WALI UL ASR HIGH SCHOOL

Online Course Calendar 2023/2024

SCHOOL COURSE CALENDAR

OUR MISSION

Our mission is to cultivate, lead, and inspire world-class, innovative thinkers and expert communicators through a focus on the relationship between educator and student built around challenging, meaningful, and engaging curriculum in an Islamic Environment enabling them to become healthy productive Muslim Canadian citizens.

The Course Calendar has been prepared to assist students and parents in making valuable, informed choices for their education. It is paramount that students understand the importance of the completion of their secondary school education. That education may lead to a respected position in the workforce, further study at post-secondary institutions, or to an apprenticeship program of the student's choice. At Wali ul Asr School, we encourage you to inquire about the choices available to you that will assist you in achieving your future goals. Quality secondary education is indispensable in creating a bright future for individuals and nations alike.

It is our role as teachers, counselors and administrators to offer you guidance that will help you achieve a successful outcome from your secondary school career. There are a variety of programs and course choices for students. We provide students with high quality learning and programs. The teaching staff at Wali ul Asr School offers students a supportive and caring environment for learning. You are always welcome to contact the teaching staff, the guidance counselor or the administration at any time.

Without a high school diploma, many educational and professional opportunities will not be available to you. Furthermore, studies indicate that individuals who do complete high school have better long-term economic outcomes than individuals who do not. A high school diploma is likely to be the first prerequisite for many major opportunities in your adult life.

In Ontario, students are required to remain in a secondary school until the age of 18 or until they have earned the OSSD Diploma.

OUR SCHOOL'S OVERALL GOALS AND PHILOSOPHY

OUR VISION

Wali ul Asr School will be a leader in setting high standards for student achievement in a university and college-ready environment while also instilling a sense of community. All students will acquire a thirst for learning through challenging and engaging content that is individually crafted to propel them into the twenty-first Century confident, poised, and prepared with skills that will endure the test of time and ensure individual excellence and success.

Wali ul Asr School is committed to providing quality education for students in a safe, secure, and healthy environment.

Positive experiences in the secondary years are crucial to the neurological, social and academic development of a child. The mind, body and soul must all develop in unison in a pure and wholesome manner: especially in their formative years, for a child to achieve their maximum spiritual and worldly potential in their lives. Children are individuals and as such, each one matures according to a different pattern. Respecting this developmental fact, we evaluate programs regularly and plan accordingly.

Wali ul Asr High School has established the following objectives to ensure that each student has the maximum opportunity to learn. The achievement of these objectives depends upon the collective responsibilities of students, teachers and parents.

- To provide the tradition of excellence in academics and personal growth

- To develop a feeling of self-worth through accomplishments, discipline and respect for oneself and others.

- To encourage self-motivation so that students take a responsible role in their own education and success.

- To create a positive learning environment through shared responsibility of teachers, students and parents.

- To prepare students for the real world by developing productivity, punctuality and pride in their work.

- Instilling sound knowledge in the Islamic Faith and fostering characteristics that will enable them to be prepared to face life's challenges as confident, strong and caring Muslim Canadian citizens.

PARTNERING CONTRACT

The partnering contract is an essential agreement between the Wali ul Asr School and a student's home. It is only through a mutual understanding and agreement of success that a student at Wali ul Asr School will achieve excellence. We believe in a three-tiered model of a Wali student's life to develop the ability to lead and inspire; these are Spiritual Excellence, Academic Excellence, and Personality Development. Considering these three categories, the Partnering Contract is the first step in providing a child with the opportunity to find firm footing in the teachings of the Ahlulbayt (AS), to be expected to attain and uphold a rigorous academic standard, and to establish a key value system through a system of positive discipline.

THE IMPORTANCE AND VALUE OF COMPLETING A SECONDARY EDUCATION

The school recognizes that every student learns in his or her own way; therefore, our goal is to provide a warm and empathetic environment which allows students with a variety of learning styles to reach their academic potential. Students are exposed to a variety of teaching styles that engage them in learning and better preparation for graduation, post-secondary life and beyond.

REQUIREMENT TO REMAIN IN SECONDARY SCHOOL

Students at Wali ul Asr will complete their secondary school studies in compliance with the requirements set out in Ontario Schools, Kindergarten to Grade 12: Policy and Program Requirements 2016.

SCHOOL ORGANIZATION

Wali ul Asr School is a semestered school. Semester 1 is held from September to January and Semester 2 is conducted from February to June. Students in high school will take four credit courses each semester.

REPORTING PERIOD

Formal report cards are issued twice each semester. Student progress reports are issued in October and March and are followed by parent teacher interviews within a few days. Provincial midterm report cards are issued in November and April.

TIME TABLE

	Ms.Sakina	Ms.Aleesha	Ms.Mina	Mr.Roohullah
	Ms. Kashaf	Ms.Fezza	Mr.Zaidi	Sh.Mahdi
Semester 1	Ms.Zahra	Ms.Fadia		
Time	Grade 9	Grade 10	Grade 11	Grade 12
	Ms.Fezza	Ms. Kashaf	Ms.Aleesha	Ms.Mina
8:45-8:55	Assembly/DPA			
8:55-10:10	Islamic Studies	Advanced Functions		Physics 11
10:10-11:25	Math 10	English 10	Data Management	Biology 12
11:25-12:05	Lunch/Physical Activity			
12:05-1:20	Phys Ed / Art	Phys Ed / Art	Chemistry 12	
1:20-1:50	Wudu & Salah			
1:50-3:05	French	Civics & Careers	English 12	
3:05-3:25	Various School Initiatives (Guidance sessions, math/english help, character building, mentorship, gym)			
3:25-3:30	Wrap-Up & Dismissal			

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Time	Grade 9	Grade 10	Grade 11	Grade 12
	Ms.Fezza	Ms. Kashaf	Ms.Aleesha	Ms.Mina
8:45-8:55	Assembly/DPA			
8:55-10:10	English 9	Islamic Studies	Calculus	
10:10-11:25	Science 9	Functions 11	English 11	Physics 12
11:25-12:05	Lunch/Physical Activity			
12:05-1:20	Phys Ed / Art	Phys Ed / Art	Chemistry 11	World Cultures 12
1:20-1:50	Wudu & Salah			
1:50-3:05	Math 9	Science 10	Bio 11	World Issues
3:05-3:25	Various School Initiatives (Guidance sessions, math/english help, character building, mentorship, gym)			
3:25-3:30	Wrap-Up & Dismissal			

SCHOOLS EXPECTATIONS REGARDING STUDENT RESPONSIBILITIES, ACHIEVEMENTS, AND ATTENDANCE

ATTENDANCE & ACHIEVEMENT

Regular attendance and punctuality are imperative for the academic success of students. When students are absent, they miss material on which subsequent learning is based and valuable time to work on projects and evaluations given by teachers. Students who miss a test or other types of evaluation without a valid reason may forfeit the opportunity for evaluation. The school will make every effort to inform parents about problems created by the irregular attendance of their children.

Since a credit is based upon a minimum of 110 hours of course instruction, when a student misses too many classes, s/he might not be able to complete the amount of the work assigned. It is crucial to the student's learning that they participate online, and excepting emergencies and sickness, the parents are to help ensure that the student logs in and participates in classes daily.

Regular attendance can be achieved through a general agreement between students, parents and the school.

LONG-TERM ABSENCE

Students who will be absent for a period more than ten days must sign an Extended Absence Contract. Extended Absence Contracts can be sent from the school office and must be completed and returned before leaving. The completed forms and work must be returned or sent to the office within two (2) weeks of the student's return.
Students are strongly encouraged not to leave for long vacations during the school year.

ATTENDANCE POLICY

Student attendance remains the number one factor affecting the overall achievement of students. The following policies will become regular procedures:
Attendance in all eLearning courses is recorded daily. Students should log in and participate in course(s) daily as per your eLearning period(s). In order to be recorded as 'present' in class online, students must actively participate in the course. To do this, students must log into their course **and** do **at least one** of the following for each class:

- ● Submit work as prescribed by teacher,
- ● Acknowledge presence, when attendance is taken by teacher
- ● Participate in a class discussion,
- ● Complete an online quiz or test, checklist or survey,
- ● Conference with teacher (virtually or by phone, or email).

For all absences, a parent or guardian must notify the school's secretary's office via phone, email, explaining the absence. Students who establish a pattern of excessive absenteeism may be withdrawn from the course.
A student is allowed ten days of absence due to illness per semester. Additional illnesses must be cleared by a community health care professional so that the office can allow the student to be excused.
The teacher will reach out to the student and follow up with parents if they are absent for more than three days without any notification to the school.

EXCUSED ABSENCE

A student shall be excused from school for the following reasons as specified in the Education Code:

- ▪ Illness
- ▪ Medical, dental, optometric, or chiropractic services
- ▪ Funeral for a member of the family
- ▪ Justifiable personal reasons, including but not limited to e.g. an appearance in court.

LATE POLICY

Punctuality is an important Islamic value and life skill. Student academic success depends on punctuality and regular attendance.
Students logging into class late will be given a late notice, and parents will be notified via email.

PLAGIARISM

Plagiarism demonstrates a lack of integrity and character that is inconsistent with the goals and values of Wali ul Asr School. Plagiarism is defined as the use of all or most of the language and thoughts of another person without attribution, in order to represent them as one's own original work. (Based on the document 'Growing Success' 2010)

Excellent written expression of well-formulated ideas is a fundamental skill for academic success. Plagiarism interferes with the assessment and feedback process that is necessary in order to promote academic growth. Plagiarism defrauds the teacher with a false view of a student's strengths and weaknesses. It may prevent further instruction in areas of weakness and delay the student in reaching his or her academic potential.

Plagiarism includes:

1) Taking someone else's assignment or portion of an assignment and submitting it as one's own

2) Submitting material written by someone else or rephrasing the ideas of another without giving the author's name or source

3) Presenting the work of tutors, parents, siblings, or friends as one's own

4) Submitting purchased papers as one's own

5) Submitting papers from the Internet written by someone else as one's own

6) Supporting plagiarism by providing work to others, whether it is believed it will be copied or not

CHEATING

Cheating demonstrates a lack of integrity and character that is inconsistent with the goals and values of Wali ul Asr School.

Education is based on learning specific skills, forming life-long work habits, and developing mature coping skills according to each student's unique abilities. Sometimes stress propels students to make unethical choices.

When students choose to cheat, it may be a symptom of more serious problems such as over-commitment to extracurricular activities, and/or academic desperation. The compromise of their values through cheating may lead to a loss of self-esteem, as the students are often painfully aware of their shortcomings and fighting a tiring battle to preserve their image at the cost of their ethics. True self-esteem is based on competence. Cheating robs students of their opportunity to become competent. Assignments should be considered individual unless the teacher states otherwise.

Cheating includes:

- Copying, faxing, emailing, or in any way duplicating assignments that are turned in, wholly or in part, as original work

- Exchanging assignments with other students, either handwritten or computer generated, whether it is believed they will be copied or not

- Using any form of memory aid during tests or quizzes without the expressed permission of the teacher

- Using a computer or other means to translate an assignment from one language into another and submitting it as an original translation

- Giving or receiving answers during tests or quizzes.

- Taking credit for group work when the student has not contributed an equal or appropriate share towards the final result

- Accessing a test or quiz for determining the questions in advance of its administration.

- Using summaries/commentaries (Cliffs Notes, Spark Notes, etc.) in lieu of reading the assigned materials.

ALTERNATIVES TO PLAGIARISM AND CHEATING

No student needs to cheat or plagiarize. Wali ul Asr School provides students with the support they need to help them honorably achieve success. Students who seek appropriate help when needed will not need to cheat or plagiarize.

The following behaviors promote true student achievement:

- Be prepared. Try to keep a realistic schedule balancing academic obligations and one's social and personal life.

- Ensure that you understand your assignments and the grading assessments that will be used. If you have questions about an assignment or an assessment, talk to your teacher. Do not rely solely upon a classmate for clarification.

- Use all avenues of support available to you. For help needed beyond the classroom, contact your teacher, other teachers of that subject, a peer tutor, or a parent or other adult who is well versed in the subject.

▪ Assignments should be considered individual unless the teacher states otherwise.

▪ Be organized. Having class notes in an orderly, easily accessible format will save time and anxiety when studying for a test or writing a paper.

▪ Remain up-to-date with assignments. If you choose to read an entire novel the evening before a test or before a paper is due on that novel, your performance will likely suffer.

▪ If, for whatever reason, you choose to use another's ideas or solutions, cite that person or resource as a source on your paper or project.

▪ Know what constitutes cheating, including all the variations of plagiarism.

Parental support for academic achievement and ethical development is fundamental to a student's long-term success. The following behaviors will assist parents in promoting true student achievement:

▪ Teachers are available for extra help when requested.

▪ Assess your son or daughter's abilities realistically.

▪ Don't push them beyond their limits with your expectations or aspirations. Many times, students make bad decisions because the pressure to excel is greater than their ability to meet the expectations.

▪ If you suspect that your child is experiencing difficulty in a class, please contact the teacher. The sooner the problem is identified; the sooner steps can be taken to alleviate it.

▪ If your child is caught cheating and you are contacted by the office, please remember that this is a learning experience; help them accept the consequences for their inappropriate actions. All individuals involved will sign an agreement.

REPERCUSSIONS

Be aware that cheating is often a joint undertaking. Cheating is always harmful to all parties involved. It sacrifices the integrity of the person who provides the materials and deprives the cheater of the opportunity to learn. When cheating is not an individual activity, all parties involved are equally guilty and will be subject to the same consequences. Intellectual honesty on the part of all students is fundamental to their ethical development. The consequences for intentional plagiarism and cheating will be a thorough investigation of the context of the cheating to minimize future illegitimate work. Based on the grade, maturity, and number of repeat instances of the cheating, along with the specific context in which the   student chose to cheat, the teacher will form a plan of action so that the student is well-equipped, informed and aware of resources and does not feel any need to cheat again. The student will be given a chance to submit an original piece of work for the assessment or assignment.

SCHOOLS CODE OF STUDENT BEHAVIOR

Wali ul Asr's code of conduct sets out school wide standards of behavior. These standards of behavior

apply to members of our community, whether they are on school property, attending classes on-line, at school-related events and activities, or in other circumstances that could have an impact on the school culture. The code applies to all members of Wali ul Asr community including the principal, students, faculty, staff, parents and volunteers. Self-discipline and a willingness to accept responsibility for one's actions and conduct are fundamental to Wali ul Asr's code of conduct.

The enforcement of Wali ul Asr's code of conduct and the imposition of disciplinary action are the responsibility of the principal and her designates who consults with students, faculty, staff, parents and others as deemed appropriate.

Students and parents must agree to comply with Wali ul Asr's code of conduct.

ACCEPTABLE USE POLICY

The school reserves the right to monitor all material in user accounts on the file server in order to determine the appropriateness of computer use when a challenge has arisen. The following processes have been put into place:

1. The Google Classroom Platform at Wali ul Asr is a Learning Management System (LMS) and is intended for educational purposes only. Any use of any LMS tool within the course for any other purpose other than the intended educational purpose is prohibited. The inappropriate uses include, but are not limited to, criminal, obscene, commercial, or illegal purposes.
2. Student access into the LMS is provided as long as the student follows the guidelines set by the school Principal, provincial, and federal laws.
3. If the LMS is used inappropriately or in a prohibited manner, the principal reserves the right to terminate the registration or suspend the user. There is the possibility of further disciplinary action including legal prosecution, if the appropriate laws, regulations, or contracts deem it necessary.
4. Malicious LMS network damage, interference or mischief will be reported to the appropriate authorities.
5. It is important to be aware that activities in an online environment are not private. The school reserves the right to monitor all material that is placed in a user's account and to remove it if deemed necessary.
6. The security of the online environment is only as effective as the practices of its users. Therefore, it is important that the student user:
     - Never reveal your Wali ul Asr password to any individual, except your parent or guardian.
     - Always report to your Principal any email or chat message which causes you concern or any message which requests inappropriate personal information from you.
     - Never attempt to access unauthorized material or to impersonate another user. Any attempt to vandalize, harm or destroy data of another user is prohibited. Any attempt to vandalize the data of the course or school is also prohibited.

Students are expected to conduct themselves according to the Islamic code of conduct, attend their classes regularly and punctually, and be prepared to work and put forth their best effort at all times. It is the student's responsibility to respect and show concern for others and to treat others the way they themselves wish to be treated. Finally, it is everyone's responsibility to know the rules and regulations of

the school.

The following rules must be strictly observed, and consequences will be assigned if a rule is violated.

RESPECT FOR SELF

- Will display a positive and optimistic attitude

RESPECT FOR ADULTS

A student will:

- Interact positively with all adults, including school personnel and parents,
- Comply with the authority of the school;
- Adhere to the rules of the school and to the laws of the province.

RESPECT FOR PEERS

A student will:

- Respect the rights and freedom of others and their general ability to benefit from Wali ul Asr
- Interact positively with all peers respecting their right to privacy, personal property, and emotional security
- At all times will speak well of fellow students, welcome others into groups, provide to others when needed, encourage others to join in;
- Have a positive influence upon others attitudes and efforts.

CONCERN FOR COMMUNITY

A student will:

- Positively and publicly promote the goodwill and reputation of Wali ul Asr
- Be a law-abiding citizen

MAINTAIN/IMPROVE ACADEMIC EFFORT AND PERFORMANCE

A student will:

- log into class and will maintain an academic performance equal to or better than his/her assessed abilities;
- Demonstrate a daily commitment to achieve one's potential;
- Will maintain excellent attendance and punctuality virtually;
- Complete class work, assignments, projects, and homework in a timely fashion with due diligence.

LEADERSHIP

A student will:

- Be honest and trustworthy;

● Be a consistent and willing participant in school clubs, school social activities, participate online

● Be an example to others of good citizenship.

ROLES AND RESPONSIBILITIES

WALI UL ASR SCHOOL

It is the responsibility of the school to:

● Develop policies that set out how the school will implement and enforce its Code of Conduct and other rules that promote and support respect, civility, responsible citizenship and the online safety and well-being of others;

● Review policies regularly with students, parents, faculty, staff, volunteers and the community;

● Seek input from the Board of directors, students, parents, faculty, staff and the school community;

● Establish a process that clearly communicates Wali ul Asr's Code of Conduct to all students, parents, faculty, staff and members of the school community in order to obtain their commitment and support;

● Develop effective intervention strategies and respond to all infractions related to the standards for respect, civility, responsible citizenship and safety; and

● Provide opportunities for all faculty members to acquire the knowledge, technology, software, skills and attitudes necessary to develop and maintain academic excellence in a safe learning and on-line teaching environment.

PRINCIPAL

The principal takes the leadership role in the daily operation of the school. The principal will provide this leadership by:

● Demonstrating care for the school community and a commitment to academic excellence in a safe, inclusive and accepting teaching and learning environment'

● Empowering students to be positive leaders in their school, online school and community;

● Holding everyone under his or her authority accountable for his or her behavior and actions; and

● Communicating regularly and meaningfully with all members of the school community.

FACULTY AND STAFF

Under the leadership of the Principal, faculty and staff maintain order in the school and are executed to hold everyone to the highest standard of respectful and responsible behavior. As role models, faculty and staff uphold these high standards when they:

- Help students work to their full potential and develop their sense of self-worth;

- Empower students to be positive leaders in their classrooms, school and community;

- Communicate regularly and meaningfully with parents;

- Maintain consistent standards of behavior for all students;

- Demonstrate respect for all students, parents, faculty, staff, volunteers and the members of the school community; and

- Prepare students for the full responsibility of citizenship.

Faculty and staff shall also assist the Principal in maintaining close cooperation with the school community and establishing and maintaining consistent disciplinary practices in the school. In addition, faculty and staff must assist the Principal by reporting incidents and assisting the Principal in conduction and investigation.

STUDENTS

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves, others and their responsibilities of citizenship through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Show respect for her/himself, her/his peers and all member of the online school community;

- Complies with all published school rules, codes of conduct, agreements, policies and frameworks; ● Takes responsibility for her/his own actions.

PARENTS AND GUARDIANS

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

- Comply with Wali ul Asr's Code of Conduct;

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

- Help their child be appropriately prepared for online learning

- Ensure their child logs on to class regularly and on time;

- Promptly report to the school their child's absence or late login;

- Demonstrate support for Wali ul Asr's Code of Conduct and school rules and policies;

- Encourage and assist their child in following Wali ul Asr's Code of Conduct and school rules; and

- Assist and support school staff in addressing disciplinary issues involving their child.

HARDWARE AND SOFTWARE REQUIREMENTS

Hardware Requirements

We strongly recommend a computer fewer than 5 years old.

- Processor: Minimum 1 GHz; Recommended 2GHz or more
- Ethernet connection (LAN) OR a wireless adapter (Wi-Fi)
- Hard Drive: Minimum 32 GB; Recommended 64 GB or more
- Memory (RAM): Minimum 1 GB; Recommended 4 GB or above
- Speakers or headset with microphone
- Some classes require a camera and microphone
- Printer may be required

Operating System

G Suite Tools for Google Classroom:

The two previous major releases of the following Operating Systems;

Apple® mac OS® and mac iOS® (ipads/iphones)

- Microsoft® Windows®
- Chrome OS

Using the most current versions of the following browsers;

- Chrome Browser - *Recommended Browser*
- Apple Safari
- Mozilla Firefox
- Microsoft Edge

Or using the the most current versions of G suite mobile apps on mobile devices
Special Note:
- On ipads, G Suite tools can be used using mobile apps or within a browser. They both work. Either can be used.
- On Chromebooks, G Suite tools use the Chrome Browser; there are no mobile apps for G Suite.
- Older devices may encounter issues using G suite as older ipads, chromebooks, tablets or computers will not be able to receive the most current versions of the operating systems, browsers or mobile apps.

BULLYING PREVENTIONS AND INTERVENTION

The accepting school act requires all schools to prevent and address inappropriate and disrespectful behavior among students in our schools. These behaviors include bullying, discrimination and harassment.

For the purposes of the definition of 'bullying' behavior includes bullying by electronic means [commonly known as cyber-bullying], including:

a. Creating a webpage or a blog in which the creator assumes the identity of another person;

b. Impersonating another person as the author of content or messages posted on the internet; or

c. Communicating material electronically to more than one individual or posting material on a website that may be accessed by one or more individuals.

Wali ul Asr, through the active and passive supervision, strives to create an online learning environment that inhibits bullying behaviors. We depend on all members of the community [students, faculty, staff and parents] to bring to the attention of administrators' incidents of bullying affecting a member or members in our community. Through the process of progressive discipline, the school will take action to address the behavior of the bully while providing support to the victim. Repeated incidents may result in suspension or expulsion.

FAILURE TO COMPLY WITH WALI UL ASR'S CODE OF CONDUCT

All members of Wali ul Asr are responsible for observing both the letter and the spirit of Wali ul Asr's Code of Conduct. Wali ul Asr reserves its right to apply a full range of sanctions to any offence committed by a student. In determining whether an offence has been committed and what sanction[s] should be applied. Wali ul Asr will employ procedure that:

● Reflect the severity of the offence alleged;

● Ensure that a student, and her parents as required are aware of the complaint against the students;

● Ensure that a student, and their parents as required, have the opportunity to present fully and fairly their version of events and explanation and to have these taken into account by the decision-maker;

● Ensure that the decisions will be made in a fair and impartial way; and

● Document completely and accurately all aspects of the process and decision.

Some additional reasons why a student's success at Wali ul Asr would be jeopardized and/or enrollment discontinued include, but are not limited to, the negative of the code of conduct and its aforementioned assumptions and such indicators as tardiness, absenteeism, breaking the law, negatively affecting the public good will and reputation of the school, threatening or endangering the physical or emotional well-being of another person, refusal to comply with academic or behavior expectations, attitude, verbal or nonverbal disrespect, interference with the general ability of others to benefit from the school, negative influence upon others attitudes or efforts, smoking, or continuing inappropriate behavior. All of the above indicators shall be solely at the Director's definition. The code of conduct and its implementation is a condition of this registration and continued enrollment.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL DIPLOMA (OSSD)

CREDIT REQUIREMENTS

To earn an OSSD a student must:

1. Earn 30 credits [110 hours each]

2. 18 compulsory credits

3. 12 optional credits

4. Complete 40 hours of community involvement activities

5. Successfully complete the Ontario Secondary School Literacy Requirement

6. Earn at least two online learning credits

COMPULSORY CREDITS

Students are required to successfully complete 30 credits of 110 hours each to obtain a high school diploma. Eighteen (18) of these credits are compulsory and listed below:

▪ Four [4] English Credits – one per grade *

▪ One [1] French as a second language

▪ Three [3] Mathematics – at least one in Grade 11 or 12

▪ Two [2] Science

▪ One [1] Canadian History

▪ One [1] Canadian Geography

▪ One [1] Visual Arts

▪ One [1] Health Physical Education

▪ One [1] Civics and Career Studies [1/2 credit each]

ADDITIONAL COMPULSORY CREDITS

▪ Group 1

  o English [including the Ontario Secondary School Literacy Course] or French as a second

language **

- o A native language

- o First Nations, Metis and Inuit Studies

- o A classical or an international language

- o Social sciences and the humanities

- o Canadian and world studies

- o Guidance and career education

- o Cooperative education ***

▪ Group 2

- o Health and Physical Education

- o The Arts

- o Business Studies

- o French as a second language **

- o Cooperative education ***

▪ Group 3

- o Science [grade 11 or 12]

- o Technological Education

- o French as a second language **

- o Computer Studies

- o Cooperative Education ***

COMMUNITY INVOLVEMENT REQUIREMENT AND PROCEDURES

Students are required as part of their Ontario Secondary School Diploma (OSSD) to complete a minimum of 40 hours of community involvement over their four years of Secondary School. Students must keep a record of this involvement and have it validated by the school Principal (or his/her designate). A student may work in a variety of settings including businesses, non-profit organizations, public sector institutions (including hospitals) and informal settings. Possible activities include charity work, coaching, or involvement in certain extracurricular activities within the school as defined by the Community Involvement Form. This form includes a record of hours for planned and completed Community Involvement Activities.

All students must complete a minimum of 40 hours of unpaid community involvement activities before graduating from high school. Students aged 14 and above are allowed to add a maximum of 10 hours

from paid employment and are required to complete a reflection exercise reflecting how their work helped others.

Completion of the required 40 hours must be documented and submitted to the school by the student.

Students may obtain a "Community Hours" form by contacting the principal to record their hours and submit the form to the school. The school will verify all information on the form.

Please obtain an updated list of approved and suggested community involvement activities from the school.

Community Involvement activities may be counted toward the 40-hour minimum ONLY if they begin after the student completes Grade 8 in June and is expected to start Grade 9 in September. Please note: Students must obtain approval from the school prior to commencing the activity, if the activity is not on the list of pre-approved activities.

Online students will have to get the community involvement approved by the principal prior to commencing the activity, by filling out the form provided in the welcome package and include the type of volunteering activity, name and address.

THE PROVINCIAL SECONDARY SCHOOL LITERACY REQUIREMENT

THE ONTARIO SECONDARY SCHOOL LITERACY TEST (OSSLT)

The OSSLT is administered in Grade 10. For students who entered secondary school in the 2000-2001 school year or later, successful completion of the test is a diploma requirement. The literacy test is based on the provincial language expectations associated with the Grade 9 curriculum. If a student is not successful in the literacy test in the Grade 10 year, he/she will have additional opportunities to fulfill the literacy requirement. There are Ministry policies and guidelines, which allow for accommodations for special needs students writing the high school literacy test.

Students taking ESL will only take the test when they have reached an appropriate level in their language ability. The test measures whether students can successfully demonstrate reading and writing skills that apply in all subject areas in the provincial curriculum, up to the end of Grade 9.

The test is designed and marked by the Education Quality & Accountability Office (EQAO) and is conducted once each year.

Students receive results — either "complete" or "incomplete." Students who receive an incomplete will be sent detailed feedback. Students may retake the test. No limits have been established regarding the number of retakes allowed.

THE ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

A student who has written the OSSLT at least once, and failed, is eligible to take the literacy course (OSSLC).

Students who pass the course are considered to have met the literacy graduation requirement. Students must satisfy the literacy requirement to graduate, and their result is recorded on their student transcript.

Literacy is a major part of all English language courses offered at the school. No separate course for literacy will be offered. The OSSLC, available at other institutions, offers students an alternative means of demonstrating their literacy skills.

Wali ul Asr School does not offer this course, but students can register for the course at a local summer school or other institution after getting approval from the Principal. The principal and/or guidance counselor can provide information on the availability of the OSSLC.

ACCOMMODATIONS, SPECIAL PROVISIONS, DEFERRALS, AND EXEMPTIONS

Accommodations, deferral and exemption information is outlined in the Ministry of Education's Programs/Policy memorandum 127.

Any accommodations recommended by the school will be acceptable to EQAO, in accordance with Programs/Policy memorandum 127, and must be recorded, specific to the student's circumstances. Accommodation recommendations will be communicated by letter to parents/guardians in advance of the test.

Deferrals will be considered in individual circumstances. The consideration for a deferral may be initiated by a parent or by the principal. The principal will decide in consultation with the student's parents/guardians and appropriate school staff. A letter outlining the reason for the deferral will be sent electronically to the student and parent/guardian for their signature in advance of the test. A student who is deferred must successfully complete the literacy requirement to earn an OSSD.

ONLINE LEARNING REQUIREMENT

Students are required to earn two online learning credits to graduate from secondary school, beginning with every student who entered Grade 9 in the 2020-21 school year. The graduation requirement is intended to support students in developing familiarity and comfort with learning and working in a fully online environment, as well as developing digital literacy and other important transferable skills that they will need for success after secondary school, including in post-secondary education and the workplace.

DEFINITION OF ONLINE LEARNING

- Online learning credits that count towards the requirement are earned through courses that rely primarily on communication between students and educators through the internet or another digital platform.
- Online learning credits that count do not generally require students to be physically present with one another or with their educator in the school, except where required for:
    - examinations and other final evaluations
    - occasional meetings with educators and other school staff, and
    - access to internet connectivity, learning devices, or other supports (for example, guidance, special education and mental health and well-being supports, and required initial assessment and in-person learning for English language learners and students of Actualisation linguistique en français (ALF) or Programme d'appui aux nouveaux arrivants (PANA) at their early stages of language acquisition)
- In online learning courses delivered by schools in the publicly funded education system, coursework is teacher-led.
- Students from the same online class may follow different timetables and be from different schools or school boards.
- Students in publicly funded schools complete their online coursework with the support of a

certified Ontario educator with whom they communicate, and who provides instruction, ongoing feedback, assessment, evaluation and reporting as needed, including implementing any accommodations and/or modifications identified in the student's Individual Education Plan.

In-person courses that use digital learning tools in a physical classroom do not count towards the online graduation requirement, nor do remote learning courses that rely on a minimum requirement for synchronous learning.

SPECIAL PROVISIONS AND EXCEPTIONS

Up to one secondary school credit that was completed by students who were in Grade 9 during the province-wide school closures (from April 2021 to June 2021) may be counted towards the graduation requirement, in recognition of the extraordinary circumstances of the COVID-19 pandemic.

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

OPT-OUT PROCESS

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. The opt-out information process is outlined in the Ministry of Education's Programs/Policy memorandum 167. In accordance with Programs/Policy memorandum 167, the specific form must be filled out and sent to the school.
The school will also allow for students and parents/guardians to opt back into the online learning graduation requirement should their decision change. Please contact the school for further information on this process.

POLICY ON SUBSTITUTIONS FOR COMPULSORY COURSES

Under special circumstances substitutions may be made for a limited number of compulsory credit courses. To meet an individual student's needs, The Principal may replace up to three compulsory courses with courses from the remainder of those that meet the compulsory credit requirements.

 In all cases, however, the total compulsory and optional credits will be 30 for students to earn the OSSD and not less than 14 for those earning the Ontario Secondary School Certificate. Substitutions should be made to promote and enhance student learning or to meet special needs and interests. A parent, student or the principal can make requests for substitutions. The principal will make his /her decision in consultation with the parent, student and appropriate school staff. It is recommended that students and their parents/guardians give careful consideration before requesting approval for substitute credit arrangements. Wherever possible, the request for substitution will be delayed until the student has had

some secondary school experience. A student who is not successful in a compulsory course may:

- Repeat it

- Undertake a course at a different level of difficulty

- Undertake a different course from a guideline that fulfills the compulsory credit requirement

A substitution request form will be sent and returned upon completion for approval by the principal. A copy of the form is to be kept in the student's Ontario Student Record (OSR). Each substitution shall be noted on the Ontario Student Transcript.

POLICY ON DUAL CREDIT COURSES

Wali ul Asr School does not currently offer any program that provides students with college credit. Students coming from a school that had such a program will have their transcripts evaluated by the principal, and an appropriate course of action will be taken.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE AND THE CERTIFICATE OF EDUCATION

The Ontario Secondary School Certificate will be granted on request to students who leave secondary school before earning the OSSD, if they have earned a minimum of 14 credits as follows:

COMPULSORY CREDITS (TOTAL OF 7)

2 credits ………English

1 credit. ………Canadian Geography or Canadian History

1 credit. ………Mathematics

1 credit. ………Science

1 credit. ………Physical and Health Education

1 credit. ………Arts or Technology

OPTIONAL CREDITS (TOTAL OF 7)

7 credits selected by the student from available courses

The provisions for making substitutions for compulsory credits described in policy for substitutions above for the OSSD also apply to the Ontario Secondary School Certificate.

CERTIFICATE OF ACCOMPLISHMENT

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. The Certificate of Accomplishment will be accompanied by the Ontario Student Transcript [OST]. Students who return to school to complete additional credits and non-credit courses will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment.

COURSES OFFERED IN THE 2023/2024 SCHOOL YEAR

GRADE 9	GRADE 10	Grade 11	Grade 12
MTH1W	MPM2D	MCR3U	ENG4U
ENL1W	ENG2D	ENG3U	MCV4U
SNC1W	SNC2D	SPH3U	MHF4U
AVI1O	PPL2O	SBI3U	SPH4U
HRE13	AVI2O	SCH3U	SCH4U
PPL1O	HRE23		SBI4U
FRL1W	CHV2O/GLC2O		CGW4U

			MDM4U
			HSC4M

CURRICULUM

DEFINITION OF A CREDIT

A credit is granted in recognition of the successful completion of a course (at the Grade 9-12 level) that has been scheduled, for a minimum of 110 hours. While most courses are full credit courses, some could be offered on a modular arrangement for partial credit. Half credit is awarded for the Civics and Career Studies courses.

DEFINITIONS OF THE TYPES OF COURSES AVAILABLE IN THE ONTARIO CURRICULUM

GRADE 9 AND GRADE 10 COURSES

The following three types of courses are offered in Grades 9 and 10:

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

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

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

college, or the workplace in mind.

In Grades 9 and 10, students will select an appropriate combination of academic, applied, and open courses in order to add to their knowledge and skills, explore their interests, and determine the type of educational program they are best suited to undertake in Grades 11 and 12. Wali ul Asr does not offer applied courses, therefore if students in Grade 9 and 10 wish to take applied courses, they would be advised to take them alternately online . When selecting their courses in Grades 9 and 10, students are not expected to make binding decisions about a particular education or career pathway; however, they should try to ensure that they have the prerequisites required for future courses they plan to take.

GRADE 11 AND 12 COURSES

The following four types of courses are offered in Grades 11 and 12:

College preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for most college programs or for admission to specific apprenticeship or other training programs.

University preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for university programs.

University/college preparation courses are designed to equip students with the knowledge and skills they need to meet the entrance requirements for specific programs offered at universities and colleges.

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

COURSE PREREQUISITES

Courses in Grades 10, 11 and 12 may have prerequisites for enrolment. All prerequisite courses are identified in Ministry Curriculum Policy documents and no courses apart from these may be identified as prerequisites. If a parent of a student requests that a prerequisite be waived, the Principal will determine whether or not the prerequisite should be waived. The Principal may also initiate consideration of whether a prerequisite should be waived. The Principal will make his or her decision in consultation with the guidance counsellor, parent and subject Department Head.

COURSE CODING SYSTEM

The course code consists of a course title and a six-character code. The Ministry of Education designates the first five characters. The School determines the sixth character. Normally, the sixth character is "1". The sixth character does not appear on the Ontario Student Transcript.

	MPM	2	D	1

Course Title	Course Descriptor	Grade of Course	Course Type		School Code
Principles of Mathematics	The first letter of each course code indicates the department. In this case M=Mathematics	1 - Grade 9 2- Grade 10 3 - Grade 11 4 - Grade 12	D P O U C M	Academic Applied Open University College University or College	An indicator of the course version for Virtual High School administration reference.

DESCRIPTION OF COURSES

THE ARTS

AVI1O VISUAL ARTS, GRADE 9, OPEN

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

Prerequisite: None

AVI2O – VISUAL ARTS, GRADE 10, OPEN

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.

Prerequisite: None

ENGLISH

ENL1W ENGLISH, GRADE 9, DE-STREAMED

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

Prerequisite: None

ENG2D ENGLISH, GRADE 10, ACADEMIC

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 analyze 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.

Prerequisite: ENG1D1

ENG3U, ENGLISH, GRADE 11, UNIVERSITY

This course emphasizes the development of literacy, communication, and critical and creative thinking skills necessary for success in academic and daily life. Students will study the content, form, and style of a variety of informational and graphic texts, as well as literary texts from Canada and other countries, and create oral, written, and media texts in a variety of forms for practical and academic purposes. An important focus will be on using language with precision and clarity. The course is intended to prepare students for the compulsory Grade 12 college preparation course.

Prerequisite: ENG2D

ENG4U ENGLISH, GRADE 12, UNIVERSITY

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

Prerequisite: ENG3U

FRENCH AS A SECOND LANGUAGE

FRL1W FRENCH, GRADE 9, OPEN

This course allows students to develop and consolidate fundamental knowledge and skills in reading, writing and oral and visual communication. Throughout the course, the student improves media literacy and critical literacy skills, while developing and practicing transferable skills, including digital literacy. The student makes connections between their lived experiences and society, and expands their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

HEALTH AND PHYSICAL EDUCATION

PPL1O HEALTHY ACTIVE LIVING EDUCATION, GRADE 9, OPEN

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to healthy sexuality and the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal-setting, communication, and social skills.

Prerequisite: None

PPL2O HEALTHY ACTIVE LIVING EDUCATION, GRADE 10, OPEN

This course emphasizes regular participation in a variety of enjoyable physical activities that promote lifelong healthy active living. Student learning will include the application of movement principles to refine skills; participation in a variety of activities that enhance personal competence, fitness, and health; examination of issues related to healthy sexuality, healthy eating, substance use and abuse; and the use of informed decision-making, conflict resolution, and social skills in making personal choices.

Prerequisite: None

MATHEMATICS

MTH1W MATH, GRADE 9, DE-STREAMED

This course enables students to consolidate, and continue to develop, an understanding of mathematical concepts related to number sense and operations, algebra, measurement, geometry, data, probability, and

financial literacy. Students will use mathematical processes, mathematical modelling, and coding to make sense of the mathematics they are learning and to apply their understanding to culturally responsive and relevant real-world situations. Students will continue to enhance their mathematical reasoning skills, including proportional reasoning, spatial reasoning, and algebraic reasoning, as they solve problems and communicate their thinking.

Prerequisite: None

MPM2D MATH, GRADE 10, ACADEMIC

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.

Prerequisite: MTH1W

MCR3U FUNCTIONS, GRADE 11, UNIVERSITY

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.

Prerequisite: MPM2D

MHF4U ADVANCED FUNCTIONS, GRADE 12, UNIVERSITY

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

Prerequisite: MCR3U or MCT4C

MCV4U CALCULUS AND VECTORS, GRADE 12, UNIVERSITY

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in three-dimensional space; broaden their understanding of rates of change to include the derivatives of polynomial, sinusoidal, exponential, rational, and radical functions; and apply these concepts and skills to the modelling of real-world relationships. Students will

also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended for students who choose to pursue careers in fields such as science, engineering, economics, and some areas of business, including those students who will be required to take a university-level calculus, linear algebra, or physics course.

Prerequisite: MCR3U or MCT4C

Note: The Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

MDM4U DATA MANAGEMENT, GRADE 12, UNIVERSITY

This course broadens students' understanding of mathematics as it relates to managing data. Students will apply methods for organizing and analysing large amounts of information; apply counting techniques, probability, and statistics in modelling and solving problems; and carry out a data management investigation that integrates the expectations of the course and encourages perseverance and independence. Students planning to pursue university programs in business, the social sciences, or the humanities will find this course of particular interest.

Prerequisite: MCR3U of MCF3M

SCIENCE

SNC1W SCIENCE, GRADE 9, DE-STREAMED

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

Prerequisite: None

SNC2D SCIENCE, GRADE 10, ACADEMIC

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.

Prerequisite: SNC1W

SBI3U BIOLOGY, GRADE 11, UNIVERSITY

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.

Prerequisite: SNC2D

SCH3U CHEMISTRY, GRADE 11, UNIVERSITY

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 behavior 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.

Prerequisite: SNC2D

SPH3U PHYSICS, GRADE 11, UNIVERSITY

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 analyze the interrelationships between physics and technology, and consider the impact of technological applications of physics on society and the environment.

Prerequisite: SNC2D

SBI4U BIOLOGY, GRADE 12, UNIVERSITY

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis

will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields.

Prerequisite**:** SBI3U

SCH4U CHEMISTRY, GRADE 12, UNIVERSITY PREPARATION

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

Prerequisite: SCH3U

SPH4U PHYSICS, GRADE 12, UNIVERSITY PREPARATION

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

Prerequisite: SPH3U

CANADIAN AND WORLD STUDIES

CHV20 - CIVICS & CITIZENSHIP, GRADE 10, OPEN

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them. This course also includes learning on digital literacy and critical-thinking skills, the mechanisms of government, Indigenous governance systems and structures, the historical foundations of the rights and freedoms we enjoy in Canada, ways in which government policy affects individuals' lives and the economy, and ways for students to serve their communities.

Prerequisites: None

GLC2O - CAREER STUDIES, GRADE 10, OPEN

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

Prerequisites: None

HSC4M - WORLD CULTURES, GRADE 12, UNIVERSITY/COLLEGE PREPARATION

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

Prerequisite: Any university, college, or university/college preparation course in social sciences and humanities, English, or Canadian and world studies

CGW4U - WORLD ISSUES, GRADE 12, UNIVERSITY PREPARATION

In this course, students will address the challenge of creating a more sustainable and equitable world. They will explore issues involving a wide range of topics, including economic disparities, threats to the environment, globalization, human rights, and quality of life, and will analyse government policies, international agreements, and individual responsibilities relating to them. Students will apply the concepts of geographic thinking and the geographic inquiry process, including the use of spatial technologies, to investigate these complex issues and their impacts on natural and human communities around the world.

Prerequisite: Issues in Canadian Geography, Grade 9, Academic or Applied

DESCRIPTIONS OF ALL APPROVED LOCALLY DEVELOPED COURSES

HRE13 ISLAMIC STUDIES 1, GRADE 9, OPEN

This Islamic Studies course will enable students to study the teachings of Islam. The goal of this course 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 these primary resources, students will examine the individual as a social being with responsibilities to the Creator, to the family and to the community. By emphasizing rational thinking, students will be encouraged to arrive at conclusions that help them better comprehend Islam as a total way of life.

Prerequisite: None

HRE23 ISLAMIC STUDIES 2, GRADE 10, OPEN

This Islamic Studies course will enable students to study the teachings of Islam on an in-depth level. The goal of this course is to use the Qur'ān and the Sunnah as primary sources and the studies of experts in religion as the secondary sources to help students develop a keen sense of the core beliefs in terms of Islam and in relation to other religions today. Using these primary and secondary resources, students will examine the concept of God, justice, infallibility, and resurrection. Students will further inquire into the history of our Imams with specific focus on the Twelfth Imam while also learning key day-to-day rulings and how to implement them in our lives. By emphasizing rational thinking, students will be encouraged to arrive at conclusions that help them better comprehend Islam as a total way of life.

Prerequisite: HRE13

ACCESS TO OUTLINES OF THE COURSES TO STUDY

Information regarding course expectations and achievement chart categories for each curriculum area is available through the Ministry of Education website at www.edu.gov.on.ca. Courses of study are available by contacting the school.

ONTARIO POLICY DOCUMENTS

Ontario curriculum policy documents can be obtained online at
http://www.edu.gov.on.ca/eng/curriculum/secondary/
These documents can also be provided by the school, if needed.

DESCRIPTIONS OF EXPERIENTIAL LEARNING PROGRAMS SUCH AS COOPERATIVE EDUCATION, AND JOB SHADOWING.

Experiential learning programs may be part of the delivery of the curriculum in all disciplines. Such programs provide students with opportunities to see how their classroom learning applies in a workplace setting and allows them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include virtual career days, and guest speakers.

Work experience and cooperative education are not offered at Wali ul Asr School.

POLICY REGARDING STUDENT WITHDRAWAL FROM GRADE 11/12 COURSES

If a student wishes to withdraw from a course in grade 11 or 12, they must first speak with their Guidance Counselor. A credit evaluation and examination will be conducted to ensure that the student is still on track to meet graduation requirements. If the student wishes to withdraw from the class in the first week to enroll in another class, this is done through the Guidance Counselor. Parental permission is required in order to withdraw from a class. There is no record of the withdrawal if it happens within 5 days of the issuing of the first (mid-term) report card. For the 2020-2021 school year, withdrawal will be based on completing about 75% of the total course hours. Withdrawal will be recorded on the student's report card. For students that withdraw from a Grade 11 or 12 course after the drop date, the course will be recorded on the Ontario Student Transcript (OST).

PROCEDURES RELATED TO CHANGING COURSE TYPES

Wali ul Asr School is committed to offering its students' Academic and University Preparation Courses. If a student requires additional help to complete the course, tutoring may be provided before or after school through an online discussion or call. The parents will be closely involved and will help in monitoring the student's coursework.

If the student wishes to enroll in a different type of course that is offered at Wali ul Asr School than the one they took in the prior grade, there may be additional steps of preparation involved. The principal would advise the student and parents on the necessary steps.

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. The principal may waive the required prerequisite if he/she believes the student is adequately prepared to be successful in the particular course.

STUDENT TRANSFERS

Students can view the guide for diploma requirements for transferring students by contacting the

principal, who will also be guiding the process of transferring and helping students and their families.

TRANSFERS WITHIN ONTARIO

Students transferring from schools within Ontario will have their credits, as recorded on their Ontario Student Transcript, transferred with them, along with information on their progress towards graduation requirements. The principal of Wali ul Asr may award credit for work started in the previous school but completed at Wali ul Asr. If the work for a starting credit may not be completed at Wali ul Asr, the principal may, after consultation with the sending school, award a partial credit in recognition of achievement of some of the course expectations. There is no guarantee for partial credit or full credit awarding for work started at the previous school, but the school will do its utmost best to ensure the student receives full credit and can complete the work they began.

TRANSFERS OUTSIDE OF ONTARIO, FROM HOME -SCHOOLING, OR FROM A NON-INSPECTED PRIVATE SCHOOL: PLAR

Prior learning includes the knowledge and skills that students have acquired in both formal and informal ways, outside secondary school. Students who enroll in Wali ul Asr High School, and who have gained their prior knowledge outside Ontario classrooms [i.e. at home or private tutoring] may have their skills and knowledge evaluated against the expectations outlined in the provincial curriculum policy in order to earn credits towards the Secondary School Diploma. Wali ul Asr High School PLAR has the following structure based on the guidelines of the ministry and consist of the following:

PRIOR LEARNING ASSESSMENT AND RECOGNITION: CHALLENGE

Regarding the "challenge" process, the PLAR policy states that:
Students may challenge and earn a maximum of four credits for prior learning including a maximum of two credits per discipline.
The PLAR challenge process includes a formal test and other assessment strategies.
Wali ul Asr High School <u>does not </u>offer the challenge process at this time.

PRIOR LEARNING ASSESSMENT AND RECOGNITION: EQUIVALENCY

If the student comes from outside of Ontario, then the assessment will have to be the equivalency assessment. The equivalency assessment evaluates the credentials that the student acquires from their former schools like report cards and transcripts. To make sure that the achievement attained in those schools matches a certain level of Ontario Ministry of Education's expectations, and for the assessment to be as equitable as possible, the principal of Wali ul Asr School may contact the former school for a discussion on the curriculum expectations of that school's legislating authority.

The principal will determine the total credit equivalency as well as the number of compulsory and optional credits to be awarded in accordance with OS Appendix 2 – Equivalency Diploma Requirements.

Credits that are achieved through equivalency are recorded in the student's Ontario Student Transcript. Equivalency is not granted grades - just credits.

INFORMATION ABOUT OTHER WAYS OF EARNING CREDITS

E-LEARNING

For students who wish to take a course other than the ones listed above, the principal will contact and discuss with the students and parents to help them enroll into an independent e-learning course through AMDEC (http://www.amdec.ca/), or the students can choose another inspected online school The credit will be granted through AMDEC or other private inspected online schools and will appear on the student's transcript. As per the policy document, the student remains a student of Wali ul Asr School despite the e-learning courses being delivered by teachers in another school or school board. The schedule for reporting marks will be that of the school delivering the e-learning courses.

REACH AHEAD CREDIT

This opportunity is for excelling Grade 8 students to participate in this program is referred to by the Ontario Ministry as the Reach Ahead Program.

Under exceptional circumstances, an individual student in Grade 8, with parental consent, may be given permission by the principal of a secondary school to "reach ahead" to take secondary school courses, either during the school year or in the summer prior to entering Grade 9.

The principal of the elementary school and the principal of the secondary school will decide, on a case by-case basis, whether "reaching ahead" to take a secondary school course is in the best interest of the student. (Ontario Schools, Kindergarten to Grade 12, Policy and Program)

INFORMATION ON EVALUATION AND EXAMINATION POLICIES

Evidence of student achievement for evaluation is collected over time from three different sources – observations, conversations, and student products. Using multiple sources of evidence will increase the reliability and validity of the evaluation of student learning. "Student products" may be in the form of tests or exams and/or assignments for evaluation. Assignments for evaluation may include rich performance tasks, demonstrations, projects, and/or essays.

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

The online examination process will be carried out using an authorized proctor that will be scheduled in advance. The proctor ensures the security and integrity of the exam process.

ASSESSMENT AND EVALUATION

The main purpose of assessment and evaluation is to improve student learning. Information gathered by teachers helps them identify students' strengths and those areas in need of improvement.

Assessment is the process of gathering information from a variety of sources, including assignments,

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

Evaluation is the process of judging the quality of a student's work based on established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at any given time.

Information relating to the assessment and evaluation of individual student achievement will be provided to students and parents at the commencement of each term in the form of a Course of Study.

The Course of Study and policy document will contain a course description, units of study breakdown and teaching strategies used, as well as how students will be evaluated and assessed. The school's cheating and plagiarism, late and missed assignment, and missed tests and exams policies are also included. As mandated by the Ministry of Education policy, final grades in all credit courses (grades 9 – 12) will be weighted 70% for course work and 30% for the Final Evaluation.

Growing Success: Assessment, Evaluation and Reporting in Ontario's Schools, First Edition covering Grades 1 to 12 outlines the requirement for assessment and evaluation and reporting of student progress in all courses. The main purpose of assessment and evaluation is to improve student learning. The information gathered helps our teachers identify our students' strengths and those areas needing improvement. At Wali ul Asr, all teachers adapt their instructional methods to the needs of their students. In all assessment, evaluation and reporting, teachers follow the Seven Fundamental Principles of Assessment and Evaluation from Growing Success. They use practices and procedures that:

● are fair, transparent, and equitable for all students;

● support all students, including those with special education needs, those who are learning the language of instruction (English or French), and those who are First Nation, Métis, or Inuit;

● are carefully planned to relate to the curriculum expectations and learning goals and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;

● are communicated clearly to students and parents at the beginning of the school year or course and at other appropriate points throughout the school year or course;

● are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;

● provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

● develop students' self-assessment skills to enable them to assess their own learning, set specific goals, and plan next steps for their learning.

ACHIEVEMENT LEVELS

Levels of achievement of the curriculum expectations are presented in achievement charts in each of the Ministry of Education's policy documents. These charts are organized into four broad categories of

knowledge and skills:

Knowledge/understanding;

Thinking/inquiry;

Communication;

Application/making connections.

The names of the categories may vary slightly to reflect the differences in the specific nature of each subject. The charts contain descriptions of each level of achievement in each category; these are broad in scope and general in nature, but they provide a framework for all assessment and evaluation practices. The achievement levels will enable teachers to make consistent judgments about the quality of student work and to give clear and specific information about their achievement to their parents.

Percentage Grade Range	Achievement Level	Description Summary
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%	-	Insufficient achievement of curriculum expectations. A credit will not be granted.

EXAMINATION POLICY

The examination dates are mentioned in the "Important Dates" section. Parents are strongly advised not to plan trips or vacations around these time frames. Students are expected to be in attendance when writing exams. If a student does not write an exam, s/he will be subject to the loss of the exam grade. The school will communicate details on online examinations due to covid-19 closer the examination date

In extreme cases only, such as a serious medical condition (accompanied by a medical certificate), the

exam may be deferred to another date or the final mark may be calculated based on the student's term work.

ASSESSMENT FOR, AS, OF LEARNING

ASSESSMENT FOR LEARNING

Assessment for learning is the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go, and how best to get there.

ASSESSMENT AS LEARNING

Assessment as learning focuses on the explicit fostering of students' capacity over time to be their own best assessors, but teachers need to start by presenting and modelling external, structured opportunities for students to assess themselves."

ASSESSMENT OF LEARNING

Assessment of learning is the assessment that becomes public and results in statements or symbols about how well students are learning. It often contributes to pivotal decisions that will affect students' futures.

ASSIGNMENT COMPLETION

For teachers to evaluate the extent to which students achieve curriculum expectations, a number of assessments and evaluations must be provided and completed. Set deadlines will be realistic as they reflect the normal working life outside of the school setting. They are also set as a reasonable management strategy for teachers, and as a way of bringing closure on one unit of work and moving ahead to another. Students are responsible to seek assistance from the teacher when they feel unable to complete a task or assignment due to insufficient knowledge or skill. It is not acceptable for students to advise the teacher of difficulty the day before or on the day a task/assignment is due, if there is an extended work period. Some deadlines can be negotiated, but most are absolute. If students do not

complete work on either a negotiated or an absolute deadline, then that work will not be assessed or evaluated. In such cases students will receive a designation of "incomplete". Habitual tardiness in completing tasks or submitting assignments may prevent teachers from evaluating students' work.

MISSED ASSIGNMENTS AND HOMEWORK

We appreciate and recognize concern about students missing assignments and homework when they are absent. Completing homework is undoubtedly a key to their learning success. At the same time, it is

often difficult for students to complete their homework unless they have been in class during the day. We also want to encourage students to take individual responsibility in completing their homework. To achieve all these goals, we ask that parents and students take responsibility for the following steps with respect to missed work:

STUDENT RESPONSIBILITIES

1. Students should call a classmate to get the details of the assigned homework. They should complete it on their own to the best of their abilities. Where applicable, students can check the student online learning portal for work done in class and homework assigned.

2. If the above point could not be fulfilled, students should check with their teachers and ask: "What work did I miss? Do I need to schedule a virtual call with you to review the work? What work do I need to do? When is it due?"

3. At this time, the teacher and student will devise a reasonable plan for making up the missed work.

PARENT RESPONSIBILITIES

1. Check the homework assigned to your child, available online and ensure they complete it

2. Remind your son or daughter to call a classmate to ask any questions they may have about the homework.

3. Remind your child to submit homework and to check with their teachers for any other work they may have missed upon return

INFORMATION ON REPORTING PROCEDURES, INCLUDING THE SCHOOL'S REPORT CARD AND THE ONTARIO STUDENT TRANSCRIPT

THE REPORTING METHOD

Formal reports are issued twice each semester: one at mid-semester and one after the course. Each report will include attendance, tardiness, grades, teacher comments and learning skills. For Grades 9 to 12, teachers will use percentage marks to indicate achievement below 50 per cent. See below on this page for a discussion of percentage marks below 50 per cent.

Parent/student/teacher interviews are scheduled prior to the mid-semester report card distribution. In addition, parents of students who are earning less than 55% will be advised either by letter or phone call

with an early warning (after five weeks of the course) and with a late warning (which is during the last four weeks of the course).

RECORDING AND REPORTING

When you enroll in Wali ul Asr School, a file will be established to record your educational progress. A student file consists of the following components:

▪ An Ontario School Record Folder

▪ Report Cards

▪ An Ontario Student Transcript, If Applicable

▪ A Documentation File, If Applicable

▪ An Office Index Card

▪ Other Information Identified as Conducive to the Student's Progress

A student's record of courses successfully completed, and credits earned toward the Ontario Diploma is maintained in the Ontario Student Record (OSR). Courses are designated using Ministry of Education codes.

An up-to-date OST is kept in the student's OSR. Students (or their parents or guardians if they are under the age of eighteen) may check the OSR by connecting with the Principal.

FULL DISCLOSURE

As required by the new Ontario curriculum, all courses coded with a 3, 4, U, M or O designation are subject to a Full Disclosure Ministry Policy. All courses in which a student was registered five days after the mid term exam of each semester will be recorded on a student's transcript whether the course was successfully completed or not. In addition, any repeated courses will be recorded on a student's transcript. This information is to be made available to Community Colleges and Universities for them to consider when making admission or scholarship decisions.

ONTARIO STUDENT RECORD (OSR)

The Wali ul Asr Learning Institute believes that up-to-date Student Records can be of assistance to staff in their planning to best meet the needs of students. Records should provide a well-balanced historical record of a student's achievements and areas in need of improvement. The record provides a basis for discussing progress with regard to educational goals, with students and their parents/guardians.

GUIDELINES

A cumulative record will be maintained for each student in the school. Each file shall be reviewed annually and updated as necessary in order to provide an accurate record of the student's education.

The school will normally keep three kinds of student records in the Ontario Student Record - a cumulative record, confidential file and professional files.

1. Confidentiality: All information in student record shall be treated as confidential and normally accessible only to the school staff who are directly involved with the student's program, the parents/guardians or students who have reached the age of majority. In addition to the right of access, the student and/or his/her parents/guardians have a right to a professional interpretation of the data contained in an official record, if such is required.

2. Kinds of Records:

a) Cumulative Records

      i. A cumulative record shall be maintained for each student in the school.

      ii. The following data must be included in the cumulative record:

            - official administrative records
            - report cards
            - attendance records
            - educational achievement records
            - individualized education records, as available

      iii. The following data may be included in the cumulative record:

            - personal activity records

If a parent, guardian or student who has reached the age of majority, wishes to examine his cumulative record, the principal or his designate will be present during the time the record is examined.

b) Confidential Files:

      i. Confidential files will be kept as required, and shall include the following:

            - psycho-social records
            - records of student conduct and discipline
            - other material that should remain confidential

      ii. The confidential file may be maintained as a part of the cumulative record or as a separate file. A notation indicating its existence will be made in the cumulative record.

      iii. Parents or legal guardians shall, on request, receive a copy of confidential reports written by the staff or administration of the School. The reports shall be released only following a conference involving the author of the report or the Teacher and the parent or guardians. Where applicable, reports written by outside agencies shall not be released without prior written consent of the parent. A record signed by the parent/guardian acknowledging receipt of the report is to be placed in the Confidential file.

      iv. With the approval of the Principal, and in consultation with the parent(s)/guardian(s), information in the Confidential File may be released to the professional staff of the school or transferred to another school where the student is in attendance.

c) Professional Files

Other files may be maintained by personnel for their personal use. Existence of cumulative and confidential records do not preclude the maintenance of other records such as registration cards or medical information forms.

TRANSFER OF OSR

Transfer of Files Outside the System:

a) OSR records may only be released to other Provincially approved education institutions upon receipt of the appropriate request.

b) Transfer of confidential files may only be made with the consent of the parent(s) or legal guardian(s) (for students under 18 years of age) or the student (if 18 or older).

c) Photocopies will only be released to outside agencies upon the consent of the parent or legal guardian. No files shall be transferred until the student is enrolled in the outside agency.

d) The OSR will be kept at the school for a minimum of 7 years after the student ceases to attend.

DISPOSAL OF OSR

All personal information that has been used will be retained for at least one year after use, unless the individual to whom the information relates consents in writing to its earlier disposal. Therefore, any personal information placed in an OSR will be retained by the school for at least one year after use, unless the principal receives written consent to its earlier disposal.

The following components of the OSR will be retained for seven years after a student retires from school:
- report cards
- the documentation file, where applicable
- additional information that is identified by the school board as appropriate for retention

The following components of the OSR will be retained for fifty-five years after a student retires from school:
- the OSR folder
- the OST
- the office index card

The destruction of all or any part of the OSR when its retention is no longer required under this guideline will be affected under conditions that ensure the complete and confidential disposal of the record.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is an official document issued by public, Catholic, inspected private schools in Ontario or Ontario International Schools. The OST contains a list of the courses completed (successfully or unsuccessfully), withdrawals from courses occurring 5 days or longer after the midterm report card has been issued, repeated courses in Grades 11 and 12, and equivalent credits granted for work in non-inspected Ontario private schools or schools outside of Ontario. The OST is stored in the OSR and retained for 55 years after a student retires from school.

If the student is currently attending another school — public or private — and is simply taking a single course from Wali ul Asr School, then that student's OSR continues to reside at the school that the student is attending. Upon completion of the course with Wali ul Asr School, Wali ul Asr School will send a copy of the OST back to the home school where the course will be added to the list of courses on the student's transcript.

Students needing a certified copy of their Ontario Student Transcript are required to contact the last secondary school at which they were registered. Public and Catholic schools usually require the payment of a fee for a copy of the OST.

REPORT CARD

Wali ul Asr School report card provides a record of the student's achievement of the course expectations in the form of a percentage grade, which reflects the corresponding level of achievement as described in the achievement chart for the discipline. A credit is granted for every course in which the student's grade is 50% or higher.

The final grade for each course in Grades 9–12 will be determined as follows: 70% of the grade will be based on evaluations conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration should be given to more recent evidence of achievement. 30% of the grade will be based on a final evaluation in the form of an examination and or performance essay and/or other method of evaluation suitable to the course content and administered towards the end of the course.

The report card provides a record of the learning skills demonstrated by the student in every course, in the following five categories: Works Independently, Teamwork, Organization, Work Habits, and Initiative. The learning skills are evaluated using a four-point scale (E–Excellent, G–Good, S–Satisfactory, N–Needs Improvement). The report card also includes teachers' comments on the student's strengths, weaknesses, and areas in which improvement is needed. The report card may also include the principal's comments on the performance of the student.

Report Cards are issued twice each semester. Student progress reports are issued in October and March and are followed by parent-teacher interviews within a few days. Provincial Midterm Report Cards are issued in November and April. Students who are in danger of failing a credit will receive mark updates from subject teachers in December and May. The final semester reports are issued in February and July.

Students are expected to show all report cards and mark updates to their parents/guardians.

Signed report cards must be sent back to the school via email within 3 days of being issued.

OFFICE INDEX CARD

The Office Index Card is maintained to provide Wali ul Asr School with immediate access to essential student information. The Card remains at the school during the whole enrolment period, and by policies mentioned in this document, for an appropriate amount of time after the student has graduated from and/or left the school.

ACCESS TO STUDENT INFORMATION

Student information refers to information related to a student's academic record at the Institute, as well as to biographical and personal information. By applying for admission to Wali ul Asr School, you accept the Office of the Registrar's right to collect pertinent personal information. The collected information is used for the purposes of admission, registration and to assist the Institute in the academic and financial administration of its affairs.
We are committed to taking every reasonable step to protect the confidentiality and privacy of your personal information.

EMPLOYEE ACCESS

Only administrative staff of Wali ul Asr School with a legitimate purpose and your faculty advisor is allowed access to your student file.

STUDENT ACCESS

You have the right to access any information pertaining to yourself, except for evaluations and letters of reference supplied to Wali ul Asr School with the understanding that they be kept confidential. Public or third-party access

Certain information provided through the registration process is available to all inquirers without your consent. This includes enrolment, your program of study, sessions in which you are or have been registered, and whether you have successfully completed your program of study on a particular date.

Other information contained in the OSR is considered private and confidential and normally will be disclosed only with your written consent or on the presentation of a court order, or otherwise under compulsion of law.

SUPPORTS AND RESOURCES

CAREER GUIDANCE

GUIDANCE AND EDUCATION AND CAREER PLANNING SUPPORT

The goals of this program are to assist students in acquiring the knowledge and skills required to learn effectively, live and work cooperatively and productively with a wide range of people, and set and pursue education and career/life goals.

The guidance and career education program has three areas of learning – student development (i.e., the development of habits and skills necessary for learning), interpersonal development (i.e., the development of the knowledge and skills needed in getting along with others), and career development (i.e., the development of the knowledge and skills needed to set short-term and long-term goals in planning for the future)

The goals of the education and career/life planning program are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;

- provide opportunities for this learning both online and outside the classroom;

- engage parents and the broader community in the development, implementation, and evaluation of the program to support students in their learning.

From Kindergarten to Grade 12, students develop knowledge and skills related to education and career/life planning through an inquiry process built on four areas of learning – Knowing Yourself, Exploring Opportunities, Making Decisions and Setting Goals, and Achieving Goals and Making Transitions. Students develop competencies in these areas by participating in learning opportunities related to the curriculum, through school-wide activities, and through activities in the community.

In Grades 7 to 12, education and career/life planning involves preparation for key transitions, including the transition from elementary to secondary school, from Grade 10 to Grade 11, and from secondary school to students' initial postsecondary destinations.

The four questions in the framework – Who am I? What are my opportunities? Who do I want to become? and What is my plan for achieving my goals? – are relevant at any age or stage of development.

The education and career/life planning process are ongoing and cyclical, with students regularly returning to the four questions, equipped with a greater knowledge of themselves and their opportunities and a growing understanding of how they can successfully shape their future.

ELEMENTARY TO SECONDARY TRANSITION PLANNING

Grade 9 and 10: Course selection for the upcoming school year begins a year in advance and is typically completed in May/June each year. Students attend online workshops and work with the Guidance counselor at Wali ul Asr to establish which courses they will be taking in September of the upcoming school year. There is also a parent information online session in May of each year describing the high school course selection process as well as the high school credit system. Parents are strongly advised to attend this session, many questions about completing an OSSD are answered in detail.

SECONDARY TO POSTSECONDARY TRANSITION PLANNING

Grade 11 and 12: Course selection for grade 11 and 12 begins a year in advance as well. Students who are in grade 10 will meet online with their Guidance counselor to discuss possible grade 11 courses as well as a possible post-secondary plan. Students in grade 11 meet online with their Guidance counselor to discuss their post-secondary plans as well as map out their graduating year.

STRATEGIES AND RESOURCES FOR STUDENTS AND PARENTS TO SUPPORT EDUCATION PLANNING AND THE COURSE SELECTION PROCESS

The Ministry of Education "Student Success" initiative provides additional support to students who experience difficulties in school for a variety of reasons. The focus of the support is to improve the literacy and numeracy of all students, to ensure a smooth transition from grade 8 to 9 and then from secondary school to both post-secondary education and the workplace, and to develop programs within schools which prepare students for their selected destination.

ORIENTATION AND EXIT PROGRAMS

At the school, we have programs to support students transitioning into Wali ul Asr. At the start of the school year we hold an online orientation day to help students become familiar with the school's online software and synchronized streams, programs and policies.

Throughout the student's time at the school, they may connect regularly with the guidance counselor via online meetings and email. At the end of their time at the school students have exit meetings with the guidance counselor that is part of their post-secondary transition plan.

The principal connects online individually with parents and students to discuss all the options and pathways available at Wali ul Asr School including a comprehensive meeting with the guidance counselor to go over the course outlines and expectations in detail.

EDUCATION PLANNING AND THE COURSE SELECTION PROCESS

Each student has individual course selection meetings online with the guidance counselor at least once a year but often more frequently. Parents are invited to these meetings. The course selection meetings look at where a student is, and their graduation needs as well as pathways to achieve their

postsecondary goals. These meetings, particularly in grades 11 and 12, often include researching post-secondary options.

INTERVENTION STRATEGIES SUPPORTS AND PROGRAM SUPPORTS FOR ENGLISH LANGUAGE LEARNERS

Wali ul Asr supports English language learners by giving them individual support with program modifications if necessary and having regular check-ins for students online.

INTERVENTION STRATEGIES SUPPORTS AND PROGRAM

In addition to the report cards that are emailed out and the online parent teacher interviews each term, we also have a lot of regular communication between home and school. In the event, there are some concerns we have a few stages of academic intervention:

1. Identification of concern – this may come from the parent, student, teacher, guidance counselor or Principal
2. Intervention of the teacher
3. Intervention of the Principal

Parents are involved in various stages of the intervention depending on the circumstances. The support that is provided to the student as part of the interventions is personalized but may include:

- Extra online sessions with the teacher for help
- Online Counseling support
- Guided to available online resources
- Meetings with involved parties
- Development of support plan
- Regular check ins with the Principal
- Academic monitoring

The High School Team consisting of all high school teachers, and Principal as well as the WAYS team members, as well as working with parents, are responsible for supporting students who need additional help to be successful in their courses. Support is individualized and will look different for each child. Some areas the team offers help are by providing learning strategies to improve student learning, remedial support and teaching skills that promote strong work habits, such as organization, study skills and time management. The team focuses on overall student wellness by promoting academic excellence, spiritual guidance and character development.

CREDIT INTERVENTION

The High School Team collaborates to monitor student progress throughout the year and identifies students requiring additional support. Time is set aside for students to work with members of the team to catch up and get on track for successful credit accumulation.

CREDIT RESCUE

During the last few weeks before mid-semester and end of semester, each teacher offers time for students to rescue their credit by completing missed work or assigning extra work to cover concept

areas that need to be revisited. The time may be offered during the exam period as well as completing work at home.

CREDIT RECOVERY

Students are recommended to enroll in on-line programs to recover courses not completed. The High School Team facilitates the student by assisting in enrolling them and monitoring their progress to ensure their successful completion.

STUDENT SUCCESS

Throughout the year, workshops through the Wali ul Asr Youth Services (WAYS) team are conducted for all students in Grades 8 to 12 to develop organization, literacy, numeracy, study skills and time management strategies. Students are given opportunities to take leadership roles through the student council initiative and offered mentorship opportunities to assist their peers.

ALUMNI

The Wali ul Asr Alumni address students intermittently throughout the year to give support and motivate students to successfully complete their credits and develop goals for post graduate education.

TUTORING

Tutoring assistance is available by teaching assistants working outside of class time to provide extra support and some peer tutors, where possible can provide extra assistance virtually outside of class time.

COMMUNITY RESOURCES

Not Applicable

STUDENT COUNCIL

The Student Council was formed with the intent to engage students in positive school activities both in-person and online, and provide the opportunity to develop leadership qualities, talents, interests and new skills. The council is an amalgamation of students from Grades 5-12, who hold positions of President, Vice President, Treasurer, Secretary, and Team Members. Within the Student Council is also the committee organized to work on the Wali Insight – The Wali ul Asr Quarterly Newsletter.

SPECIAL EDUCATION

At Wali ul Asr, we recognize the individuality of each child and that each person explores the world in different ways and possesses different strengths and weaknesses. We work together to help students come to understand themselves as learners and learn how to properly self-advocate.

We celebrate the individuality of each student and encourage every student to be her own person, to challenge themselves to learn from her challenges and to celebrate their successes.

Teachers understand their learning strengths and weaknesses and to assist and work with students with different learning needs. They identify students needing accommodations, give extended assignment times, coordinate meetings with families and teachers to discuss accommodations and recommendations and may help coordinate out-of-school support.