



COURSE CALENDAR



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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

INTRODUCTION

السَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Al-Manarat's Course Calendar is intended to serve as a guideline for the high school students and parents/guardians in achieving a successful school year and to increase transparency in the relationship between parents/guardians and to establish a common understanding of our respective roles and responsibilities. Thus, it is important to read the Course Calendar carefully as the school administration will be strict in making sure that these guidelines are observed.

Strive, learn, smile and be patient with us as we continue to grow together. We trust that you will help us in providing your children with a strong foundation for their future.

Policies and procedures described in this course calendar will continue to evolve as the school responds to new challenges, issues and opportunities, and this document will be updated over time, as necessary.

We welcome and value your opinion. Please contact us with any questions or concerns.

PRINCIPAL'S MESSAGE

Al-Manarat, the dedicated educational community, with the **blessings of Allah subhanahu wa ta'ala**, strives for excellence and brilliance. We train and prepare our students to excel in their academics as well as their Deen so that they are motivated to learn and hold on to their roots beyond their school years. We are committed in assisting our students to become passionate learners to achieve their goals.

By Allah's will, our students are well trained to be realistic, conscious, and responsible decision-makers, which enables them to overcome the hurdles that they encounter in our diverse multi-cultural world. **Insha Allah!**

We feel privileged and blessed to be in this leadership role and we welcome it every day with open arms.

We pray to the Almighty to guide us and His creation to the path that is most loved by Him and help us serve his creation in the best possible way, making every year more productive and memorable than the last one. **Ameen**

SCHOOL'S POLICIES, PRACTICES AND PROCEDURES

Every student in Ontario must stay in school until the age of eighteen, or until they have earned an Ontario Secondary School Diploma [OSSD].

IMPORTANCE AND VALUE OF COMPLETING A SECONDARY EDUCATION

Al-Manarat High School's goal is to facilitate our students' educational journey. Also, earning a secondary school diploma opens opportunities for students to pursue post-secondary education. It's a vital step for the academic and personal growth of an individual.

AL-MANARAT'S COMMITMENT

We at Al-Manarat High School aim to develop a community of learners bound together by self-discipline and respect by offering academic and university related courses so that our students can pursue a university degree. We believe in creating a partnership between students, parents, and the school. We believe that our teachers are the most important part of this community, and we will equip our teachers to enhance the students' learning experience. Our students are expected to develop their potential as individuals and to become contributing, responsible members of society, who will think clearly, feel deeply, and act wisely in accordance with the teaching of Islam.

AL-MANARAT'S GOALS AND PHILOSOPHY

Al-Manarat High School aims to nurture each child in their spiritual, moral, intellectual, social, and emotional growth in light of the Quran and teachings of Prophet Muhammad (PBUH)

We at Al-Manarat are on a mission to empower the future of the Muslim Ummah! We aim to be different so that our kids are not only talented academically but are also well versed in detailed Islamic education.

1. Ontario Curriculum Infused with an Islamic Curriculum

Al-Manarat strives to prepare our students with a high-level of worldly and religious education. To achieve this, our staff instructs students following the guidelines of the

Ontario High School Curriculum while integrating an Islamic curriculum as well.

Students are taught to navigate the world not as educated and Muslim but instead as Educated Muslims.

2. A Comprehensive and Holistic Islamic Curriculum

Our Islamic curriculum instructs our students according to the teachings of the Qur'an, the Prophet Muhammad (PBUH)'s hadiths, and the guidance of Muslim scholars. Students are encouraged to view the world through an Islamic lens to help them build their futures both in this world and in the hereafter.

3. Tarbiyyah Based Long Term Student-Teacher Relationship

We encourage our students to see Al-Manarat's teaching staff not only as educators but also as mentors for their growth as young Muslims in the West. Our staff are encouraged to maintain long-lasting student-teacher relationships with Al-Manarat students to foster their educational growth as well as the growth of their imaan to ensure they become successful members of our society.

4. Provincial and National Contest Exposure

Our students are encouraged to partake in Provincial and National contests available to them to build their academic portfolio, which will help them in future endeavors throughout high school and in their post-secondary academic careers.

5. Skills Development for Educational and Other Benefits

At Al-Manarat, we strive to help students grow into successful members of society. Students are encouraged to partake in our school's after-school and in-school programs and to collaborate with staff and other students to help foster their personal and religious growth. Students are encouraged strongly to partake in volunteer work and paid work opportunities to give them a much-needed head start as they grow and enter the workforce as young adults.

THE AL-MANARAT EDGE

1. Academic Enhancements

Al-Manarat staff is trained to best manage the educational and emotional needs of students. Students' education is enhanced by our academic and religiously intertwined curriculum to ensure that graduates of our school leave with a stable academic and

religious foundation. The teachings of Islam are upheld in each part of our teachings at Al-Manarat.

2. Socially Astute

At Al-Manarat, we are dedicated to producing students who are career-driven and goal-oriented young adults. We encourage our students to not only excel academically but to prepare themselves to excel in the workforce during their secondary and post-secondary academic careers. Students are encouraged to partake in volunteer work to build their community service hours to build their experience. Students are also driven to become employed to ensure that their resumes are polished and prepared with the experience needed to ensure a successful career in the duration and following the completion of their post-secondary academic career.

3. Practically Savvy

We wish to foster and create young adults who are confident in themselves and in their abilities. Our teaching staff act as mentors for students to provide them with personal and academic support. Students are encouraged to partake in in-school and after-school programs, and in national and provincial contests to build their speaking skills and experience and to add to their academic portfolios to ensure they are eligible for academic scholarships in their post-secondary education.

SCHOOL'S TERMS

There will be four courses from September to January and four courses from February to June with evaluations and reports after 6 weeks at the midterm and at the end of each semester. Parents and students should be aware that not all courses are available each semester and some courses may be available every other year.

REPORTING PERIODS

Mid Semester reports will be given to students in November (for Semester 1) and in April (for Semester 2). The reports are designed to provide an assessment of a student's achievement to date. This report will show students' effort and work habits at the midpoint of the semester as well.

Final report cards are sent home at the end of Semester 1 in February and Semester 2 on the last working day in June. The report cards show final marks for the courses taken during semester, total credits earned so far, and number of absences of a student during the semester.

Please Note: Report cards will not be released until and unless all financial obligations have been fulfilled, and all books have been returned.

Al-Manarat High School Timetable 2025 - 2026 1st Semester (Mon - Fri) (Sep 2025 - Jan 2026)

GRADE-9

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-9:55	Religious studies HRE 13				
9:55-11:05	Science SNC1W	Science SNC1W	Science SNC1W	Science SNC1W	Science SNC1W
11:05-11:50					

	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-1:00	Phys.Ed PPL10	Phys.Ed PPL10	Phys.Ed PPL10	Phys.Ed PPL10	Phys.Ed V
1:00-2:25	Quran and Salah	Quran and Salah	Quran and Salah	Quran and Salah	Quran and Salah
2:25-3:35	French FSF1D	French FSF1D	French FSF1D	French FSF1D	French FSF1D

Al-Manarat High School Timetable 2025 - 2026					
Semester 1 (Mon - Fri)					
(Sep 2025 - Jan 2026)					
GRADE-10					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-9:55	Science SNC2D	Science SNC2D	Science SNC2D	Science SNC2D	Science SNC2D
9:55- 11:05	History CHC2D	History CHC2D	History CHC2D	History CHC2D	History CHC2D
11:05- 11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50- 1:00	Civic/Career S	Civic/Career S	Civic/Career S	Civic/Career S	Civic/Career S
1:00-2:25	Quran and Salah				
2:25-3:35	Media Arts ASM20				

Al-Manarat High School Timetable 2025 - 2026
Semester 1 (Mon - Fri)
(Sep 2025 - Jan 2026)

GRADE-11

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-9:55	English ENG3U	English ENG3U	English ENG3U	English ENG3U	English ENG3U
9:55-11:05	Chemistry SCH3U	Chemistry SCH3U	Chemistry SCH3U	Chemistry SCH3U	Chemistry SCH3U
11:05-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-1:00	Arabic	Arabic	Arabic	Arabic	Arabic
1:00-2:25	Quran and Salah	Quran and Salah	Quran and Salah	Quran and Salah	Quran and Salah
2:25-3:35	Biology SBI3U	Biology SBI3U	Biology SBI3U	Biology SBI3U	Biology SBI3U

Al-Manarat High School Timetable 2025 - 2026
Semester 1 (Mon - Fri)
(Sep 2025 - Jan 2026)

GRADE-12

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-9:55	International Business BBB4M	International Business BBB4M	International Business BBB4M	International Business BBB4M	International Business BBB4M
9:55-11:05	English ENG4U	English ENG4U	English ENG4U	English ENG4U	English ENG4U

11:05- 11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50- 1:00	Biology SBI4U	Biology SBI4U	Biology SBI4U	Biology SBI4U	Biology SBI4U
1:00-2:25	Quran and Salah				
2:25-3:35	Advanced Function MHF4U	Advanced Function MHF4U	Advanced Function MHF4U	Advanced Function MHF4U	Advanced Function MHF4U

Al-Manarat High School Timetable 2025 - 2026
Semester 2 (Mon - Fri)
(Jan 2026 - Jun 2026)

GRADE-9

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25- 8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:45- 9:55	English ENG1D	English ENG1D	English ENG1D	English ENG1D	English ENG1D
9:55- 11:05	Math MTH1W	Math MTH1W	Math MTH1W	Math MTH1W	Math MTH1W
11:05 - 11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50- 1:00	Building the entrepreneurial Mindset BEM 10				
1:00- 2:25	Quran and Salah				

2:25-3:35	Geography CGC1D				
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Al-Manarat High School Timetable 2025 - 2026 Semester 2 (Mon - Fri) (Jan 2026 - Jun 2026)					
GRADE-10					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-9:55	Arabic LYABD				
9:55-11:05	English ENG2D				
11:05-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-1:00	Math MPM2D				
1:00-2:25	Quran and Salah				
2:25-3:35	Computer Technology TEJ20				

Al-Manarat High School Timetable 2025 - 2026 Semester 2 (Mon - Fri) (Jan 2026 - Jun 2026)					
GRADE-11					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Assembly	Assembly	Assembly	Assembly	Assembly

8:45-9:55	Functions MCR3U				
9:55-11:05	Kinesiology PSK4U				
11:05-11:50	Lunch	Lunch	Lunch	Lunch	Lunch
11:50-1:00	Challenge and Change HSB4U				
1:00-2:25	Quran and Salah				
2:25-3:35	Physics SPH3U				

Al-Manarat High School Timetable 2025 - 2026					
Semester 2 (Mon - Fri)					
(Jan 2026- Jun 2026)					
GRADE-12					
Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:25-8:45	Assembly	Assembly	Assembly	Assembly	Assembly
8:45-9:55	Philosophy HZT4U/ Physics SPH4U				
9:55-11:05	World History CHY4U				
11:05-11:50	Lunch	Lunch	Lunch	Lunch	Lunch

11:50-1:00	Chemistry SCH4U				
1:00-2:25	Quran and Salah				
2:25-3:35	Calculus and Vectors MCV4U				

SCHOOL'S EXPECTATION OF STUDENTS

1. **Taqwa-** Taqwa is the awareness that Allah is aware of us and everything we do. Maintaining Taqwa is to be cautious in disappointing Allah and striving to please him. Taqwa is being adamant about benefiting from every opportunity to earn Allah's pleasure. Al-Manarat students are encouraged to build their Taqwa and to maintain it throughout their academic careers and throughout their every-day life.
2. **Itqan-** Itqan is the drive to complete each task in a focused and precise manner to ensure that the best end results are achieved. Students are encouraged to use Itqan and to develop an attitude rooted in the discipline that provides them with the drive needed to achieve excellence.
3. **Amanah-** Amanah is a sense of trust and responsibility that is instilled in a person. At Al-Manarat, we aim to foster and develop this sense of responsibility in each of our students. Islam can be summarized in the ayah, "Those who fulfill their commitment whenever they commit." Our students are expected to fulfill their commitments to Allah and his Messenger, their families, their communities, and the *Ummah* at large
4. **Akhlaaq-** The greatest duty of Al-Manarat's educators is to ensure the comportment of education in our students. We believe that what is taught through compassion is much better internalized compared to that which is taught through pressure. We at Al-Manarat strive to teach our students with a drive for success as opposed to a fear of failure. Our

students are expected to develop themselves as charismatic leaders and contributors to the community and Ummah as young adults.

Safe School policy General Deportment (Person's behavior and manners)

We ask that parents support our concern for orderly deportment by our students. All students should consider themselves representatives of Islam, and Muslims and it is expected that their behavior will reflect positively on themselves, their school, and their community.

Should any one student persist in acting in an inappropriate manner, the Principal reserves the right to withdraw the student from the school program and school fees would be forfeited.

Students and parents will be given ample advance notice.

School supports for general deportment and behavior:

By the teacher:

- ❖ Phone call home
- ❖ Student/teacher meeting
- ❖ School detention
- ❖ Deprivation from participation in certain school activities

By Administration:

- ❖ Parents Conference
- ❖ Social Worker referral and counseling
- ❖ Deprivation from some school privileges
- ❖ Suspension
- ❖ Expulsion

Every person in the school has the right to be safe and respected. Each individual is expected to be responsible, respectful, reasonable, and religious under the auspices of Islamic law and the Ontario Ministry of Education and Training's statutes and policies.

Al Manarat Islamic School Student Behaviour Policy –

As part of our commitment to provide a safe, nurturing, and faith-centered environment where Muslim students can thrive academically, socially, and spiritually, we have developed a clear protocol for managing student misbehavior. This policy aims to support positive behavior through consistent, fair, and educative consequences, while fostering values of responsibility, empathy, and growth.

This guide outlines how misbehavior will be addressed by school staff in a way that aligns with Islamic character-building (tarbiyyah) and creates a safe learning atmosphere for all students. We kindly remind parents that while a student's behaviour may be corrected, the child's dignity (karāmah كرامة) is always preserved. Misbehaviour will be addressed with compassion, not condemnation. Disciplinary action is guided by the principle: "We dislike the action, not the child."

Policy Alert – Administrative Authority

All violations will be **immediately referred to school administration**. The **Principal holds full and final authority** to investigate the incident and make an independent judgment.

Disciplinary actions may include a parent meeting, behavioral intervention, in-school consequences, **suspension, or expulsion**, based on the severity or repetition of the violation situation.

Islamic Values and Character Development

We aim to follow the teachings of the Prophet Muhammad ﷺ to cultivate Islamic manners (Akhlaq) and values such as:

- **Truthfulness** (Sidq)
- **Trustworthiness** (Amānah)
- **Respect** (Iḥtirām)
- **Responsibility** (Mas'ūliyyah)
- **Patience** (Ṣabr)
- **Forgiveness** ('Afw)

a. Minor Misbehavior

Handled by: Classroom Teacher / Supervisor / Counselor (through teacher)
 Minor misbehaviors are actions that disrupt the learning environment but do not pose immediate harm.

Examples include (not limited): Note all of the minor means that it happened as an accident or by mistake ones if it's repetitive we considered as a major violence to the behavior policy

Type	Description
Annoying Others	Teasing, provoking, calling names
Disruption	Talking over instructions, making noises, laughing inappropriately
Defiance	Talking back, refusing teacher requests
Apathy	Lack of motivation, not participating
Off-task Behavior	Daydreaming, not completing classwork
Tardiness	Being late to class without valid reason
Improper Use of Materials	Playing with items, using materials not as intended
Uniform Violation	Not wearing the correct school uniform or improper dress code
Inappropriate Language	Using rude or disrespectful words (non-abusive)
Eating in Class	Eating or chewing gum without permission

b. Major Misbehavior

Handled by: Administration / Counselor
 Major misbehaviors are more serious and may require formal interventions or consequences.

Examples include (not limited):

Type	Description
Dishonesty	Lying, cheating,
Physical Aggression	Hitting, pushing, fighting
Verbal Abuse	Yelling, insulting, using offensive language
Bullying	Repeated harassment or intimidation
Theft	Taking others' belongings without permission
Vandalism	Damaging school property or materials
Defiance of Authority	Repeatedly ignoring instructions, arguing with staff
Plagiarism	Using others' work without acknowledgement including AI usage.
Severe Uniform Violation	Deliberate and repeated non-compliance with uniform policy
Endangering Others	Bringing dangerous objects, threatening safety
Harassment/Discrimination	Targeted attacks based on race, religion, gender, etc.
Alcohol, drugs and vaping	Possession, use, or distribution prohibited.

Warning & Consequence System

Al Manarat Islamic School –Disciplinary Escalation System

Step 1: Warning & Reflection by the teachers

- After each misbehaviour, the student:
 - Receives a **verbal warning**
 - One to one conversation

Step 2: Repetitive Minor Misbehaviour: may include

- Completes a **Reflection form Sheet**
- Parents are notified verbally (Phone call) or by email
- According to the teacher's discretion, student may be referred to the counselor after taking previous actions for behavior coaching or escalation to administration for further actions

Step 1: Major Misbehaviour (e.g., fighting, destruction)

Student has to be referred to the counselor immediately

Incident Count	Consequence
1st Major Incident	⚠ Warning letter + Service program
2nd Major Incident	☒ Service or suspension based on the incident + email home by the admin
Repetition	May lead to School expelling

Note: All major and minor incidents are handled at the administration's discretion; while this is the regular process, actions may vary depending on the situation's severity or repletion and school resource capacity, and final decisions rest with the principal and administration board.

Restorative Support Provided at Every Stage

At Al Manarat, we believe in **tarbiyyah through ta'dib**—discipline through nurturing. Beyond consequences, we will offer:

- Reflection forms and counselor sessions
- Behavior coaching based on Islamic character development
- Programs (Khedma, Probation, Chance, Fa'thaker)
- Group counselling

Restorative Approach & Islamic Values

- **Restorative Circles:** Conversations that help students take responsibility and rebuild trust
- Opportunities for sincere apology and reparation
“The best among you are those who have the best manners and character.” – Prophet Muhammad ﷺ
- **Behavior Coaching (one to one and groups):** Sessions with a school counselor to address underlying needs
- **Islamic Reminders:** Teachers will integrate values like *rahma (mercy)*, *sidq (truthfulness)*, *hilm (forbearance)* into behavioural reflection and Tarbiyah and akhlaq annual plan
- **Workshops and campaigns.**
- Khemda program: students have to spend 2 days (lunch break) working on something related to the rule that they crossed.
- Probation Program: Student on this Program take their last restorative action before suspension, by receiving file for 2 weeks and its their responsibility to take signature of each teacher and feedback after each class to be reviewed by the counselor and the administration to take the finale design of release, renewal or escalating
- STEP is a restorative one-week program that supports students' academic progress and behaviour under counselor supervision, focusing on building a confident Muslim self-image, self-control, teamwork, time-management, and self-awareness.
- It combines targeted academic support with restorative strategies to boost purpose, motivation, and sustained positive classroom conduct.

Parental Partnership

We believe that behavioral growth is a **home-school partnership**. Please support us by:

- Talking to your child about school behavior expectations
- Reinforcing values of respect, honesty, and responsibility at home
- Attending scheduled behavior meetings when necessary

Attendance

Drop-Off/Pick-Up

Al-Manarat's back entrance to the school must be used at all times for drop-off and pick-up.

Drop-Off: Upon arrival, children must enter the building and stay in their classrooms until the school bell.

Pick-Up: All children must be picked up by the parents or authorized person(s) by the end of the school day at 4:00 p.m.

Visitors/Parents are not allowed to park unattended cars in drop off/pickup zones. Please be courteous when parking.

Attending School Assemblies

Every morning, students must be inside the gym by 7:55 a.m. such that we can start promptly at 8:00 a.m. with all students and staff observing the opening exercises with the recitation of *Duas* and the National Anthem. Important announcements and occasional class presentations will be made as well.

Students are expected to:

1. Follow hall routines to the designated Assembly Area (usually the gymnasium).
2. Stand in assigned rows and pay attention to teachers
3. During the assembly, be attentive
4. If you need to use the washroom during the assembly, ask your teacher before leaving
5. Return promptly
6. Leave only when it is your turn. Follow hall routines.

Exiting the School

1. Follow hall routines appropriately to the front yard.
2. Be cautious of cars when going to the spot where your car is parked.
3. Play in designated areas of the school only. No loitering in the school building.

To earn an Ontario secondary school credit, students must:

- Maintain **regular attendance (80% minimum)**

- Be present for learning and assessments
- Demonstrate achievement of curriculum expectations

Frequent absences = Risk of losing the credit.

2. Lates & Absences

LATE

- Arriving **within 10 minutes** of the start → *Marked Late*

ABSENT

- Arriving **after 20 minutes** → *Marked Absent*
- Leaving class for **more than 20 minutes** → *Marked Absent*
- Removed from class for misbehaviour → *Marked Absent*
- Skipping class / wandering hallways → *Marked Absent*

3. Behaviour & Removal From Class

If a student is removed from class due to violation to misbehavior policy:

They will:

- Be **marked Absent** for that period
- Be referred to the school counselor
- Receive consequences under the behaviour policy

Note: *The purpose of these policies is to help students take accountability for their actions and support them in developing better time-management skills.*

Leaving class without permission after being marked absent will be considered an additional violation requiring parent involvement, and repeated incidents may lead to further action

4. Impact on Your Credit

Your credit may be at risk if:

- Attendance falls below 80%
- Behaviour repeatedly removes you from class
- Been placed on detention/reflection programs frequently
- Teacher cannot collect enough evidence of learning

We want every student to succeed — **attendance and behaviour are essential.**

Temporary Excusal of Attendance – a student is considered temporarily excused from attendance if the principal has granted permission for them to be absent from school on a temporary basis.

Requirements of Students

- As per the Education Act 21(1) all students under 18 years of age are required to be in attendance at school or in an authorized alternative education program unless they have already graduated or are otherwise excused from attendance at school.
- As per Regulation 298, Operation of Schools – General, students are required to “attend classes punctually and regularly.” (Reg. 298, 23.1(d)).

Issues regarding chronic absence will be addressed in the following progressive manner:

Step 1	<p>Classroom Teacher will complete electronic student attendance tracking to ensure prompt transmission of information to the office. Consideration will be given to extraordinary circumstances (e.g., disruption of transportation services) which are beyond the control of the student. When attendance concerns develop, the teacher will discuss these concerns with the student and parent/guardian. If attendance concerns persist, the matter is referred to school administration</p>
Step 2	<p>Principal/Vice-Principal communicates with student and parent/guardian to discuss concerns and determine if extenuating circumstances are contributing to the issue. In the absence of extenuating circumstances, the Principal/Vice Principal will notify the student and parent/guardian that progressive discipline may be implemented.</p>
Step 3	<p>Principal/Vice Principal implements appropriate and progressive discipline measures to remediate attendance/punctuality issues.</p>
Step 4	<p>A school team meeting is called including the school Guidance Counsellor. In this meeting issues are addressed, goals and expectations are established with a timeline to review progress. This step constitutes a referral to the Guidance Counsellor and will include completion of:</p> <ul style="list-style-type: none"> • Electronic student attendance profile
Step 5	<p>Review team meeting is convened to determine progress toward regular attendance and punctuality. If goals are achieved, attendance continues to be monitored to ensure sustained success. If goals are not achieved, goals or expectations may be adjusted.</p>

Step 6	<p>Provide the student and family with the resource package of programs, community services, work-related information, etc., and include a cover letter inviting student and parent/guardian to review their options and attend a meeting at a specified time to make a decision regarding the student's registration status within the school. For students under 16 years, further interventions, including court action, remain at the discretion of the Guidance Counsellor. Follow-up with phone contact within one to two weeks to ensure receipt of information. If no response or unable to locate, move to the next step.</p>
Step 7	<p>Invite the student and parent/guardian to a final review meeting. If the student is in attendance and re-engages, return to Step 4 to convene a school team meeting. If the student does not attend or respond, proceed to the next step.</p>
Step 8	<p>In consultation with the Guidance Counsellor, remove students from the register who have been absent for 60 consecutive days, ensuring full documentation of team meetings, prolonged absence forms and where appropriate, copy of closing letter. Send student/parent/guardian a letter indicating removal from the register and inviting them to contact the school or school board in the future should the student decide to re-engage in his/her education. Notify the Guidance Counsellor in writing on school letterhead that the student has been removed from the register.</p>

Additional Options

At any point in the above process, the options listed below may be utilized in an attempt to retain or engage the student in their learning program.

- Timetable adjustments;
- Guidance Counselling; Counselling Social Worker/Guidance Counsellor;
- Other Student Services Supports;

- Credit Recovery/Rescue;
- Part-time Learning;
- E-Learning;
- PEP/Work Experience;
- Breakfast/Lunch Program;
- Community service work in school;
- Certificate of Education;
- Psycho-Educational Workshops;
- Home Instruction;
- Program Support/IEP;
- Peer Tutors;
- Student Success supports; and
- Use of other community supports including:
 - Pinewood
 - Youth Justice Outreach
 - Continuing Education
 - Mental Health Services
 - Day Treatment

Additional Considerations

- Parents/Guardians continue to have the option of homeschooling at any time subject to the provisions of PPM 131 – Home Schooling and the Board’s Home Schooling Policy (PO510).
- In addressing concerns regarding any “at risk” student, it is essential to ensure that the parties are familiar with the student’s educational history as documented in his/her OSR. In addition, school personnel must ensure that any program adjustments, Individualized Education Plans or accommodations previously recommended by board personnel or other clinicians and documented in the OSR, are addressed in the student’s current program.

Compassionate Grounds

The Principal may authorize a pupil who is at least 16 years old to be excused from attendance at school on a full-time basis if all of the following circumstances exist:

- The Principal believes that there are compassionate grounds that justify the excusal.
- The Principal requires the pupil to attend school on a part-time basis.
- The purpose of the excuse is not to enable people to be employed during school hours.
- The pupil is not excused under this section for more than one year in total.

Expectations Regarding Achievements

Al-Manarat High School only offers academic streamed courses geared towards university admission. Please note that our school does not have sufficient resources and staff to support the needs of students who require an Independent Education Plan or who need more applied based courses.

Minimum Prerequisite Requirement

A minimum of a 60% mark is required in Mathematics, English, and Science prerequisite courses for a student to be eligible to take the next level course. If a student achieves a mark of less than 60% then they will be required to upgrade the course mark. The course mark can be upgraded through summer school, night school correspondence or online.

Al-Manarat has zero tolerance for late submissions. No assignment or homework or presentation or project will be accepted after the deadline. Any student who has a valid reason for the late submission must submit a Late Submission Form with a proof outlining the cause for the delay. The Late Submission Form must be submitted before the due date of the assignment and in case of an emergency, it can be submitted within 24 hours after the due date.

Travelling and Exam

No travelling should be planned during the school season. The school mandates a six-week summer program in which a core course will be taught to fast track all students. Therefore, students must plan their vacations during the school holidays only. See the school calendar for specific dates.

In case of an emergency, the student must notify the administrative staff in advance and submit an Extended Absence Form. Any student who travels during the school season without an emergency, might have loss of marks, suspension or even withdrawal from a credit.

Inclement Weather Policy

Closings and delays will be posted on our website along with email communication. The school might offer Online Classes in case of inclement weather. Read the 'Online Alternative' section for details.

Teacher Student Communication and Homework

Students will be provided with a google account that they will be using to communicate with the teachers (through Gmail) and their submission portal (google classroom). While enrolled, the teachers will be not using any social media platform to communicate with the students except Gmail and google classroom.

All Homework submissions must be done on time, see deadlines policies. Students may use help from parents, guardians, siblings or anyone in the capacity of a tutor, however, it is highly encouraged for students to reach out to their teachers for extra help and to ensure that if they opt for a tutor, then they are learning the material and not being spoon fed. The teachers have designed the curriculum with meticulous care and therefore it ensures that students who are accepted to the program are capable of excelling through the challenges thrown their way.

Homework

Parents are strongly encouraged to check their child's Google Classroom and ClassDojo for homework and to help supervise their assigned homework.

Late and Missed Assignments

Our school is committed to supporting students in meeting their academic responsibilities while also recognizing that there are circumstances that may affect a student's ability to submit assignments on time. This policy outlines the procedures and consequences related to late assignments, in compliance with the guidelines provided in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)*, pages 43 and 44.

Submission of Assignments:

Students are expected to submit all assignments by the established deadlines. Deadlines are set to help students manage their time effectively and to ensure that they receive timely feedback that supports their learning.

Extensions:

If a student anticipates that they will not be able to meet a deadline, they are encouraged to speak with the teacher as soon as possible to request an extension. Extensions may be granted at the teacher's discretion, taking into consideration the student's circumstances and the nature of the assignment.

Late Assignments:

In cases where an assignment is submitted late without prior approval, the following process will be followed:

- **Communication:** The teacher will communicate with the student to understand the reason for the late submission. This discussion may include identifying any barriers that prevented the student from meeting the deadline and offering support or strategies for future assignments.
- **Completion Opportunities:** The student will be provided with an opportunity to complete and submit the late assignment. In some cases, an alternate assignment may be provided if the original task can no longer serve its intended purpose due to timing or context.
- **Impact on Final Grade:** In cases where late assignments are not submitted at all, the teacher will use their professional judgment to determine the impact on the student's final grade. Teachers will consider the overall evidence of learning demonstrated by the student throughout the course.

Chronic Late Submissions:

For students who frequently submit assignments late, the school may implement additional interventions to support the student in developing better time management and organizational skills. This may include meetings with the student, parents/guardians, and guidance counselors to create a plan for improvement.

Special Considerations:

Teachers will take into account individual circumstances, such as a student's Individual Education Plan (IEP) or other extenuating factors, when applying this policy. Flexibility may be provided to ensure that all students have an equitable opportunity to demonstrate their learning.

Documentation:

Teachers will document instances of late submissions and any related communications or interventions. This documentation will be used to inform decisions about the student's overall progress and to provide a record of support provided.

This policy is designed to encourage students to develop responsibility and accountability while ensuring that they are treated fairly and consistently. For more information, please refer to the full late assignment policy or contact the Guidance Office.

Cheating & Plagiarism Policy

Cheating and plagiarism are serious offenses that undermine the integrity of academic work and the educational process. To address incidents of academic dishonesty, our school follows a continuum of behavioural and academic responses and consequences. This policy is aligned with the guidelines provided in "Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools" (2010).

Definition:

- **Cheating:** Any act that seeks to gain an unfair academic advantage, including but not limited to copying another student's work, using unauthorized materials during an exam, or collaborating without permission.
- **Plagiarism:** The act of presenting someone else's work, ideas, or words as your own, whether intentionally or unintentionally, without proper attribution.

Response and Consequences:

The school's response to incidents of cheating and plagiarism will be guided by the following four factors outlined in Growing Success (2010):

- **The Student's Grade Level:**
 - Consequences will be developmentally appropriate, taking into account the student's grade level and understanding of academic honesty.
- **The Maturity of the Student:**
 - The student's age, maturity, and previous history of academic behavior will be considered when determining the appropriate response.
- **The Circumstances of the Incident:**
 - Each incident will be reviewed in context. Considerations may include whether the behavior was a result of a misunderstanding, pressure, or lack of awareness about academic expectations.
- **The Frequency or Repetition of Incidents:**
 - The school will consider whether the student has a history of similar behavior. Repeated offenses will lead to progressively more serious consequences.

Range of Responses:

The continuum of responses may include, but is not limited to:

- **Education and Reflection:** For first-time or less severe incidents, students may be required to complete an educational module on academic honesty or write a reflective piece about the importance of integrity in academic work.
- **Parental Notification:** Parents/guardians will be informed of the incident and the school's response, particularly for more serious or repeated offenses.

- **Redoing the Assignment:** Students may be given the opportunity to redo the assignment or assessment for partial or full credit, depending on the circumstances.
- **Reduced Mark or Zero:** In cases of more serious or repeated incidents, the student may receive a reduced mark or a zero on the assignment or assessment involved.
- **Detention or Suspension:** Severe or repeated acts of cheating or plagiarism may result in disciplinary actions such as detention, in-school suspension, or out-of-school suspension.

Documentation:

All incidents of cheating and plagiarism will be documented in the student's file. This documentation will include the nature of the offense, the response, and the consequences.

Appeal Process:

Students and their parents/guardians have the right to appeal decisions related to cheating and plagiarism. Appeals must be submitted in writing to the principal within five school days of the decision. The appeal will be reviewed, and a final decision will be communicated in writing.

This policy aims to foster a culture of academic integrity and responsibility, ensuring that all students understand the importance of honesty in their academic pursuits. For more information, please refer to the school's full academic integrity policy or contact the Guidance Counsellor.

Online Learning

The school do not offer online learning. The school offers a distant learning stream for students. Online learning students will have the same schedule as the onsite students and will have an equivalent instructional model along with work submission protocol. All distant students must abide by the following:

1. Cameras must always be on during class time unless explicit permission to turn the cameras off has been granted.
2. Online students will have the same uniform as the onsite students and must abide by the uniform protocol followed by others.

Failure to abide by the above will result firstly in a phone call from the school informing the parents of their child's scenario, if the violation persists, a meeting

with the teaching team and parents will be scheduled, if the violation continues to persist then it may result in the withdrawal of credit.

Minimum Hardware And Software Requirements For Online Students

Online students must have a functional computer or its equivalent, a strong internet connection (preferably wired Ethernet connection), a clear web camera and microphone, and any other essential feature that is required for seamless online studies.

Students should have access to Microsoft Office, Adobe Acrobat Reader, and Google Classroom, Google Workspace account (provided by the school) and a scanner or camera to submit the assignments.

Attendance For Online Students

1. The students enrolled in online learning must login every single class
2. A student who fails to login will be marked absent for that course
3. Students will be logged in from 8:00 am to 4:00 pm. A student who logs in 5 minutes or later after the class starts will be marked 'Late'.

For further information see *Absence and Late Policy* on page ([Insert the page of Attendance policy after formatting](#))

Acceptable Use Policy

In the case that a student is found to use technology in an unacceptable manner, the student and parents (if under the age of 18) will be contacted. The consequences of such actions may result in the removal of the student from the course without refund.

Unacceptable behaviors may include, but may not be limited to the following:

- Creation and transmission of offensive, obscene, or indecent document or images;
- Creation and transmission of material which is designed to cause annoyance, inconvenience or anxiety;
- Creation of defamatory material;
- Creation and transmission that infringes copyright of another person;

- Transmission of unsolicited commercial or advertising material and deliberate unauthorized access to other services accessible using the connection to the network/Internet;
- Causing technical staff to troubleshoot a problem for which the user is the cause, corrupting or destroying other user's data;
- Violating the privacy of others online;
- Using the network in such a way that it denies the service to others;
- Continuing to use software or other system for which the user has already been warned about using; and
- Any other misuse of the network such as introduction of viruses.

Online Alternative for onsite and online students

The School Administration may decide to instruct students online due to certain unavoidable circumstances, these circumstances may be due to severe weather, health concerns (pandemic), etc. The school may cancel classes for a particular day OR have the students attend the sessions online. Each student must have a functional computer device or its equivalent, access to a web camera and microphone that will allow them to seamlessly connect with their classmates and teachers during these online sessions. The school may decide to have evening help sessions, workshops, etc. through the online medium as well.

Uniform Infractions

At Al Manarat Islamic School, school uniform is a key part of our Islamic identity, discipline, and school culture. Students are expected to adhere to uniform expectations daily and respectfully. Wearing a clean and neat uniform is the first step in disciplining the students and developing in them a sense of seriousness. The school uniform gives a clear message as to the purpose of education. All students must be in their clean, well pressed school uniform.

Uniform:

Boys – White shirt, grey pants, black sweater, black shoes and black socks. The shirts should be tucked in and the hair should be well kept and not disheveled.

Boys' Friday Uniform – White *Thawb* and white hat. The dress inside the *Thawb* should not be coloured or printed.

Girls – White shirt, grey tunic, black sweaters, white chiffon (or similar material) scarf, black shoes and black socks. The girls should tie their hair. The scarves should cover

their hair, neck and chest and be pinned up neatly. The shirt sleeves should be up to the wrist and the tunic should be below the ankles.

Girls' Friday Uniform – Black tunic and white scarf.

Nails – The nails should be clipped every week. The girls are not allowed to wear any nail polish or make-up.

Examples of Uniform Violations:

- Not wearing the designated school uniform
- Inappropriate modifications (e.g., rolled sleeves, short skirts, excessive accessories)
- Missing required items: PE uniform, hijab, abaya (for girls), etc.

Note: Students must be clean and neat at all times. Boys should have **well-groomed hair**. Girls' hijabs must be **modest, secure, and made of chiffon or similar material**. All clothing should be **clean, properly fitted, and ironed**.

Disciplinary Protocol:

All infractions will be recorded. After the **third violation**, a referral to the parents is mandatory.

Notes for Parents & Students

- If a student arrives without uniform due to an **emergency or exceptional reason**, please send a written note or call the office that morning.

Student Conduct, Safety, and School Life

Social Media and device usage

While enrolled at the Al-Manarat High School, the students become ambassadors for the school and its values. Responsible social media usage is an essential component for our staff and students. Students are encouraged to be active, expressive and beneficial on social media. The formidable age of a high school teenager is one that allows for the exchange of ideas, thoughts, banter, etc. However, insulting, vulgar, shameless or ignoble behavior is far removed from any respectful, gentle, noble and beneficial discourse. The school will not allow its students to engage in any such activity while

enrolled at the school or while wearing school uniform. Being responsible for what one says and types for the world to see as an ambassador of the school and while upholding its values is a non-negotiable trait. If the administration is aware of social media misconduct and any irresponsible, shameless and vulgar behavior, then depending on the severity of the infraction, an appropriate consequence will be levied.

Use of Electronic Devices

No electronic devices are allowed during school hours including phones, tablets, laptops, gaming devices or any of such electronic devices. They are strictly forbidden for the duration of the time in school. Failure to comply with this policy will result in the devices being confiscated and returned at the discretion of the school's Administration. Every effort will be made to relay important messages received from parents to students at appropriate times during the day. In emergencies, students are to call parents from the main office

Gender Interactions

Al-Manarat aims to create a healthy and dignified interaction between the two genders. The recommended rule for inter-gender interactions follows the abbreviation: PPL - that all interactions be Public, that all interactions be Purposeful and that all interactions be Limited. The school will encourage healthy and respectful interaction between the genders when it comes to schoolwork and projects, however, if a student displays ignoble behavior or acts impetuously in this regard, the administration will levy consequences that are best suited to the level of infraction.

Photograph, Video and Voice Recording

Photography, video, and voice recording are strictly prohibited if taken without consent.

Telephone Calls

The school phone is a business phone and is for use by the staff only. Students may use the phone only in an emergency situation. Forgetting books, homework, equipment, money, etc., is not considered an emergency, nor is making arrangements for a ride home or asking permission to go home with a friend. These plans must be made in advance, before leaving home in the morning, and the school must be notified accordingly.

Recess Rules

Students are expected to:

1. Move to the assigned area of the school immediately. Do not loiter in the school building.
2. Use appropriate language and respectful behaviour at all times.
3. Zero tolerance for violence.
4. Try to solve problems positively. Ask the Duty Teacher for help when needed.
5. Follow instruction from the Duty Teacher at all times.
6. Use washrooms for emergencies only. Obtain permission from the Duty Teacher before entering school.
7. Ensure safety at all times.
8. Immediately stop playing or eating and line up when the bell rings.
9. Do not litter. Pick up litter if you see it.

Walking in Hallways

Students are expected to:

1. Walk at all times, quietly, on the right side.
2. Wear shoes at all times when walking the halls or in class (exception: Salaat Rooms).
3. Keep hands and feet to yourselves.
4. Stop to allow an adult to pass through their lines and in or out of the doorways.
5. Say '*Assalamu Alaikum*' when meeting adults in the hallway.
6. Line up in the hallway and wait to be invited into the classroom.
7. Put the objects found in the hallway in the Lost & Found bin. If an expensive object or money is found, take it to the office.
8. Don't litter in the hallway. If litter is seen, pick it up. Keep the school clean.

Lunch Time

Students are expected to:

1. Take their jacket and lunch bag with them to the Lunch Room
2. Follow the hall routine to the Lunch Room
3. Recite *Du'a* before eating
4. Eat with proper Islamic etiquette
5. Talk quietly
6. Ask for permission from the Lunch Teacher if you need to use the washroom
7. Recite *Du'a* after eating

Water Fountain & Washroom

Students are expected to:

1. Ask permission when needing the washroom at class or recess time.
2. Use water bottles in class. Fountains are to be used during lunchtime. Do not put your mouth on the fountain tap. Do not wash your hands or things in the fountain. Do not waste water.
3. Do not loiter in the hallway. Walk to the washroom and immediately return to class when done.
4. Follow Islamic etiquette when using the washroom: use the toilet sitting down, wash yourself with water, flush the toilet, wash hands with soap and water after going to the toilet.

Skipping or being late on Salah

Daily **salah (prayer)** is central to our Islamic environment. All students are expected to attend salah unless excused due to a valid reason (i.e., illness, menses, or parental exemption communicated in writing).

Violation:

- Refusing or intentionally skipping salah without a valid excuse

Restorative Approach:

Instead of standard punishment, we encourage **spiritual growth** and **responsibility** through meaningful action.

Escalation Protocol od being Late on Salah time:

- **1st Incident of being late:** Teacher documents behavior and refers to counselor to place student name in Salah restorative plan, assigns restorative task and may coordinate with parents.
- **2nd incident :** Any repeated lateness or skipping Salah will be referred to the counselor and Principal. Disciplinary action will be determined at the **Principal's discretion** and may include suspension or, in repeated cases, expulsion.

Note: All major and minor incidents are handled at the administration's discretion; while this is the regular process, actions may vary depending on the situation, and final decisions rest with the principal and administration board.

"Indeed, prayer prevents immorality and wrongdoing..." – Qur'an 29:45

School Property Damage Policy

Policy Statement

The school is committed to maintaining a safe, respectful, and well-kept learning environment. Any damage to school property is considered a serious violation of the Code of Conduct and will not be tolerated.

Definition of School Property

School property examples are buildings, classrooms, furniture, equipment, learning materials, technology, playgrounds, buses, and any materials owned or used by the school.

Prohibited Behaviors

Students are strictly prohibited from intentionally or negligently damaging, defacing, or misusing school property. This includes vandalism, graffiti, breaking equipment, or encouraging others to cause damage.

Reporting and Investigation

All incidents of property damage will be immediately reported to school administration. The administration, led by the Principal, holds full authority to investigate the incident and make a final judgment.

Consequences

Disciplinary actions may include parent notification, restitution or repair costs, behavioral intervention, in-school consequences, suspension, or expulsion, depending on the severity or repetition of the offense.

Restitution

Parents/guardians may be held financially responsible for intentional or negligent damage

Physical Safety

Weapons

All school members must:

- ❖ not be in possession of any weapon, including but not limited to firearms
- ❖ not use any object to threaten or intimidate another person
- ❖ not cause injury to any person with an object

Hands-Off Policy

Purpose

To ensure safety, respect, and a positive learning environment, students must keep their hands, feet, and objects to themselves at all times, including during play or joking.

Rules

All school members must:

1. Not touch others inappropriately, including pushing, hitting, poking, grabbing, or any unwanted physical contact.
2. Not engage in unsafe play such as horseplay, wrestling, or throwing objects.
3. Respect personal space and maintain appropriate physical boundaries at all times.
4. Use words, not physical actions, to resolve conflict and seek staff assistance when needed.
5. Not inflict or encourage others to inflict bodily harm on another person.
6. Adhere to a zero-tolerance expectation for aggressive or physical behavior that causes harm.

Violence and Threats

A student who assaults or threatens another individual may be forbidden to return to school if the victim has reasonable grounds to fear that student. In all such cases, the **Principal will prioritize the safety and needs of the victim**.

Self-defence and provocation will be considered **mitigating factors** when determining consequences.

Documentation and Records

Violent Incident Forms documenting behavior that results in suspension or a report to police will be retained in the student's **Ontario Student Record (OSR)** for **three years**.

Violent Incident Forms resulting in a **recommendation for expulsion** will be retained in the student's OSR in accordance with provincial requirements.

Islamic Guiding Principles

“The Muslim is the one from whose tongue and hand people are safe.” (*Bukhari, Muslim*)

“The strong one is not the one who overcomes others, but the one who controls himself when angry.” (*Bukhari, Muslim*)

Administrative Authority

All minor and major incidents are handled at the **administration's discretion**. While this policy outlines standard procedures, actions may vary depending on the circumstances. **Final decisions rest with the Principal and the Administration Board**.

Student Pledge

“I will keep my hands to myself, use kind words, and show respect to others in all my actions.”

School Policy — Vaping, Alcohol, Tobacco & Drugs

As an Islamic school, we remind our students that their bodies are an **amanah (trust)** from Allah, and they are responsible for protecting their health and choices.

“And do not throw yourselves into destruction with your own hands.”
 (Qur'an 2:195)

Students are expected to uphold Islamic values of **self-discipline, responsibility, and respect for community wellbeing**, both inside and outside the school.

1. Policy Statement

In accordance with the **Ontario Education Act**, the **Provincial Code of Conduct**, and **Ontario public health legislation**, the possession, use, distribution, or influence of **vaping products, alcohol, tobacco, or any illegal or controlled drugs** is strictly prohibited on all school property, during school hours, and at all school-sanctioned activities.

This policy applies to **students, staff, parents, and visitors**.

The school is committed to maintaining a **safe and healthy learning environment** and, as an Islamic school, upholds the preservation of health as a moral and ethical responsibility.

2. Alcohol and Drugs – Mandatory Expectations

All school members must:

- Not be in possession of, use, be under the influence of, or provide others with alcohol, illegal drugs, controlled substances, or any substance intended to alter mood or behavior, on school property, during school hours, or at any school-related activity.

3. Definitions

Vaping / Electronic Cigarettes:

Any battery-operated device producing vapour or aerosol, including vapes, e-cigarettes, pods, mods, Juuls, and related paraphernalia.

Alcohol:

Any beverage or substance containing alcohol, regardless of quantity.

Tobacco:

Cigarettes, cigars, smokeless tobacco, nicotine pouches, or any tobacco-based product.

Drugs / Controlled Substances:

Any illegal drugs, controlled substances, misuse of prescription medication, or substances intended to alter mood or behavior.

Possession:

Having control over any prohibited substance or item, whether visible, concealed, or stored in personal belongings.

4. Prohibited Conduct

Consistent with the **Provincial Code of Conduct**, students must not:

- Possess vaping devices, alcohol, tobacco, drugs, or related materials on school property.
- Use or attempt to use any prohibited substance during school hours or at school-related activities.
- Be under the influence of alcohol, drugs, nicotine, or any mind-altering substance.
- Share, sell, distribute, or promote prohibited substances.
- Display clothing, accessories, or materials that promote vaping, alcohol, tobacco, or drugs.
- Engage in such behavior while wearing the school uniform, whether on or off campus.

SUCH ACTIONS ARE CONSIDERED **CONDUCT INJURIOUS TO THE MORAL TONE OF THE SCHOOL**

5. Consequences for Violation

When a student is found in possession of, using, or under the influence of any prohibited substance:

- **Immediate Confiscation:** All prohibited items will be confiscated immediately.
- **Parent Notification:** Parents/guardians will be contacted without delay.
- **Monetary Fine:** A mandatory fine of **\$500 CAD** may be issued to the student's family.

All violations are subject to a **zero-tolerance policy** and will be **immediately referred to school administration**, which holds full authority to investigate and judge the matter.

Disciplinary action may include a **parent meeting, behavioural intervention, in-school consequences, suspension, or expulsion**, depending on the severity or repetition of the violation.

Suspension policy

Under subsection 306 (1) of the Education Act, a principal shall consider whether or not to suspend a pupil if he or she believes that the pupil has engaged in any of the following activities while at school, at a school-related activity or in other circumstances where engaging in the activity will have an impact on the school climate:

1. Uttering a threat to inflict serious bodily harm on another person.
2. Possessing alcohol or illegal drugs.
3. Being under the influence of alcohol.
4. Swearing at a teacher or at another person in a position of authority.

5. Committing an act of vandalism that causes extensive damage to school property at the pupil's school or to property located on the premises of the pupil's school.
6. Bullying
7. Any other activity that is an activity for which a principal may suspend a pupil under the policy of the school.

If a principal decides to suspend a pupil for engaging in an activity described above, the principal will suspend the pupil from his or her school and from engaging in all school-related activities. The minimum duration of a suspension is one school day and the maximum duration is 20 school days. In considering how long the suspension should be, a principal will take into account any mitigating or other factors prescribed by the regulations. Under clause 306 (1) 7 of the Education Act, a pupil may be suspended if he or she engages in an activity that is an activity for which a principal may suspend a pupil under a policy of the school.

Under school policy, activities for which a principal may suspend a pupil include:

1. Persistent opposition to authority;
2. Habitual neglect of duty;
3. Willful destruction of school property; vandalism causing damage to school property or property located on school premises;
4. Use of profane or improper language;
5. Use of tobacco
6. Theft;
7. Aid/incite harmful behaviour;
8. Physical assault;
9. Being under the influence of illegal drugs;
10. Sexual harassment;
11. Racial harassment;
12. Fighting;
13. Possession or misuse of any harmful substances;
14. Hate-motivated violence;
15. Extortion;
16. Distribution of hate material;

17. Inappropriate use of electronic communications/media
18. Other – defined as any conduct injurious to the moral tone of the school or to the physical or mental well-being of others.

Note: All violations and behavioral incidents will be referred to school administration. The Principal holds full and final authority to investigate the incident and make a judgment based on the severity or repetition of the violation and the school's resource capacity.

DIPLOMA AND CERTIFICATES

The Requirements for the Ontario Secondary School Certificate

If you started Grade 9 in or before Fall 2023

If you started Grade 9 in 2023 or earlier, you need the following to get your OSSD.

Compulsory credits

You need the following 18 compulsory credits to get your OSSD:

4 credits in English (1 credit per grade)

3 credits in mathematics (at least 1 credit in Grade 11 or 12)

3 credits for group 1, 2 and 3 courses (1 credit in each group)

2 credits in science

1 credit in Canadian history (Grade 10)

1 credit in Canadian geography (Grade 9)

1 credit in the arts

1 credit in health and physical education

1 credit in French as a second language

0.5 credit in career studies

0.5 credit in civics and citizenship

The following also apply to compulsory credit selections.

You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.

You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

Group 1, 2 and 3 compulsory credits

Of the 18 compulsory credits, you must complete 1 from each of the following groups:

Group 1

English (including the Ontario Secondary School Literacy Course) or French as a second language

Native languages

First Nations, Métis, and Inuit studies

classical studies and international languages

social sciences and the humanities

Canadian and world studies

guidance and career education

cooperative education

American Sign Language as a second language

Langue des signes québécoise langue seconde

Group 2

health and physical education

the arts

business studies

French as a second language

cooperative education

American Sign Language as a second language

Langue des signes québécoise langue seconde

Group 3

science (Grade 11 or 12)

technological education

French as a second language

computer studies

cooperative education

American Sign Language as a second language

Langue des signes québécoise langue seconde

The following conditions apply to compulsory credit selections from the above 3 groups.

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

If you have taken Native languages in place of French as a second language in elementary school, you may use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language.

You can count a maximum of 2 credits in cooperative education as compulsory credits from any of the above 3 groups.

The Langue des signes québécoise langue seconde course is only available in French-language schools.

Optional credits

You must earn 12 optional credits by successfully completing courses from your school's program and course calendar.

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

If you started Grade 9 in Fall 2024 and after

Note: Starting in September 2026, you must earn a new financial literacy graduation requirement as part of your compulsory Grade 10 mathematics course. You will need to achieve a mark of 70% or higher to pass this new requirement and earn your high school diploma.

Adult learners: If you enter the secondary school system starting in the 2028–2029 school year or later, these requirements apply to you. You may meet these requirements through the Prior Learning Assessment and Recognition (PLAR) for Mature Students process.

If you started Grade 9 in 2024 or in later years, you need the following to get your OSSD.

Compulsory credits

You need the following 17 compulsory credits to get your OSSD:

4 credits in English (1 credit per grade)

3 credits in mathematics (Grade 9, Grade 10 and 1 credit in Grade 11 or 12)

2 credits in science

1 credit in technological education (Grade 9 or Grade 10)

1 credit in Canadian history (Grade 10)

1 credit in Canadian geography (Grade 9)

1 credit in the arts

1 credit in health and physical education

1 credit in French as a second language

0.5 credit in career studies

0.5 credit in civics and citizenship

1 credit from the STEM-related course group

The following apply to compulsory credit selections.

You can use the Grade 11 English: Understanding Contemporary First Nations, Métis and Inuit Voices course to meet the Grade 11 English compulsory credit requirement.

You can use the Grade 9 Expressions of First Nations, Métis, and Inuit Cultures course to meet the compulsory credit requirement in the arts.

You can use a Level 1 or 2 Native languages course to meet the compulsory credit requirement for French as a second language if you have taken Native languages in place of French as a second language in elementary school.

English language learners: You may count up to 3 credits in English as a second language (ESL) or English Literacy Development (ELD) towards the 4 compulsory credits in English. Your fourth credit must be a Grade 12 compulsory English course.

STEM-related course group

Of the 17 compulsory credits, you must complete 1 from the following group:

business studies

computer studies

cooperative education

mathematics (in addition to the 3 compulsory credits currently required)

science (in addition to the 2 compulsory credits currently required)

technological education (in addition to the 1 compulsory credit required)

Optional credits

You must earn 13 optional credits by successfully completing courses from your school's program and course calendar.

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

Literacy graduation requirement

You must meet the literacy graduation requirement to earn your high school diploma.

For most students, this means passing the Ontario Secondary School Literacy Test (OSSLT).

If you do not pass the OSSLT, there are other ways to meet the literacy graduation requirement. Contact your school principal to find out about these options.

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

1. 18 compulsory credits
2. 12 optional credits
3. The grade 10 Ontario Secondary School Literacy Requirement (OSSLT).
4. A minimum of 40-hours of mandatory Community Involvement activities prior to graduation

18 COMPULSORY CREDITS

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

0.5

Civics

3 ADDITIONAL CREDIT

Plus one additional credit from each of the following groups

Group 1	Group 2	Group 3
1 additional credit in:	1 additional credit in:	1 additional credit in:
<ul style="list-style-type: none"> ❖ English ❖ Canadian and World Studies ❖ Social Sciences & the Humanities ❖ French as a Second Language ❖ Native language ❖ Classical or International Language ❖ Guidance & Career Education ❖ Cooperative Education 	<ul style="list-style-type: none"> ❖ Arts (Visual Arts, Dance, Drama, Music) ❖ Business Studies ❖ Health & Physical Education ❖ French as a Second Language ❖ Cooperative Education 	<ul style="list-style-type: none"> ❖ Computer Studies (Grade 10 – 12) ❖ Science (Grade 11 or 12) ❖ Technological Education (Grades 9 – 12) ❖ Cooperative Education

- ❖ A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a Grade 12 compulsory English course.
- ❖ In groups 1, 2, and 3, a maximum of 2 credits in French as a second language can count as compulsory Credits, one from group 1 and one from either group 2 or group 3.
- ❖ A maximum of 2 credits in cooperative education can count as compulsory credits.

12 OPTIONAL CREDITS

In addition to the 18 compulsory credits, students must complete a total of 12 optional credits in courses of their choice. Optional credits may be selected from a list of

courses available in the school. Students are encouraged to choose courses suited to their individual interests as well as university, college, apprenticeship, or work requirements.

- ❖ All credit courses toward the Ontario Secondary School Diploma (OSSD) are based on rigorous curriculum expectations and course descriptions and codes of the Ontario Ministry of Education.
- ❖ Credit courses toward the OSSD focus on the essential concepts of the respective discipline. Course work develops students' knowledge and skills by emphasizing theoretical, abstract applications of the essential concepts and incorporating practical applications as appropriate. The emphasis is on theory and abstract thinking as a basis for future learning and problem solving.
- ❖ College/University preparation courses in Grades 11 and 12 are designed to equip students with the knowledge and skills they need to meet the entrance requirements for college and university programs.

ONLINE LEARNING GRADUATION REQUIREMENT (PROGRAM MEMORANDUM 167)

ONLINE LEARNING GRADUATION 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” FOR THIS GRADUATION REQUIREMENT

- 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.

There is one exception: 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 your local school if you have questions regarding the registration process.

Parents/guardians may choose to opt their children out of the mandatory online learning credits required for graduation. To opt out, a parent/guardian must submit an opt-out form to the school. Students 18 years of age or older, or who are 16 or 17 years of age and have withdrawn from parental control, can also opt out of the graduation requirement by submitting an opt-out form to the school. School boards must 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.

OPT-OUT PROCESS

Students may opt out of the online learning graduation requirement under the following conditions:

Parent/Guardian Request: A parent or guardian can request that their child be exempted from the online learning requirement by submitting an opt-out form to the school.

Student Request: Students who are 18 years of age or older, or students who are 16 or 17 years old and have withdrawn from parental control, can request an exemption by submitting the opt-out form themselves.

To opt out, the required opt-out form must be completed and submitted to the principal's office. The opt-out form can be obtained from the school's guidance counsellor's office.

Note: The completion of the opt-out form will result in the online learning graduation requirement being marked as non-applicable on the student's Ontario Student Transcript and report card.

For more information on the online learning graduation requirement and the opt-out process, please contact the Guidance Counsellor.

PROVINCIAL SECONDARY SCHOOL LITERACY DIPLOMA REQUIREMENT

THE ONTARIO SECONDARY SCHOOL LITERACY TEST

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

- ❖ In the spring of their Grade 10 school year, students will write the Ontario Secondary School Literacy Test (OSSLT).
- ❖ Students must pass the test in order to graduate from secondary school and earn a diploma.
- ❖ The OSSLT is based on the Ontario curriculum expectations for language and communication - particularly reading and writing - up to and including Grade 9.
- ❖ The test determines whether students have acquired those skills necessary for literacy and whether they have attained the provincial expectations for literacy.

- ❖ Students unsuccessful on the first attempt may rewrite the test. There is no limit to the number of attempts a student may make.
- ❖ Once successful, the student cannot take the test again.
- ❖ Students who have been eligible to write the OSSLT at least twice and who have been unsuccessful at least once may satisfy the Provincial Secondary School Literacy Diploma Requirement by successfully completing the Ontario Secondary School Literacy Course (OSSLC).

ONTARIO SECONDARY SCHOOL LITERACY COURSE (OSSLC)

The Ontario Secondary School Literacy Course has been developed to provide students who have been unsuccessful on the test with intensive support in achieving the required reading and writing competencies, and with an alternative means of demonstrating their literacy skills. Al-Manarat High School does not offer this course, however, students can

register for the course at a local summer school or other institutions after getting the approval from the school.

ACCOMMODATIONS, SPECIAL PROVISIONS, DEFERRALS AND EXEMPTIONS:

Accommodations, deferral and exemption information is outlined in two documents:

1. EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions
2. Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2016

Any accommodation recommended by the school will be acceptable to EQAO, in accordance with information in EQAO Guide for Accommodations, Special Provisions, Deferrals and Exemptions and Ontario Schools Kindergarten to Grade 12, Policy and Program Requirements 2016 and will be outlined in the individual student's Individual Education Plan. Accommodation recommendations will be communicated by letter to parents/guardians in advance of the test.

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

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

40-HOUR COMMUNITY INVOLVEMENT

Every student who begins secondary school in Ontario is required to complete 40 hours of community involvement in order to receive a diploma. The community involvement requirement is in addition to the 30 credits required for a high school diploma. It is designed to encourage civic responsibility and promote community values. The program is flexible so that all students can find ways to participate. Students will be responsible for fulfilling the community involvement component on their own.

- ❖ Each student is responsible for finding and completing 40 hours of community service work.
- ❖ The school may not be directly involved in finding placements for students or monitoring students while they are completing this work.
- ❖ A completed ***“Community Involvement Activity Record Form”*** must be completed and submitted by the student, upon completion of any community hours, accompanied by a signed letter from the organisation as proof.
- ❖ Students in Grade 8 may start accumulating community involvement hours in the summer before they enter Grade 9.
- ❖ The parents/guardians are responsible for checking potential placements before the student begins his/her service work.
- ❖ The school is responsible for advising students of the requirements and procedures for completing the 40-hour community involvement requirement.
- ❖ Students will receive information and appropriate forms from the main office or principal or guidance counsellor.
- ❖ The Principal will determine the required number of community service hours for students who come from outside the province or country.
- ❖ Activities may take place inside or outside the school; those that occur inside the school may not be part of a credit program.
- ❖ Activities may take place during the school day, but must occur outside the student's scheduled course time, that is, during the lunch hour, or before or after classes.

THE MINISTRY'S LIST OF INELIGIBLE ACTIVITIES

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

- ❖ is a requirement of a class or course in which the student is enrolled (e.g., cooperative education portion of a course, job shadowing, work experience);
- ❖ takes place during the time allotted for the instructional program on a school day. However, an activity that takes place during the student's lunch breaks or "spare" periods is permissible;
- ❖ takes place in a logging or mining environment, if the student is under sixteen years of age;
- ❖ takes place in a factory, if the student is under fifteen years of age;
- ❖ takes place in a workplace other than a factory, if the student is under fourteen years of age and is not accompanied by an adult;
- ❖ would normally be performed for wages by a person in the workplace;
- ❖ involves the operation of a vehicle, power tools, or scaffolding;
- ❖ involves the administration of any type or form of medication or medical procedure to other persons;
- ❖ involves handling of substances classed as "designated substances" under the Occupational Health and Safety Act;
- ❖ requires the knowledge of a tradesperson whose trade is regulated by the provincial government;
- ❖ involves banking or the handling of securities, or the handling of jewelry, works of art, antiques, or other valuables;
- ❖ consists of duties normally performed in the home (i.e., daily chores) or personal recreational activities;
- ❖ involves a court-ordered program (e.g., community-service program for young offenders, probationary program).

AL-MANARAT'S LIST OF ELIGIBLE ACTIVITIES

A student may work in a variety of settings including businesses, not for 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 provides students with lists of eligible activities and the guide provided by the Ministry. It also includes a record of hours for planned and completed Community Involvement Activities. Community Involvement Activities may be counted toward the 40-hour minimum ONLY if they begin after the student enters high school in September of Grade 9. Students must complete a minimum of 20 hrs outside of Al-Manarat High School. Students who complete more than 250 hours will be given a special recognition award during their graduation ceremony.

- ❖ Student fundraising, and acting as a student assistant, tutor, or peer helper or mediator within the school all qualify as Community Involvement activities.
- ❖ Student fundraising, and acting as a student assistant, tutor, or peer helper or mediator within the school all qualify as Community Involvement activities.
- ❖ Volunteer activities, tutoring, fund-raising, coaching, or other work with community groups or charitable organizations all qualify as Community Involvement, as long as the student is not paid for the work done.
- ❖ Independent activities in the community may count, such as visiting, helping out, and picking up groceries or supplies for an elderly or disabled neighbour; shovelling snow or raking leaves, etc. Documentation must be received from the community member, and no payment of any kind may be received for these activities.

SUBSTITUTION POLICY FOR COMPULSORY CREDIT REQUIREMENTS

As part of the Ontario Secondary School Diploma (OSSD) requirements, students may request the substitution of up to three compulsory credits with alternative courses that better meet their educational needs. This option is available to ensure that students can tailor their education to align with their career goals and individual circumstances, while still fulfilling the requirements for graduation.

Limitations on Substitution:

- A maximum of three compulsory credits may be substituted during a student's secondary school program.

- Core subjects such as English, Mathematics, and Science cannot be substituted, as they are essential to meeting the foundational requirements of the OSSD.
- Substitutions will only be considered if they align with the student's educational or career goals, and in cases where the student has an Individual Education Plan (IEP), the substitution must be consistent with the IEP.

Procedure:

- To request a substitution, students or their parents/guardians must submit a written request to the principal using the designated form available from the Guidance Counsellor.
- The principal, in consultation with relevant staff, will review the request and determine if it meets the necessary criteria.
- Approved substitutions will be recorded on the student's Ontario Student Transcript (OST) and documented in their Ontario Student Record (OSR).

This policy ensures that the substitution process is clear and transparent, while maintaining the integrity of the OSSD. For more information, please contact the Guidance Office.

REQUIREMENTS FOR THE ONTARIO SECONDARY SCHOOL CERTIFICATE (OSSC)

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

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

7 required compulsory credits:

- ❖ 2 credits in English
- ❖ 1 credit in Mathematics
- ❖ 1 credit in Science
- ❖ 1 credit in Canadian History or Canadian Geography
- ❖ 1 credit in Health and Physical Education

- ❖ 1 credit in the Arts, Computer Studies, or Technological Education

7 required optional credits

- ❖ 7 credits selected by the student from available courses

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

CERTIFICATE OF ACCOMPLISHMENT

Students who are leaving secondary school upon reaching the age of eighteen without having met the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. The Certificate of Accomplishment may be a useful means of recognizing achievement for students who plan to take certain kinds of further training, or who plan to find employment directly after leaving school. The Certificate of Accomplishment is to be accompanied by the student's Ontario Student Transcript. Students who return to school to complete additional credit and non-credit courses (including courses with modified or alternative expectations in special education programs) will have their transcript updated accordingly but will not be issued a new Certificate of Accomplishment. The Ontario Secondary School Diploma or Ontario Secondary School Certificate will be granted when the returning student has fulfilled the appropriate requirements.

CURRICULUM

WHAT IS 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. A half credit constitutes 55 hours of instruction. Credits are granted by the Principal on behalf of the Minister of Education for courses that are developed or approved by the Ministry.

TYPES OF COURSES AVAILABLE IN THE ONTARIO CURRICULUM

In grades 9 and 10, four types of courses are available to be offered by ministry of education guidelines: academic, applied, locally developed compulsory and open courses.

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.

GRADES 11 AND 12

In grades 11 and 12, courses available to be offered to prepare students for post-secondary destinations include: university, university/college, college, workplace and open course.

The following five 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.

Workplace preparation courses are designed to equip students with the knowledge and skills they need to meet the expectations of employers, if they plan to enter the workforce directly after graduation, or the requirements for admission to certain apprenticeship or other training programs.

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.

THE COURSE CODING SYSTEM

The course code consists of a course title and a six-character code. The first five characters are designated by the Ministry of Education. The sixth character is determined by Al-Manarat Islamic High School. Normally, the sixth character is "1" and it does not appear on the Ontario Student Transcript

Code Character	Explanation	Example (PPL101)
First, Second, Third	Subject Discipline of the course in Letters	"PPL" – represents Healthy Active Living Education
Fourth	Grade level as a number. "1" = Grade 9, "2" = Grade 10, "3" = Grade 11 and "4" = Grade 12	"1" = Grade 9

	In case of ESL/ELD and Classical/International language courses (A,B,C,D,E) refers to the level of proficiency	
Fifth	Type of Course as a letter: "C" College "D" Academic "L" Locally Developed "M" University/ College "O" Open "P" Applied "U" University "W" Workplace	"O" - Open Course
Sixth	Board or School designated character that assists with organization of classes	"1"= 1 Credit

DESCRIPTION OF THE COURSES OFFERED AT AL-MANARAT HIGH SCHOOL

1. Building the Entrepreneurial Mindset (Open) BEM1O

In this course, students will learn what makes an entrepreneur thrive and the skills required to succeed in today's business environment. Students will begin to develop their own entrepreneurial mindset, and learn why it's important to take initiative, adapt to change, find creative solutions, and understand the financial considerations of entrepreneurship. This hands-on course will use business software and applications to help students plan and develop their entrepreneurial ideas and learn how to present them to a target audience. Throughout the course, students will enhance their communications skills as well as develop and refine their project management skills, including goal setting, time management, and networking.

Prerequisite: None

2. Exploring Canadian Geography (De-streamed) CGC1W

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

Prerequisite: None

3. English Grade 9 (De-streamed) ENL1W

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication.

Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum.

Prerequisite: None

4. Core French - FSF1D

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

Prerequisite: None

5. Mathematics (De-streamed) MTH1W

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

Prerequisite: None

6. Healthy Active Living Education (Open) PPL10

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

7. Science (De-streamed) SNC1W

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

Prerequisite: None

8. Religious Studies - HRE13

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

9. Canadian History CHC2D

This course explores social, economic, and political developments and events and their impact on the lives of different individuals, groups, and communities, including First Nations, Métis, and Inuit individuals and communities, in Canada since 1914. Students will examine the role of conflict and cooperation in Canadian society, Canada's evolving role within the global community, and the impact of various individuals, organizations, and events on

identities, citizenship, and heritage in Canada. Students will develop an understanding of some of the political developments and government policies that have had a lasting impact on First Nations, Métis, and Inuit individuals and communities. They will develop their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, when investigating key issues and events in Canadian history since 1914.

Prerequisite: None

10. English, Grade 10, Academic (ENG2D)

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

Prerequisite: Grade 9 English, Academic or Applied

11. A. Career Studies, Grade 10, Open (GLC2O)

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

Prerequisite: None

12. Civics Grade, Grade 10: Open CHV2O

This course explores rights and responsibilities associated with being an active citizen in a democratic society. Students will explore issues of civic importance such as healthy schools,

community planning, environmental responsibility, and the influence of social media, while developing their understanding of the role of civic engagement and of political processes in the local, national, and/or global community. Students will apply the concepts of political thinking and the political inquiry process to investigate, and express informed opinions about, a range of political issues and developments that are both of significance in today's world and of personal interest to them.

Prerequisite: None

13. Principles of Mathematics, Grade 10, Academic (MPM2D)

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

Prerequisite: Grade 9 Mathematics Academic

14. Science, Grade 10, Academic (SNC2D)

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: Grade 9 Science, Academic or Applied

15. Communications Technology, Grade 10, Open (TGJ2O)

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

Prerequisite: None

16.English-Grade 11, ENG3U

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

Prerequisite: English, Grade 10, Academic (ENG2D)

17.Physics- Grade 11, SPH3U

SPH3U is an introduction to physics and a prerequisite for the grade 12 course SPH4U. This course will be one of your first courses dedicated to one particular branch of science, in this case Physics. This course develops students' understanding of the basic concepts of physics. Students will explore these concepts with respect to motion, forces, energy, waves and sound, and electromagnetism. They will develop their scientific investigation skills as they test laws of physics and solve both assigned problems and those emerging from their investigations. Students will also consider the impact of technological applications of physics on society and the environment.

Prerequisite: Grade 10 Science (Academic)

18.Biology SBI3U

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

Prerequisite: Grade 10 Science (Academic)

19.Chemistry SCH3U

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

Prerequisite: Grade 10 Science (Academic)

20.Mathematics-Grade 11 (MCR3U)

This course introduces the mathematical concept of the function by extending students' experiences with linear and quadratic relations. Students will investigate properties of discrete and continuous functions, including trigonometric and exponential functions; represent functions numerically, algebraically, and graphically; solve problems involving applications of functions; 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: Principles of Mathematics, Grade 10, Academic (MPM2D)

21.Introduction to Kinesiology-PSK4U

This course introduces students to the world of human movement. Kinesiology can be studied from a wide variety of lenses: from the cellular level of physiology to the social factors that influence participation in sport and physical activity. This course focuses on the systems, factors, and principles involved in the development of human movement. Students will observe the impact of socioeconomic factors on physical activity participation rates and relationships with nutrition. Students will learn about the basic anatomy and cellular functions of the body related to movement, the mechanics behind movement, and the measured effects of training on the body. The course prepares students for university programs in physical education and health, kinesiology, health sciences, health studies, recreation, and sports administration.

Prerequisite: Any Grade 11 university or university/college preparation course in science, or any Grade 11 or 12 course in health and physical education

22.Challenge and Change –HSB4U

This course focuses on the use of social science theories, perspectives, and methodologies to investigate and explain shifts in knowledge, attitudes, beliefs, and behaviour and their impact on society. Students will critically analyze how and why cultural, social, and behavioural patterns change over time. They will explore the ideas of social theorists and use those ideas to analyze causes of and responses to challenges such as technological change, deviance, and global inequalities. Students will explore ways in which social science research methods can be used to study social change.

Prerequisite: Any university (U) or university/college (M) preparation course in social sciences and humanities, English, or Canadian and world studies.

23.Chemistry-SCH4U

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

evaluating the impact of chemical technology on the environment.

Prerequisite: Chemistry, Grade 11, University Preparation

24. Physics-SPH4U

This course enables students to deepen their understanding of physics concepts and theories. Students will continue their exploration of energy transformations and the forces that affect motion, and will investigate electrical, gravitational, and magnetic fields and electromagnetic radiation. Students will also explore the wave nature of light, quantum mechanics, and special relativity. They will further develop their scientific investigation skills, learning, for example, how to analyse, 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: Physics, Grade 11, University Preparation

25. Biology-SBI4U

This course provides students with the opportunity for in-depth study of the concepts and processes that occur in biological systems. Students will study theory and conduct investigations in the areas of biochemistry, metabolic processes, molecular genetics, homeostasis, and population dynamics. Emphasis will be placed on the achievement of detailed knowledge and the refinement of skills needed for further study in various branches of the life sciences and related fields. Prerequisite: Biology, Grade 11, University Preparation

26. English-ENG4U

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

Prerequisite: English, Grade 11, University Preparation

27. International Business-BBB4M

This course provides an overview of the importance of international business and trade in the global economy and explores the factors that influence success in international markets. Students will learn about the techniques and strategies associated with marketing, distribution, and managing international business effectively. This course prepares students for postsecondary programs in business, including international business, marketing, and management. Prerequisite: None

28. Philosophy: Questions and Theories-HZT4U

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

29. Advanced Functions-MHF4U

This course extends students' experience with functions. Students will investigate the properties of polynomial, rational, logarithmic, and trigonometric functions; develop techniques for combining functions; broaden their understanding of rates of change; and develop facility in applying these concepts and skills. Students will also refine their use of the mathematical processes necessary for success in senior mathematics. This course is intended both for students taking the Calculus and Vectors course as a prerequisite for a university program and for those wishing to consolidate their understanding of mathematics before proceeding to any one of a variety of university programs. Prerequisite: Functions, Grade 11, University Preparation, or Mathematics for College Technology, Grade 12, College Preparation.

30. Calculus and Vectors-MCV4U

This course builds on students' previous experience with functions and their developing understanding of rates of change. Students will solve problems involving geometric and algebraic representations of vectors and representations of lines and planes in threedimensional 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. Note: The new Advanced Functions course (MHF4U) must be taken prior to or concurrently with Calculus and Vectors (MCV4U).

31. World History since the Fifteenth Century-CHY4U

This course traces major developments and events in world history since approximately 1450. Students will explore social, economic, and political changes, the historical roots of contemporary issues, and the role of conflict and cooperation in global interrelationships. They will extend their ability to apply the concepts of historical thinking and the historical inquiry process, including the interpretation and analysis of evidence, as they investigate key issues and ideas and assess societal progress or decline in world history. Prerequisite: Any university or university/college preparation course in Canadian and world studies, English, or social sciences and humanities.

ACCESS THE OUTLINES OF THE COURSES OF STUDY

Outlines of study of the course offered at Al-Manarat High School are available in the main office of the school.

ACCESS THE ONTARIO CURRICULUM POLICY DOCUMENTS

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

For Secondary School course documents, go to:

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

For documents pertaining to the Ontario Student Record, go to:

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

For documents pertaining to the Ontario Student Transcript, go to:

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

For information regarding Policy and Program Requirements, go to:

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

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 allow them to explore a career of interest as they plan a pathway through secondary school to their postsecondary destination. Experiential learning programs include job shadowing and job twinning, which may start in Grades 7 and 8, and work experience and cooperative education, which are offered in secondary school.

Cooperative education programs allow students to earn secondary school credits while completing a work placement in the community. These programs complement students' academic programs and are valuable for all students, whatever their postsecondary destination. A cooperative education program comprises, at a minimum, one cooperative education course and its related course, on which the cooperative education course is based. Any course from an Ontario curriculum policy document or any ministry-approved locally developed course may serve as the related course for a cooperative education program. In their cooperative education program, students may earn a minimum of one and a maximum of two cooperative education credits for each related course, whether it is a full- or half-credit course. If the related course is a multiple-credit course, a student may earn a maximum of two co-op credits for each credit earned in the related course. The cooperative education course consists of a classroom component and

a placement component. The classroom component includes pre-placement sessions and classroom integration sessions. The pre-placement sessions prepare students for the workplace and include instruction in areas of key importance, such as health and safety. The classroom integration sessions provide opportunities for students to reflect on and reinforce their learning in the workplace as the program progresses. A personalized placement learning plan (PPLP) must be developed for all students in a cooperative education program. A student's progress in achieving the curriculum expectations and in meeting the requirements identified in the PPLP must be assessed and evaluated by a teacher through regular workplace monitoring meetings with the student and the student's workplace supervisor.

Al-Manarat High School does not offer experiential learning programs at this time.

POLICY REGARDING STUDENT'S WITHDRAWAL FROM COURSES IN GRADE 11 AND 12

If a student withdraws from a course they will not be able to obtain a credit for that course. Therefore, we strongly do not recommend students withdrawing from a course in the midst of a school year or semester. However, if for a very strong reason a student needs to withdraw from a course they must obtain the parents' (if the child is under 18 years of age) and the school's permission to do so. A student must withdraw from a grade 11 or 12 course 5 instructional days after the term 2 report card is issued for it not to show up on their official transcript; after this date, a failing mark will be shown on the transcript if the student drops the course.

PROCEDURES RELATED TO CHANGING COURSE TYPES

Al-Manarat High School is committed to offering its students' Academic, and Open Course of study in grade 9, 10 and 11. Some students may change their educational goals as they proceed through secondary school. When they embark on a new pathway, they may find that they have not completed all the prerequisite courses they need. If a student requires to change their pathway and course type they should speak to the principal/guidance counsellor for procedures in changing course types and procedures for changing pathways. If additional help is required in order to complete the course, tutoring before or after school will be provided.

PLAR — PRIOR LEARNING ASSESSMENT AND RECOGNITION: EQUIVALENCY AND CHALLENGE

Prior Learning Assessment and Recognition (PLAR) is the formal evaluation and credit-granting process whereby students may obtain credits for prior learning. Prior learning includes the knowledge and skills that students have acquired, in both formal and informal ways, outside secondary school. Students may have their knowledge and skills evaluated against the expectations outlined in provincial curriculum policy documents in order to earn credits towards the secondary school diploma. The PLAR process involves two components: "challenge" and "equivalency".

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

(PLAR) THE CHALLENGE PROCESS

If the student is from another Ontario Secondary School, he or she can challenge for a credit for what the student has learned prior to coming to Al-Manarat High School. The student will be assessed for his or her prior learning of a course developed from an Ontario curriculum document. The principal may also initiate the possibility of a student challenging for a credit or credits if he/she sees it suitable for the student.

Students may challenge for credit only for Grade 10, 11, and 12 courses in provincial curriculum policy documents and may earn no more than four credits through the challenge process, including a maximum of two credits in any one discipline. (See OS 2011, section 7.2.5.1.)

Students may challenge for credit for a course only if they can provide reasonable evidence to the principal that they would be likely to be successful in the challenge process, in accordance with criteria established by the ministry in OS 2011, section 7.2.5.1, and PPM No. 129, "Prior Learning Assessment and Recognition (PLAR): Implementation in Ontario Secondary Schools" (July 6, 2001)

Students who wish to challenge for a credit must complete and submit the following to the principal:

1. PLAR Challenge Application Form
2. Ontario Student Transcript
3. Knowledge and Skills Profile which consists of:
 - 3.1. Evidence of Relevant Learning
 - 3.2. Reference Form

(PLAR) THE EQUIVALENCY PROCESS

If the student comes from outside of Ontario, then the student will have the equivalency assessment. The equivalency assessment evaluates the credentials that the student has acquired from their former school 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 will contact the former school for a discussion on the curriculum expectations of that school's legislative authority.

Credits that are achieved are recorded in the student's Ontario Students Transcript. For students who are transferring from homeschooling, a non-inspected private school, or a school outside Ontario, principals will grant equivalency credits for placement purposes based on their evaluation of the student's previous learning. Equivalency credits will be recorded on the student's Ontario Student Transcript as "PLE" credits.

Here are some guidelines that are used to determine equivalency credits:

- ❖ Where appropriate, students entering grade 10 or 11 will receive 8 credits for each successful grade completed (starting with grade 9) out of province.
- ❖ Grade 11 credits will be granted based on courses completed out of province upon review of the report card and possibly the curriculum covered
- ❖ A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth credit must be earned in a Grade 12 compulsory ENG course.
- ❖ A maximum of 2 credits in co-operative education may count as compulsory.

PLAR procedures must also be available to exceptional students. Assessment strategies must be adapted for this group in keeping with their special needs; for example, extra time might be allowed for the completion of work, or a quiet environment might be provided for activities. While PLAR may be of benefit to some gifted students, it is not intended to be used as a replacement for or alternative to enriched or other special programs for gifted students.

OTHER WAYS OF EARNING CREDITS

When it is appropriate, students will be helped to plan a program that can include alternative ways of earning credits, for example:

- ❖ Summer or night school courses in publicly or privately funded schools or institutions.
- ❖ Prior Learning Assessment and Recognition (PLAR)
- ❖ Independent Learning Centre (ILC) courses if available and if approved by the School.

Prior permission from Al-Manarat High School is required before registering for any course at any other institution for a credit. Students must consult one of the guidance counsellors before making any arrangements to register for courses outside the school by completing and submitting the “Outside Course Approval Form”. It is the student's responsibility to determine what courses they need to move on successfully through high school. The guidance counsellors will be available to give a supporting hand when needed. There are various institutions and public school boards that offer continuing education courses. The guidance department will assist the students in determining what the best option is and how to register.

Please note: Students in Grades 9 may not take any courses at other institutions if the course is being offered at Al-Manarat High School.

TAKING COURSES THROUGH THE INDEPENDENT LEARNING CENTRE (WWW.ILC.ORG)

If a student wishes to register for an independent course, they may do so through the ILC, which is a ministry initiative that allows students to take courses independently. The

student would be responsible for the course fee and they must consult the Guidance Department for the forms and contract.

TAKING COURSES THROUGH AMDEC (www.amdec.ca)

The Avon Maitland District e-Learning Centre is a full distance, online secondary school course provider administered by the Avon Maitland District School Board. AMDEC offers secondary school courses to Ontario students on a modified continuous entry basis. Students will need the consent of the school to complete the registration process.

NIGHT SCHOOL/SUMMER SCHOOL

Information will be available throughout the year in the Guidance Department pertaining to courses being offered and locations. It is the responsibility of the student to meet all deadlines and submit forms accordingly.

REACH AHEAD CREDITS FOR ONTARIO ELEMENTARY STUDENTS IN GRADE 8

For Ontario students currently in Grade 8, they are eligible to take up to three high school level credits ahead of time, after consulting their current Elementary and Secondary School Principal(s) and consent of the Parents/Guardians. Students are typically eligible for Reach Ahead during the Grade 8 school year or the summer before Grade 9, as outlined in the Ontario Schools: Policy and Program Requirements section 2.5.2.1.

This is a fabulous opportunity for elementary students to:

- ❖ Lessen the academic demand in their first year of high school by completing a mandatory course
- ❖ Ease the transition from the elementary into secondary schooling
- ❖ Complete a compulsory course prior to the start of high school, allowing for more flexibility during the Grade 9 year.

Please submit the Reach Ahead Credit Request form along with the supporting documents to info@almanarathighschool.com if you would like to proceed with a Reach Ahead Credit.

ONLINE LEARNING GRADUATION REQUIREMENT

Beginning with the cohort of students who entered Grade 9 in the 2020-21 school year, all students must earn a minimum of two online learning credits as part of the requirements for an Ontario Secondary School Diploma unless they have been opted out or exempted in accordance with the processes described in this memorandum. Adult learners entering the Ontario secondary school system in 2023-24 or later will also be required to meet this graduation requirement unless they opt themselves out of the requirement.

OPT-OUT PROCESS

Students can be opted out of the online learning graduation requirement:

- at the request of their parent(s)/guardian(s)
- at the student's request, if they are 18 years of age or older (or if they are 16 or 17 years of age and have withdrawn from parental control)

Minimum requirements

The parents/guardian must submit the “opt-out form”. For a student who is 18 years of age or older, or a student who is 16 or 17 years of age and has withdrawn from parental control, may use to record their decision to opt out of the graduation requirement.

EVALUATION AND EXAMINATION POLICIES

The Ministry of Education has implemented “Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools: First Edition, Covering Grades 1 to 12, 2010.” The principles and policies outlined in this document apply to assessment, evaluation and reporting practices in all programs. A copy of this document may be found at:
<http://www.edu.gov.on.ca/eng/policyfunding/growSuccess.pdf>

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.

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

THE SEVEN FUNDAMENTAL PRINCIPLES:

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

- ❖ are fair, transparent, and equitable for all students;
- ❖ support all students, including those with special education needs;
- ❖ are carefully planned to relate to the specific curriculum expectations and, as much as possible, to the interests, learning styles and preferences, needs, and experiences of all students;
- ❖ are communicated clearly to students and parents at the beginning of the school year and at other appropriate points throughout the school year or course;
- ❖ are ongoing, varied in nature, and administered over a period of time to provide multiple opportunities for students to demonstrate the full range of their learning;
- ❖ provide ongoing descriptive feedback that is clear, specific, meaningful, and timely to support improved learning and achievement;

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

ASSESSMENT

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.

The final grade for each course is determined as follows:

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

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

EVALUATION

Evaluation is the process of judging the quality of a student's work on the basis of established achievement criteria and assigning a value to represent that quality. It reflects a student's level of achievement of the provincial curriculum expectations at any given time. In order to ensure that assessment and evaluation are valid and reliable and that they lead to the improvement of student learning, teachers will use a variety of assessment and evaluation strategies that:

- ❖ Address both what the students learn and how well they learn it;
- ❖ Are based on the categories of knowledge and skills and on the achievement-level descriptions given in the achievement chart that appears in the curriculum policy documents for each course;

- ❖ Are varied in nature, administered over a period of time, and designed to provide opportunities for students to demonstrate the full range of their learning;
- ❖ Are appropriate for the learning activities used, the purposes of instruction, and the needs and experiences of the students;
- ❖ Are fair to all students;
- ❖ Ensure that each student is given clear directions for improvement;
- ❖ Promote student abilities to assess their own learning and to set specific goals;
- ❖ Include the use of students' work as samples that provide evidence of their achievement; and are communicated clearly to students and parents at the beginning of the course and at other appropriate points throughout the course.

SCHOOL EXAMINATIONS

Examination schedule for Grade 9 ,10 and 11 for 2024 is as follows:

- Final Exam for Sem 1 will be held from the 22nd of January, 2024 to the 26th of January 2024
- Final Exam for Sem 2 will be held from the 24th of June, 2024 to the 28th of June, 2024

Parents are asked 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, he/she will be subject to the loss of the exam grade and, in some cases, may be risking the credit for that course. 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.

MISSING TESTS OR OTHER EVALUATIONS

Tests and evaluations are scheduled ahead of time. Missing an evaluation or test can only be excused in case of personal illness. Students must provide a Doctor's note in order to have the opportunity to re-write the test upon immediate return to the school. Failure to provide a Doctor's notes will result in a Zero for the test/evaluation. Other emergency situations must be discussed and approved by Office Admin Staff in order to re-write the test. Scheduled medical appointments must be discussed with the teacher ahead of time.

Missing multiple assessments for a course can result in loss of credit if the teacher deems the student has not shown enough evidence to meet the curriculum expectations.

For more details on Assessment and Evaluation, please see the 2010 Growing Success document from the ministry website.

REPORTING PROCEDURES

There will be a mid-term(semester) report card and a final semester report card given to each student.

ONTARIO STUDENT RECORD (OSR)

The Ontario Student Record folder (OSR) is an official record created when a student enters the Ontario school system and moves with the student from school to school. It is developed under the authority of the Education Act, and the contents are protected under the Freedom of Information and Protection of Privacy Act.

The OST (Ontario Student Transcript) is kept in the student's Ontario Student Record folder (OSR). This folder contains achievement results, credits earned, and other information important to the education of the student. The parents/guardians and the student may examine the contents of the OSR on request, with the assistance of the Principal or a Guidance Counsellor.

POLICY

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

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

In addition, the contents of the OSR are described in the guideline Ontario Student Record (OSR), 2020

It should be noted that the OSR may be the subject of search warrant or a subpoena and, if so, must be produced, in such instances, reference should be made to section 4 of the OSR guideline.

The information relating to serious violent incidents leading to reports to the police, as well as the

\information relating to serious violent incidents leading to suspension or expulsion, will be maintained in the OSR. This information will be recorded on the Violent Incident Form.

COMPONENTS OF OSR

The following information will be included in the OSR:

- OSR Folder
- Report cards
- Ontario Student Transcript (OST)
- Documentation file
- Office Index Card
- Student Record of Accumulated Instruction in French as a Second Language in Elementary
- Prior Learning Assessment and Recognition (PLAR) Challenge for Credit: Cumulative Tracking Record

REMOVAL OF INFORMATION FROM THE OSR

The information relating to suspension for violent behavior shall not be removed from the OSR unless three consecutive years have passed during which no further suspensions for serious violent incidents have taken place. The information relating to expulsion shall be removed five years after the date on which the school expelled the student. Where an expelled student has been readmitted to school by a school, and is expelled again, the information relating to the expulsions shall not be removed from the OSR until five consecutive years have passed without any further expulsion.

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

TRANSFER OF THE OSR

If the student transfers to another school, the information in the OSR relating to the serious violent incident that led to suspension or expulsion, as well as to a report to the police, will remain in the OSR unless removed based on the policies above. The transfer will occur in accordance with the guidelines in Ontario Student Record (OSR), 2013.

ONTARIO STUDENT TRANSCRIPT (OST)

The Ontario Student Transcript (OST) is a provincially standardised document that provides a comprehensive record of a student's achievement in secondary school. The credits that a student has earned towards fulfilment of the requirements for graduation will be recorded on the OST. In Grades 9 and 10, the student's achievement with percentage grades earned and the credits gained are recorded for successfully completed courses. In Grades 11 and 12, the student's achievement for all courses taken or attempted is recorded, showing percentage grades earned, credits granted, (if successful), or "W" for "withdrawn before completion." Students repeating a course for which they have already received a credit will have all attempts and marks recorded, but only one credit is granted to the attempt which results in higher marks. All other attempts will be indicated as R for repeat. Identification of any course that has been substituted for a compulsory course will be made. Also, confirmation that the student has completed the mandatory requirements of Community Involvement and the Literary Requirement will be noted.

FULL DISCLOSURE

The Ontario Student Transcript will reveal all grade 11 or 12 courses attempted, including those failed, dropped or repeated. This will allow a more valid evaluation of each student's academic performance. Students taking grade 11 or 12 courses must be careful to meet the deadlines to drop a course from their timetables. Failure to meet this deadline will result in the course remaining on the Transcript and thus it will be a part of the student's permanent record. This may have an effect when students present their transcripts when applying for employment, college or university.

Note: The deadline to drop a course without disclosure is 5 days after release of the midterm report cards.

SIGNING OST

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

TRANSCRIPTS FROM OTHER SCHOOLS

When students are admitted into Al-Manarat High from another Ontario Secondary School, the information will be transferred to the school system by one of the guidance counsellors and must be reviewed by another member of the administrative team.

SUPPORT AND RESOURCES

SUPPORT RELATED TO GUIDANCE

The guidance program plays a key role at Al-Manarat High School by providing students with the tools they need for success in school, in the workplace, and in their daily lives. In particular, the school provides a dedicated guidance counselor available to assist the students in various areas such as course selection and decision-making processes related to planning for postsecondary education. The guidance program is designed to recognize the diverse abilities, strengths, and aspirations of all students, providing them with knowledge and skills that will benefit them throughout their lives.

Al-Manarat High School provides guidance, personal counselling and educational and career planning support including the individual pathway plan (IPP) and orientation and exit programs. Students and parents can make an appointment with the guidance counsellor and the Principal to discuss education and career planning goals.

THE ROLE OF GUIDANCE

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

- ❖ to provide students with opportunities to formulate educational plans consistent with their intellectual abilities, interests and goals,
- ❖ to learn more about the world of work and employment opportunities suited to their interests and abilities,

- ❖ to come to a deeper understanding of self, to develop or enhance a positive self-image and to explore ways of establishing successful relationships with others,
- ❖ to develop skills, knowledge and attitudes that will enable them to deal effectively with daily living.

Note:

- To ensure student-counsellor contact, each student is assigned a counsellor.
- Parents are invited to contact counsellors to arrange interviews in order to discuss course selection, career planning and exploration, student's progress, social emotional issues and any other matters of concern.

PATHWAYS PLAN

The goal of the Pathways Plan is to provide multiple pathway possibilities beginning in high school, to ensure that all students have the opportunity to transition to the next stage of their education regardless of their chosen destination. The Pathways Plan consists of the combination of courses that make up a student's educational program and the support provided in offering that program. It is designed to lead a student to a particular destination, and should reflect the goals that motivate students to complete their secondary education. It is considered successful if each student makes a smooth transition to the next stage of his or her life.

Student learning in the education and career/life planning program takes place through:

- ❖ a variety of developmentally appropriate learning activities and programs related to the curriculum
- ❖ school-wide activities and processes
- ❖ activities in the community

STRATEGIES AND RESOURCES FOR STUDENTS AND PARENTS TO SUPPORT EDUCATION

PLANNING

Before choosing courses, parents and students should consider:

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

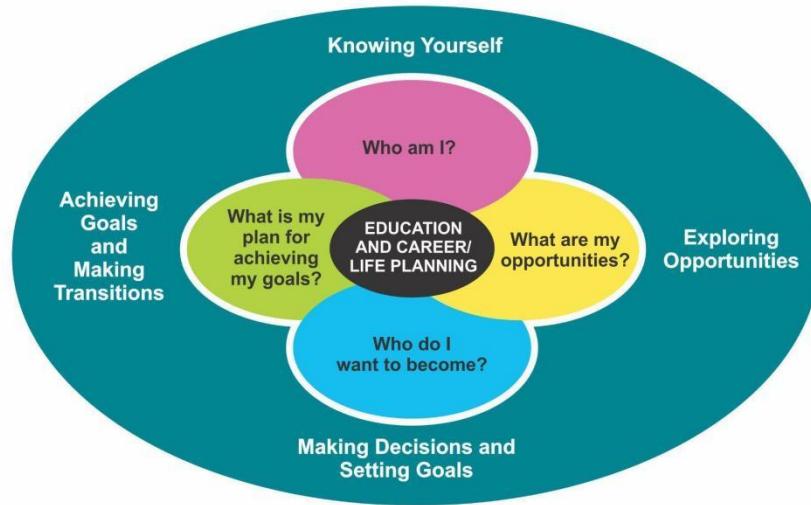
We strongly recommend you consult with the school's guidance counselor regarding your choice. Data indicates that students have been successful in grade 9 when parents/students accept the teacher recommendations. Students can choose a combination of Academic or Open courses to complete their high school diploma requirement. Religion and elective courses are OPEN courses.

ACADEMIC (D) COURSES:

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

COURSE SELECTION PROCESS

Students must select 8 courses to earn their credits in Grade 9



THE INDIVIDUAL PATHWAYS PLAN (IPP), GRADES 7 TO 12

In Grades 7 to 12, students will document evidence of their learning in an Individual Pathways Plan (IPP).

Creating Pathways to Success outlines an inquiry-based conceptual framework and supporting policies and processes to guide schools in developing a comprehensive Kindergarten to Grade 12 education and career/life planning program. The program

framework is a four-step inquiry process built on four questions linked to the four areas of learning in education and career/life planning –

- Knowing Yourself;
- Exploring Opportunities;
- Making Decisions and Setting Goals;
- Achieving Goals and Making Transitions

The four questions in the framework are relevant at any age or stage of development; only context and emphasis change as a student progresses through school, from Kindergarten to Grade 12.

- Who am I?
- What are my opportunities?
- Who do I want to become?
- What is my plan for achieving my goals?

The education and career/life planning process is 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. Regular use of the framework across the curriculum and throughout the school experience helps students see the connections between their learning in school and their lives beyond school, and creates a culture supportive of education and career/ life planning within the school.

A central goal of the program is for students to learn how to use the model and make a habit of applying it, so that they can become confident, independent, and effective education and career/life planners throughout their lives.

- ❖ Starting in Grade 7 students will document their learning in education and career/life planning in a web-based Individual Pathways Plan (IPP).
- ❖ The IPP becomes the primary planning tool for students as they move through the grades towards their initial postsecondary destination. Ongoing development of the IPP also provides students with a valuable archive of their learning and a record of the resources that can assist them in planning.
- ❖ Students are responsible for establishing and maintaining their Individual Pathways Plans.

- ❖ The IPP provides the structure for students to document evidence of their ongoing inquiry and development in the four areas of learning. For each area of learning, students report and reflect on what they did during various learning activities, the knowledge and skills they used, what they learned, and how they have applied or plan to apply what they learned.
- ❖ By developing their Individual Pathways Plan, students take responsibility for their learning and for planning their future. Developing their IPP increases students' awareness of their strengths and interests and of the related opportunities for learning and work. It also enables them, in collaboration with their teachers and parents, to make decisions, set goals, and develop and implement the steps needed to successfully complete elementary and secondary school and proceed to their initial postsecondary destination.
- ❖ In Grades 7 and 8, the IPP process will emphasize planning for the transition from elementary to secondary school; in Grades 10 to 12, it will emphasize planning for the student's initial postsecondary destination.
- ❖ The development of learning skills and work habits, described in *Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools, 2010* and reported in provincial report cards, is also a critical element in education.
- ❖ The IPP also serves as a record of student learning and an effective resource for facilitating parent interviews and student-led conferences, illustrating where students have been and where they are going.
- ❖ In addition, the IPP helps students develop a fuller understanding of the education and
- ❖ Career/life planning inquiry process and the value the process will have for them in their postsecondary planning and throughout their lives.

INTERVENTION STRATEGIES AND REMEDIAL PROGRAMS

Student academic success is an important goal for our school. In certain cases, students may be below academic achievement level and may require assistance or intervention. Staff will contact parents and let them know if a student is at risk. They will share ideas with the parents and develop strategies that can benefit the student's performance. A record of intervention (ROI) form will be filled by the teacher and submitted to the

guidance office for follow up and further action. Remedial assistance is available to all students daily for up to one hour after school. Each day of the week is designated for a particular subject, but students may arrange for extra assistance from their teacher in advance.

SUPPORT FOR ENGLISH LANGUAGE LEARNERS

Due to limited resources and space limitations at the school, we do not offer ESL or any specialized programs. Students who are new to the country or who would like to transfer from ESL programs from other schools are offered general help from their subject teachers on a case-by-case basis. We encourage students to get tutoring and more intense English training from other institutions.

COMMUNITY RESOURCES

Our guidance office also has a lot of information about resources available in the community and is a great place to stop by to ask questions and get contacts for programs or resources available in the community.

SPECIAL EDUCATION

ACCOMMODATIONS PROVIDED

Al-Manarat High School does not have a formal special education program. However, it recognizes that some students may develop special needs due to some situation in their life and will accommodate those students accordingly. Accommodations such as extra-time on tests and examinations will be provided where appropriate. Other accommodations may be granted in consultation with the student's teachers as and when the need arises.

We pray that Allah (swt) grants us success and allows the students, teachers, parents and administration to work collectively in producing spiritual beings with transformative

abilities -

Ameen!

PARENT/GUARDIAN CONSENT

I acknowledge that I have read and understood all school policies and procedures. I understand that the school may take appropriate actions to maintain a safe, healthy, and respectful learning environment, including supervising student behavior, managing safety, and enforcing school rules.

I consent to the school taking reasonable steps to ensure the well-being of the school community and my child, in accordance with applicable laws and school procedures.

Student Name: _____

Parent / Guardian Name: _____

Parent / Guardian Signature: _____



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