who is expelled from Windsor Islamic High School will be deemed to forfeit tuition.
- ❖ In all cases, the school will act responsibly in carrying out investigations, and will be mindful of the right of every student to fair process. The school reserves the right to require students to seek professional counseling.

6- Role And Responsibilities:

a) School Staff:

The **Principal** provides a leadership role in the daily operation of a school by:

- ❖ Demonstrating care and commitment to academic excellence and a safe teaching and learning environment;
- ❖ Holding everyone under his/her authority accountable for their behaviour and actions;
- ❖ Communicating regularly and meaningfully with all members of the school community.

Teachers and School Staff, under the leadership of the Principal, maintain order in the school and are expected to hold everyone to the highest standard of respectful and responsible behaviour. As role models, staff members uphold these high standards when they:

- ❖ Help students work to their full potential and develop their self-worth;
- ❖ Communicate regularly and meaningfully with parents;
- ❖ Maintain consistent standards of behaviour for all students;
- ❖ Demonstrate respect for all students, staff and parents;
- ❖ Prepare students for the full responsibilities of citizenship.

b) Students:

Students must demonstrate respect for themselves, for others and for the responsibilities of citizenship through acceptable behaviour. Respect and responsibility are demonstrated when a student:

- ❖ Attends all classes;
- ❖ Comes to school prepared, on time and ready to learn;
- ❖ Shows respect for themselves, for others and for those in authority;
- ❖ Refrains from bringing anything to school that may compromise the safety of others;
- ❖ Refrains from the inappropriate use of electronic devices such as pagers, cell phones or laser pointers;
- ❖ Cooperates with the established rules and takes responsibility for his or her

action.

❖ Regular, punctual attendance is essential for every student to achieve academic success. Parents can help by ensuring that any absences are necessary and valid. If the process of learning is disrupted by irregular attendance, learning experiences are lost and cannot be made up completely.

❖ Students who habitually miss class will be disadvantaged in the evaluation processes because their participation and daily work cannot be adequately assessed.

❖ It is the student's responsibility to be honest in all aspects of academic work.

c) Parents:

Parents play an important role in the education of their children and have a responsibility to support the efforts of the school staff in maintaining a safe and respectful learning environment for all students. Parents fulfill this responsibility when they:

❖ Show an active interest in their child's school work and progress;

❖ Communicate regularly with the school;

❖ Help their child be neat, appropriately dressed and prepared for school;

❖ Ensure that their child attends school regularly and on time;

❖ Promptly report to the school their child's absence or late arrival;

❖ Become familiar with the Code of Conduct and school rules;

❖ Encourage and assist their child in following the rules of behaviour;

❖ Assist school staff in dealing with disciplinary issues.

8-The Ontario Secondary School Diploma (OSSD)

In order to earn an Ontario Secondary School Diploma, students must successfully complete:

❖ **a minimum of 30 credits, including 18 compulsory credits and 12 optional credits;**

❖ **a minimum of 40-hours of mandatory Community Involvement activities prior to graduation;**

❖ **the grade 10 Ontario Secondary School Literacy Requirement.**

    a) Course Requirements

Compulsory Credits

Total of 18

4 credits	English (1 credit per grade, from Grade 9 to 12)
3 credits	Mathematics (at least 1 credit at the Grade 11 or 12 level)
2 credits	Science
1 credit	French as a Second Language
1 credit	Canadian Geography (Grade 9)
1 credit	Canadian History (Grade 10)
1 credit	Arts (any of Visual Arts, Music, Drama, Dance, or Media Arts)
1 credit	Health and Physical Education
0.5 credit	Career Studies
0.5 credit	Civics

Plus one additional credit from each of the following groups:

Group 1 1 additional credit in:	Group 2 1 additional credit in:	Group 3 1 additional credit in:
• English • Canadian and World Studies • Social Sciences & the	• Arts (Visual Arts, Dance, Drama, Music) • Business Studies	• Computer Studies (Grade 10 – 12) • Science (Grade 11 or 12)

Humanities	• Health & Physical Education	• Technological Education (Grades 9 – 12)
• French as a Second Language	• French as a Second Language	• Cooperative Education
• Native language	• Cooperative Education	
• Classical or International Language		
• Guidance & Career Education		
• Cooperative Education		

❖ A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.

❖ In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory credits, one from group 1 and one from either group 2 or group 3.

❖ A maximum of 2 credits in cooperative education can count as compulsory credits.

❖

Optional Credits (total of 12)

In addition to the 18 compulsory credits, students must complete a total of 12 optional credits in courses of their choice. Optional credits may be selected from a list of courses available in the school. Students are encouraged to choose courses suited to their individual interests as well as university, college, apprenticeship, or work requirements.

❖ All credit courses toward the Ontario Secondary School Diploma (OSSD) are based on rigorous curriculum expectations and course descriptions and codes of

the Ontario Ministry of Education.

❖ Credit courses toward the OSSD focus on the essential concepts of the respective discipline. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.

❖ College/University preparation courses in Grades 11 and 12 are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college and university programs. Courses emphasize the development of both independent research skills and independent learning skills.

b) The provincial secondary school literacy requirement:-

Ontario Secondary School Literacy Test

All students at Windsor Islamic High School seeking to graduate with an Ontario Secondary School Diploma (OSSD) are required to complete the Provincial Secondary School Literacy Diploma Requirement.

❖ In the spring of their Grade 10 school year, students will write the Ontario Secondary School Literacy Test (OSSLT).

❖ Students must pass the test in order to graduate from secondary school and earn a diploma.

❖ The OSSLT is based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.

❖ The test determines whether students have acquired those skills necessary for literacy and whether they have attained the provincial expectations for literacy.

❖ Students unsuccessful on the first attempt may rewrite the test. There is no limit to the number of attempts a student may make.

❖ Once successful, the student cannot take the test again.

❖ Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once may satisfy the Provincial Secondary School

Literacy Diploma Requirement by successfully completing the Ontario Secondary School Literacy Course (OSSLC).

Ontario Secondary School Literacy Course (OLC4O1)

The Ontario Secondary School Literacy Course (OSSLC) is a full-credit Grade 12 course that will be offered as part of the English program in Ontario secondary schools. This course is designed to help students acquire and demonstrate the cross-curricular literacy skills that are evaluated by the Ontario Secondary School Literacy Test (OSSLT). Students who complete the course successfully will meet the provincial literacy requirement for graduation. Students will read a variety of informational, narrative, and graphic texts and will produce a variety of forms of writing, including summaries, information paragraphs, opinion pieces, and news reports. Students will also maintain and manage a portfolio containing a record of their reading experiences and samples of their writing.

Eligibility requirement:

Students who have been eligible to write the OSSLT **who have been unsuccessful at least once** are eligible to take the course. (Students who have already met the literacy requirement for graduation may be eligible to take the course under special circumstances, at the discretion of the principal.)

Please note: Though OLC4O1 can be counted as a compulsory Grade 12 English credit for the OSSD, credit in the course does not fulfill the Grade 12 English requirement for post-secondary admission.

Accommodations, Special Provisions, Deferrals and Exemptions for the Provincial Reading and Writing Test:

(OS 2016) APPENDIX 3

www.edu.gov.on.ca/eng/document/policy/os/onschools_2016e.pdf

The Secondary School Literacy Graduation Requirement:

Accommodations, Special Provisions, Deferrals, and Exemptions

As outlined in Part Two, section 6.1.3, of this document, all students are required to meet the secondary school literacy graduation requirement in order to earn an Ontario Secondary School Diploma (OSSD). To meet this requirement, a student must successfully complete the Ontario Secondary School Literacy Test (OSSLT), the Ontario Secondary School Literacy Course (OSSLC), or the adjudication process.

In this appendix, information about accommodations for students with special education needs is provided in section 1; special provisions for English language learners are discussed in section 2; rules that apply to deferrals of the OSSLT are outlined in section 3; and rules that apply to exemptions from the literacy graduation requirement are outlined in section 4.

SECTION 1

Accommodations for Students with Special Education Needs Pertaining to the Ontario Secondary School Literacy Test and the Ontario Secondary School Literacy Course School boards must provide accommodations that enable students with special education needs to participate in the educational setting. Necessary accommodations must be made to ensure that students who are receiving special education programs and services and who have an Individual Education Plan (IEP) have a fair and equal opportunity to successfully complete the OSSLT or the OSSLC.

Accommodations change only the way in which the OSSLT is administered or the OSSLC is taught, or the way in which the student responds to the components of the test or the course. They do not alter the content of the test or the expectations of the course or affect the validity or reliability of the test or the evaluation of student learning in the course.

Accommodations needed for the test or course may be challenging to implement;

consequently, careful planning will be required on the part of the principal.

To qualify for accommodations during the test or the course, a student must have an IEP that outlines accommodations to be provided during the test or course that are also necessary for and consistent with regular classroom practices and that are provided for all of his or her assessments. (The student may be, but does not have to be, formally identified as an exceptional student by an Identification, Placement, and Review Committee (IPRC) in order to have an IEP.)

(As explained in Part one, section 3.3.1, an accommodation is a support given to a student to assist him or her in achieving the learning expectations set out in the Ontario curriculum.)

PROCEDURES FOR MAKING ACCOMMODATIONS

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

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

(see the subsection "Permitted Accommodations", below) and be consistent with regular classroom practice, including assessments;
- ❖ be clearly communicated in writing to the parents, or directly to the adult

student,in advance of the writing of the test or enrolment in the course;

❖ be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

PERMITTED ACCOMMODATIONS

The accommodations that may be necessary in order to give students with special education needs the best possible opportunity to successfully complete the OSSLT or the OSSLC may take several forms. In each case, the accommodation used must normally be specified in the student's IEP. Details about the accommodations that may be provided for the OSSLT and the process for seeking accommodations are outlined in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.

Accommodations that are permitted by the EQAO for the OSSLT include the following:

❖ adjustments to the environment in which the test is administered;

❖ adjustments in the time allowed for the test;

❖ changes/adjustments to the format of the test (e.g., alternative forms of print);

❖ changes/adjustments to the format of responses.

An adult student is a student who is eighteen years of age or older.

Appendices

Note that clarification of instructions for both the reading and the writing components of the OSSLT is permitted for all students before the commencement of the test. Such clarification is not considered to be an accommodation. If an accommodation that is described in a student's IEP is also one that is permitted in accordance with the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions, the principal must ensure that the accommodation is available to the

student during the OSSLT.If an accommodation that might be necessary is not included in the student's IEP, or if the student doesn't have an IEP but the provision of an accommodation might be necessary, a request for special consideration may be submitted as described in the following subsection, "Requests for Special Consideration of Accommodations".

Accommodations other than those listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions will be given consideration by the EQAO upon receipt of a request, as outlined in the following subsection.

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

REQUESTS FOR SPECIAL CONSIDERATION OF ACCOMMODATIONS
Accommodations That Are Listed in the EQAO Guide

When a parent, adult student, or principal identifies the need for an accommodation that is listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions, one of the following procedures applies, as appropriate:

❖ If the accommodation is not described in the student's IEP, the parent, adult student, or principal may submit a request for consideration to the appropriate supervisory officer. The decision of the supervisory officer is final.

❖ If the student does not have an IEP because he or she recently transferred into the school from another jurisdiction, the parent, adult student, or principal may make a request for accommodations to the appropriate supervisory officer. The decision of the supervisory officer is final.

❖ If, owing to temporary circumstances, a student who would not normally require accommodations requires one or more in order to take the test or the course, the principal may grant permission for use of any appropriate accommodations that are permitted in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.

- ❖ If the principal determines that it is not possible to provide an accommodation that will allow the student to take the test, a deferral should be considered. Where the parent or adult student disagrees with the decision of the principal, he or she may make an appeal to the appropriate supervisory officer. The decision of the supervisory officer is final.

- ❖ For students in Provincial and Demonstration Schools, the request must be made to the appropriate superintendent. The decision of the superintendent is final.

- ❖ For students in approved education programs in care and/or treatment, custody, and correctional facilities, the request must be made to the appropriate supervisory officer. The decision of the supervisory officer is final.

- ❖ For students in ministry-inspected private schools and Native schools, the request must be made to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

Accommodations That Are NOT Listed in the EQAO Guide

When a parent, adult student, or principal identifies a need for an accommodation:

- ❖ that is not listed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions or

- ❖ that involves more than double the time allowed for the test, that conforms to the definition of accommodations in the guide, and

- ❖ that is described in the student's IEP,

then the parent, adult student, or principal must submit the request for consideration to the Chief Assessment Officer of the EQAO. The decision of the Chief Assessment Officer is final.

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

Any person who is engaged to assist with the accommodations of one or more students and who is not a teacher must work under the direct supervision of a

teacher. Only adult persons who are not relatives of students writing the test may provide assistance in these circumstances. It is important that such individuals be given training and that the guidelines below be followed:

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

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

Appendices

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

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

❖ The role of the scribe is to print or type the student's dictated answers to questions.

❖ The scribe must not in any way help the student to formulate answers to the questions.

❖ In the course of the test, the scribe:
  ➢ must not give any assistance or suggestions relating to the content of the test;
  ➢ must not give advice related to the order of the questions or the time to be spent on them;

- must print or type the student's answers exactly as they are dictated by the student;
- may read back what has been recorded, at the student's request;
- may enter student responses to multiple-choice questions on the Student Answer Sheet;
- must adhere to the EQAO policy on the duty to report child abuse, as prescribed in the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.

❖ Prompters are allowed for students with severe attention difficulties. Since the sole purpose of the prompts is to draw the attention of a student who has been distracted back to the test, prompts are considered process-related aids that do not affect the integrity or validity of the student's performance on the test. Additional details will be provided by the EQAO.

For complete instructions, please refer to the EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions.

SECTION 2

Special Provisions for English Language Learners Pertaining to the Ontario Secondary School Literacy Test Special provisions are adjustments to the setting and/or timing for writing the test for English language learners (for the definition of English language learners, see Part One, section 3.1, of this document). They do not affect the validity or reliability of the test. Special provisions for English language learners may be provided for the test if the principal deems such provisions to be in the best educational interest of the student.

Decisions about special provisions must:
❖ always be made on an individual student basis;
❖ be made by the principal in consultation with the student, parents (if the student is under the age of eighteen), and appropriate staff;

- ❖ be made prior to the taking of the OSSLT;

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

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

- ❖ be recorded, with all pertinent details, on the Student Data Collection System provided by the EQAO for students writing the OSSLT.

SECTION 3

Deferrals of the Ontario Secondary School Literacy Test

Deferrals are intended for students who are working towards an OSSD and who have not yet acquired a level of proficiency in English that would allow them to successfully complete the test. Such students could include:

- ❖ students who have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and who would not be able to participate in the test even if all accommodations were provided;

- ❖ students who are English language learners and have not yet acquired a level of proficiency in English sufficient for participation in the test;

- ❖ students who have not been successful in acquiring the reading and writing skills appropriate to Grade 9.

Deferrals may also be granted to students who are unable to write the test at the scheduled time owing to illness, injury, or other extenuating circumstances or to students who are new to the school and cannot be provided with the appropriate accommodations in time. Documentation must be submitted to the principal of the school in such cases.

Deferrals are to be granted to students before the test, on an individual basis.

The following procedures should be applied:

- ❖ A request for a deferral may be made by either a parent (or the student, if the student is an adult) or the school, as long as both parties have been consulted. Such requests are made in writing to the principal. The principal may grant the deferral.
- ❖ To clarify, if, for example, students have long-term illnesses and are not registered to write the test, they can be granted a deferral. Where students are registered to write the test but experience illness or injury that keeps them from writing it at the scheduled time, they will be deemed to be absent.

Appendices

- ❖ A principal may also initiate consideration of a deferral with the parent or adult student.
- ❖ The principal will make his or her decision in consultation with the parent or adult student and appropriate school staff.
- ❖ In cases of disagreement, the parent or adult student may ask the appropriate supervisory officer to review the matter. The decision of the supervisory officer is final.
- ❖ The writing of the test may be deferred only to the time of the next scheduled test.
- ❖ Students who are granted a deferral will write the test at the next scheduled sitting, as prescribed by the EQAO.
- ❖ If an additional deferral is required, the principal must review the request again with the parent or adult student and appropriate school staff. While there is no limit on the number of deferrals that may be granted, the parent or adult student must be advised that a deferral will result in fewer opportunities to retake the test and that successful completion of the test, successful completion of the OSSLC, or successful completion of the adjudication process is a diploma requirement.

Students should be encouraged to write the test so that the school may have an indication of their strengths and needs and be able to develop an appropriate program and/or appropriate forms of support to prepare them for their next attempt.

❖ The decision to defer must be entered, with all pertinent details, in the Student Data Collection System provided by the EQAO.

❖ All documentation related to the decision to grant a deferral must be kept in the student's Ontario Student Record.

SECTION 4

Exemptions from the Literacy Graduation Requirement

To be eligible for an exemption, a student must have an IEP. The IEP must include documentation to support an exemption from the literacy graduation requirement and a clear indication that the student is not working towards an OSSD. Both parental consent and the approval of the principal are required for an exemption. Exemptions are to be provided to students on an individual basis.

The following procedures should be applied:

❖ As part of the IEP development process, the principal decides, on the basis of the student's learning expectations and in consultation with the parent or adult student (a student who is eighteen years of age or older), whether the student is working towards the OSSD.

❖ If it is decided that the student is not working towards the OSSD, the principal also decides, again in consultation with the parent or adult student, whether to grant the student an exemption from writing the OSSLT or taking the OSSLC.

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

❖ In cases of disagreement, where the principal decides that the student should be exempted from writing the test or taking the course but the parent or adult student

disagrees with this decision, the student must be allowed to write the test or take the course. Where the principal decides that the student should write the test or take the course but the parent or adult student disagrees with this decision, the matter will be referred to the appropriate supervisory officer. The supervisory officer's decision is final.

❖ Where it is determined that an exemption does not apply and that the student who has an IEP and who is receiving a special education program and special education services is to take the test or the course, the principal must ensure that the student has a fair and equal opportunity to successfully complete the test or the course. The necessary accommodations will be provided in accordance with the policies outlined in sections 6.1.3.1 and 6.1.3.2 and Appendix 3, section 1, above.

❖ If the learning expectations contained in the student's IEP are revised at some point and the student begins to work towards the OSSD, he or she must successfully complete the OSSLT, the OSSLC, or the adjudication process in order to be eligible to receive the diploma.

❖ All documentation related to the decision to grant an exemption from taking the test or the course must be kept in the student's Ontario Student Record

Education Quality and Accountability Office, Guide for Accommodations, Special Provisions, Deferrals and Exemptions: Ontario Secondary School Literacy Test (OSSLT).Available on the EQAO website, atwww.eqao.com, under Educator Resources.

C)Community Involvement Requirements and Procedures:

In order to develop a sense of civic responsibility and community values, students at WINDSOR ISLAMIC HIGH SCHOOL must complete a minimum of **40 hours of Community Involvement** prior to graduation.

❖ Community Involvement is a graduation requirement for an Ontario Secondary

School Diploma.

- ❖ School staff will discuss appropriate types of Community Involvement activities and projects with students and may offer suggestions, but the selection and management of the involvement is to be directed by the student.
- ❖ All activities before commencement must be recorded in the Student Log Book and approved by the school office.
- ❖ Activities may take place inside or outside the school; those which occur inside the school may not be part of a credit program.
- ❖ Activities may take place during the school day, but must occur outside the student's scheduled course time, that is, during the lunch hour, or before or after classes.
- ❖ Student fundraising, and acting as a student assistant, tutor, or peer helper or mediator within the school all qualify as Community Involvement activities.
- ❖ Volunteer activities, tutoring, fund-raising, coaching, or other work with community groups or charitable organizations all qualify as Community Involvement, as long as the student is not paid for the work done.
- ❖ Independent activities in the community may count, such as visiting, helping out, and picking up groceries or supplies for an elderly or disabled neighbour; shoveling snow or raking leaves, etc. Documentation must be received from the community member, and no payment of any kind may be received for these activities.
- ❖ Organizations or persons supervising the activities must confirm completion of the 40 hours. Documentation attesting to the completion of each activity must be submitted. This documentation must include for each activity the name of the person or organization receiving the service, the activity performed, the dates and hours, signatures of the student and his or her parents and a signed acknowledgement by the person (or representative of the organization) involved
- ❖ The deadline date for completing Community Involvement Requirements is April 1st of their graduating year.

Policy/Program Memorandum No. 124a

Issued under the authority of the Deputy Minister of Education

  Subject: **Ontario Secondary School Diploma Requirement: Community Involvement Activities in English-Language Schools**

Introduction

As stated in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999* (OSS), every student who begins secondary school during or after the 1999–2000 school year must complete a minimum of 40 hours of community involvement activities as part of the requirements for an Ontario Secondary School Diploma (OSSD). The purpose of the community involvement requirement is to encourage students to develop awareness and understanding of civic responsibility and of the role they can play and the contributions they can make in supporting and strengthening their communities.

Community involvement activities are part of the school's program.

Effective September 1, 1999, every student who begins secondary school in Ontario will be required to complete 40 hours of community involvement in order to receive a diploma. The purpose of this requirement is to encourage students to develop an understanding of the various roles they can play in their community and to help them develop a greater sense of belonging within the community.

This document provides information on the community involvement diploma requirement for students and parents, as well as for the persons and organizations who are asked by students to sponsor a particular community involvement activity. If further information is required, please contact the person identified above.

Students will select one or more community involvement activities in consultation with their parents. Selection of activities should take into account the age, maturity, and ability of the student, the location and environment of the proposed activity, and the need for any special training, equipment, and preparation. The safety of the student is paramount.

It should be noted that students will not be paid for performing any community involvement activity.

A parent is not required to sign a form or to be consulted if the student is eighteen years of age or older.

Procedures for Students

Students may complete the 40 hours of community involvement activities at any time during their secondary school program. They may also complete any number of activities, as long as those activities result in the completion of 40 hours of community involvement. Students under the age of eighteen years will plan and select their community involvement activities in consultation with their parents.

Before beginning any community involvement activity, each student must complete and submit a "Notification of Planned Community Involvement Activities" form. The student will select an activity (or activities) from the board's list of approved activities, or an activity that is *not* on the list, provided that it is not an activity that is on the ministry's or board's list of ineligible activities (see "Ineligible Activities" below). If the activity is not on the board's list of approved activities, the student will have to obtain written approval from the principal (that is, the principal's signature beside the activity described on the notification form). A student under the age of eighteen must complete the form in consultation with his or her parents, and must also have one parent sign the form. The student will sign the form and submit it to the principal or to another school contact designated by the principal (for example, the student's teacher-adviser). More than one such form may be submitted when additional

activities are planned that were not included on a previously submitted form.

When the activity is completed, the student must fill out the "Completion of Community Involvement Activities" form. The sponsor of the activity – that is, the person or organization that provided the community involvement activity – will complete the appropriate sections of the form to verify that the activity has been completed, and will sign the form. The form must also be signed by one of the student's parents if the student is under eighteen years of age. The student must submit the form to the principal or other school contact upon completion of the 40 hours, or at appropriate intervals determined by the principal.

Students will provide their parents with a copy of the board's document "Information on the Community Involvement Diploma Requirement", which they will be given by the school. Students will also give a copy of this document to the sponsor of the community involvement activity.

Roles and Responsibilities of School Boards

School boards are responsible for the implementation of community involvement activities through their secondary schools. A list of approved community involvement activities has been developed by the board in conjunction with local school councils, the Special Education Advisory Committee, and the board's insurer. This list is included in this information package, along with a list of activities that the Ministry of Education and Training has stated are ineligible. A board will not approve student participation in any activities that are on the ministry's list of ineligible activities. Each school board must ensure that all participants, including students and community sponsors, are adequately covered by the board's insurance.

As stated in OSS, community involvement activities may take place in a variety of settings, including businesses, not-for-profit organizations, public sector institutions (including hospitals), and informal settings. Each school board is responsible for developing a list of community involvement activities that the

board considers acceptable. The board's list must not include activities that are designated as ineligible in this memorandum. The board must develop its list of approved activities in consultation with the school councils of schools in its jurisdiction, the Special Education

Advisory Committee, and the board's insurer. It should be noted that students will not be paid for performing any community involvement activity.

School boards will develop the forms on which students list (a) their planned activities and (b) their completed activities. A sample of each form is included in the Appendix to this memorandum. The "Notification of Planned Community Involvement Activities" form must include at least the information on the sample form. The "Completion of Community Involvement Activities" form must also include at least the information on the sample form.

Boards must also develop a document that explains the community involvement requirement and the roles and responsibilities of the various participants. A sample document, entitled "Information on the Community Involvement Diploma Requirement", is provided in the Appendix to this memorandum. The board's document must contain at least the information given in the sample document. It must include an overview of the requirement and the roles and responsibilities of the student, parents,(2) and person or organization sponsoring an activity. It must also provide the list of activities approved by the board, as well as the ineligible activities. This document will be given by students to their parents and to the person supervising their community involvement activity.

Any training, equipment, or special preparation that is required for an activity should be provided by the person or organization sponsoring the activity. Each board must ensure that all participants, including students and the sponsors of community involvement activities, are adequately covered by the board's insurance.

School boards must ensure that they collect and store personal information in

accordance with the Municipal Freedom of Information and Protection of Privacy Act.

Roles and Responsibilities of Secondary School Principals

Principals are required to provide information about the community involvement requirement to parents, students, and community sponsors. Principals are also required to provide students with the information and forms they will need to complete the community involvement requirement, including the board's list of approved activities from which to choose. After a student completes the 40 hours of community involvement and submits all documentation of their completion to the school, the principal will decide whether the student has met the community involvement requirement and, if so, will record it as completed on the student's official transcript.

The principal will ensure that a description of the community involvement requirement and an outline of the policies on and procedures for completing the requirement are included in the school course calendar. He or she will also ensure that students are provided with the information and forms needed to complete the community involvement requirement, including information about the activities that are approved by the board and the activities that are ineligible, as well as copies of the board's information document that are to be given to the parents and to the person supervising the community involvement activity.

If a student proposes to undertake an activity that is *not* on the board's list of approved activities, the principal will determine whether the student's proposed activity is acceptable, in consultation with the appropriate supervisory officer. If the activity is acceptable, the principal must keep a copy of the approval on file. (The principal is not required to give approval of activities that are on the board's list of approved activities.)

The principal will determine whether the student has met the community involvement

requirement, and, if so, will indicate on the Ontario Student Transcript that the student has completed the requirement.

Roles and Responsibilities of Students

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

Before beginning any activity, students will provide the principal or other school contact with a completed "Notification of Planned Community Involvement Activities" (PDF, 88 KB) form indicating the activity or activities that they plan to do. This form must be signed by the student, and by his or her parent if the student is under eighteen years of age. More than one such form may be submitted when additional activities are planned that were not included on a previously submitted form.

A "Completion of Community Involvement Activities" (PDF, 82 KB) form must be completed by the student, the student's parent (if the student is under eighteen years of age), and the community sponsor (that is, the person or organization that provided the community involvement opportunity for the student). The student must submit the form to the principal or other school contact upon completion of the 40 hours or at appropriate intervals determined by the principal.

Roles and Responsibilities of Parents

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

under the age of eighteen years.

Roles and Responsibilities of Sponsors in the Community

One of the purposes of the community involvement requirement is to develop strong ties between the students and their community, fostering valuable and long-term relationships. Persons and organizations within the community may be asked by the student to sponsor a community involvement activity. Any training, equipment, or special preparation that is required for the activity should be provided by the person or organization. It is crucial that students are able to fulfil their community involvement requirement in a safe environment. The person overseeing the student's activity must verify the date(s) and the number of hours completed on the "Completion of Community Involvement Activities" form.

The Ministry's List of Ineligible Activities

The ministry has developed a list of activities that may not be chosen as community involvement activities and that are therefore ineligible activities. An ineligible activity is an activity that:

- is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- takes place in a logging or mining environment, if the student is under sixteen years of age;
- takes place in a factory, if the student is under fifteen years of age;
- takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- would normally be performed for wages by a person in the workplace;
- involves the operation of a vehicle, power tools, or scaffolding;

- involves the administration of any type or form of medication or medical procedure to other persons;
- involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- involves banking or the handling of securities, or the handling of jewellery, works of art, antiques, or other valuables;
- consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

The board has determined that the following are ineligible activities, in addition to those that the ministry has listed as ineligible.
[*Board to insert list.*]

The Board's List of Eligible Activities

The activities listed below are approved by the school board for the completion of the community involvement requirement.
[*Board to insert list.*]

NOTE: For more information consult Student Handbook PPM124 link)

9- **Ontario Secondary School Certificate:**
   The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma provided they have earned a minimum of 14 credits (distributed as follows)

Compulsory credits (total of 7)	Optional credits (total of 7)
2 credits in English	7 credits selected by the student from available courses.
1 credit in Canadian geography or history	
1 credit in mathematics	
1 credit in science	
1 credit in health and physical education	
1 credit in the arts or technological education	

Substitutions for Compulsory Courses:

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 compulsory credit requirements. To meet individual students' needs, principals may replace up to three compulsory courses (or the equivalent in half courses).

10-Certificate of Accomplishment/School to Work Certificate:

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcripts updated, but will not be issued a new Certificate of Accomplishment.

11- Courses offered in the WIHS Grades 9,10,11&12 (2020-2021)

Grade 9 Courses		Grade 10 Courses	
CODE	**Subjects**	**CODE**	**Subjects**
ENG1D	English (Academic) Compulsory (1 credit)	ENG2D	English (Academic) Compulsory (1 credit)
MPM1D	Principles of Mathematics (Academic) Compulsory (1 credit)	MPM2D	Principles of Mathematics (Academic) Compulsory (1 credit)
SNC1D	Science (Academic) Compulsory (1 credit)	SNC2D	Science (Academic) Compulsory (1 credit)
CGC1D	Geography of Canada (Academic) Compulsory (1 credit)	CHC2D	Canadian History Since World War (Academic) Compulsory (1 credit)
HRE13	Religious Education: Islamic Studies (Locally Developed Course, Level 1) (Mandatory-1Credit)	HRE23	Religious Education: Islamic Studies (Locally Developed Course, Level 2) (Mandatory-1Credit)
LYAAD	International Languages: Arabic (Level 1) Optional (Academic) (1 Credit)	LYABD	International Languages: Arabic (Level 2) Optional (Academic) (1 credit)
FSF1O	Core French (Open) Compulsory (1 credit)	ICS2O	Introduction to Computer Studies (1 credit)
PPL1O	Healthy Active Living Education (Open) Compulsory (1 Credit)	GLC2O	Career Studies (Open) (0.5 credit) Compulsory
BBI1O	Introduction to Business (Open)(1 Credit) Optional	CHV2O	Civics (Open)(0.5 credit) Compulsory
		BBI2O	Introduction to Business (Open)

			(1 Credit)Optional
		AVI2O	Visual Arts (Open) (1 Credit) Optional
		ASM2O	Media Arts (Open) (1 Credit) Optional
Grade 11 Courses (Compulsory and Optional) 2020-2021			
ENG3U	English(University Level) (Compulsory)(1 Credit)	MCR3U	Math (Functions) (University Level (Compulsory) (1 Credit)
SPH3U	Physics (University Level) (Science Group-3) (1 Credit)	SCH3U	Chemistry (University Level) (Science Group-3) (1 Credit)
SBI3U	Biology (University Level) (Science Group-3) (1 Credit)	AVI3M	Visual Arts (University/College Level) (The Arts Group-2) (1 Credit)
ICS3U	Introduction to Computer Science (University Level) (Computer Std. Group-3) (1 Credit)	BAF3M	Financial Accounting Fundamentals (University/College Level) (Business Studies Group-2) (1 Credit)
BDI3C	Entrepreneurship: The Venture (College Level) (Business Studies Group-2) (1 Credit)	CIE3M	Economics (The Individual and the Economy) (University/College Level) (Canadian and World Studies Group-1) (1 Credit)
CLU3M	Law (Understanding Canadian Law) (University/College Level) (Canadian and World		

	Studies Gr.-1) (1 Credit)		
Grade 12 Courses (Compulsory and Optional) 2020-2021			
ICS4U	Computer Science (University Prep)	SPH4U	Physics (University Prep)
ENG4U	English (University Prep)	MHF4U	Advanced Function (University Prep)
SCH4U	Chemistry (University Prep)	MCV4U	Calculus and Vectors (University Prep)
BBB4M	International Business (College/University Prep)	SBI4U	Biology (University Prep)

12- Definition of a Credit: A credit is the recognition of the successful completion of a course for which a minimum of **110 hours** are scheduled. A credit is granted to a student by the principal of a secondary school on behalf of the Minister of Education.

Credits in English as a Second Language:

Students are allowed a maximum of 3 ESL credits toward an OSSD. In addition students must take either an ENG Grade 11 or ENG Grade 12 course for a total of 4 mandatory English credits toward an OSSD. ENG4U is required for university acceptance.

13- Definitions of Types of Courses (Ontario Curriculum)

Four` types of courses are offered in Grades 9 and 10:

1. **Academic** courses emphasize theory and abstract problems.
2. **Applied** courses focus on practical applications and concrete examples.
3. **Open** courses are designed to prepare students for further study in certain subjects and to enrich their education generally.
4. **Locally Developed** courses prepare students for the Grades 11 and 12 Workplace Preparation courses.

Five types of courses are offered in Grades 11 and 12:

1. **Open** courses are appropriate for all students regardless of post-secondary destination. They are not designed with the specific requirements of a post-secondary destination in mind.

2. **Workplace** Preparation courses are designed to prepare students for a variety of jobs, training programs and careers. These courses emphasize workplace applications but also explore theoretical material underlying practical applications.

3. **College Preparation** courses are designed to prepare students for most college programs and related careers.

4. **University/College Preparation** courses are designed to prepare students for entrance requirements for specific university and college programs, and related careers.

5. **University Preparation** courses are designed to prepare students for entrance requirements for university programs and related careers.

14- Course Coding System:

The course code consists of a course title and a sixth character code: the Ministry of Education designates the first five characters. The sixth character is determined by the school.

❖ The first three characters refer to the subject and specific area: ENG is English, SPH is Science Physics, etc

❖ The fourth character refers to grade : 1- 4 means Grade 9-12

❖ The fifth character refers to the type of course such as Academic, Applied etc.

❖ The Sixth character (if present) for school to decide, if needed.

Code Characters	Explanation	Example – ENG1D
1st, 2nd and 3rd	**Subject discipline of the course in letters**	**"ENG" English**

4th	"1" Grade 9 "2" Grade 10 "3" Grade 11 "4" Grade 12	"1" grade 9 or first year
5th	Type of course as a letter "D" Academic "P" Applied "O" Open "E" Workplace "C" College "M" University/College "U" University	"D" Academic course
6th	Board designated character that indicates credit/type may be used to differentiate between courses with similar codes.	i.e. "E" School designated character for regular in-school courses, "Q" for online courses, "A" for Alternative Education, etc.

Examples:

   SPH4U (S=Science   PH=Physics, 4=Grade 12,   U=University Preparation)

   MPM2D (M=Math , PM=Principles of Math,   2=Grade10, D=Academic)

15- SEMESTERED AND FULL-YEAR SCHOOLS:

Secondary schools are generally organized on either a full-year model (non-

semestered) or a half-year model (semestered).

❖ Students In a full-year non-semestered secondary school usually study eight courses from September to June. The year is divided into two or three terms for examination and reporting purposes.

❖ Students in a half-year semestered secondary school (like Windsor Islamic High School) usually study four courses from September to January (First Semester), and four courses from February to June (Second Semester), with examinations and reports at the end of each semester.

WIHS is Half-year Semestered Secondary School

16- Information on Reporting Procedures:

Formal Reports are issued in the middle and end of each semester.

SEMESTER 1 – Mid Term Report issued around Mid-November and Final Report issued around February (First Week).

SEMESTER 2 – Mid Term Report issued around Mid-April and Final Report issued around June (Last Week)

Parent Teacher Interview times and dates will be announced through News Letters.

Assessment And Evaluation Of Student Progress

Teachers at Windsor Islamic High School use a wide variety of assessment techniques to evaluate student progress. The school has a comprehensive set of Assessment and Evaluation procedures that teachers use, depending on the type of course. Students will be given assessment and evaluation outline for each course that they are taking in the school. This outline is an overview regarding the types of assessment and evaluation that will be used in the course. Students also have a responsibility to complete work as assigned and attend regularly.

All of the School's reports are electronic; paper copies are not mailed. The report cards focus on two distinct but related aspects of student achievement:

❖ the achievement of curriculum expectations and

❖ the development of learning skills

To more clearly reflect these two aspects of student achievement, the report card contains separate sections for reporting on achievement of the curriculum expectations and for reporting on demonstrated skills required for effective learning. The report card also includes teachers' comments on the student's strengths, areas in which improvement is needed, and ways in which improvement might be achieved. Separate sections are provided for recording attendance and lateness in each course.

Reporting on Achievement of Curriculum Expectations:

The report card provides a record of the student's achievement of the curriculum expectations in every course, at the points in time listed above. Reports No. 1, 2 and Final give a percentage grade for each course. A final grade is recorded for every course, and a credit is granted and recorded for every course in which the student's grade is 50 per cent or higher.

Reporting on Demonstrated Learning Skills:

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

♦ **Responsibility,**

♦ **Organization,**

♦ **Independent Work,**

♦ **Collaboration**

♦ **Initiative,**

♦ **Self-regulation**

The learning skills are evaluated using a four-point scale:

♦ **E–Excellent,**

- ♦ **G–Good,**
- ♦ **S–Satisfactory,**
- ♦ **N–Needs Improvement).**

The separate evaluation and reporting of the learning skills in these six areas reflects their critical role in students' achievement of the curriculum expectations. To the extent possible, the evaluation of learning skills, apart from any that may be included as part of a curriculum expectation in a course, are not considered in the determination of percentage grades.

17- Windsor Islamic High School Time Table (2020-2021)

WIHS Time Table 2019-2020 (Tentative) 1st Semester (Mon-Thu) (Sep 2019-Jan 2020)				
Time (M-T)	Gr. 9 (1st Semester)	Gr. 10 (1stSemester)	Gr. 11 (1st Semester)	Gr. 12 (1st Semester)
8:00 - 8:15	Daily Assembly and Proceed to class			
8:15 - 9:30	ENG1D English	MPM2D Math	SPH3U Physics (University Prep.)	ICS4U Computer Sc. (University Prep)
9:35 -10:50	CGC1D Geography	ICS2O Computer Std.)	SBI3U Biology (University Prep.)	ENG4U English
10:50-11:15	LUNCH BREAK			
11:20-12:35	SNC1D Science	CHC2D History	MCR3U Math (University Prep.)	SCH4U Chemistry (University Prep.)
12:40 - 1:55	HRE13 Islamic Studies	SNC2D Science	ENG3U English	BBB4M International Business
1:55 - 2:10	SALAH BREAK			
2:10 - 3:00	L.I.F.E Program Gr. 9-12 (LEARNING ISLAM FOR EXCELLENCE)(Imam Abulezz)			HIFZ QURAN Class 2:10-4:30pm
3:00 - 4:00	Gym Period Grade 9 , 10, 11 & 12 (Under training with a Coach)			
School Closes at 4:00 pm (Students are engaged during pick up time upto 4:30 pm)				

First Semester (2019-2020) Sep 2019 – Jan. 2020 (On Friday)

Time (Friday)	Grade 9 (1st Semester)	Grade 10 (1st Semester)	Grade 11 (1st Semester)	Grade 12 (1st Semester)
8:00 - 8:15	Assembly and Proceed to class			
8:15 - 9:20	ENG1D English	MPM2D Math	SPH3U Physics (University Prep.)	ICS4U Computer Sc. (University Prep.) ()
9:25 - 10:30	CGC1D Geography	ICS2O Computer Std.	SBI3U Biology (University Prep.)	ENG4U English
10:30 - 11:05	LUNCH BREAK			
11:10-12:15	HRE13 Islamic Studies (	SNC2D Science	MCR3U Math (University Prep.)	SCH4U Chemistry (University Prep.) (
12:20- 1:25	SNC1D Science	CHC2D History	ENG3U English	SCH4U Chemistry (University Prep.)
1:25 - 2:15	FRIDAY PRAYER(RCIC Mosque in the School)School closes at 2:15 PM			Fayaz

WIHS Time Table 2019-2020 (Tentative) 2nd Semester (Mon-Thu) (Feb 2020-June 2020)

Time (M-T)	Gr. 9(2nd Semester)	Gr10 (2nd Semester)	Gr. 11(2nd Semester)	Gr. 12(2nd Semester)
8:00 - 8:15	Daily Assembly and Proceed to class			
8:15 - 9:30	MPM1D Math	ASM2O Media Arts	CIE3M Economics	SPH4U Physics
9:35 -10:50	BBI1O Business Std	ENG2D English (Academic) ENG2P English (Applied)	MHF4U Advanced Function (Grade 12)	MHF4U Advanced Function
10:50-11:15	LUNCH BREAK			
11:20-12:35	FSF1O French	CHV2O/GLC2O Civics/Career Studies	SBI4U Biology (Gr-12)	SBI4U Biology
12:40 - 1:55	PPL1O Healthy Active Living Edu.	HRE23 Islamic Std.	SCH3U Chemistry	English (OSSLC) /MCV4U Calculus & Vector
1:55 - 2:10	SALAH BREAK			
2:10 - 3:00	L.I.F.E Program Gr. 9-12 (LEARNING ISLAM FOR EXCELLENCE) (Imam Abulezz)			HIFZ QURAN Class 2:10-4:30pm
3:00 - 4:00	Gym Period Grade 9 , 10, 11 & 12 (Under training with a Coach)			
	School Closes at 4:00 pm (Students are engaged during pick up time upto 4:30 pm)			

Second Semester (2019-2020) Feb 2020 – June. 2020 (On Friday)

Time (Friday)	Grade 9 (2nd Semester)	Grade 10 (2nd Semester)	Grade 11 (2nd Semester)	Grade 12 (2nd Semester)
8:00 - 8:15	Assembly and Proceed to class			
8:15 - 9:20	MPM1D Math	ASM2O Media Arts	CIE3M Economics	SPH4U Physics
9:25 - 10:30	BBI1O Business Std.	ENG2D English (Academic) ENG2P English (Applied)	MHF4U Advanced Function (Grade 12)	MHF4U Advanced Function
10:30 - 11:05	LUNCH BREAK			
11:10-12:15	FSF1O French	CHV2O/GLC2O Civics/Career Studies	SB14U Biology (Gr-12)	SBI4U Biology
12:20- 1:25	PPL1O Health Active Living Edu	HRE23 Islamic Std,	SCH3U Chemistry	English (OSSLC) /MCV4U Calculus & Vector
1:25 - 2:15	FRIDAY PRAYER(RCIC Mosque in the School)School closes at 2:15 PM			Fayaz

18- Description of Courses (Grade 9) offered by WIHS

Course Code	Course Title
BBI1O	**Introduction to Business**

This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.

Course Code	Course Title
CGC1D	**Issues in Canadian Geography**

This course examines interrelationships within and between Canada's natural and human systems and how these systems interconnect with those in other parts of the world. Students will explore environmental, economic, and social geographic issues relating to topics such as transportation options, energy choices, and urban development. Students will apply the concepts of geographic

thinking and the geographic inquiry process, including spatial technologies, to investigate various geographic issues and to develop possible approaches for making Canada a more sustainable place in which to live.

Course Code	Course Title
ENG1D	English

This course is designed to develop the 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 informational and graphic texts, and create oral, written, and media texts in a variety of forms. An important focus will be on the use of strategies that contribute to effective communication. The course is intended to prepare students for the Grade 10 academic English course, which leads to university or college preparation courses in Grades 11 and 12.

Course Code	Course Title
FSF1O	Core French

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.

Course Code	Course Title
HRH13	Islamic Studies (Level-1)

The grade 9 Islamic Studies course will enable the students to study the Qur"an so as to know the fundamental teachings of Islam. The goal is to use the Qur"an 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 this primary resource, 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.

Course Code	Course Title
LYAAD	**Arabic (Level-1)**

This course introduces students to language elements they will need to begin to communicate with native speakers of Arabic. Students will participate in practical activities in which they can apply their knowledge and skills, and will begin to explore careers that require knowledge of the language of study. They will explore aspects of the culture of countries where the language under study is spoken, including social customs, music, and food, by participating in cultural events and activities involving both print and technological resources.

Course Code	Course Title
MPM1D	**Principles of Mathematics**

This course enables students to develop an understanding of mathematical concepts related to algebra, analytic geometry, and measurement and geometry through investigation, the effective use of technology, and abstract reasoning. Students will investigate relationships, which they will then generalize as equations of lines, and will determine the connections between different representations of a linear relation. They will also explore relationships that emerge from the measurement of three-dimensional figures and two-dimensional shapes. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Course Code	Course Title
PPL1O	**Healthy Active Living Ed.**

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.

Course Code	Course Title
SNC1D	Science

This course enables students to develop their understanding of basic concepts in biology, chemistry, earth and space science, and physics, and to relate science to technology, society, and the environment. Throughout the course, students will develop their skills in the processes of scientific investigation. Students will acquire an understanding of scientific theories and conduct investigations related to sustainable ecosystems; atomic and molecular structures and the properties of elements and compounds; the study of the universe and its properties and components; and the principles of electricity.

Description of Courses (Grade 10) offered by WIHS

Course Code	Course Title
ASM2O	Media Arts

This course enables students to create media art works by exploring new media, emerging technologies such as digital animation, and a variety of traditional art forms such as film, photography, video, and visual arts. Students will acquire communications skills that are transferable beyond the media arts classroom and develop an understanding of responsible practices related to the creative process. Students will develop the skills necessary to create and interpret media art work.

Course Code	Course Title

AVI2O	Visual Arts
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.	

Course Code	Course Title
BBI2O	Introduction to Business
This course introduces students to the world of business. Students will develop an understanding of the functions of business, including accounting, marketing, information and communication technology, human resources, and production, and of the importance of ethics and social responsibility. This course builds a foundation for further studies in business and helps students develop the business knowledge and skills they will need in their everyday lives.	

Course Code	Course Title
CHC2D	Canadian History Since World War-1
This course explores social, economic, and political developments and events and their impact on the lives of different groups 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, organizations, and events on Canadian identity, citizenship, and heritage. 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.	

Course Code	Course Title
CHV2O	Civics
This course explores what it means to be an informed, participating citizen in a democratic society. Students will learn about the elements of democracy in local,	

national, and global contexts, about political reactions to social change, and about political decision-making processes in Canada.

They will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them.

Course Code	Course Title
ENG2D	**English**

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.

Course Code	Course Title
GLC2O	**Career Studies**

This course teaches students how to develop and achieve personal goals for future learning, work, and community involvement. Students will assess their interests, skills, and characteristics and investigate current economic and workplace trends, work opportunities, and ways to search for work. The course explores postsecondary learning and career options, prepares students for managing work and life transitions, and helps students focus on their goals through the development of a career plan.

Course Code	Course Title
HRE23	**Islamic Studies (Level-2)**

The grade 10 Islamic Studies course will enable the students to study the Qur'an so as to know the fundamental teachings of Islam. The goal is to use the Qur'an 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 this

primary resource, 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. This will include an understanding of:

❖ The message of the Quran and its interpretation. (Tafseer)

❖ The concept of Allah, His ones-ness, attributes and our relationship to Him. (Tawheed, Fiqh and Supplications.)

❖ The Quranic laws, duties and principles, which the Prophet exemplified in his life as essentials for Righteous living. (Quranic injunctions, Seerah of the Prophet including Hadith and Sunnah.)

❖ Muslim responsibility and contribution to the broader community. (Study and critique of important Muslim scholars; distinguish practices that are Islamic or cultural; show the accommodation of Islamic value system within the communities we live

Course Code	Course Title
ICS2O	Introduction to Computer Studies

This course introduces students to computer programming. Students will plan and write simple computer programs by applying fundamental programming concepts, and learn to create clear and maintainable internal documentation. They will also learn to manage a computer by studying hardware configurations, software selection, operating system functions, networking, and safe computing practices. Students will also investigate the social impact of computer technologies, and develop an understanding of environmental and ethical issues related to the use of computers. Prerequisite: None

Course Code	Course Title
LYABD	Arabic (Level-2)

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

Course Code	Course Title
MPM2D	**Principles of Mathematics**

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.

Course Code	Course Title
SNC2D	**Science**

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

Description of Courses (Grade 11) offered by WIHS

Course Code	Course Title

Course Code	Course Title
ENG3U	**English (University Preparation))**

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

Course Code	Course Title
MCR3U	**Math (Functions)(University Preparation)**

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

Course Code	Course Title
SPH3U	**Physics (University Preparation)**

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.

Course Code	Course Title

SCH3U	Chemistry (University Preparation)

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.

Course Code	Course Title
SBI3U	Biology (University Preparation)

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.

Course Code	Course Title
AVI3M	Visual Arts (University/College Preparation)

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

Course Code	Course Title
ICS3U	Introduction to Computer Science (University

	Preparation)

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 field.

Course Code	Course Title
BAF3M	**Financial Accounting Fundamentals (University/College Preparation)**

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

Course Code	Course Title
BDI3C	**Entrepreneurship: The Venture (College Preparation)**

This course focuses on ways in which entrepreneurs recognize opportunities, generate ideas, and organize resources to plan successful ventures that enable them to achieve their personal goals by satisfying the needs of others. Students learn about values, traits, and skills most often associated with successful entrepreneurial activity.

Course Code	Course Title
CLU3M	**Understanding Canadian Law (University/College Preparation)**

This course explores legal issues that directly affect students' lives. To develop an appreciation of the Canadian legal system, students examine the historical roots of Canadian law and expand on their understanding of the role of government in making laws. Students also become familiar with the rights and freedoms that all Canadians enjoy as a result of the Canadian Charter of Rights and Freedoms. In addition, students acquire a practical knowledge of Canada's legal system, both criminal and civil, and learn how to analyze legal issues. They are given opportunities to develop informed opinions on legal issues and to defend those opinions and communicate legal knowledge in a variety of ways. Most importantly, this course provides Catholic students with the opportunity to examine, from a legal perspective, some of the major themes of Catholic social teaching.

Course Code	Course Title
CIE3M	Economics (The Individual and the Economy) (University/College Preparation)

This course explores issues and challenges facing the Canadian economy as well as the implications of various responses to them. You will explore the economic role of firms, workers, and government as well as your own role as individual consumers and contributors, and how all of these roles contribute to stability and change in the Canadian economy. You will apply the concepts of economic thinking and the economic inquiry process, including economic models, to investigate the impact of economic issues and decisions at the individual, regional, and national level.

19- How to gain access to Outlines of the Courses of Study –

Course outlines for all courses are kept on file at the school and are available to parents and students. The courses offered by this school have been developed according to the requirements of the Ontario Ministry of Education. Parents and/or students who want to review Windsor Islamic High School course outlines may do so by contacting the principal.   These are available in the main office. Course

curriculum guidelines may be viewed at the Ministry of Education website:

http://www.edu.gov.on.ca

20- How to gain access to the Ontario Curriculum Policy Documents:

All of the Ontario Curriculum Policy Documents are available on the Ministry of Education's website.

For Secondary School course documents, go to

http://www.edu.gov.on.ca/eng/curriculum/secondary/subjects.html

For documents pertaining to the Ontario Student Record, go to

http://www.edu.gov.on.ca/eng/document/curricul/osr/osr.html

For documents pertaining to the Ontario Student Transcript, go to

http://www.edu.gov.on.ca/eng/general/elemsec/ost/ost.html

For information regarding Policy and Program Requirements, go to

http://www.edu.gov.on.ca/eng/document/policy/os

21- Course Withdrawals (policy regarding student withdrawal from courses in Grades 11 and 12)

Students carrying more courses than the minimum school requirement may withdraw from an elective course up until January 15 of each academic year. Courses dropped after the deadline by students in grades 11 and 12 are registered on the student's Ontario Student Transcript (OST) showing the grade at time of withdrawal.

22- Ontario Student Transcript (OST)

The Ontario Student Transcript (OST) is the official record of courses successfully completed and credits gained toward the Ontario Secondary School Diploma

The OST will include:

❖ all Grade 9 and 10 courses successfully completed by the student, with percentage grades obtained and credits earned;

- ❖ all Grade 11 and 12 courses completed or attempted by the student, with percentage grades obtained and credits earned;
- ❖ all equivalent credits granted through the Prior Learning Assessment and Recognition (PLAR) equivalency process under OS or through the equivalency process under OSIS;
- ❖ all Grade 10 courses for which the student successfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- ❖ all Grade 11 and 12 courses for which the student successfully or unsuccessfully challenged for credit through the PLAR challenge process, with percentage grades obtained and credits earned;
- ❖ identification of compulsory credits, including credits that are substitutions for compulsory credits identified by the ministry as diploma requirements;
- ❖ confirmation that the student has completed the 40 hours of community involvement;
- ❖ confirmation that the student has successfully completed the provincial secondary school literacy requirement.

If a student withdraws from a Grade 11 or 12 course at WIHS, the grade is recorded on the OST only if the student withdraws after five instructional days following the issue of the second (March) report card. The withdrawal is denoted by the letter "W" in the Note column on the OST.

23- Procedures for Students Who Wish to Change Course Types:

Some students may change their educational goals as they proceed through secondary school. When they decide to embark on a new pathway, they may find that they have not completed all of the prerequisite courses they need. Schools must make provisions to allow students to make such changes of direction and must clearly describe these provisions in their school program/course calendar.In most cases, a student may enroll in a different type of course in a given subject in Grade 10 than the type he or she completed in Grade 9, although doing so may

require additional preparation, as recommended by the principal. In the case of mathematics, however, the sole prerequisite for the Grade 10 academic mathematics course is the Grade 9 academic mathematics course, so a student who is planning to move from the Grade 9 applied mathematics course to the Grade 10 academic mathematics course must take either the designated transfer course or the Grade 9 academic mathematics course. In Grades 10 to 12, a student may change to a different type of course in a given subject provided that the student has taken any course specified as a prerequisite for that course. If the student has not done so, he or she may take one of the specified prerequisite courses through summer school, night school, e-learning, the Independent Learning Centre, or independent study. If the principal believes that a student can be successful in a particular course without having taken the specified prerequisite course, the principal may waive the prerequisite.

24- Prior Learning Assessment and Recognition (PLAR)(*processes for equivalency and if applicable, challenge*)

Prior Learning Assessment and Recognition (PLAR) is a formal evaluation and accreditation process. Students may obtain credits towards the secondary school diploma (OSSD) for knowledge and skills that they have acquired outside of secondary school. This prior learning is assessed and evaluated to determine whether the student has met the provincial course expectations. The student may "challenge" a specific course for credit or may obtain credits through the "equivalency" process if they have credentials from schools outside Ontario.

NOTE:

❖ Secondary school students who are enrolled in a regular day school program in an Ontario secondary school may challenge a course for credit.

❖ Other students should visit www.garyallan.ca for information related to the PLAR process for mature students.

❖ Students may challenge for credit Grade 10, 11 or 12 courses that are taught in WIHS and are developed from a provincial policy document.

- ❖ Students may earn a maximum of four (4) credits through the challenge process, including a maximum of two credits in any one discipline.
- ❖ Students under the age of eighteen need parental approval before applying to challenge a credit for a course.

24a)- Alternative Ways of Learning

Although most secondary school students will obtain credits towards the Ontario Secondary School Diploma (OSSD) by enrolling in the courses offered in their secondary school day program, there are alternative ways to earn the required credits. Some of the options offered by the Board through Community and International Education Services (CIES), include:

a)   Continuing Education Services:

Adult Day School:
CIES provides adult learners with a program of study leading to an OSSD. Science, English, Mathematics, English as a Second Language, and many optional courses are offered in a quadmester system (four entry points during the year). The Adult Day School Program also administers a certification program for Personal Support Workers which trains adults for positions in the health care field.

International Languages:
CIES offers credit courses in International Languages from Grades 9 to 12. Each language program runs once a week from September to June and offers two choices of study - experienced and non-experienced. Registration for these programs is facilitated through Guidance Services at the beginning of each school year.

Night School:
Credit courses are available to students and adults at various night school

locations in the Board. The Night School program runs for two semesters beginning in September and February. Information on the courses available at Night School and registration procedures can be obtained in Guidance Services or online.

In order for regular Day School students to qualify for courses offered by Night School, the following criteria **must** be met:

1. The course requested cannot be accommodated in the student's day school program.
2. The student has obtained the prerequisite.
3. The Principal has approved the request.

Summer School:

Summer School courses are available for both Reinforcement and Acceleration credits. Information on the courses available at Summer School and registration procedures can be obtained in the Guidance Services Department in your secondary school or online each spring.

b)   Correspondence Courses:

❖ **Independent Learning Centre (ILC)** provides a distance education program, in English and in French, for Ontario residents who want to access credit and non-credit courses towards the OSSD or equivalent, upgrade their skills, and achieve their academic and career goals or study for personal development. For more information please contact Guidance Services or visit http://www.ilc.org.

C.   e-Learning and Online Courses

Students are provided with an additional option to enhance their educational

experience by completing credit courses online. Online credit courses allow students to:

- Select from a wide range of subjects
- Benefit from applied, college, university/college, university, workplace, and open course types
- Recover course credits they need for graduation
- Access course materials when ill or away
- Access thousands of interactive resources to help understand tough concepts
- Reduce timetable conflicts

Fully-certified teachers support students as they work through the course material to ensure that the help they require is readily available.

Virtual classrooms, collaborative work sessions, threaded discussions, e-mail and telephone dialogue, and real-time chat allow students to work and interact with their teacher and peers in the course.

e-Learning does not replace traditional school programs in the Board, but supports, extends and enhances instruction.

24 b) Experiential Learning Programs:

Planned learning experiences that take place in the community, including job shadowing and job twinning, work experience and virtual work experience, and cooperative education, provide students who are enrolled in courses of all types and in all disciplines with the opportunity to enhance their school programs. Experiential learning can assist all students, including exceptional students, who are bound for university, college, apprenticeship, or the workplace, in making career decisions as well as in developing the knowledge, skills, and attitudes that are essential in today's society. All forms of experiential learning are a valuable

complement to students' academic experience and preparation for the future. When organized in a sequential fashion that meets career development needs, experiential learning can maximize student growth and development, and should be encouraged.

Job shadowing and job twinning normally involve only one-half to one school day and have no credit value independent of the course within which they are undertaken. Work experience and virtual work experience last somewhat longer – from one to four weeks – and also have no independent credit value.

Cooperative education, the main subject of Part Two of this document, may be a culmination of a series of different forms of experiential learning. It is offered in the form of credit courses that are scheduled for a full term. Finally, programs that incorporate cooperative education or other forms of experiential learning, such as school–work transition programs and the Ontario Youth Apprenticeship Program (OYAP), have variable formats and involve the earning of credits. All of these forms of experiential learning are summarized in the accompanying chart and described individually in the following sections.

Job shadowing allows a student to spend one-half to one day (or, in some cases, up to three days) with a worker in a specific occupation. Job twinning provides the opportunity for the student to accompany a cooperative education student to his or her placement for one-half to one day. A student may participate in more than one job shadowing or job twinning experience, thereby obtaining a broader range of career information through observation in typical workplace environments. Job shadowing and job twinning may be integrated into any credit course and may also be components of a student's school–work transition program. The preparation of students for job shadowing and job twinning should include in-school instruction on employer's expectations, workplace health and safety procedures, and work ethics and attitudes. Teachers are responsible for ensuring the selection of appropriate placements in safe work environments. For students who are participating in job shadowing or job twinning for more than one day and who are fourteen years of

age or older, a Work Education Agreement form must be completed to ensure Workplace Safety and Insurance coverage (see Policy/Program Memorandum No. 76A, "Workplace Safety and Insurance Coverage for Students in Work Education Programs"). Coverage is not provided for students involved in only a half- to one-day experience, or for students under the age of fourteen. Job shadowing or job twinning experiences lasting one day or less should be treated as field trips. Any forms that are required in connection with field trips must also be completed for students participating in job shadowing or job twinning. Following any job shadowing or job twinning experience, students should be given the opportunity to discuss the experience, analyse it in relation to their educational and career planning, and set or review their future goals in the light of what they have learned.

Cooperative education may be the culmination of a series of experiential learning opportunities that include job shadowing, job twinning, and work experience, and is often an integral part of school–work transition programs, including the Ontario Youth Apprenticeship Program (OYAP).

A cooperative education course must be based on a related course (or courses)from an Ontario curriculum policy document or on a ministry-approved locally developed course in which the student is enrolled or which he or she has successfully completed. The cooperative education course and the related course (or courses) together constitute a student's cooperative education program, designed to suit the student's strengths, interests, and needs and to enhance the student's preparation for the future. Cooperative education courses include a classroom component, comprising pre-placement and integration activities, and a placement component. Students earn cooperative education credits by integrating classroom theory with planned learning experiences in the community to achieve learning based on the curriculum expectations of the related course. Placements should provide students with challenging opportunities to apply and extend the knowledge, and practice and refine the skills, acquired in the related course and to demonstrate achievement of placement expectations that reflect current workplace

practices and standards. Cooperative education involves a partnership between education and business, industry, agriculture, labour, or community organizations that includes students, teachers, parents, pants may be involved in the case of exceptional students and other students with special needs. Joint planning by these individuals ensures that students are provided with a systematic introduction to career exploration, experiential learning, and career planning. Students apply to take a cooperative education course during the course selection process. A counselling and interviewing process – conducted by cooperative education teachers in collaboration with guidance counsellors, teacher-advisers, parents is used to refer to both parent(s) and guardian(s).and administrators – determines applicants' suitability for the program. Prior to their placements, students attend structured orientation sessions as part of the classroom component of the program. In collaboration with students, subject teachers, and placement supervisors, cooperative education teachers prepare personalized placement learning plans that include a description of the curricular knowledge and skills and the employability skills that students will demonstrate at their placements. Cooperative education teachers also conduct placement learning assessments and evaluate their students' performance in pre-placement, placement, and reflective learning activities. Students share and analyse their placement experiences with their teachers and peers in structured integration sessions.

24c. Education and Career/Life Planning Program

Ontario's education and career/life planning program helps students in Kindergarten to Grade 12 to set and achieve their personal goals. The program helps students become competent, successful and contributing members of society.

What is education and career/life planning?

Education and career/life planning helps students develop the knowledge and skills they need to make informed choices for their education, career and life outside school. Students get a chance to learn more about themselves and their

opportunities, set goals

and make plans to achieve them. This program helps students choose the courses and activities that support their goals and interests. Students in all grades will be able to participate in the program and will be encouraged to discuss their learning with parents and teachers.

What does the education and career/life planning program teach students?

The program teaches students how to understand themselves better and plan for the future. It does this by helping students to develop answers to **four key questions:**

(*Students explore these questions throughout the program to develop answers that are meaningful to them. By doing this, they gain the knowledge and skills that will help them plan and make decisions about their future.*)

Q1) Who am I?

Knowing Yourself Students identify the qualities that describe who they are. These include their interests, strengths, accomplishments and skills.

Q2) What are my opportunities?

Exploring Opportunities Students explore the concept of "opportunity" and how the choices they make can open pathways for them. They learn how school- and community-based opportunities help to develop skills and relationships. Students learn about different occupations and fields of work. They also study how local and global trends affect their opportunities, identify the skills and experiences they need, and look at ways to acquire them.

Q3) Who do I want to become?

Making Decisions and Setting Goals Students identify the demands, rewards, and other features of the opportunities they have explored. They think about how these connect with their personal qualities. Students use a decision-making process to determine their education and career/life goals.

Q4) What is my plan for achieving my goals?

Achieving Goals and Making Transitions Students create a detailed plan of the steps needed to achieve their goals. They identify the resources they will need. They also discover the obstacles and challenges they may face and find solutions that could help to overcome these barriers.

25- Information on Evaluation and Examination Policies:

WIHS conforms to the Ministry policies contained in Growing Success, Assessment, Evaluation and Reporting in Ontario Schools. This policy document can be found at:

http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf

The primary purpose of assessment and evaluation is to improve student learning. The following principles lay the foundation for rich and challenging practice. These principles are fully understood and observed by all teachers. They guide the collection of meaningful information that will help inform instructional decisions, promote student engagement, and improve student learning.

GENERAL INFORMATION:

The Seven Fundamental Principles:

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;

❖ are carefully planned to relate to the specific curriculum expectations 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 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.

Assessments as, for, and of learning:

Assessments as, for, and of learning are conducted throughout each course. When grading assessments of learning, teachers give marks for Knowledge, Inquiry, Communication and Application of the skills and knowledge being assessed.

The final grade for each course is 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, performance, essay, and/or other method of evaluation suitable to the course content and administered towards the end of the course.

In all of their courses, students must be provided with numerous and varied opportunities to demonstrate the full extent of their achievement of the curriculum expectations, across all four categories of knowledge and skills.

26- SUPPORTS AND RESOURCES:

The Role of Guidance:

The duty of a guidance Counsellor / Principal is to assist students with their educational goals, help them plan their career pathway and assist them in their personal development. The main goals of the Guidance Department, in accordance with Ministry Guidelines, are

❖ to provide students with opportunities to formulate educational plans consistent with their intellectual abilities, interests and goals

❖ to learn more about the world of work and employment opportunities suited to their interests and abilities

❖ to come to a deeper understanding of self, to develop or enhance a positive self-

image and to explore ways of establishing successful relationships with others

❖ to develop skills, knowledge and attitudes that will enable them to deal effectively with daily living

Parents are invited to contact counsellors to arrange interviews in order to discuss course selection, career planning and exploration, student's progress, social emotional issues and any other matters of concern.

Support education planning and the course selection process:(Success in High School: Choosing the Right Courses)

Before choosing courses, parents and students should consider:

- o   educational goals
- o   academic achievement in individual subjects
- o   individual learning skills

❖ We **strongly recommend** you consult with your grade 8 teacher regarding your choice

❖ Data indicates that students have been successful in grade 9 when parents/students accept the teacher recommendations

❖ Students can choose a combination of Academic, Applied, or Open courses to complete their high school diploma requirement

❖ A transfer from **grade 9 applied math to grade 9 academic math** can be done by taking a summer school transfer courses if the student does exceptionally well in the applied Math

❖ Religion and elective courses are OPEN courses

Academic (D) Courses:

- Emphasize theory and abstract thinking

- Recommended for students who work independently and achieve a consistent level 3 or 4 in grade 8

Applied (P) Courses:

- Emphasize practical and hands-on applications of concepts

- Recommended for students who work consistently at a level 1 or 2 in grade 8

Students must select 8 courses (Grade 9)

6 Compulsory Courses:	**2 elective courses:**
Religion (Islamic Studies)	**Arts, Business,**
English	**Health & Phys. Ed.(Healthy Active Living Ed.)**
Geography	**Social Science & Humanities,**
French	**Technological Studies, and**
Mathematics	**Classical & International Language (Arabic)**
Science	**(Selection depends on availability**

27- LEARNING STRATEGIES, SUPPORTS, AND INTERVENTIONS:

Today's classroom reflects the diversity of our communities and includes a mix of student interests, needs, learning styles, and cultural backgrounds.

Teacher Planning in the Classroom:

At the beginning of the school year, the teacher should clearly establish the needs of the students in the classroom. In almost every classroom there will be students who require special consideration. Remember, the teacher is not expected to provide totally different programs to students; rather, the differences can be managed using a variety of approaches.

The teacher should determine the best methods to address students' needs. In a typical classroom, there may be

❖ several students who require differentiated instruction (Note that all students benefit from differentiated instruction, but for some students it is essential.)

❖ some students who require adaptations to instruction and assessment

❖ some students who require additional supports

The teacher should examine ways to meet the learning needs within the unit or lesson being taught. A teacher who examines the needs of a classroom in this way is able to see commonalties as well as differences in students. The Unit Planning

form is an excellent way of planning for a variety of needs.

supports for English language learners:

Five Things Teachers Can Do to Improve Learning for English Language Learners (ELLs) (By: Kristina Robertson (2009)

1. Increase ELL students' English language production and peer interaction.

There are two key items ELLs need in order to improve their English — time and practice. There is nothing teachers can do to rush English acquisition, but there are many ways to provide opportunities to practice English in the classroom. If activities are structured to support student-to-student or group interaction, ELLs are required to use English to explain concepts and contribute to the work. This gives teachers an opportunity to gauge what the student has learned, and it demonstrates student progress in English language development.

Teachers can also informally assess for correct use of language structures and academic vocabulary. If ELLs are having difficulty with phrases or vocabulary, the teacher will be able to offer guidance or further instruction to support language development.

2. Explicitly teach English language vocabulary and structures:

Teachers play a critical role in supporting language development. Beyond teaching children to read and write in school, they need to help children learn and use aspects of language associated with the academic discourse of the various school subjects. They need to help them become more aware of how language functions in various modes of communication across the curriculum. They need to understand how language works well enough to select materials that will help expand their students' linguistic horizons and to plan instructional activities that give students opportunities to use the new forms and modes of expression to which they are being exposed. Teachers need to understand how to design the classroom language environment so as to optimize language and literacy learning and to avoid linguistic obstacles to content area learning (Wong Fillmore & Snow, p. 7).

The need to understand English language structures and language acquisition

theory is increasingly important as the number of ELLs increases in classrooms. However, very few teachers have had the formal training required to be prepared to identify and teach the English vocabulary and structures found in specific content areas. Content teachers can begin by reviewing a content area lesson and identifying not just the vocabulary that every student needs to know, but other vocabulary words and grammar structures that ELL students may not be familiar with. See the Hotlinks section for resources on how to provide explicit instruction on English vocabulary and structures.

3. Build on ELLs' Background Knowledge to Increase Comprehension

Learning something new is like stacking building blocks. The more you have, the higher you can go. It is not always apparent what building blocks ELLs come with due to language barriers, and sometimes ELL students don't connect their previous experience with the lesson currently being taught. That is where the teacher's skill at drawing on background knowledge becomes so important.

Teachers can work creatively to elicit background knowledge from students on content topics in order to increase comprehension of the material. This may be as simple as taking the time to do a "K/W/L" (Know, Want to Know, Learned) chart, or as individualized as asking questions about the topic.

4. Increase ELL Parent Involvement:

No matter what language you or your students' parents speak, parental support is a big key to academic success. ELL families are often at a disadvantage when it comes to supporting their child because of language and cultural barriers. It can be easy to interpret ELL parent "no shows" as a lack of interest in education; however, very often ELL parents want their children to succeed as much as any other parent but are unable to participate to the same extent that other parents participate due to these barriers or their work schedules.

Regular, open and friendly communication from the teacher can make a big difference in ELL parent participation. It can feel daunting for an English speaking teacher to call a non-English speaking parent, but usually there is someone in the

family who speaks enough English to interpret the message for the parent, or the parent speaks enough English to understand a simple message. It may also be possible to get help from a bilingual school staff member to assist in making a quick phone call. ELL parents will be very pleased and excited to hear positive news about their child and will feel more comfortable asking questions and visiting the school in the future. The more informed the parents are, the more likely it is that the student will get support at home and parents will have the information they need to help their child be successful.

5. Increase Writing Opportunities:

The ability to write effectively and accurately to convey a message is a very important skill for a high school / college student and in most careers. However, it often seems as if the curriculum is largely focused on developing reading and math skills. Of course, these are very important too, but students need to have many positive opportunities to develop writing skills in a variety of formats in order to strengthen their communication skills. For ELLs this is particularly important. Depending on their writing skill level in their first language and their English language abilities, writing may be frustrating. Students need to engage in a variety of writing to develop an understanding of different types of writing and to identify their strengths and weaknesses as a writer.

We write the way we think and speak, and by analyzing our writing we begin to analyze our thoughts and speech as well. When students discuss their writing they are able to see their thoughts and statements from someone else's perspective and they gain awareness of their own language development. In this age of technology where a lot of communication is done electronically, it is more important than ever that students develop the ability to state their thoughts clearly and accurately in writing — as well as to know the difference between texting a message to buddies and sending an email to the teacher.

These "Five Things" will be helpful as you set academic goals for the rest of the year. You may find, of course, that if you create your own they will be more

meaningful, and you're more likely to stick with your plan. Pick at least one thing and give it a try.

28- Facilities at the School premises:

Computer Lab.**:** A computer lab, with computers for each student separately, is set up in the WIHS to be benefitted with the 21st Century Technological approach. An Internet connection is also available. Each student has access to his/her computer. All computers have access to an Internet service. The use of computers is limited to research and educational matters only.

Science Labs: Science Laboratory is available and it is being equipped according to the requirement of the Ontario Curriculum. Apparatus and Chemicals to be used for Science Experiments, especially for Grade 9 & 10 have been purchased for the Science Lab. Three separate Labs are available for Physics, Chemistry and Biology experiments. These labs are being equipped according to the Grade 11 Curriculum of Physics, Chemistry and Biology.

Visual Arts Lab: Visual Arts is a Compulsory one Credit Course in Grade 10, it can also be offered as an Optional One Credit Course in higher Grades. WIHS has established a Visual Arts Lab, fully equipped with materials, in relation to the Ontario Curriculum.

Robotics Club Facilities: WIHS has shown a great success in the field of ROBOTICS .The members of the Robotics Club have assembled their own Robot, competed with other schools, and awarded with shield and prizes. The school is providing lot of facilities for the development of Robotics Club activities.

Gymnasium: A large Gymnasium (suitable for Boys and Girls to play separately) is available for Basket Ball, Volleyball, Badminton, Soccer, Hockey etc. Male and Female coaches have been appointed for the training of the students. (There is a separate hallway in the school for indoor games such as Table Tennis (Ping Pong), chess, Foosball etc

Physical Fitness Area: A large hall is equipped with modern equipment for Physical fitness.

Resource Centre/Library: In addition to that, the inquiry-based learning is supported by establishing a Resource Center / Library in the WIHS for providing a greater opportunity of understanding & learning to build the confidence of the students and meet the high expectations of the WIHS. Book Club of WIHS ,with a teacher incharge, is taking care for its progress.

Mosque: A large and beautiful mosque is already inside the RCIC building for Five Times Prayer. WIHS students pray Zuhr Prayer in the Mosque.(During the change of time, the students offer Zuhr and Asr prayers in the school) Prayers are scheduled in the Time Table.

Playground: Facility is available for outdoor games in Summer such as Soccer.

Parking: A large parking area for vehicles is available on the site.

Student Automobile Use:

❖ Students who drive any motorized vehicle to school, either on a regular or occasional basis, are required to register such vehicle with a designated member of the faculty.

❖ Registration of the vehicle with school officials shall constitute permission by the owner to consent to a search of the vehicle in accordance with Windsor Islamic High School policy.

❖ All vehicles will be parked in spaces designated by the Principal and may not be moved during the school day without the Principal's permission.

❖ Students may not sit in parked cars at any time after their arrival at Windsor Islamic High School..

29- SCHOOL POLICIES:

Attendance

Rationale: At Windsor Islamic High School, we believe that the essence of our educational programs occurs in the classroom with skilled teachers. Direct instruction, explanation, clarification, discussion, assessment, group tasks, practical experience and evaluation are all invaluable components of an effective learning environment. Students who miss class time are at a greater

risk of missing key aspects of their learning, and by extension, will reduce their chances of meeting the required learning outcomes of their courses .We believe regular attendance to be the single greatest determinant of success in our school. Despite all of our efforts to support and encourage students to successful completion of their coursework and the meeting of learning outcomes, a student's choices and actions can negate these efforts. It is only through an effective partnership and clear communication between the school, the parents and the student that we can ensure a success.

DAILY ROUTINE:

- ❖ If a student does not show up upto 8:45 am, the school will contact the parents on telephone. (However , usually the parents inform earlier if their child have some engagement .(Doctor's appointment etc)
- ❖ The school encourages the parents to bring the child, even late, if they finish the engagements because they should not miss all the periods and also get the information about the missing periods.

Types of Absences Explanation:

A. Excused Absence:

1. Verified absence due to participation in outside of school activity:

Examples may include participation on a community sports team, sponsored activities, participation in Pacific Northern Music Festival or other provincial sanctioned festival events, or other activities at the discretion of administration. **A written note is to be submitted to the teachers/office within two working days after the return of the student**.

In the case of the outside activity a reasonable amount of time will be granted for travel if the activity is outside of Kit mat. Any time outside of travel time will be considered Verified – Unexcused. (see below)

2. Student Illness:

Ensure that a signed, written note and any other supporting documentation, if applicable, are **submitted to the teachers/office within two working days after the return of the student**. This information will be circulated to classroom teachers to ensure the absence is considered 'excused'.

3. Health Appointment:

A note from the medical practitioner or specialist will need to be **submitted to the teachers/office within two working days after the return of the student**. This information will be circulated to teachers to ensure the absence is considered 'excused'.

4. Death in the Family, Personal Safety Issue, Family Emergency or other unforeseen circumstances:

Like student illness, verification in writing, signed by a parent or guardian will be required to excuse these absences.

Situations that arise that are beyond the control of the student as determined by the administration will also be considered as excused absences.

Process for an Excused Absence:

In the event of an excused absence or absences, the teacher will provide the student with the opportunity to make up missed work and write quizzes or tests missed once they have received verification from the office that the absence is excused. In the case of student illness students may opt to make up this missed work on their own, or in consultation with the teacher, under their supervision in a mutually agreeable time. Students should make every effort to minimize all absences including excused times. Under most

circumstances, the review of a written note by school administration will determine whether the absence is a valid (excused) absence according to the criteria noted above, or whether the absence is unexcused. **Many teachers require a note to be brought to them as well as the office requiring a note as well. To alleviate the need for parents to write more than one note, the student can bring one note, then have each teachers initial the note. At the end of the school day the student will then drop the note with the teacher's initials on it to the office. Notes from parents need to be submitted within 2 days of the student returning to school. If a note is not received within the two day period the absence will be considered truant.**

B. Verified – Unexcused Absence:

Absences, even with parent permission, which do not meet the criteria for 'excused absences', include the following:

- sleeping in
- car trouble or missed bus
- family vacations (see further details under Extended Absence)
- parental or guardian decision to keep the student out of school for a reason that is not meet the criteria for an 'excused absence'
- other circumstances as determined by administration

Process for Verified – Unexcused Absences:

Students who are absent for unexcused reasons, will need to submit a signed note to the office from a parent or guardian within two working days of their return to class. This note should state the reason for absence and indicate that the parent or guardian is aware of the reason. Failure to provide this

written evidence will result in the absence being considered truancy.

Student responsibilities for unexcused absences:

With the exception of extended absences due to family vacations or trips, students will be responsible for making up missed work and time in a formal setting, either with their classroom teacher, or in regularly scheduled tutorial sessions supervised by teaching staff and administration. Students will have to make up 30 minutes for each class they miss. Failure to attend this tutorial time will result in forfeiture of marks for any assignments, quizzes, tests or other assessment of learning that took place during the absence and or suspension from class until the missed work and time are made up. If the student has accrued over 5 unexcused absences per class and has not made up the time they will face administrative consequences and or withdrawal from class. Teachers will be expected to outline clear expectations and procedures for their class and include these in their course outlines.

If students are expected to make up missed work and learning time in a formal tutorial session, the classroom teacher will provide a written referral to the student and the office for the next scheduled tutorial session. The teacher will provide that work for the student to complete in the tutorial session. Failure to appear at the scheduled tutorial session will result in forfeiture of any work missed.

Many teachers require a note to be brought to them as well as the office requiring a note as well. To alleviate the need for parents to write more than one note, the student can bring one note, then have each teachers initial the note. At the end of the school day the student will then drop the note with the teacher's initials on it to the office. Notes from parents need to be submitted within 2 days of the student returning to school. If a note is not received within the two day period the absence will be

considered truant.

Extended Absence Policy:

Each year we are approached by parents or guardians who wish to take their child out of school for an extended period of time (defined as five school days or more). Usually this is for reasons associated with family travel or family business. We do not have a procedure for granting students a leave of absence. Rather, it is assumed that parents will make decisions in the best interests of their own child. We are respectful of the fact that many of our students have family members far away, and spending time with them is important. We also encounter parents who wish to excuse their child from school for extended periods of time due to emotional or medical issues. Regardless of the reason, difficulties arise when parents wish to have some sort of assurance that their child will not be behind in their work when they return**. If a child misses school for an extended period of time, he or she will be behind in classroom work.**

Students may well have other cultural and travel experiences that contribute to their overall development, but the many varied daily classroom activities they will miss cannot be duplicated through worksheets or workbooks. There is no true substitute for missed instructional time. It is also unrealistic for teachers to have to re-teach key elements missed due to a family choice to miss school. Although teachers will do their best to help students get caught-up, they may not be, generally speaking, in a position to provide make-up assignments, or detailed packages in advance for children who have extended absences due to family vacations or work. **It is up to students to provide notification to each of their teachers well in advance (at least two weeks) of the date of the absence.** If less than 2 weeks' notice is given teachers will not guarantee that they will have make up work prepared. We

strongly encourage all parents and guardians to contact the school to discuss potential extended absences with administration, and with classroom teachers. This will give both parents and students a clear understanding of the potential impacts of these absences and student responsibilities upon return to classes.   In case of a long term absence the student will have to make up the missed work but not the missed time.

C. Truancy:

Truancy is cause for disciplinary action. Students will be considered truant if they:

- Are absent from school without parental permission
- Are in or around the school but not in their scheduled class
- Leave class without teacher permission and fail to return
- Are absent from school for reasons that are not considered excused or verified unexcused as outlined above
- Fail to have a parent/guardian verify absence within 2 working days of their return to classes.

Students who make a conscious decision to skip their classes are not adhering to Windsor Islamic High School Attendance policy (2115), School administration reserves the right under the above mentioned policy and provincial legislation to deny educational programming to any student who displays repeated disregard for school and district policy, including truancy. If efforts to curb truant behaviour in cooperation with parents and guardians prove unsuccessful, the student will face removal from one or all scheduled classes for the remainder of that semester. If a student is absent from class due to truant behaviour, they will forfeit the opportunity to complete any assignments, tests, quizzes or other forms of assessment that took place during that class.

Process for Truant Absences:

Students will be responsible for making up missed work and time in a formal setting, either with their classroom teacher, or in regularly scheduled tutorial sessions supervised by teaching staff and administration. Students will have to make up 30 minutes for each class they miss. Failure to attend this tutorial time will result in forfeiture of marks for any assignments, quizzes, tests or other assessment of learning that took place during the absence and or suspension from class until the missed work and time are made up. If the student has accrued over 4 unexcused absences per class and the school has followed the intervention step outlined below and they have not made up the class work and time they will face administrative consequences and or withdrawal from class. Teachers will be expected to outline clear expectations and procedures for their class and include these in their course outlines.

If a student is found to be truant, the following intervention process will be followed:

First Step: The first time a student is absent, be it one class or more. Teacher will contact parent/guardian and refer student to administration. Student will make up the work and 30 minutes of time for that course .contact a parent/guardian and a letter will be sent

Second Step: The second time a student is absent, be it one class or more. Student will be referred to administration .Administration will home outlining response to further truant behaviour. Student will be referred to a counsellor for further discussion. Student will make up the work and 30 minutes of time for that course.

Third Step: The third time a student is absent, be it one class or more student will be sent home, in consultation with a parent/guardian and will not be permitted back in that class until a meeting with administration, student and

parent has taken place outlining the likely removal from that course or courses if a further incident of truancy takes place. Student will make up the work and 30 minutes of time for that course.

Fourth Step: The fourth time a student is absent, be it one class or more.   Student is removed from the course or courses where repeated truancy has taken place. Student will make up the work and 30 minutes of time for that course.

Extended absence:

It is WIHS's policy that any student who misses more than 30 per cent of a semester will receive an "incomplete grade"

Absence from a final examination:

Absent from a final examination because of illness must be explained by a doctor's certificate. The note must include the reason for the consultation and a statement that, in the doctor's opinion, the student was incapable of writing the exam. Failure to produce valid documentation may result in a mark of zero.

Late Assignment:

It is the expectation of all students enrolled in Windsor Islamic High School that all assignments shall be submitted by the designated due date, at the start of class. Assignments are designed to show mastery of the curriculum expectations and, as such, are crucial to the assessment of the students' achievement. Teachers will strictly enforce this policy and their establishment of a due date is final.

Should students not submit an assignment by the due date, the following will apply:

the assignment may be submitted, but must be accompanied by a clearly written reason for the assignment being late.

The assignment must be submitted before any of the assignments have been returned to the class by the teacher. (**to avoid PLAGIARISM)**

If these conditions are met, the assignment will be accepted at face value and a late penalty may be assigned. Should students not fulfill the conditions; a mark of zero will be given since there is no evidence of achievement with respect to the curriculum expectations evaluated on that assignment. Note that the assignment may be returned at any time, since some assignments must be returned next day as a part of the lesson/learning activity. If a student is working with a partner or group, the teacher will assess the other members on their own merits.

It is acknowledged that "Teachers will use a variety of strategies to ensure that students submit their assignments for evaluation and meet timelines". Late assignments "will also be noted on the report card… as part of … learning skills and work habits", *Growing Success, 2010*, p.44.

Instructor Granted Extensions:

It is up to the discretion of the teacher to grant extensions on deadlines. Special arrangements may be made for extenuating circumstances such as legitimate absences, illness, personal emergencies and mitigating circumstances. These should be made well in advance of the due date. Students should not assume that special arrangements will automatically be made; therefore, they must discuss their unique situations with the teacher. The teacher, acting as a representative for the Principal under the provisions of the Education Act, will determine if the situation warrants a further extension. If in doubt, the teacher will consult the Principal. The decision rendered is final.

Missed Assignments, Tests, Presentations:

❖ Students are expected to assume full responsibility for class attendance and are accountable for all work missed because of absences. Assignments are due as soon as the student returns to school with a legitimate reason. For prolonged absences, new due dates will be set.

❖ If students miss a test with legitimate reasons, they are responsible to write

that evaluation on the day on which they return at a time set by the teacher. For prolonged absences, the teacher will use his\her professional judgment to set new test dates for that particular student. For students without legitimate absences, a zero may result.

❖ Presentations are critical learning experiences and often involve more than one student; therefore, students without authenticated reasons for absences will be given zero if they are not present for a scheduled presentation. If applicable, the teacher will determine how or if that member's absence affects each group member's total evaluation.

Any make-up work, assignments, or tests are at the discretion of the school

As in the late assignment policy, the teacher will have the authority to grant extensions or exemptions for extenuating circumstances.

Overview:

- Students will have to make up missed classroom work for every absence.
- Students will have to make up missed classroom work and time for every **Unexcused/Truant** absence they accrue.
- For each **Unexcused/Truant** class absence the student would be required to make up 30 minutes of time either with the teacher or in a formal setting.
- A student who has an **Unexcused/Truant** absent for an entire day would owe 120 minutes of makeup time.
- Once a student reaches their 4th **Truant** absences they will face discipline measures or suspension from the course, or withdrawal from the course until the student and parents meet with administration and the student has made up the time and work missed.
- Failure to attend this tutorial time will result in forfeiture of marks for

any assignments, quizzes, tests or other assessment of learning that took place during the absence. Students may face other consequences as determined by the administration.

Strategies used to Prevent Tardiness / Absence by the Students

Culture:

❖ Creating an environment where children want to be at school and demand to be on time.

❖ Showing concern for students who are absent – ask them where they were and supply work missed.

❖ Creating a school culture that views being punctual to school as important.

❖ Linking student attendance to individual teachers for appraisal and review.

❖ Promoting to parents that the school has the welfare capacity to care for students while at school.

Information:

❖ Informing parents about current research that links attendance with student achievement levels and reporting absence rates through the school newsletter and comparing them with state norms.

❖ Providing information to parents on the sequential nature of lessons and learning and how their child's learning can be severely disrupted if they miss crucial learning points.

❖ Providing regular flyers with current research on the importance of being at school and on time every day.

❖ Weekly profiling of attendance with a regular reminder in the school newsletter that attendance is not optional but compulsory.

❖ Emphasising that teachers plan sequential lessons, which can be severely disrupted by regular non-attendance.

Monitoring:

- ❖ Ensuring parents are called <u>on the day</u> by the principal, or classroom teacher to check on the wellbeing of absent students
- ❖ Insisting on explanatory notes to explain <u>all</u> absences.
- ❖ Using late and absence data to identify and target students.
- ❖ Following up ongoing lateness.
- ❖ Continuing to phone parents of high-absence students for each absence.
- ❖ Standing at the front gate and handing out late passes to parents
- ❖ Writing to all parents at the end of each term informing them how many days their child has been away.

Rewards/ Incentives:

- ❖ Introducing attendance prizes each month (certificates and some fun stationery) that are awarded for full attendance.
- ❖ Presenting weekly 'class on-time' awards at assembly.
- ❖ Introducing attendance prizes each term, for example basketballs, footballs and tennis racquets, for 100 per cent attendance for the Semester and a smaller prize for 90 per cent or greater attendance.
- ❖ Providing a special excursion trip once a year for the top 5 students with the highest per cent of attendance and minimum number of tardiness throughout the year.

Plagiarism and Cheating

- ❖ As demonstrated by our Islamic Character Attributes in Action, we expect all those in our learning community to act in an honest and responsible manner.
- ❖ The student is responsible for providing evidence regarding what he or she has learned or accomplished in the time frame allowed by the teacher.
- ❖ When a student plagiarises or cheats, the student does not provide evidence of achievement.
- ❖ Plagiarism is defined in Ministry policy as the use or close imitation of the language and thoughts of another without attribution, in order to represent them as one's own original work.

- ❖ School principal and teachers will make it clear to students that the evaluations they complete must be their own work and that cheating and plagiarism will not be condoned.
- ❖ School principal and teachers will address the prevention of cheating and plagiarizing by communicating to students and parents the process of documentation to be used in the class, grade, and school.
- ❖ School principal and teachers may use whatever means of detecting cheating and plagiarism that best supports student achievement and success.
- ❖ When responding to students who have plagiarized or cheated, teachers and school principal will use a clear procedure that considers the following investigating factors when determining the appropriate outcomes and support for the student:
  - the grade level of the student
  - the maturity of the student
  - the number and frequency of incidents
  - the individual circumstances of the student.

Based on the consideration of investigating factors, school principal and teachers will choose from a variety of possible reasons for the occurrence of this act of Plagiarism:-

- ➢ ongoing communication with students and/or parents about due dates and late is necessary
- ➢ student need to develop better time-management skills;
- ➢ assignments, and scheduling conferences with parents are needed
- ➢ needs counselling or peer tutoring to try to deal positively with problems;
- ➢ teacher-student conferences are needed
- ➢ there is a need for extra support for English language learners;
- ➢ reviewing whether students require special education services;
- ➢ requiring the student to work with a school team to complete the

assignment;

- ➤ extended family problems at home
- ➤ understanding and taking into account the cultures, histories, and contexts of students and parents and their previous experiences with the school system;

Steps taken:-

- ➤ providing alternative assignments or tests/exams where, in the teacher's professional judgement, it is reasonable and appropriate to do so;
- ➤ Some resolutions include assigning of a zero and/or the opportunity to complete a similar evaluation.

Assigning a Zero:

- ❖ Assigning a zero is an indicator that the student has not provided any evidence of his or her learning. Therefore, a zero may be used as a placeholder during assessment for learning and assessment as learning.
- ❖ A zero provides an opportunity for the teacher to discuss with the student and parent the student's obligation to provide evidence of learning and for the student to be responsible for his or her learning.
- ❖ A zero may also be used to assign value to student work where the student has plagiarized or cheated until the student has demonstrated his or her learning.

Guidance for Teachers:-

Teachers will use their professional judgment in gathering information from observations, conversations and products, not simple mathematical calculations (e.g., averaging all marks), to determine a report card mark. In an assessment of learning context (e.g., a unit test), teachers may use their professional judgement to assign a zero. However, teachers must ensure that the assignment of a zero in an assessment of learning context will not result in a misrepresentation of the student's overall achievement as signified by the report card mark.   For students in Grades 9 to 12, if the teacher's professional

> judgement is that the student's report card mark is 20 per cent or below, then the teacher must consult with the principal before assigning the report card mark.

Harassment:

Definition: A vexatious comment or conduct, verbal or written, that is known, or ought reasonably to be known, to be unwelcome, in that it may cause insecurity, discomfort, offence or humiliation to another. This may take the form of remarks, slurs, requests, touching, gestures, references, jokes, or displays of offensive or derogatory material. It should be noted that it is the effect on the victim as opposed to the intent of the harasser that is the relevant criteria.

Examples of harassment include but are not limited to:

- ❖ Sex, gender, sexual orientation
- ❖ Race, ancestry, place of origin, colour, creed
- ❖ Bullying of a general nature

Should any person in Discovery Academy be a victim of harassment, the following should occur:

- ❖ Tell the harasser that the behaviour is not welcome and must stop;
- ❖ Keep detailed records of the incidents.
- ❖ Should the harassment not end, immediately contact a person in a position of supervision and trust.
- ❖ Students are encouraged to contact and inform any of the following: a parent/guardian, a classroom teacher or the principal.
- ❖ Teachers are mandated to contact and inform the principal.

Both parties have a right to a fair and impartial investigation. The primary intention of the procedure is to stop harassment, as soon as possible, after an incident occurs.

Bullying:

Bullying is defined as a form of repeated, persistent and aggressive behaviour directed at an individual or individuals that is intended to cause (or should be known

to cause) fear and distress and/or harm to another person's body, feelings, self-esteem or reputation. Bullying occurs in a context where there is a real or perceived power imbalance Schools are encouraged to use this opportunity to explain the different forms bullying. These include

- ❖ **Physical** – hitting, shoving, stealing or damaging property
- ❖ **Verbal** – name calling, mocking, or making sexist, racist or homophobic comments
- ❖ **Social** – excluding others from a group or spreading gossip or rumors about them
- ❖ **Electronic** (commonly known as **cyberbullying**) – spreading rumors and hurtful comments through the use of cellphones, e-mail, text messaging and social networking sites can take. These include

  Students have access to computers. All computers have access to up-to-date Internet service. The use of school computers is limited to research and educational matters only.

  Bullying Awareness and Prevention Week:

  Ontario has designated the week beginning on the third Sunday of November as "Bullying Awareness and Prevention Week" to help promote safe schools and a positive learning environment.

Provisions for Students with Special Needs :

Windsor Islamic High School does not have a formal special education program. However, it recognizes that some students may have special needs and will accommodate those students accordingly.

Where a student has a current psycho-educational assessment which describes individualities in learning styles, the principal with the student and his/her parents will develop a strategy aimed at allowing the student to achieve success. Our guidance program will be applied in a manner sensitive to the student's

individualities. Accommodations such as extra-time on tests and examinations will be provided where appropriate. Other accommodations may be granted in consultation with the student's teachers. Accommodations for the OSSLT will follow guidelines.

30- ASSESSMENT AND EVALUATION POLICIES:

Performance Standards: The Achievement Charts

Percentage	Achievement	Summary Description
80 – 100%	Level 4	A very high to outstanding level of achievement. Achievement is above the provincial standard.
70 – 79%	Level 3	A high level of achievement. Achievement is at the provincial standard.
60 – 69%	Level 2	A moderate level of achievement. Achievement is below, but approaching, the provincial standard.
50 – 59%	Level 1	A passable level of achievement. Achievement is below the provincial standard.

Below 50%	Below Level 1	Insufficient achievement of curriculum expectations. A credit will not be granted.

Note: Level 3 (70 – 79%) is the provincial standard. Teachers and parents can be confident that students who are achieving at level 3 are well prepared for work in the next grade or the next course.

Ontario Student Record (OSR)

The Ontario Student Record (OSR) is the official school record for a student. Because only one OSR can be created for a student, the OSR is held at the school where the student takes the majority of his/her courses. The OSR contains achievement results, credits earned and diploma requirements completed, and other information important to the education of the student. The OSR is an ongoing record and will be transferred if the student transfers to another school in Ontario. Students and their parents (if the student is not an adult) may examine the contents of the OSR upon request. The Education Act and freedom of information legislation protect these records

.**Ontario Student Transcript (OST)**

The Ontario Student Transcript (OST) is the official record of courses successfully completed and credits gained toward the Ontario Secondary School Diploma. Information is updated annually and is part of the Ontario Student Record (OSR). Information is stored electronically and will be copied onto an official OST form when a printed copy is required. When a student completes courses at Windsor Islamic High School and if the OSR for that student is not at Windsor Islamic High School, the student will be advised to take the report card to the school where the OSR is held and the information will be added to the OST.

All courses are recorded on the student's transcripts. This includes current, repeated, and attempted courses. However, if a student withdraws from a course on or before 5 instructional days after the first report card is issued, the course is not recorded on the transcript.

31- community resources

1. **Windsor Islamic Council" (WIC)** is an umbrella organization of the Muslim Community, Non-profit Islamic Organizations Mosques and Centers in Windsor and Essex County (WEC). It was established in 2010 . The WIC is an independent body and in accord with non-profit, non-sectarian Muslim organizations in the WEC area.

2. **Windsor Islamic Association (W.I.A.):** Operation of a Mosque and Community Association carrying on religious welfare, social and education functions. Provide relief for victims of natural disasters. Provide youth activities and ladies auxiliary Provide pre-school education and academic education at the elementary and high school level. Fully running and functional mortuary.

3. **An Noor Corporation:** Fund Raising activities are organized to collect t revenue for assisting the needy students.

32-Fee Structure

❖ $500.00 per month

❖ $400.00 per month (If bother/sister is studying in any Islamic School)

❖ Scholarship / Fee Concession (Depending on the income of parents)

❖ Scholarship / Fee Concession is also awarded for Excellent Academic performance

or Extra Ordinary performance in Co-Curricular Activities/Sports etc.

33-School Uniform

Boys and girls uniform, to reflect the Islamic culture, will be decided.

34- Student Dress Code

Windsor Islamic High School

Student Dress Code

ALL students MUST abide by the school dress code, which follows the Islamic dress code:-

- ❖ Proper student dress also connotes proper grooming and personal appearance (including matters/issues of clothing style, hairstyle, and jewelry) which is to be in accordance with the Qur'an and Sunnah

- ❖ Regarding hairstyles, especially with boys, there should be absolutely no Mohawk haircuts, flo-hawk haircuts, spiked hair, ducktail hair, hair tails, and/or coloured /dyed hair of any variety. Any hair styles or haircuts not in accordance with the tenets of Qur'an and Sunnah are not permitted for students whatsoever.

- ❖ No shorts, capris, leggings or jeggings are permitted. For girls wearing skirts/dresses, tights/pants must be worn underneath

- ❖ No sleeveless tops are permitted.

- ❖ No jewelry or accessories are permitted to be worn other than a wrist watch and pant belts. Earrings are only permitted on girls –only stud earrings are permitted.

- ❖ No prominent writings or slogans are permitted on any article of clothing to be worn during the instructional day.

- ❖ All clothing will be clean, crisp, ironed and students must always arrive to school looking neat.

- ❖ Regarding footwear, all students must wear socks and closed shoes throughout the year. Sandals and open- toed shoes are not permitted. Platform and high-heeled shoes are not permitted. As winter footwear becomes necessary, outdoor winter shoes and separate indoor shoes are mandatory.

- ❖ Running shoes are mandatory for participation during gym class.

- ❖ **Any aspect of dress and/or appearance which violates principles of Qur'an and Sunnah are not permitted.**

- ❖ All parents are kindly asked to please abide by this policy. **Students will not be admitted to their regular class without proper clothing** .Parents will be called to pick up their child(ren) or drop off the appropriate clothing. **No exceptions will be made.**
- ❖ As well, parents and visitors are expected to dress/appear modestly when visiting the school, as all adults are role models for our children.